



ASSESSMENT, RECORDING & REPORTING POLICY

INTRODUCTION

The purpose of establishing a whole school policy on assessment, recording and reporting is to establish a common understanding of principles and practices. Good practice should encourage dialogue between teachers, pupils and parents. The responsibility of the policy is under the Deputy Head- Teaching and Learning and the content applies to all subject teachers.

Aims

- To improve teaching and learning strategies for teachers and pupils.
- To motivate, encourage and celebrate achievements.
- To find out what pupils know, understand and can do.
- To provide 'summative' information at the end of each key stage.
- To provide information for evaluation of teaching strategies.
- To use as an effective source of projected outcomes and analysis
- To communicate pupil progress and achievement to parents.
- To ensure that assessment takes into account the individual needs of all pupils, including those with Special Educational Needs and Disabilities (SEND) and those with Education, Health and Care (EHC) plans, in line with the ISI Inspection Framework (September 2025) and ISSR Part 1.
- To ensure that assessment and reporting for pupils for whom English is an Additional Language (EAL) reflects their individual starting points and tracks progress appropriately.

1. ASSESSMENT

The prime reason for assessment is to help pupils learn more effectively. Through assessment, teachers learn about the changes in students' knowledge and understanding, abilities and attitudes.

For pupils, assessment provides feedback and the opportunity to monitor and reflect on their own learning, behaviour and attitudes. Involvement in assessment procedures helps pupils identify the next stage of learning. It should also encourage pupils to take greater responsibility for their own learning.

Assessment takes many forms and should give a picture of what the pupil has achieved at a certain point. Assessment and marking are linked but are not the same thing. Assessment is the process of identifying what pupils know, understand and can do. Marks give direct information in relation to clear objectives.

To be successful the assessment process should:

- Reflect the whole school aims and objectives.
- Be valid and reliable.
- Be integral to the teaching and learning process.
- Explain the learning objectives and ensure they are clearly understood by the learner.
- Be continuous.

- Be appropriate to its purpose and include a variety of techniques to provide opportunities for all pupils to achieve success.
- Allow for and reward unexpected outcomes that demonstrate effort and achievement.
- Concentrate on positive aspects of pupils' abilities, experiences, efforts and achievements and personal qualities whilst identifying areas for development.
- Motivate the learner.
- Not be biased.
- Record not only academic success but also social and personal achievements.
- Be recorded in a manageable way.
- Involve pupils in the assessment process.
- Take into account the individual needs of pupils with SEND or EHC plans. Assessment approaches should be adapted where necessary, and relevant access arrangements should be applied in line with JCQ guidance and the school's SEND Policy.
- Take into account the needs of pupils for whom English is an Additional Language, ensuring assessment reflects attainment rather than language acquisition where these can be differentiated.

During September of each new academic year students new to the school and new to a Key Stage will undergo the CEM CABT standardised assessment, using the following tests;

- Y7 MIDYIS
- Y10 YELLIS
- Y12 ALIS

Refer to the whole school grading sheet for more information.

In the Autumn, Spring and Summer term, Junior pupils undertake GL progress testing.

Assessment for Pupils with SEND and EHC Plans

The ISI Inspection Framework (September 2025) requires that assessment takes into account the needs of all pupils, including those with SEND and EHC plans. At Adcote School:

- Subject teachers are responsible for adapting assessment tasks and approaches to meet the needs of pupils with SEND, in liaison with the SENCo.
- Where a pupil has an EHC plan, assessment must reflect the outcomes and targets set within that plan. Progress against EHC plan outcomes is tracked termly and reported to parents.
- Access arrangements for formal assessments and examinations are applied in accordance with JCQ regulations and coordinated by the SENCo and Examinations Officer.
- The SENCo is responsible for maintaining records of pupils' SEND support and progress, which are reviewed regularly and inform reporting to parents.
- Where concerns arise regarding a pupil's progress that may indicate an unidentified learning need, teachers should refer to the SENCo at the earliest opportunity using the school's referral process.

2. RECORDING

Recording should be consistent within each subject area. It should clearly relate to programmes of study. Not all assessments need to be formally recorded but will help to show pupils' attainments and progress over a period of time. The principle function of teachers' records is to inform the planning of future work and enable judgements to be made about pupil levels in each attainment target, particularly at the end of each Key Stage.

Subject areas need to ensure that adequate records of individual pupil achievements are maintained and available. These records must be kept up to date and should be supported by evidence in the form of work samples, exercise books, video evidence, etc.

Assessment work collected from Year 6 will be forwarded to the Senior School tracking files.

The recording system should:

- Be manageable
- Be understandable to a variety of users.
- Record work that pupils have done.
- Provide appropriate information to colleagues, pupils and parents.
- Reflect the departments' schemes of work.
- Guide appropriate future work.

Elements in the recording procedure should be:

- Schemes of work and lesson plans
- Mark books
- Tracking mark sheet (google or teachers planner)
- Half termly feedback reports
- Termly pupil reports

- Written comments on pupils' work

Assessment of written work

This should be done in line with the School's marking policy. Marking should be regular and clear, in a coloured pen. Written feedback should be given alongside any grades or percentages. For rewards and sanctions please refer to the appropriate policy.

3. REPORTING

Reporting is an integral part of assessment. An example of the reporting schedule is below.

[W Adcote Feedback and T&L Dates 26-27- Draft.docx](#)

ADCOTE SCHOOL Feedback Dates 2026 / 2027											
AUTUMN TERM 2026				SPRING TERM 2027				SUMMER TERM 2027			
SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	
1	2	3	4	5	6	7	8	9	10	11	12
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22	22	22
23	23	23	23	23	23	23	23	23	23	23	23
24	24	24	24	24	24	24	24	24	24	24	24
25	25	25	25	25	25	25	25	25	25	25	25
26	26	26	26	26	26	26	26	26	26	26	26
27	27	27	27	27	27	27	27	27	27	27	27
28	28	28	28	28	28	28	28	28	28	28	28
29	29	29	29	29	29	29	29	29	29	29	29
30	30	30	30	30	30	30	30	30	30	30	30
31	31	31	31	31	31	31	31	31	31	31	31
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9
10	10	10	10	10	10	10	10	10	10	10	10
11	11	11	11	11	11	11	11	11	11	11	11
12	12	12	12	12	12	12	12	12	12	12	12
13	13	13	13	13	13	13	13	13	13	13	13
14	14	14	14	14	14	14	14	14	14	14	14
15	15	15	15	15	15	15	15	15	15	15	15
16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17
18	18	18	18	18	18	18	18	18	18	18	18
19	19	19	19	19	19	19	19	19	19	19	19
20	20	20	20	20	20	20	20	20	20	20	20
21	21	21	21	21	21	21	21	21	21	21	21
22	22	22	22	22	22	22	22	22	22	22	22
23	23	23	23	23	23	23	23	23	23	23	23
24	24	24	24	24	24	24	24	24	24	24	24
25	25	25	25	25	25	25	25	25	25	25	25
26	26	26	26	26	26	26	26	26	26	26	26
27	27	27	27	27	27	27	27	27	27	27	27
28	28	28	28	28	28	28	28	28	28	28	28
29	29	29	29	29	29	29	29	29	29	29	29
30	30	30	30	30	30	30	30	30	30	30	30
31	31	31	31	31	31	31	31	31	31	31	31

Weekly assessments in the Sixth Form should be recorded promptly throughout the year under reporting period 'Tracking' on Engage. These are accessible by parents on Adcote Portal.

All pupils in Senior school and Sixth Form will receive a full written report twice a year. The report will give information about work covered, attitude, skills and specific improvement criteria in each subject area. There are also report comments for peripatetic music lessons and learning support. The

personal tutor will give an overall view of the pupil's progress in and out of the classroom. The House staff will provide a similar overview for the boarders. The Head will also give a report on each pupil.

3.1 USE OF iSAMS

The reports and tracking are administered by the iSAMS system with marks and comments entered via the staff portal. The portal is set up by the MIS Manager each term ready for data entry to begin at half term.

3.2 GUIDE TO REPORT WRITING – Example issued to all staff

So that reports can be written in the correct format by everyone please follow the rules and guidelines when writing reports, issued prior to each deadline.

https://docs.google.com/document/d/1PrgtKWJsQ9w3bOxVg6sAj54xPW9Gvf54hYCkxeDrjQQ/edit?usp=drive_link

General Pastoral guidelines can be found below.

THE PERSONAL TUTOR'S ROLE

The tutor's report comment should normally include:

- Academic summary – this should not repeat what has been said in subject reports verbatim but should aim to draw out key themes, reflect on progress and outline future steps
- Extra-curricular achievements
- Specific to year group – such as UCAS applications, options or exam preparation
- Pastoral – different emphasis for different year groups but may include how well a pupil has settled in, how they contribute to the form, their general manner and behaviour, as well as referring to social issues and personal development
- Mention of CLEAR attributes demonstrated by students.

Whilst the principal responsibility for proof reading lies with individual subject teachers, tutors should read through the reports and, either make minor edits accordingly, or refer it back to the subject teacher. Tutors should also ensure that they have proof read their own tutor comments very carefully.

Learning Support and Boarding comments

Please follow the rules and guidelines already set out.

Peripatetic music comments

These should be written as a word document and emailed to kfletcher@adcoteschool.co.uk by the published deadlines.

After writing the pupil's name and year group, please start each comment with the name of the instrument and a colon. For example:

Mary Jones Year 8
Piano:

Please follow the same rules for names as previously stated.

4. Artificial Intelligence (AI) and Assessment Integrity

The school recognises that Artificial Intelligence (AI) technologies are becoming increasingly accessible and may be used by students as part of their learning experience. Whilst AI can support education positively, it also presents risks to the authenticity and integrity of assessed work. The school is committed to ensuring that all assessment outcomes accurately reflect a student's own knowledge, understanding and abilities.

This section of the policy is informed by and should be read alongside the JCQ 'AI Use in Assessments: Your Role in Protecting the Integrity of Qualifications' guidance (Revision 2, April 2025) and the school's Examinations Malpractice Policy. As AI technologies develop rapidly, this section will be reviewed annually and updated to reflect any revisions to JCQ guidance or national expectations.

Acceptable Use of AI

Students may use AI tools where explicitly permitted by a member of staff for educational purposes such as:

- revision support,
- research starting points,
- vocabulary or translation assistance,
- quiz generation,
- proofreading support,
- idea generation and planning.

Any use of AI must support, rather than replace, independent student thinking and learning.

Where AI tools are used in a permitted context for Non-Examined Assessments (NEAs) or coursework, students must retain a record of the AI-generated content used (e.g. a screenshot in non-editable format) and provide a brief explanation of how it was used. This must be submitted with the assessed work so that the teacher can review it. Failure to declare AI use in permitted contexts may be treated as malpractice.

Unacceptable Use of AI

Students must not:

- submit AI-generated content as their own work,

- use AI tools to complete assessments unless expressly permitted,
- use AI to gain an unfair advantage in homework, coursework, controlled assessments or examinations,
- use AI tools during examinations or formal assessments,
- use AI-enabled wearable technology during assessments.

The misuse of AI may be treated as academic malpractice and sanctions may be applied in line with the school's Behaviour Policy and Examination Malpractice Procedures.

AI-Enabled Devices and Wearable Technology

The use of AI-enabled devices, including smart glasses (such as Meta/Ray-Ban AI glasses), smart watches, earpieces, or other wearable technology capable of recording, transmitting or accessing information, is prohibited during examinations and formal assessments unless medically required and approved by the school in advance.

Staff reserve the right to challenge or investigate the use of any device where there are concerns regarding:

- assessment integrity,
- safeguarding,
- privacy,
- unauthorised recording,
- or potential malpractice.

Authenticity of Student Work

Students are expected to produce work that is authentic and representative of their own ability. Staff may use a range of methods to verify authenticity, including:

- in-class assessments,
- monitored drafting,
- verbal questioning,
- process-based assessment,
- review of revision history or drafting evidence,
- comparison with prior classwork.

Where concerns arise regarding the authenticity of submitted work, students may be asked to explain or reproduce aspects of their work under supervised conditions.

Staff may also use AI detection tools to support identification of potential misuse, in line with JCQ guidance (April 2025). The use of AI detection tools is not conclusive evidence of malpractice and must be used alongside other evidence. Any investigation will follow the school's Examinations Malpractice Procedures.

Staff Responsibilities

Staff should:

- provide clear guidance regarding permitted AI use,
- design assessments that support authentic student responses,
- remain vigilant regarding emerging technologies,
- report concerns relating to AI misuse or academic malpractice,
- ensure students understand expectations surrounding independent work and digital responsibility.
- **not rely solely on AI tools for marking or assessing student work. Any use of AI tools by assessors must not replace professional judgement, in line with JCQ guidance (April 2025).**

Review of Policy

As AI technologies continue to develop rapidly, the school will review this policy regularly to ensure guidance remains current, effective and aligned with national expectations and safeguarding responsibilities.

Related policies:

 [AI Policy for Staff](#)

 [AI Policy for Pupils and Parents](#)

Legal Framework

This policy has due regard to the following legislation and guidance:

- Education Act 1997
- Education and Skills Act 2008
- Equality Act 2010
- Children and Families Act 2014
- **Keeping Children Safe in Education (KCSIE) 2025**
- **Education (Independent School Standards) Regulations 2014 (ISSR)**
- **ISI Inspection Framework (September 2025)**
- **JCQ 'AI Use in Assessments: Your Role in Protecting the Integrity of Qualifications' (Revision 2, April 2025)**
- **JCQ General Regulations for Approved Centres (current edition)**
- **SEND Code of Practice (2015) — note: SEND reforms are expected under the Schools White Paper (February 2026). This policy will be updated once statutory changes come into effect.**

