



THE BUCHAN SCHOOL

---

# **Buchan Assessment, Recording and Reporting Procedure**

Rosie Ellwood (Deputy Head of Buchan)  
Last Review: February 2026  
Next Review: February 2028

**THE BUCHAN SCHOOL**  
**ASSESSMENT, RECORDING AND REPORTING POLICY**

**1. BACKGROUND**

This assessment policy is devised and developed by the Deputy Head, in conjunction with the Head Teacher and Subject Heads of Department.

Heads of Department are responsible for implementing the policy within their departments and for monitoring subject teachers in their assessment practice. Heads of Department should also ensure that robust methods of standardisation are in place prior to grades being awarded.

Assessment serves a wide range of purposes which enable the review, planning and improvement of teaching and learning, and benefits pupils, teachers and parents alike. It forms an integral part of the teaching and learning process and, as such, is an essential component of the educational provision at The Buchan School.

**2. CORE PRINCIPLES OF ASSESSMENT**

- Integral to teaching and learning: Assessment should be a continuous part of the teaching process, not a separate event.
- Educative: Assessments should support and enhance learning, with outcomes used to inform future teaching and planning.
- Fair and equitable: Assessments must be fair to all pupils, free from bias, and provide equal opportunities to demonstrate learning.
- Clear goals and criteria: Pupils and teachers must understand the learning goals and the criteria for success.
- Actionable feedback: Assessment should provide clear, constructive, and actionable feedback that helps pupils understand their strengths and weaknesses and how to improve.
- Pupil involvement: Pupils should be actively involved in their own learning and assessment, including through self evaluation.
- Recognition of achievement: All educational achievement should be recognized to help motivate and build the self-esteem of learners.
- School-wide evaluation: Assessments should contribute to the evaluation of school-wide processes and lead to informative reporting.
- Comprehensive: Assessments should cover multiple aspects of a child's development, including cognitive, social, emotional, and physical domains, to get a complete understanding of their abilities.

**3. ASSESSMENT PURPOSE AND BENEFITS**

The benefits of frequent and effective assessment are:

**For pupils**

- It ensures that they are able to understand their current levels of achievement, knowledge, understanding, skill and attitude to learning.
- It allows them to identify what they need to do to improve

## For parents

- It keeps them informed about their child's achievement and progress and how these may be maximized.

## For teachers

- It enables them to tailor their approach to teaching to the needs of individual pupils.
- It informs Form Tutors of the progress of pupils in their Forms.
- It enables Subject Leads to have an overview of the progress made by all pupils within their subject

## For SLT and the Governing Body:

- It aids in the review of teaching and learning and the educational provision within the school.
- It can help to ensure that the curriculum meets the needs of the pupils

## 4. FORMS OF ASSESSMENT

Assessment may take many forms: formal and informal, written and oral. In addition to assessment from teacher to pupil, self-assessment is also a powerful tool which can be employed to good effect.

**Formative Assessment:** To monitor pupil learning *during* the instructional process and provide ongoing feedback to both the pupil and the teacher. This type of assessment is used to guide teaching and learning as it happens.

**Summative Assessment:** To evaluate pupil learning at the end of a specific instructional period. The goal is to "sum up" what has been learned.

**Diagnostic Assessment:** To understand pupils' prior knowledge before a lesson begins. Common methods include quizzes, observations, class discussions and projects.

## 5. MARKING

Marking and feedback may be given both formally and informally. It may be written, oral, personal or to a class group. Marking should be consistent, diagnostic and constructive.

Heads of Department should ensure that their department has a clear, effective marking policy that all staff understand and apply consistently. They should oversee its implementation and standardisation so that grades are meaningful and communicated to pupils clearly. The policy should be reviewed regularly and remain aligned with whole-school expectations.

Class teachers are responsible for ensuring that all class work and homework is marked regularly according to the Department's marking policy. They should keep a record of marks and levels achieved and clearly explain to pupils how the marking / grading system works. Marking should inform the teacher's planning.

The Deputy Head is responsible for maintaining a centralised system for recording assessment levels (iSAMS)

## **Principles of Marking:**

Marking should:

- Relate to what has been taught i.e. reinforce the learning objectives
- Be positive, indicating what has been done well
- Focus upon individual or group targets, where relevant
- Indicate an area for further work and how to set about the next priority
- Be precise, including the use of shared technical terms
- Be realistic in expectations
- Encourage a review of existing work with an emphasis placed upon specific areas

## **Purpose of Marking**

The purpose of marking is to:

- reward and motivate pupils by praising current achievement & progress made
- assist pupils by setting clear targets for improvement of their work
- provide the teacher with feedback on how well pupils have understood the current work and enable him/her to plan the next stage of teaching and learning
- provide parents with information on their child's progress.

## **Marking in Practice**

- Teacher's response should be related to the learning objectives of the lesson
- Teacher's expectations of children's work should be clear and consistent
- Teacher's response to a child's work should be diagnostic, enabling the child to make progress
- Children should understand the purpose of the teacher's response to their work and be able to act upon that response
- Teachers should ensure continuity, progression and appropriate differentiation through each year group and Key Stage.
- EYFS- any work which is marked will be linked to the Development Matters Statements, Early Learning Goals and Exceeding Statements.

## **Key Stage 1 – Marking should include:**

- Oral response and simple written comments to encourage & reinforce learning
- Key words within written work underlined & discussed with the pupil where an error has been made.
- Use of rewards, praise, smiley faces, stickers and House points to encourage and celebrate achievement.

## **Key Stage 2 – Marking should include:**

- Spelling mistakes should be indicated by underlining key spellings, and subject specific errors should be identified for the child to learn.
- Mistakes/errors should be indicated.
- Children should be advised when to complete specific corrections.
- There should be an explanation of how to improve given to the pupil either by the teacher or via reference to previous text e.g. use of paragraphs

- Written pieces of work to include comments to indicate error & an explanation of how content can be improved. Specific errors could be identified as a target for improvement in the next piece of work.
- Neat presentation to be encouraged at all times, with handwriting in the school's cursive style depending on age/stage.

## 6. RECORDING ACHIEVEMENT

The teacher will maintain a record of an individual's progress in the subject area that they teach. This will form the basis of all assessments and reports. Learning Support should be informed of any specific concerns using the Record of Concern. Attainment data is kept on the school server which can be accessed by all teaching staff.

## 7. REPORTING ACHIEVEMENT TO PARENTS

Parents receive regular updates on their child's progress throughout the year. The Reporting Schedule (see Appendix A) details when parents may expect to receive assessment grades, written reports, internal examinations results, and be invited to Parents' Evenings. In addition, the Form Tutor acts as the first point of contact should parents wish to request further information on their child's current progress at any time.

EYFS – P1 use the online Tapestry system as a way of reporting progress and sharing achievement. This will be updated throughout the year, with a final report at the end of the academic year.

## 8. ASSESSMENT GRADES

Assessments consist of a number and a letter grade, e.g. **3B**

Number Grade: The number refers to the standard/level of the pupil's work during the period of assessment and may, for example, be based on class work, tests, and contribution to lessons.

It is based on a scale of 5-1, with the descriptor of the grades as follows:

- 5 Well above the expected level
- 4 Above expected level
- 3 At expected level
- 2 Below expected level
- 1 Well below expected level

Letter Grade: The letter grade indicates a pupil's attitude to learning.

It is based on a scale of A-E, with the descriptor of the grades as follows:

- A Exceptional
- B Good
- C Satisfactory
- D Room for Improvement
- E Cause for Concern

Further detail of what the expectations are for each of the letter grades can be found in Appendix A.

An assessment grade should not be based on a single piece of work but should reflect the quality of work carried out during the period of assessment.

Our expectation is that our pupils demonstrate at least a good attitude to learning. When awarding grades, teachers should ask themselves *"what is my reason for giving this grade?"*

If a pupil receives a Room for Improvement (D), parents should have been informed before the assessment is published and they should be offered an appointment to discuss this grade with the relevant teacher.

Assessment grades are entered into iSAMS by the subject teacher and then published to all teaching staff to allow Tutors to have further analysis before providing a Tutor Comment to accompany each assessment report.

Assessments may also support decisions to offer pupils ESOL provision, or to stop studying a language, as outlined in the Languages policy, or may trigger learning support interventions, as outlined in the Learning Support policy.

Prior to assessment grades being entered into iSAMS, standardisation and discussion about the award of grades should happen in subject meetings. Standardisation will take different forms in different subjects, but will include practices such as sampling and swapping work with a partner teacher.

Further details about the expectations for each letter and number grade may be found in Appendix B.

## **REPORTS**

Reports provide more detailed feedback on pupils' progress and achievements. Subject teachers write comments highlighting successes and areas for development. In addition, all pupils receive a report from their Form Tutor and the Head Teacher.

Reports must be written in a clear and constructive way. Comments should be precise, jargon free and appropriate. The report must be personalised and highlight the attainment and effort of the individual. Statements should include progress towards the set learning objectives for that term / year and include an indication of areas for future development or focus. For example; two stars and a wish!

The report should advise parents how they can support their child. Comments on the pupil's attitude to learning should be included. Form tutors may comment on behaviour in school where appropriate.

## **PARENTS' EVENINGS**

The first Parents' Evening of the year provides parents and teachers with an opportunity to discuss more pastoral matters, such as how the pupil has settled into the new year with new subject teachers and share any help or advice where required. Subsequent Parents' Evenings may have a more academic focus.

Any parent who wishes to discuss matters in greater depth may make arrangements with the individual teachers concerned at any point in the year.

## APPENDIX A

### ANNUAL SCHEDULE OF REPORTING TO PARENTS

#### Autumn Term, First Half - Testing and Parents' Evenings

- **Testing:** All Prep pupils sit New Group Reading and Spelling tests (NGRT & NGST), which provide a standardised test score, and a reading and spelling age. **Y1 & Y2** sit the Single Word Spelling Test (SWST) a published test which also provided a standardised test score and spelling age.
- **Parents' Evening:** There is a Parents' Evening arranged for **all Buchan pupils from Reception to Y6** either in the first half of the autumn term or shortly after the half term break. These events provide parents with the opportunity to meet all teachers.

#### Autumn Term Second Half - Assessments

- **Assessment Information to Parents Y1 to Y6:** At the end of the autumn term, **all pupils from Y1 to Y6**, receive an assessment detailing their attitude towards learning and achievement in each subject, along with a comment from their form tutor or classroom teacher. These assessments will be based on evidence from internal testing and formative classroom assessments, carried out by subject teachers.
- **Assessment Information to Parents Reception pupils:** Reception pupils receive comments regarding pupil progress throughout the term, on Tapestry.

#### Spring Term First Half – Testing and Assessments

- **Testing:** All pupils from Y2 to Y6 sit a Cognitive Abilities Test (CAT4). This test provides a standardised score for verbal, non-verbal, spatial and quantitative ability.
- **Assessment:** At the end of the first half of the spring term, **all Buchan Pupils from Y1 to Y6**, receive a second set of assessments detailing their attitude towards learning and achievement grades in each subject, along with a comment from their form tutor or classroom teacher. These assessments will be based on evidence from internal testing and formative classroom assessments carried out by subject teachers.

#### Spring Term Second Half – Y6 11+ Papers and Parents' Evening

- **11+ Papers:** Y6 pupils will complete CE 11+ Papers in English, mathematics and science. The results of the CE 11+ papers will be reported to the Y6 parents via the parent portal on Firefly.
- **Parents' Evening:** There will be a Parents' Evening for **all Buchan pupils from Reception to Y6** at the end of the spring term. Parents will have the opportunity to discuss progress with all teachers. Dates for these evenings are issued on the termly calendar.

#### Summer Term First Half – Testing

- **Testing:** Progress Tests are conducted with all **pupils in Y3 to Y6**, in English, mathematics and science.
- **Y1 and Y2 pupils** complete Progress Tests in English and mathematics.

#### Summer Term Second Half – Full Written Report & Reception Standardised Assessment

- **Written Report:** **All pupils from Y1 to Y6** receive a full, end of year, written report. Reference will be made to earlier assessment results, along with overall progress comments from all teachers, form tutors and classroom teachers. The Head Teacher, Mrs Billingsley-Evans, adds her final comments.
- **Reception Assessment:** At the end of the Reception year, a written report will be issued containing the pupil's Early Years Foundation Stage Profile. This report will include an assessment of the pupil's achievement against The Early Learning Goals.

## APPENDIX B

### Assessment Grade Definitions

#### A – Exceptional

- Always joins in during lessons and loves learning new things.
- Thinks carefully and can look at ideas in different ways.
- Tries hard to make good choices and take charge of their own learning.
- Enjoys being creative and can find new ways to solve problems.
- Is kind and helps others to learn.
- Is happy to try new things, even when they are challenging.
- Always puts in outstanding effort.
- Shares ideas clearly and confidently.

#### B – Good

- Takes part in lessons and is a positive member of the class.
- Completes work on time and tries their best.
- Asks questions to help their learning.
- Learns from mistakes and thinks about how to improve.
- Can often work independently and helps others when needed.
- Is organised and remembers homework and tasks.
- Shows good effort and sometimes tries new challenges.

#### C – Satisfactory

- Tries hard most of the time and joins in class discussions.
- Usually completes work on time and comes prepared for lessons.
- Shows some interest in improving their learning.
- Sometimes asks for help and thinks about how to get better.
- Usually stays in their comfort zone and only occasionally tries something new.
- Homework is done to an acceptable level.
- Shares ideas when asked.

#### D – Room for Improvement

- Needs reminders to stay focused or join in.
- Work is sometimes late or rushed, and equipment is often forgotten.
- Learning is affected by frequent absences.
- Can be discouraged by mistakes and doesn't always think about how to improve.
- Is sometimes reluctant to take part in activities or try new things.
- Shows low motivation to learn and may struggle to stay curious.







