



Assessment, Recording, and Reporting Policy

At Snowfields Academy, we uphold a robust policy governing assessment, recording, and reporting processes, designed to comprehensively capture and communicate the diverse achievements and needs of our student body. This policy outlines procedures and principled approaches to ensure accuracy, fairness, and inclusivity across all aspects of assessment and reporting.

1. Baseline Assessment:

a. Multi-faceted Approach:

Recognising the complexity of accurately establishing baseline data, we employ a multi-faceted approach that encompasses various methods. We utilise historical primary data, including standardised test scores from primary schools, CEM Baseline Tests, and holistic teacher judgement based on observations and initial assessments.

b. Potential Pitfalls:

In acknowledging the potential pitfalls of relying solely on quantitative data, such as standardised test scores, we contextualise assessment results within broader factors that may impact student performance. For example, we consider environmental factors, and prior educational experiences that may influence a student's baseline assessment.

c. Three-pronged Approach:

Our baseline assessment strategy integrates quantitative data with qualitative insights and contextual factors to provide a comprehensive understanding of each student's starting point. By triangulating data from multiple sources, we ensure a nuanced and accurate baseline assessment that accounts for individual differences and challenges.

2. Progress Monitoring:

a. Personalised Flight Paths:

Central to our approach is the establishment of personalised flight paths for each student, informed by national standards and tailored to individual aspirations and capabilities. These flight paths serve as dynamic roadmaps, charting a trajectory of academic progress from baseline assessment to end-of-year outcomes.

b. Snowfields Steps Framework:

Aligned with our commitment to personalised learning, we utilise the Snowfields Steps framework—a comprehensive assessment tool that breaks down learning objectives into manageable steps tailored to each subject area. For instance, in mathematics, students progress through distinct steps that correspond to specific skills and concepts, such as algebraic reasoning or geometric principles.

c. Communication Channels:

Effective communication is essential in fostering collaboration between students, families, and educators. To facilitate this, we utilise a range of communication channels, including Progress Reports, Annual Reviews, parent-teacher meetings, and digital platforms, to provide timely updates on student progress and address any concerns or questions.

3. Subject-specific Assessment Framework:

a. Tailored Instruction:

Each subject area at Snowfields Academy employs a subject-specific assessment framework aligned with the Snowfields Steps, ensuring that assessment criteria are tailored to the unique learning objectives of each discipline. For example, in English language, assessments may focus on critical reading skills, literary analysis, and effective communication.

b. Diverse Learning Needs:

Our assessment framework is designed to accommodate the diverse learning needs and abilities of our student cohort. Through differentiated instruction and assessment strategies, we ensure that every student has the opportunity to demonstrate their understanding and progress, regardless of their starting point or learning needs.

4. Alignment with Key Stage 4:

a. Common Language:

Maintaining consistency and coherence across Key Stages 3 and 4, we adopt a common language for assessment and reporting that facilitates seamless transition and understanding. We provide equivalencies between Snowfields Steps and external grading systems, such as GCSE grades or Functional Skills levels, to ensure clarity and transparency in reporting student progress.

b. Pathway Decisions:

In making pathway decisions for Key Stage 4, we consider a range of factors, including student progress, aspirations, and academic strengths. Through collaborative discussions involving students, families, and educators during Year 9 Annual Reviews and Parents' Evenings, we ensure that pathway decisions are informed, transparent, and aligned with individual needs and goals. In the rare instances that a collective decision cannot be reached it is ultimately the school's jurisdiction to decide which pathway is most appropriate for the student.

5. Holistic Progress Celebration:

a. Beyond Academic Achievement:

While academic progress is integral to our mission, we recognise and celebrate achievements beyond the academic realm. This includes social, emotional, and personal development milestones.

6. Continuous Improvement:

a. Review and Evaluation:

We are committed to continuous improvement and regularly review and evaluate our assessment, recording, and reporting practices. Through ongoing reflection and feedback from students, families, and staff, we identify areas for enhancement and implement targeted interventions to enhance the effectiveness and inclusivity of our practices.

b. Feedback Mechanisms:

Feedback mechanisms are integral to our improvement process, enabling stakeholders to provide input, share perspectives, and contribute to the ongoing refinement of our assessment and reporting processes fostering a culture of collaboration, transparency, and continuous improvement.