



Assessment and Reporting Policy

Purpose

This policy supports the purposeful and effective use of assessment within the Hummingbird Learning Lab. This is underpinned by the idea that assessment, pedagogy and curriculum experience connect best when we sit alongside each other. It also recognises that testing and assessment are not the same and that not everything needs to be measured to have a value.

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Date Approved: April 2025

Date to be reviewed: April 2026

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1. Introduction

At Hummingbird Learning Lab (HLL) we believe the purpose of assessment, recording and reporting is to bring agency to learning and development. We can use assessment to understand learner needs, to plan appropriate teaching and learning experiences, identify how to improve and set meaningful goals. This policy aims to detail the roles and responsibilities of educators when using assessment, the associated record keeping and subsequent reporting offering a holistic *lens* to facilitate learning and development.

Philosophically we see the process of assessment as deriving from its root meaning - that is to sit alongside. In this sense we are not collapsing the terminology of assessment and testing. Assessment is used to realise learner agency and recognising assessment to be **for learning** (enables me to move forward), **as learning** (enables me to understand the way I learn) and **of learning** (enables me to know where I am). It uses both **qualitative** (can not be measured with a number / value) and **quantitative** (numerical) data.

Assessment *for* learning and assessment *as* learning are an integrated part of day-to-day practice. Assessment of learning will provide a summative position at regular points throughout the year. This also enables us to track progression towards successful completion of qualifications and readiness for the students future.

We understand that learning and development are an interconnected relational experience. We are creating an assessment model which meets needs. Rather than

being used to prove, we use assessment data to improve outcomes for young people and HLL. Underpinning the above is HLL's approach where learning is connected to real life authenticity.

This policy aims to support the development of excellent practice throughout the school and will;

- Detail roles and responsibilities for assessment.
- Ensure consistency of approach to marking, assessment, recording, and reporting.
- Provide guidance.
- Detail support mechanisms for developing assessment skills.
- Encourage the use of a variety of assessment techniques.
- Staff and students to take a partnership view of all learning taking place and for all involved to aspire to identify strengths, and further develop aspects that can be improved.
- Support inclusion and ensure appropriate scaffolding and personalisation.
- Be monitored regularly and evaluated as part of the school evolution process
- Provide a framework within which individuals and groups can contribute to the ongoing development of assessment, recording, and reporting.

2. Overview of assessment, monitoring and improving quality at HLL

Young people, parents, governors, staff and other stake-holders perceptions of the school's assessment system will be periodically gathered and analysed using planned termly focus groups, regular end of year surveys together with a review of compliments and complaints. Where relevant the appropriate corrective action will be undertaken and widely published so that pupils, parents and other stakeholders will be fully aware of the school commitment to acting on realistic and sustainable evolution of our approach. This informs our school self evaluation where we recognise how well we are doing in relation to important areas of our work. Improvements will be identified and evolution plans developed in response to need. In this way all staff work together and take responsibility.

3. Roles and Responsibilities

Governors will:

- Support HLL in delivering all aspects of this policy
- Ensure that this policy is regularly reviewed and updated as detailed in the policy review schedule.
- Identify needs at learner, staff and organisational levels to inform evolution plans and associated budgets.
- Evaluate the effectiveness of this policy in practice and its delivery of Personal and Professional Development (PPD) related to assessment, recording and reporting.

- Support HLL leaders in the analysis of the effectiveness of assessment, recording and reporting and help HLL to adopt effective systems and practices.

The Educator Team, led by the Headteacher, will:

- Monitor and evaluate effectiveness in assessing, recording, and reporting students. This will inform our audit of the use of assessment, recording, and reporting.
- Ensure that assessment and progress is prioritised in all development planning and that such plans link to the HLL Evolution Plan.
- Provide effective staff induction arrangements and a PPD programme, which is informed by staff need and expertise. This includes engagement with new initiatives in assessment, for example the use of AI.
- Help students distinguish the assessment of learning (where they are), the assessment for learning (how to improve) and the assessment as learning (how am I learning to learn). Structures such as transparent rubrics, clear feedback reports and the use of the A's to promote agency of learning (awareness, attitude, action and accountability) as a coaching tool will all play their part.
- Support staff and students to continually develop assessment methods and systems.
- Ensure that student data is available centrally and can be easily accessed by all staff.
- Review this policy as part of the HLL self-evaluation process.
- Lead and develop our work with other groups such as Crossfields Institute. This means we engage fully in PPD, fulfil expected roles and responsibilities such as Internal Quality Assurance and use this relationship to evolve our wider approach in a network of schools.
- Make judgements about assessment during internal reviews of the curriculum and student progress
- Pilot new practices as well as managing those already established
- Ensure that all staff use assessment to inform their planning
- Student portfolios (which hold their best work) and student profiles (which capture the why, what and how of a learner) will play an important part. As such we promote the use of peer-assessment and self-assessment, and share information about students' learning with relevant members of staff and parents.
- Follow the school procedures for feedback. This varies with different ages and has relevance to our work with Crossfields Institute regarding student portfolios.

3.6 Students will learn to lead their own learning:

- Students will be encouraged to assess their own and each other's work against given criteria, demonstrating an understanding of the criteria descriptions and knowing what they need to do to progress.
- Be expected to reflect and discuss their progress and assessments.

- Take responsibility for their own portfolio and contribute to their personal profile / personal website. Students agency is recognised through the A's
- Attend, if appropriate, progress reviews and be involved in discussing their assessments and the setting of appropriate goals.
- Be encouraged to reflect on how to improve progress and inform their teacher of any issues that may affect progress. They seek feedback from others.
- Have high aspirations and expect their achievements to be recognised

Parents/ carers will:

- Support HLL by engaging in the assessment and reporting process
- Attend learning and progress reviews and be involved in discussing the assessments of their child and the setting of appropriate goals
- Ensure that the school is provided with any relevant information that may affect progress
- Support their child in developing high aspirations and recognise their achievements, not just high attainment
- Encourage their child to assess themselves and become a reflective learner. They can even model this themselves.

4. Assessment Tools

HLL will use a range of assessment tools

1. Google Classroom
2. Student Portfolio
3. Lab Book, Journal and Sketch Books
4. Student Profiles / personal website
5. Exemplification of work completed in previous years as well as brilliant work from other young people
6. Moderation of assessments - both internal (IQA) and external (EQA) - will form a part of our educators PPD
7. Planning can identify changes to a module or project informed by assessment.

5. PPD

All staff (including volunteers and trainee teachers) will receive an induction. This is not a single session and will include information about assessment to build a picture over time.

PPD can include a course, reading research, working alongside a colleague, visiting a school etc. Our educators will be encouraged to share and experience effective practice. As assessment is an ongoing priority in any education then staff can expect to engage in a range of activities linked to this area. They can also take responsibility for their own PPD. Staff will be encouraged to accredit any relevant practitioner research. The HLL leadership will regularly review whether relevant whole staff training is required.

6. Assessment of Learning

There is a clear structure of what is assessed that allows the educator, learner and parent to recognise how well someone is doing. This also supports the inquiry into any underlying needs. Assessments are clearly communicated within projects. The personal profile, supported by evidence from the student portfolio, communicates to the young person and their parents how they are doing.

The criteria for assessment might relate to something that is developed specifically for a project or might relate to a qualification. This can be further enhanced through clear success criteria and be developed as a rubric showing progression in an area. Recording of these assessments needs to be carefully organised and should highlight why a particular assessment was given.

Assessment might surface underlying difficulties or exceptional ability and alleviate misconceptions. Information on diagnostic testing is available from the SENCO. The SENCO will alert staff to students with special educational needs, which will be recorded in their Individual Education Plans (IEPs). Students with significant learning needs may have an EHCP with additional support allocated informed by assessment.

Our Assessment processes need to relate to the expectations of the Crossfields Institute where young people are studying for a qualification.

7. Assessment for Learning

Assessment for learning supports the student to know how to improve their work. Central to this are clear descriptors that show progression, often in the form of a rubric and also the quality of feedback generated through an experience or given by an educator, peer or relevant expert.

HLL will develop rubrics for each project. On the next page is a simple rubric for making cookies kindly given by my sesame street.

Feedback should ensure that the learner knows both what to develop and also how to go about this. for example I might know that my cookie was burned but do know how to ensure that I get the balance of the right texture and colour? Feedback should relate to the learning intentions and include the person's name and acknowledge effort in class where appropriate. It should start with something that has been achieved and be constructive regarding what has to develop. There are only so many things that a person can work on at one time.

What would a cookie rubric look like?



	Delicious - 4	Tasty - 3	Edible - 2	Not edible - 1
# of Chips	Chips in every bite	1 chip in every bite	1 chip every other bite	Very few chips
Texture	Consistently chewy	Chewy middle, crispy edges	Crunchy or crumbly	Hard and dry
Color	Even golden brown	Brown with pale center	All brown or all pale	Burned
Flavor	Buttery, high fat	Mostly buttery but a little dry	Very little flavor	Strange taste

8. Assessment as Learning

Assessment as learning involves activities which help us learn how to learn. For example if students and educators develop a rubric together for a given project they are developing insight into what good looks like prior to them taking part.

Reflection and metacognition (thinking about thinking) is a key tool and can help someone identify areas for development, barriers to success etc. It can also inform future goals and actions. In this way the learner repositions as a part of our "explore to share" pedagogy.

Students will be expected to participate in the assessment of their own work and this will gradually lead to comments being written by themselves or by their peers.

9. Reporting

At the beginning of each term parents and students will receive general information about what is being studied. At various points the learning is made visible through a range of events.

At HLL students also have an ongoing dynamic profile, a personal website. This is shared as a "position statement" at the end of each term. It contains information about a student's interests, motivations as well as info about how well they are doing. The personal website shares examples of super pieces of work and achievements that are captured.

Accompanying the profile are termly meetings with parents and students to review their progress, identify needs and set goals. This will follow on from any events where student projects or inquiry are shared.

10. Monitoring, evaluation and review

The effectiveness of this policy is monitored by the Headteacher. Monitoring takes place through periodic audits of students' work, student interviews, teaching observations, analysis of reports, statistical analysis and through meetings with educators. Assessment will be included in the Headteacher's report to governors.

This policy will be reviewed as determined by the Governing Body, in discussion with the Headteacher and / or Assessment Lead Teacher.

Related Docs

For guidance on our approach please see the following
[Assessment, Pedagogy and Feedback Guidance](#) (includes marking),

[Pupil performance tracking](#) - including progression pathways