



Quick Read – Assessment and Reporting

Why do we assess?

Our curriculum sets out the knowledge and skills we want students to learn over time. Assessment helps us understand what each student knows, how securely they understand it, and what support or challenge may help them next. Every student starts with different experiences and prior learning, and our role is to build on this carefully so they can make strong progress.

Sometimes assessment looks at smaller parts of learning, and sometimes it looks at how well students can bring their learning together. In both cases, it helps teachers understand what to do next to support progress.

Our approach to assessment

1. Don't ask one, ask all.

Where possible, we aim to check the understanding of all students, rather than just a few, so that teachers have a clear picture of the whole class.

2. Reducing time in feedback loop.

We aim to respond quickly to what assessment shows, so that students can improve their understanding as soon as possible. Timely feedback helps learning move forward more effectively.

3. Managing workload for staff.

We know that feedback is most helpful when it is clear, timely and focused. This means teachers use a range of approaches to help students improve, while making sure their time is used where it has the greatest impact on learning.

This means feedback may happen in different ways, including during lessons, through classwork, or through formal assessments. What matters most is that students understand how to improve and are given opportunities to do so.

How we assess learning at Ivybridge.

Spaced retrieval practice.

Knowledge is often checked through regular retrieval practice at the start of lessons. This helps students revisit important ideas, strengthen their memory, and build confidence over time.

Whole-class checks for understanding

During lessons, teachers use whole-class checking strategies so that every student has the opportunity to show their understanding. This gives teachers immediate information about who is secure and who may need further support.

Discussion and classroom talk

Teachers also assess learning through discussion, giving students time to think, write, talk and share ideas. This helps teachers listen carefully to responses and decide on the most helpful next steps.

Quick feedback in lessons

During practice tasks, teachers move around the classroom purposefully, offering support, checking understanding and giving feedback where it is needed most. Feedback may be verbal or written, but it is always intended to be timely and to help students improve straight away. When teachers notice a common misunderstanding, they will address it with the class and provide further opportunities to practise successfully.

Home Learning (e.g. Sparx/ Educake/ Seneca/ UpLearn).

Home learning often focuses on revisiting knowledge or practising key skills. In many subjects, this is completed online and marked automatically, so students can receive immediate feedback. Teachers review the outcomes to identify common misconceptions and use this information to plan future learning.

Formal assessments during the year

Students complete formal assessments twice each year in each core subject. The outcomes are shared with students and parents through reports, which include the percentage score and year group rank. Teachers use the results to identify common areas of misunderstanding, provide whole-class feedback, and plan any reteaching or further practice needed.

Key Stage 3 Knowledge Tests

Students in Key Stage 3 complete two broad knowledge assessments each year. These are designed to give students quick feedback and help staff identify common misunderstandings. In many cases, they are completed on computers, with students selecting from a range of possible answers. These answers are carefully designed to highlight gaps in knowledge so that they can be addressed in future lessons. The results are shared as a percentage score, along with the year group average, to help students and parents understand performance in context. We also use this information to help inform future setting decisions.

Reporting to Parents

Summative Assessment.

We only share indicative GCSE and A Level grades when students have completed full paper assessments or non-examined assessments using the published mark schemes and grade boundaries. Sharing grades at other times can sometimes give an incomplete or misleading picture of how a student is doing.

For this reason, the clearest way to report performance is through the percentage of questions answered correctly, alongside a student's position within the cohort for that assessment. This helps families understand both attainment and how a student is performing in relation to others taking the same assessment in school.

We know that progress is influenced by many factors, including effort, attendance and engagement over time. Our aim is to give families a clear and balanced picture of how students are doing, while helping them understand the next steps that will support further progress.

Effort and rank order

Student Number	Rank	Attendance Ranking
808880	1	122
809090	2	1
808885	3	1
808792	4	1
808872	5	122
809004	6	1
808810	7	190
808906	7	1
808869	9	122
808844	10	1
808867	10	1
809026	10	1
808777	13	1
809132	13	122

Students also receive a single judgement about their effort in each subject. We know that positive habits, strong attendance and consistent effort all play an important part in success, and we want students to recognise the link between their effort and their progress over time.

Students are given information about their position in each subject so they can understand how they are performing compared with others in their year group.

Students are also shown how their position has changed between assessment points, so they can see whether they are making progress over time.

After each assessment point, anonymised rank order boards are displayed in College, showing student positions from top to bottom. Each student is identified by a unique code, which is shared with them on their report so that their information remains private.

Unless a student chooses to share their anonymised code, no one else will know their overall position within the year group. We also highlight students who have made strong progress, as this is equally important.

If students or parents would prefer not to receive rank order information, they may opt out by completing [this Microsoft Form](#)