



Assessment and reporting policy

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Date: 13.05.25

Review date: Summer term 2026





Aims

At The Phoenix project, we recognise the importance of tracking and reporting progress of students in a number of ways. We also know that a final “grade” only measures one small aspect of a person’s overall worth, value and qualities. Our assessment processes aim to assess progress in its widest form, recognising gains in character, skills, knowledge and personal growth.

We understand that students joining The Phoenix project may have varying and sometimes negative experiences of assessment processes, and some may feel extremely demotivated and anxious about assessment practices. Our assessment processes aim to relieve this anxiety and offer encouragement and understanding on a journey towards engagement and ambition for each student.

Purpose

The purpose of all assessment practices at The Phoenix project is to inform students and families of the progress and steps the young person is making towards their end goal, whatever that may be, and provide meaningful and positive support to help them achieve that goal faster, in a rewarding manner.

Assessment must also help to inform home school decisions on best exam and assessment routes for each student to help them achieve positive outcomes that will support them in making the next step of their educational journey post 14 and post 16 education.

Processes

Assessment can take many forms and will include:

- Formative assessment by tutors, mentors and teachers
- Summative assessment, where appropriate, by teachers
- Verbal feedback from tutors and mentors
- Written feedback for submitted booklet based learning from subject specialist teachers
- Automated feedback from online low stake quizzes
- End of term reporting to families that will consider attendance, engagement, personal qualities and successes as well as progress towards qualification outcomes.
- End of half term and term reporting to schools which will consider attendance, engagement, behaviour, personal qualities and successes.

Tracking

Student progress is tracked through each student’s individual e-portfolio, comprised of all submitted work and completed online quizzes and exam practices. This information is held centrally and confidentially, to support informed, holistic and professional judgement of a student’s progress over time.

Roles and responsibilities:

The headteacher will ensure that:

- Students will follow syllabuses that support the national curriculum and external exams, including functional skills and GCSE.
- Where a subject does not have national standards as a reference, school set standards are provided.
- Standardised assessment is completed and used to inform teacher assessment of student progress.
- Feedback to students is constructive, motivational and provides specific guidance to support progress.
- All students receive a termly report, or a report at the end of a placement if that placement is shorter than one full term.
- Families are informed regularly of student progress (in all its forms).
- Accurate assessment decisions are shared with schools to support their longer term decision making.