



## **Glenalmond College**

### **Assessment, Reporting, and Appeals Policy**

#### **1. Introduction**

At Glenalmond College, assessment is integral to our educational philosophy. It serves as a tool to enhance learning, inform teaching, and provide meaningful feedback to pupils, parents, and educators. Our diverse curriculum—encompassing junior phase as well as senior level GCSEs, A Levels, Highers, Advanced Highers, BTECs, and EPQ—requires a comprehensive and adaptable assessment strategy that supports academic excellence and individual progress.

#### **2. Principles of Assessment**

Our approach to assessment is guided by the following principles:

- **Validity and Reliability:** Assessments must accurately measure intended learning outcomes and yield consistent, dependable results.
- **Formative and Summative Balance:** A blend of formative (ongoing) and summative (final) assessments supports continuous learning and evaluates achievement.
- **Inclusivity:** Assessment practices accommodate a range of learning styles and individual needs, ensuring equitable access and opportunity for all pupils.
- **Transparency:** Pupils and parents are appropriately informed about assessment criteria, processes, and expectations.
- **Feedback-Oriented:** Timely, constructive feedback is provided to guide improvement, encourage reflection, and foster academic growth.

#### **3. Assessment Practices**

##### **3.1 Formative Assessment**

Teachers use a range of formative assessment techniques, including class discussions, quizzes, oral and written feedback, and prep tasks, to monitor learning and adapt instruction as required.

### **3.2 Summative Assessment**

Summative assessments—such as end-of-term exams, coursework, and practical evaluations—are used to measure cumulative learning and contribute to final attainment data.

### **3.3 Standardised Testing**

Pupils undertake standardised assessments appropriate to their qualifications (GCSEs, A Levels, Highers, Advanced Highers, BTECs, EPQs), following the requirements of their respective examination boards.

Glenalmond College also uses baseline testing to support academic tracking and planning. The **CEM ALIS (A Level Information System)** and **MIDYIS (Middle Years Information System)** programmes are used to provide insight into pupils' potential, inform target-setting, and shape teaching strategies and intervention planning.

## **4. Reporting Procedures**

### **4.1 Format**

Progress is reported regularly throughout the academic year. Pupils receive:

- **Tracking Reports**, which indicate performance trends and assessment progress; and
- **Academic Reports**, which provide extended commentary on attainment, engagement, and next steps for improvement. These reports will also include a Tutor and Pastoral update.

### **4.2 Academic Progress Updates**

Academic progress updates are issued every half term. These progress reports include both a Realistic Ambition and a Working Grade, based on recent summative assessments. Where there is a significant discrepancy (-2 grades) between the two, the subject teacher will provide context and propose an appropriate intervention strategy.

Following key testing cycles (as outlined in the school calendar), longer subject-specific reports are issued. These offer detailed assessment outcomes, an evaluation of progress, and personalised next steps for improvement.

Each pupil is supported by an **academic tutor**, who tracks academic progress over time, liaises with subject teachers, and ensures that interventions are implemented effectively and in a timely manner.

### 4.3 Parent-Teacher Communication

Scheduled parent-teacher meetings allow for detailed discussion of each pupil's progress and development. These meetings are held in person and online in recognition of our boarding community, ensuring accessibility for all families. Specific dates for parent contact meetings are available on the school calendar.

## 5. Appeals Process

Glenalmond College maintains a clear and fair appeals process to ensure confidence in all assessment outcomes.

### 5.1 Grounds for Appeal

An appeal may be lodged on the basis of:

- **Procedural Irregularities:** Deviations from established assessment protocols;
- **Perceived Bias or Unfairness:** Concerns regarding impartiality in marking or grading;
- **Administrative Errors:** Mistakes in the calculation, collation, or recording of grades.

### 5.2 Appeals Procedure

1. **Initial Review:** The pupil must submit a written appeal to the subject teacher within five working days of receiving the assessment result.
2. **Departmental Evaluation:** The Head of Department will review the appeal and provide a written response within five working days.
3. **Senior Leadership Review:** If the issue remains unresolved, the appeal is escalated to the Deputy Head Academic, who will conduct a full review and issue a final decision within ten working days.
4. **External Examination Appeals:** For qualifications governed by public examination boards, any further appeal must follow the formal processes

set out by the relevant awarding body, including clerical checks and marking reviews.

## **6. Policy Review**

This policy is reviewed annually to ensure continued alignment with best practice, statutory requirements, and evolving educational standards.

Sarah Fraser

Deputy Head Academic

Reviewer	Date of Review	Actions/ Updates
S Fraser	17.05.2025	Updated section on reporting formats 4.1 and 4.2 to reflect the differences between the two reporting formats.