



ASSESSMENT, RECORDING AND REPORTING

Policy Number:	09
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Date on which this Policy was last reviewed:	February 2024
Date by which this Policy is to be reviewed:	February 2027
Dissemination of the Policy:	All Staff, Parents (via website), Governors

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‘Assessment is, indeed, the bridge between teaching and learning’. Dylan Wiliam

1. Introduction

Assessment is an integral part of teaching and learning, and is inextricably linked to the curriculum. Professor Dame Alison Peacock Chief Executive, Chartered College of Teaching, articulates what great assessment looks like. ‘Great assessment enables both children and teachers to understand what has been learnt and identifies specific areas where misconceptions have occurred or where more practice is needed. Assessment that is used formatively, actively informs pedagogy’.

Good and well planned assessment provides the basis of informed teaching, helping students to overcome their difficulties and ensuring that teaching builds on what has been learned. Assessment should be evident in every lesson; effective assessment is key to high-quality teaching and learning and successful learners.

Assessments are planned and implemented to allow:

Teachers to gain a clear understanding of students’ progress so that future teaching can be adapted and interventions put into place to fill gaps in knowledge.

Subject leaders to quality assure curriculum implementation and measure curriculum impact, ensuring that the taught and learned curriculum are the same as the intended curriculum.

Students to understand in which areas they have made progress, and where and how they need to improve.

Students to demonstrate their ability to retrieve and apply knowledge effectively in a range of contexts that model national tests at GCSE and A level.

1.1 Forms of assessment.

- I. Formative Assessment is the ongoing day-to-day assessment that generates a range of qualitative information about student progress, which is often not recorded. Assessment for learning takes place to gather information about a learner or group of learners, what they understand or do not understand and how future teaching will be adapted to account for this.
- II. Summative Assessment measures attainment within a learning or subject area. It is used to draw some conclusions at the end of a significant period of time, or at the end of a unit of work and is usually recorded.

1.2. The CPD (Continuous Professional Development) programme continues to prioritise the key strand of the development of truly great teaching and learning. A key aspect of truly great teaching is embedding assessment practices consistently throughout all key stages to be the servant of great teaching and learning. Assessment will continue to be included as an



agenda item for the Curriculum Development Group (CDG) to ensure Subject Leaders have the best evidence based research in which to base their subject assessment models.

1.3 The school continues to focus on the quality of feedback received by students ensuring that marking and feedback maximises student effort and enhances learning. The traditional picture of marking has been replaced by a much more dynamic and interactive process, whereby students are more involved in marking, responding to feedback, teachers give whole class feedback, and where assessment is undertaken in order to support student learning and facilitate progression. The best feedback, whether it is written or verbal, individual or whole class will give students a clear sense of how they can improve, with students responding and making progress as a result.

1.4 Teacher assessment is based on a broad range of activities in a variety of contexts. It may therefore involve examination preparation, long and short tasks, written and practical work and work done both at home and in school as appropriate. Assessment is the teachers' judgement of students' progress and achievement based on evidence. Refining of judgements will be carried out on a continuous basis, within subjects ensuring a process of internal moderation and standardisation wherever possible, involving the use of common mark schemes, shared marking of exemplar materials or the pairing of teachers to compare work. Development and moderation of assessment will also feature in subject TLF (Teaching and Learning Forum) plans throughout the year.

2. Key Stage 3 Assessment

2.1 Each subject area has worked hard to develop subject specific assessment models to assess progress and attainment. Our current model focuses primarily on improving the learning of our students, and builds on the following overarching principles:

- A move away from giving levels or grades to focusing on giving great feedback;
- A move towards charting progress relative to a student's starting point and away from simply charting attainment;
- An end of year examination or practical assessment in Years 7, 8 and 9 – to produce summative data, and to prepare students for the challenging demands of the examinations required by GCSE/Level 2 and A Level/Level 3 courses

This approach will be reviewed and developed 2023-2025 to ensure that our assessment practises are in line with the best available evidence and fit for purpose.

2.2 All subject areas have a clear understanding of what their students should know, understand and be able to do by the end of each Key Stage. End points and important knowledge have been identified and assessment checks pupil progress against these.

2.3 Students' Key Stage 2 data is used to organise students into prior attainment groups: High Starters (HS), Middle Starters (MS) and Low Starters (LS). Where there is no



available KS2 data, FFT targets will be used, along with teacher judgement. This information identifies a student's starting point, but will not anchor them in any one group, or limit the progress they are able to make. From this, subjects are able to measure a student's relative progress throughout the year.

3. Reporting KS3 Progress, Attainment, Effort and Homework.

- 3.1 Progress measures are reported at two data entry points during the year directly to parents via ClassCharts. Progress is also communicated at parents' evening.
- 3.2 Subjects measure a student's relative progress based on their starting point High Starters (HS), Middle Starters (MS) and Low Starters (LS). Each subject has set expectations in terms of learning and progress for each year group and starting points. Subject moderation is carried out ensuring consistency across teacher groups.
- 3.3 Each subject will create a suitable end of year assessment to test the knowledge, skills and understanding of students against established performance descriptors. For most subjects, this is likely to be an examination, in preparation for terminal assessment at Key Stages 4 and 5.
- 3.4 All students sit an examination paper/or carry out a practical based task during the dedicated examination week. Work is assessed against an agreed subject set mark scheme. Subject moderation is carried out ensuring consistency across teacher groups. Subject Leaders calculate grade boundaries and each student's assessment compared to their starting points and reported to parents.
- 3.5. As a school we have embedded the effort grade descriptors into our assessment practice. Effort grades are used to determine a student's level of engagement, commitment, resilience, presentation and determination in each subject area. A separate effort grade is awarded for homework.
- 3.6 Effort grades are used by KS3 Progress Leader and Form Tutors to inform pastoral intervention and academic interventions. Subject Leaders also use effort grades to determine appropriate interventions in terms of academic progress.



4. Reporting KS4 Progress, Effort and Attainment

Progress measures are reported at three data entry points during the year directly to parents, alongside an effort grade. Attainment will be awarded a 9-1 grade or appropriate grading criteria related to the qualification. Attainment at KS4 will be consistently reported by all subjects. The grade inputted into SIMS will be based on the likely final grade related to current performance, proportionate to the course completed. This will be an indication of a likely grade to students and parents.

Individual, subject specific target ranges will be shared with teachers, students and parents. Targets are generated by FFT (Fisher Family Trust) using FFT5 aspirational targets as the low end of the target range. Target grades will be reported alongside attainment grades as described in 4.1.

All students sit an examination paper for each GCSE (or equivalent) in Year 10 during the calendared dedicated examination week and Year 11 mock examination period, with an additional mock exam period for core subjects. Examinations are marked against examination board mark schemes. Subject moderation is carried out ensuring consistency across teacher groups. Subject Leaders use examination board set grade boundaries and each student is given an accurate grade against these recognised grade boundaries.

KS5 student progress measures are reported in the same way as KS4.

From September 2024, the AHT with responsibility for Student Progress will oversee the collection and maintenance of data and subsequent response to data and interventions.

5. Marking Feedback

See Policy on Feedback

6. Work Scrutiny/Work review

Subject Leaders undertake the work sampling of their subject in accordance with the whole school self-evaluation cycle and calendar of middle leader responsibilities. This will be monitored via Subject Leader Line Management meetings which take place five times per year.

7. Data Management and SPSLT

Data related to effort and progress is collected from all teaching staff for each year group each term. Data is then analysed, and a meeting takes place between KS4 Progress Leader, Heads of Year, AHTs, DHT and the Headteacher and the SENDCO to discuss students whose data is a concern. Actions and interventions are then put in place for those students.



8. Target Grades

- 8.1 At KS4, students are issued with targets ranges, which will be calculated using Fischer Family Trust Aspire. The targets will be subject specific, with the benchmark set at its highest (FFT 5 as the lower end of the range) so as to foster an aspirational culture. Teachers have a wealth of data related to students' prior learning, and this along with ongoing assessment will continue to inform their planning for the teaching and learning of students of all abilities.
- 8.2 At KS5, individual targets are set using Alps minimum target grades. Targets are generated by calculating an individual student's average GCSE point score. These scores are then compared against a national database of students. The target is set at the 75th percentile of students nationally with similar GCSE performance. In other words, achieving an Alps target puts the student in the top 25% of students nationally with similar GCSE performance.

9. Reporting

Verbal reports of student progress are made to parents on an annual basis at Parents' Evenings. One such evening is held for each year group as shown on the School Calendar. A final detailed written report is issued for Year 11 and Year 13 students. Detailed procedures concerning school reports are given in the Staff Handbook.

10. Roles and Responsibilities

- The Deputy Headteacher Curriculum has overall responsibility the development and maintenance of the school's policy, and of the leadership of the SLT Assessment Team.
- The Assistant Headteacher with responsibility for Student Progress will be responsible for the production of, sharing of and response to data.
- The Assistant Headteachers KS3 and 4 are responsible for the organisation of annual Parents' Evenings. The Director of Sixth Form oversees arrangements at Sixth Form level.
- The Examinations Officer is to co-ordinate arrangements for formal testing at the end of each key stage and for that demanded by all public examinations.
- Subject Leaders are responsible for the overall policy of student assessment within their own subject area. They are also responsible for the process of internal moderation of student assessments/progress and for the recording and reporting of achievement both internally and externally. Subject Leaders should regularly sample colleagues' work, thereby monitoring marking and assessment within their department.