



# **Assessment, Recording and Reporting Policy**

**DATE:** Sept 2025

**TO BE REVIEWED:** Sept 2026

**LEAD:** Sam Baglin

## **Rationale:**

Effective assessment is an essential element in high-quality teaching and learning. It should enable all stakeholders to see progress being made and be used to encourage and support students in the learning process. Data created by assessment should be relevant and manageable; identifying student needs and informing interventions to enable success.

## **Aims of the policy:**

1. To ensure accurate tracking of student progress across all year groups.
2. To inform students of their progress towards targets on a regular basis to motivate them and increase confidence in their ability to achieve their full potential.
3. To ensure consistency and accuracy in the recording and reporting of assessments, both within subjects and across departments.
4. To ensure that results of assessment are reported in a way useful for student, teacher, parents and other stakeholders, so that progress can be monitored.
5. To ensure that outcomes of assessment are used to inform teaching.

# **Section 1: ASSESSMENT**

## **1.1 Definitions**

MEG (Minimum Expected Grade)	<p>The minimum level a student should be aiming for in a given subject. It should be used as a guide by subject teachers and parents to set realistic expectations for students. Where appropriate, a teacher can adjust the MEG upwards based on their knowledge of the learner as they progress through KS3 or KS4. MEGs will be shared with students in lessons and with parents through the reporting system.</p> <p>In Key Stage 3 this is determined by the student's Year 6 CAT data. (&lt;74 = Foundation, 75-89 = Developing, 90-109 = Secure, 109+ = Excelling). In Key Stage 4 this is determined using the 'CAT4 GCSE Points Scale' column for each subject. Where this is a number to one decimal point, the MEG will be rounded up or down accordingly. This will allow those above .5 to aspire to the next grade.</p>
VA (Value Added)	<p>Student progress will be measured by comparing the actual result to the original MEG grade in its raw form (eg a 4.1, 4.5 and 4.7 are all a grade 4) from the CAT4 indicators. Value Added will be determined by whole cohort, whole class and research groups; and used as a measure of success in exam review meetings.</p>
Research Groups	<p>These allow analysis by pupil trait – eg gender, high/medium/low prior attainment, MLL status, JP status, attendance and SEN.</p>
High Prior Attainment	<p>Year 6 or Year 9 CAT4 Mean SAS score of 111 or above.</p>
Medium Prior Attainment	<p>Year 6 or Year 9 CAT4 Mean SAS score between 90 and 110.</p>
Low Prior Attainment	<p>Year 6 or Year 9 CAT4 Mean SAS score of 89 or below.</p>
Predicted Grade	<p>The level a teacher believes a student is likely to achieve at the end of the summer term. This is based on a range of evidence from formal and informal summative and formative assessment.</p>
Working at Grade (WAG)	<p>Also known as the 'current cumulative', this is the grade a teacher believes a student to be working at in lessons and in assessments. It should take into account how much of the course a student has studied. It should be the grade a student would achieve they were to sit the final GCSE that day. (Eg at the end of Y10, for a student with a MEG of grade 4, it may be normal for them to be given a WAG of 2 because they have only learned half of the course content in that subject.)</p>

## **1.2 Grading scheme**

In Key Stage 3 learners will be following a curriculum that prepares them for the rigours of Level 2 assessments in Year 10 and 11. They will be assessed against the criteria-led assessment grid for each subject using a 'best fit' method. The criteria will be shared with students and, therefore, show students which skills they need to improve on in order to progress. Progress will be measured in relation to their MEG. (Consistently exceeding MEG, Making progress as expected, Not quite making expected progress or Significantly below MEG.)

In Key Stage 4 students can follow a range of qualifications, including GCSE, iGCSE, Entry Level, City and Guilds, TQUK, BTEC and Cambridge Nationals. Teachers will assess in line with each specific exam board specification and progress of students will be measured in relation to Year 9 NFER CAT4 assessment predictors.

By tacking grading across Years 7-11 staff will be able to identify and close the gap between underperformance and potential. By assessing accurately, meaningful and challenging targets or actions can be set by teachers. Tracking of levels can then be used as a basis for providing regular benchmarking information on attainment and progress of students to all stakeholders, including School Governors.

### **1.3 Assessments**

Assessments must have clear objectives and criteria which are understood by students in order to achieve their potential. Students will be encouraged to know their MEG and aim to achieve or surpass it in every subject. It is imperative that assessments identify strengths and weaknesses for learners so that they can act on the weaknesses and secure the strengths. Assessments should be 'spiral' in nature; students should not only be tested on recent learning but cumulative learning across the course. This will give a fair 'WAG' and show whether students are retaining information.

Assessment will be both formative and summative across all subjects. In KS3 and KS4, students are provided with 'Next steps' clearly in their work. These should be completed as 'DIRT' (Directed Improvement & Reflection Time) tasks that should be acted upon immediately to improve work. (See LRS Feedback Policy)

### **1.4 Assessment Map**

Whole School Assessments:

Year 6	Summer Term	NFER CAT4 tests conducted at primary school and data passed to LRS. Provides KS3 EOY MEGs.
Year 7	Autumn Term	<ul style="list-style-type: none"> <li>Accelerated Reader chronological reading age generated by initial assessment in week 1.</li> <li>GL Assessment Progress in English 11 test.</li> <li>GL Assessment Progress in Maths 11 test.</li> <li>GL Assessment Progress in Science 11 test.</li> <li>Data drop to parents: See appendix A for contents.</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>End of Year exams/ practical assessments for all subjects.</li> <li>Data drop to parents and SLT: See appendix A for contents.</li> <li>Tutor report to parents.</li> <li>Final Accelerated Reader reading age generated by regular tasks throughout the year.</li> </ul>
Year 8	Autumn Term	<ul style="list-style-type: none"> <li>Reading Plus school year reading age generated by initial assessment in week 1.</li> <li>GL Assessment Progress in English 12 test.</li> <li>GL Assessment Progress in Maths 12 test.</li> <li>Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>End of Year exams/ practical assessments for all subjects.</li> <li>Data drop to parents and SLT: See appendix A for contents.</li> <li>Tutor report to parents.</li> <li>Final Reading Plus reading age generated by regular Reading Plus tasks throughout the year.</li> </ul>
Year 9	Autumn Term	<ul style="list-style-type: none"> <li>Reading Plus school year reading age generated by initial assessment in week 1.</li> </ul>

		<ul style="list-style-type: none"> <li>• NFER CAT4 test.</li> <li>• GL Assessment Progress in English 13 test.</li> <li>• GL Assessment Progress in Maths 13 test.</li> <li>• Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>• Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>• End of Year exams/ practical assessments for all subjects (except Science).</li> <li>• GL Assessment Progress in Science 14 test.</li> <li>• Data drop to parents and SLT: See appendix A for contents.</li> <li>• Tutor report to parents.</li> <li>• Final Reading Plus reading age generated by regular Reading Plus tasks throughout the year.</li> </ul>
Year 10	Autumn Term	<ul style="list-style-type: none"> <li>• Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>• Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Summer Term	<ul style="list-style-type: none"> <li>• Mock exams for all subjects.</li> <li>• Data drop to parents and SLT: See appendix A for contents.</li> <li>• Tutor report to parents.</li> </ul>
Year 11	Autumn Term	<ul style="list-style-type: none"> <li>• Mock exams in November for all subjects.</li> <li>• Data drop to parents and SLT: See appendix A for contents.</li> </ul>
	Spring Term	<ul style="list-style-type: none"> <li>• Mock exams for all subjects in February.</li> <li>• Data drop to parents and SLT: See appendix A for contents.</li> <li>• Tutor report to parents.</li> </ul>
	Summer Holidays	<ul style="list-style-type: none"> <li>• GCSE results.</li> </ul>

GCSE outcomes, progression in reading ages and Progress Test results will be used in the SEF (School Evaluation Form) in order to measure success.

## **1.5 Internal Exams**

### **Years 7-9: 'End of Year Exams'**

Art	Practical assessment in class over a period of weeks
Computing	In class formal assessment
Dance	Practical assessment in class over a period of weeks
Drama	Practical assessment in class over a period of weeks
English	In class formal assessment
Humanities	In class formal assessment
Maths	In class formal assessment
MFL	In class formal assessment
Music	Practical assessment in class over a period of weeks
PE	Practical assessment in class over a period of weeks
Performing Arts	Practical assessment in class over a period of weeks
PSHE	NA
Science	In class formal assessment
Technical Skills	In class formal assessment

## Years 10-11: Mocks

	<b>Formal Mock in Hall</b>	<b>No Formal Mock Exam</b>	<b>Other</b>
Year 10: April	English (2 x Literature Paper) Maths (2 x papers) Science (3 x papers) Business Studies (1 x paper) Computer Science (1 x paper) DEC Design & Technology Food & Nutrition French (Reading & Writing) Geography History ICT Media Studies PE GCSE Psychology RS Spanish (Reading & Writing papers)	Art Asdan Child Development Construction Dance Drama Learning Support Photography Prince's Trust Textiles	French Speaking (not in Hall) French Listening (in classroom) ICT practical exam (in classroom) Spanish Speaking (not in Hall) Spanish Listening (in classroom) Music Listening exam (in classroom)
Year 11: September	Art (1 day in Nov/Dec) English (2 x Language Paper) Maths (2 x papers) Science (3 x papers) Business Studies (1 x paper) Child Development (1 x paper) Computer Science (1 x paper) DEC Design & Technology Food & Nutrition French (Reading & Writing) Geography History ICT Media Studies PE GCSE Photography (1 day in Nov/Dec) Psychology RS Spanish (Reading & Writing papers)	Asdan Construction Dance Drama Learning Support Prince's Trust Textiles	French Speaking (not in Hall) French Listening (in classroom) ICT practical exam (in classroom) Spanish Speaking (not in Hall) Spanish Listening (in classroom) Music Listening exam (in classroom)
Year 11: February	English (2 x Language Paper) Maths (2 x papers) Science (3 x papers) Business Studies (1 x paper) Child Development (1 x paper) Computer Science (1 x paper) DEC Design & Technology Food & Nutrition French (Reading & Writing papers) Geography	Art Asdan Construction Dance Drama Learning Support Photography Prince's Trust Textiles	French Speaking (not in Hall) French Listening (in classroom) ICT practical exam (in classroom) Spanish Speaking (not in Hall) Spanish Listening (in classroom) Music Listening exam (in

	History ICT Media Studies PE GCSE Psychology RS Spanish (Reading & Writing)		classroom)
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### Year 11 Formal Exams

	Formal Exams	Other
November	English Literature: Papers 1 and 2	
January	DEC! exam	
Year 11: Summer Series	Art: (2 days in April) English (2 x Language paper) English (2 x Literature retake papers) Maths (2 x papers) Science (6 x papers) Business Studies (2 x papers) Child Development (1 x paper) Computer Science (2 x paper) DEC (1 x retake paper) Design & Technology (1 x paper) Food & Nutrition (1 x paper) French (Reading & Writing papers) Geography (3 x papers) History (3 x papers) ICT (1 x paper) Media Studies (2 x papers) PE GCSE (1 x paper) Photography (2 days in April) Psychology (2 x papers) RS (2 x papers) Spanish (Reading & Writing papers) Textiles (2 days in April)	Asdan (collated portfolio) Construction (collated portfolio) Dance (filmed performance and collated NEA) Drama (filmed performance and collated NEA work) French Speaking (not in Hall) French Listening (in classroom) ICT practical exam (1 x practical exam in classroom) Learning Support Music Listening exam (in classroom) Prince's Trust (collated portfolio) Spanish Speaking (not in Hall) Spanish Listening (in classroom)

#### **1.6 Non Examined Assessment and Practical Work**

NEAs and practical work are a key part of some GCSE courses. This includes NEA work for Child Development, DEC, Food and Nutrition, Media Studies; as well as Drama, Dance and PE filmed performances. Teachers will follow the guidance from their chosen exam board regarding the setting of the NEA or practical work, the conditions in which it is completed to avoid malpractice and marking and moderation of completed work. Where there are concerns over the completion of NEAs or practical work, it is the responsibility of teachers and Faculty Leaders to contact parents to resolve the issue as soon as possible in order to allow every student the greatest chance of success. This includes students signing a declaration to show they have not used AI in their work.

#### **1.7 Internal Standardisation and Moderation**

Standardisation will take place as a department before marking any formal assessments to ensure that marking criteria are understood and can be applied consistently. Subject meeting time should also be used for the internal moderation of samples of formal assessments. This process should be

undertaken within all departments and across all year groups to ensure spot checks show consistency when applying marking criteria. Moderation, where required for external qualifications, must follow the regulations set by individual exam boards.

### **1.8 Assessment of Progress over Time: KPIs**

KS3:

- Learner profile for each subject using Attitude to Learning: termly.
- Progress in relation to MEG: termly.
- Reading Age from Sept Y7 to EOY9.
- Progress in English: Sept Y7 to EOY9.
- Progress in Maths: Sept Y7 to EOY9.
- Progress in Science: Sept Y7 to EOY9.

KS4:

- Learner profile for each subject using Attitude to Learning: termly.
- Progress in relation to MEG: termly.
- Value added for each subject against Y9 CAT MEG termly.
- ALPS thermometer measure for each subject (barring iGCSEs): termly.
- August: 5 x Grade 9-4.
- August: 5 x Grade 9-4 (inc En/Ma)
- August: Value added for each subject against Y9 CAT MEG.
- August: ALPS thermometer measure for each subject (barring iGCSEs).

## **Section 2: RECORDING**

### **2.1 Data Drop Process**

Teachers will give students a summative predicted level or grade each term as a broad indicator of where they believe the student will be at the end of the year in their subject. This should be based on a variety of informal, scaffolded, independent and formal assessments completed across the term. Assessments should be designed robustly to not only include recent teaching, but also prior key knowledge and skills. Assessments should mirror the style of GCSE assessments in order to prepare students for KS4.

Between the autumn of Year 7 and the summer of Year 9, it is expected that students will achieve the criteria in their MEG band consistently, or surpass these. In Years 10 and 11, it is expected that students should make progress in a broadly linear fashion. There may be dips, but students' grades should move up along the grades from somewhere between Grade 1 to Grade 9. Staff are also expected to complete a Horsforth Quadrant for each class to help identify which students would benefit from different forms of intervention.

After each data drop, the Data Manager will upload grades for each student and subject into 4Matrix and ALPS. Teaching staff, managers and the senior leadership team will use the Series Comparison tool in 4Matrix to monitor progress for whole cohort and research groups. The Data Manager will also produce a report for each Head of Year to bring to SLT to look at trends in the data and inform interventions that are necessary on a student-by-student basis. The whole-school data strategy is then followed, with SLT running AIM meetings to identify and target Y11 or Y10 interventions. A 'war board' will be generated for discussion at subject, faculty and year-team levels. The Head of Year will be responsible for communicating with staff, students and parents who will be targeted for intervention.

Individual subjects should monitor the outcomes of their data drops using 4Matrix software to create a 'war board' for their subject to identify the students for in-class intervention. SLT will use the same tool to identify those students with a MEG prediction, but not achieving, 5 x grade 4+ including English and Maths. Mentoring should target those students who are 'quick wins' or close to the border initially, before tackling the more significant underachievement. PiXL strategies could also be employed to address underachievement – for example PiXL DTT (Diagnosis, Therapy, Testing) and PiXL Wave for Maths and English.

### **2.2 Exam Review Meetings**

Following the summer examinations, an exam review meeting will take place with every Subject Leader (with support from their Faculty Leader if appropriate) in September. Subject Leaders will complete a pro-forma that drills down into the outcomes for whole cohort, class-by-class and smaller research group progress. Progress will be measured using Value Added against the original MEGs produced on entry to KS4. The Subject Leader will identify strategies in teaching and learning that were successful and need to be repeated, as well as identifying factors that may have adversely affected student performance. They should also consider the examination board feedback to the centre as well as their feedback on national performance.

Each subject will be given specific actions following the meeting to act upon immediately or build into their Faculty Improvement Plan. Those subjects that have underachieved significantly will be placed on a Rapid Improvement Plan with short term targets to improve. The minutes of all meetings as well as the supporting documents will be collated and presented to School Governors.

## **Section 3: REPORTING**

### **3.1 Formal reporting**

Years 7-10 will receive 3 data reports plus a tutor report each academic year. Year 11 will receive two data reports and one tutor report.

Parents receive information on academic progress, including progress in relation to their MEG, their attitude to learning and a homework grade for completion, quality and submission. Year 10 and 11 students will receive 'Next Steps' from teachers which should be SMART targets designed to be actioned in order to close any remaining gap between current attainment and MEG or stretch students to the next grade boundary.

Progress in relation to MEG	1= Consistently exceeding MEG, 2 = Making progress as expected, 3= Not quite making expected progress or 4 = Significantly below MEG.
Attitude to Learning	<p><u>Excellent:</u> This student is proactive and independent in their studies and their work effort shows they are striving to succeed, overcome challenges and achieve their full potential. They are always well-behaved, reflective and demonstrate self-regulation. Your child should be commended for their efforts in this subject.</p> <p><u>Good:</u> This student is usually fully engaged in their studies, working towards independence and has shown some perseverance and resilience when overcoming challenges. They are usually well-behaved and sometimes demonstrate self-regulation and reflection skills. There is still opportunity for your child to excel even further.</p> <p><u>Requires Improvement:</u> This student occasionally demonstrates the school's learning values but needs to show more consistency to reach their potential. They are sometimes well-behaved but may not always focus in lessons. Small improvements will have a significant impact on this student's learning and outcomes. Discussion with the class teacher will clarify how your child can improve.</p> <p><u>Requires Significant Improvement:</u> This student often does not meet classroom expectations of effort in learning or behaviour. Without significant changes, this student is at risk of not meeting their potential. Contact needs to be made with class teachers about how to we can work together to support your child.</p>
Homework	1= Excellent, 2 = Good, 3 = Requires Improvement, 4 = Requires Significant Improvement

See Appendix 1 for the content of each report.

### **3.2 Parents' Evenings**

Parents are invited in for a face-to-face Parents' Evening twice in Years 7 and 11 and once in Years 8, 9 and 10. They will receive a copy of their child's report in advance of this meeting. The meeting is to establish a dialogue between teachers and parents to maximise the support in place for students at home and in school.

<b>Year Group</b>	<b>Length of Appointments</b>
Year 7 Settling in Evening	7 mins per student
Year 7 Subject Parents Evening	5 mins per student
Year 8 Subject Parents Evening	5 mins per student
Year 9 Subject Parents Evening	5 mins per student
Year 10 Subject Parents Evening	7 mins per student
Year 11 Subject Parents Evening	7 mins per student
Year 11 Subject Parents Evening	7 mins per student

In KS3 all subject staff will be available for parental meetings. In KS4 all subjects except for core PE and PSHE will be expected to attend.

## Appendix 2: Reports Procedure:

Deadline for reports = Friday.

<b>Day</b>	<b>Task</b>	<b>Who?</b>
Monday	Staff reminder in briefing re reports deadline	SBa
Thursday	Send reminder to staff re: deadline	LLa
Friday	Send reminder to Faculty Leaders re: checking staff have completed reports	LLa
Monday morning	Check reports for gaps. Email SBa with names of those to chase	LLa
Monday afternoon	Check with SBa that 'blurb' at end of reports is accurate	LLa
Tuesday	<ul style="list-style-type: none"> <li>• Send reports via email with 'Please see attached your child's report. Please take time to read this through carefully with your child. Please contact teaching staff directly if you have any queries about the content.' (If there is a parents' evening, add 'and book a parents' evening appointment to discuss how your child can achieve their full potential.')</li> <li>• Check students with no email address: send paper copy through office staff.</li> <li>• Send a text stating 'Your child's report has been sent to your email. Please take time to read this through carefully with your child.' (If there is a parents' evening, add 'And book a parents' evening appointment.')</li> <li>• Message on Facebook stating 'Year X reports have been emailed home today!'</li> <li>• Upload student reports to students' SIMS record for reference.</li> <li>• Print a copy of the reports for form tutors.</li> </ul>	LLa
Wednesday form time	Tutors to go through reports with students to ensure they have seen them and think about actions arising from the reports. What makes me proud? What do I need to work on? Etc. HOYs to check outcomes of discussion re reports.	Form tutors/ HOY

## Appendix 3: Parents Evening Procedure:

<b>Day</b>	<b>Task</b>	<b>Who?</b>
10 working days before Parents Evening	Email staff with booking dates so they can block off breaks.	SBa
8 working days before Parents Evening	<ul style="list-style-type: none"> <li>• Email parents with booking information.</li> <li>• Text parents 'Parents Evening for Year X is open for booking. Please see your email.'</li> <li>• Showcase of student work: to be arranged by HOY.</li> </ul>	SBa
3 working days before Parents Evening	<p>Email parents with 'Thank you to those parents who have booked their Parents' Evening appointments. Don't forget to put them in your calendar! For those parents who have not yet signed up, please do so as soon as possible or contact the main office on 855876 if you have any difficulties.'</p> <p>Checklist:</p> <ul style="list-style-type: none"> <li>• Inform site staff of set up.</li> <li>• Sandwich order three days in advance.</li> <li>• Tea and coffee volunteers to be organised by NSt.</li> <li>• Order biscuits.</li> <li>• Names of staff printed and laminated: add staff roles and branding.</li> <li>• Book TA to staff welcome desk.</li> </ul>	SBa
Day of Parents Evening	<p>Text: 'Reminder that Parents Evening is tonight online.'</p> <p>Checklist:</p> <ul style="list-style-type: none"> <li>• Publish room plan to staff and print for parents to see.</li> <li>• Names on doors before 3pm. Sit in faculty groups.</li> <li>• Print staff appointments by lunch time for pigeon holes.</li> <li>• Clock/timer projected at front of each classroom: <a href="http://www.repeat-timer.com">www.repeat-timer.com</a></li> <li>• Sign in list to check off attendance.</li> <li>• For tutor meetings: copy of recent reports.</li> <li>• Staff on front desk with appointments on laptop for parents to photograph if left at home.</li> <li>• Print Actions Sheet for parents to fill in.</li> <li>• Get spare pens/pencils to give to parents.</li> </ul>	SBa

## Appendix 4: AIM Meeting Process:

