



ASSESSMENT, RECORDING AND REPORTING POLICY

SLT Responsible Person: Dave Dudley

Date of Policy: December 2025

Date to be reviewed: December 2026

To be read in conjunction with: Teaching and Learning Policy

Appendix 1 - Attitude to Learning (ATL) Lesson Grades

Rationale

Our Assessment, Recording and Reporting policy is designed to provide a framework for monitoring and supporting the progress of individual students throughout their time at the College. It also underlines the College's commitment to regular, meaningful feedback and sharing progression data as a means of motivating students and keeping them and their parents and carers informed of progress.

Aims

- To raise levels of achievement throughout the College.
- To keep students, teachers, parents and carers informed about progress and actively involved in its promotion.
- To provide a framework which encourages students to be actively involved in discussions about achievement and future learning.
- To inform future teaching and learning strategies.
- To facilitate meaningful curriculum development and differentiation in the learning process.

Key Operating Procedures

- The College will set challenging targets for students based on prior attainment. At Key Stage 4, targets will be set based on prior attainment at Key Stage 2 and at Key Stage 5, targets will be based on prior attainment at Key Stage 4.
- Within each subject, assessments (formative and summative) will take place throughout the year, after which students will receive feedback in verbal or written form e.g. next step comments, test results, grades.
- Twice a year (three times for Year 12), students will be given an overall (current) grade for each subject studied. At Key Stages 4 and 5 this will be a current grade using the appropriate grading system for the subject being studied e.g. 9-1 GCSE grades, A*-E A-level grades, BTEC grades. At Key Stage 3 no current grade will be given, but a percentage for the assessment.
- Twice a year (three times for Year 12), subjects will provide a forecast or 'on target to get' grade for each subject studied. At Key Stages 4 and 5 this will be based on comparison matrices from past cohorts. using the appropriate grading system for the subject being studied e.g. 9-1 GCSE grades, A*-E A-level grades, BTEC grades.
- Twice a year (three times for Year 12), students will be given an Attitude to Learning (ATL) grade for each subject studied. These will be based on the descriptors in Appendix 1.
- For KS4 and 3, once per year, and KS5 twice per year, a Progress Summary will be produced, which will be emailed out to parents and carers. This summary report will comprise of the following:
 - KS4 and KS5: A current grade, an ATL, a comment outlining strengths and a comment suggesting areas for development.
 - KS3: An indication of ability, and an ATL grade. Subjects will also complete DIT or feedback sheets which once complete will be added to the students' Showbie portfolio.

- If there is a Parent Teacher Consultation scheduled, the Progress Summary will be sent before the Parent Teacher Consultation Evening, to guide parents/carers with their appointments.
- Parent Teacher Consultation evenings will take place throughout the year to involve parents and carers in conversations about the learning and progress of their child. Electronic copies of the most recent Progress Summary will be issued prior to the Parent Teacher Consultation evenings.
- There will be a Record of Achievement (ROA) written by the tutor and subject teachers at the end of Year 13. Tutors will also base the ROA on any UCAS reference already provided.
- After each data entry point the Subject Leaders, Heads of Faculty, Directors of Key Stage, the Senior Leadership Team and the Governing Body will participate in a range of meetings, discussions and activities to review the assessment data and the progress made by individual students and/or cohorts of students.
- Subject Leaders, Heads of Faculty and the Senior Leadership Team will assist to quality assure the assessment, recording and reporting procedures.

The College will celebrate the achievements of students and the progress they have made through verbal and written feedback, reports, certificates and Celebration Assemblies and Evenings.

Target Setting

At Key Stage 3, we will use scaled scores in Reading and Maths from the Year 6 SATs, together with the Key Stage 2 Teacher Assessed Writing outcome, to determine the standard at which each student should be working. While we will not issue targets at Key Stage 3, we will still measure students' progress against these expected standards. During Key Stage 3, where appropriate, we will adjust our expectations based on further assessment evidence, as we know that Year 6 SATs results are not always fully representative of what our students can achieve.

At Key Stage 4, targets will be set with the aim that students make progress that better than, the progress of other similar learners nationally. Students will be set targets which is the grade the College should aim to help each student achieve in order to make better progress than other students with the same Key Stage 2 starting point nationally. Overall subject targets will be at least in line with national averages or past performance at HCC, whichever is higher.

At Key Stage 5, A-level and BTEC students will be set targets using Level 3 Value Added information in the first instance. These targets will be set to ensure that students achieve at least in line with other students with the same starting points nationally and are based on students' average prior attainment scores at Key Stage 4. Overall subject targets will be at least in line with national averages or past performance at HCC, whichever is higher.

Students who consistently perform above their target grade may have their target grade increased to ensure a suitable level of challenge. This process will be done in consultation with the Heads of Year.

Reporting

Students in Years 7 – 11 will receive two Progress Summaries, and Post 16 three. These will consist of the following information:

- KS3: An ATL grade the student's test percentage, the overall year group average and the top score to help parents/carers gauge progress. Further information will be available to parents in the form of DIT or feedback sheets collated in the student's Showbie portfolio.
- KS4 and KS5: A current grade, an ATL, a comment outlining strengths and a comment suggesting areas for development is collected.

Parent Teacher Consultation Evenings

Students in Years 7 – 10 will have one Parent Teacher Consultation evening per year and students in Post 16 and Year 11 will have two Parent Teacher Consultation evenings per year. Students in Year 7 will have an additional Parents' Evening with tutors early in the year, to enable parents and carers to discuss how their child has settled into College.

There is one Options' Evening for students in Year 9 and one for Year 11, where they can discuss with subject staff the suitability of the courses on offer at Key Stages 4 and 5. Parents and carers will be invited to attend these evening events.

Responsibilities

Teachers are responsible for:

- Marking assessments and producing termly overall/current grades.
- Providing students with verbal and written feedback.
- Providing comments for all students twice a year.
- Providing an ATL grade for each student twice a year.
- Liaising with their Subject Leader/Head of Faculty to ensure appropriate classroom-based interventions are in place for students who are not making expected progress.
- Reviewing their class data and engaging in the agreed College systems for helping students to make improvements.

Subject Leaders, Heads of Faculty and Directors of Key Stage are responsible for:

- Designing assessments which are fit for purpose and produce sufficient data points for a ranking system. They should also meet the criteria provided by TPAT regarding quality of assessment and where any shares assessment questions are required across the secondary schools.
- Monitoring the quality of faculty assessment procedures by ensuring that subject assessments are moderated and assessment materials are appropriate.
- Providing guidance and exemplars for the comments used in the Progress Reports.
- Participating in regular conversations with members of the Senior Leadership Team regarding the progress of students, and in termly Structured Conversations focused on students' progress with the representatives of the Senior Leadership Team and the Governing Body.

The Senior Leadership Team is responsible for:

- Working with Head of Faculty/Directors of Key Stage to help them ensure all students make expected progress.
- Quality assuring the College assessment, recording and reporting procedures.

Appendix 1

Attitude to Learning (ATL) Lesson Grades

Attitude to Learning (ATL)

1. Excellent

- Always prepared and ready to learn.
- Actively listens, asks insightful questions and embraces challenges.
- Works independently with a determination to succeed.
- Responds positively and proactively to feedback.
- Produces high-quality classwork and homework, often exceeding expectations.

2. Good

- Well-prepared, focused, and engaged in learning, most of the time.
- Can make thoughtful contributions to discussions and asks questions when encouraged.
- Mostly works independently with occasional support.
- Acts on feedback appropriately and demonstrates resilience.
- Consistently completes classwork and homework to a good standard.

3. Inconsistent

- Inconsistent effort and focus on learning.
- Sometimes asks questions and engages in discussions with support.
- Works independently at times but often relies on teacher guidance.
- Sometimes acts on feedback provided.
- Classwork and homework are of variable quality and effort.

4. Poor

- Rarely prepared and participation in lessons tends to be limited.
- Does not ask questions or show curiosity about the subject.
- Can give up on tasks easily and may disrupt their own and others' learning.
- Makes limited effort to improve their work or to act on feedback.
- Work is often missing, incomplete, or not to the standard expected.