



ASSESSMENT, RECORDING AND REPORTING POLICY

SLT Responsible Person: Mrs Justine Hart

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To be read in conjunction with: Marking and Feedback Policy

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 (where this is available) and at Key Stage 5, targets will be based on prior attainment at Key Stage 4. Prior attainment at Key Stage 2 will also be used to determine whether students in Key Stage 3 are making expected progress, based on their individual starting points.
- 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 steps comments, test results, grades.
- On a termly basis, students will be given an overall (current) grade for each subject studied. At Key Stage 3 this will be a mastery grade (see Appendix 1); 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.
- On a half-termly basis, students will be given an average Attitude to Learning (ATL) grade for each subject studied. These will be based on the lesson ATL grades awarded (see Appendix 2) and categorised to illustrate the extent to which each student is meeting or exceeding expectations (see Appendix 3).
- After each termly data entry, a Progress Summary will be produced, which will be available to view on the MyEd app and / or emailed out to parents and carers.
- Students in Key Stage 3 who are making less than expected progress, and students in Key Stage 4 who are below target, will be supplied with improvement comments from their subject teachers. If there is a Parent Teacher Consultation scheduled, verbal feedback will be given at the Parent Teacher Consultation Evening, otherwise the feedback will take the form of written comments.
- Students in Key Stage 5 will be supplied with written feedback following each Checkpoint Assessment or mock exam.
- 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. Printed copies of the most recent progress data will be issued at Parent Teacher Consultation evenings.
- The termly Progress Summaries will be supplemented by a summative report at the end of Years 7 – 10. There will be a Record of Achievement (ROA) written by the tutor at the end of Year 11 and an ROA written by the tutor and subject teachers at the end of Year 13.
- 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 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 to ensure that students make progress that is at least in line with, if not better than, the progress of other similar learners nationally. Students will be given 'expected targets' of the form 'Grade 6 or above'; this is the grade the student should aim to achieve to make better progress than other students with the same Key Stage 2 starting point nationally.

At Key Stage 5, A-level and BTEC students will be set targets using Level 3 Value Added information supplied by the DfE 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.

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 Directors of Key Stage.

Measuring Progress

At Key Stage 3, progress will be measured against the standard we expect each individual student to achieve, according to their Key Stage 2 prior attainment. Work is graded using mastery language (see Appendix 1), with teachers using a range of assessment techniques as appropriate to their subject to generate a termly overall mastery grade. Based on this grade, and each student's individual Key Stage 2 starting point, parents and carers will be informed regarding whether their child is making 'less than expected progress', 'expected progress' or 'better than expected progress'.

- Making 'expected progress' indicates that a student is where we think they should be, based on their starting point from their Year 6 SATs.
- Making 'better than expected progress' indicates that a student is making more rapid progress than their peers from similar starting points.
- Making 'less than expected progress' indicates that a student is below where we think they should be, based on their starting point from their Year 6 SATs.

At Key Stage 4 and 5, termly data sheets will include target grades and current grades, to indicate the progress made towards the targets set.

Reporting

Students in Years 7 – 11 will receive termly Progress Summaries. These will consist of the following information:

- Years 7 and 8: an indication of whether the student is making 'less than expected progress', 'expected progress' or 'better than expected progress' in each subject studied and the most recent half termly average ATL grade

- Year 9: an indication of whether the student is making 'less than expected progress', 'expected progress' or 'better than expected progress' in each subject studied, a projected GCSE grade range to help with the selection of options and the most recent half termly average ATL grade
- Years 10 and 11: termly current grades, the most recent half termly average ATL grade and the end of qualification target grade

In terms where there is no Parent Teacher Consultation, following the data entry point, staff will also enter improvement comments for students who are below target or making less than expected progress; these comments, where available, will also be included in the termly Progress Summaries.

Students in Year 12 – 13 will receive termly subject specific written feedback after every Checkpoint Assessment or mock exam. They will also receive a data sheet ahead of each Parent Teacher Consultation Evening, showing their target grade, ATL grade as entered by their subject teacher and most recent current grade.

Students in Years 7 – 10 will receive a written report in the Summer Term. Students in Years 11 and 13 will receive an ROA in the Summer Term. Reports and ROAs are written by tutors and comprise a summary of the progress made by the student during the year and comments about their general attainment. They will highlight the key strengths and areas for development and include a review of the student's attitude, behaviour, organisation and attendance. They will reflect on the progress the student has made towards their own personal goals during the year and their involvement in the wider College life. Year 13 ROAs will also incorporate comments written by subject teachers.

Parent Teacher Consultation Evenings

Students in Years 7 – 9 and 11 will have one Parent Teacher Consultation evening per year and students in Years 10, 12 and 13 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.

Students in Years 9 and 11 have Options Evenings, 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 termly comments for students who are below target or making less than expected progress
- Using the RTL system accurately in SIMS each lesson, so that average ATL grades can be generated each half term
- 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:

- Monitoring the quality of faculty assessment procedures by ensuring that subject assessments are moderated and assessment materials are appropriate

- Participating in regular conversations with members of the Senior Leadership Team regarding the progress of students, and in termly Structured Conversations focused on student 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 – Mastery Grading at Key Stage 3

Assessments at Key Stage 3 will be graded using mastery grades:

Mastery grade	Description
Mastered	Demonstrated a comprehensive understanding of all concepts and skills in a unit of work.
Extended	Grasped the main concepts and skills in a unit of work and can apply to new contexts.
Secure	Has a secure understanding of the main concepts and skills when applied to familiar contexts.
Approaching	Grasped most of the main concepts and skills in a unit of work, and is approaching 'Secure'.
Developing	Grasped some of the main ideas and skills in a unit of work, others require development.
Beginning	Beginning to grasp some of the main ideas and skills in a unit of work.

Appendix 2 - Attitude to Learning (ATL) lesson grades

To achieve an ATL grade 5 in a lesson, a student will have displayed some of the following attributes of an excellent learner, by:

- arriving promptly, and settling down to work quickly, with the appropriate book/folder and equipment
- completing classwork within the set timescale, and seeking extension work if appropriate
- producing classwork which is above expectations or of excellent quality, in terms of content and presentation
- asking effective questions, which help to develop and extend their understanding of a topic
- taking a lead during discussion work and answering questions accurately and confidently
- engaging positively with DIT tasks, and demonstrating clear improvements as a result
- striving to work independently, with a determined and resilient approach to problem solving
- completing homework diligently, to a very good standard, and meeting all deadlines
- demonstrating motivation, effort, and a clear enthusiasm for learning throughout the lesson
- being well-mannered, responsible, respectful and supportive of others in the class

To achieve an ATL grade 4 in a lesson, a student will have displayed some of the following attributes of a good learner, by:

- arriving promptly, and settling down quickly, with the appropriate book/folder and equipment
- completing classwork within the set timescale
- producing classwork which is in line with expectations, and is presented effectively
- asking sensible questions, which are closely related to the learning
- making positive contributions to discussion work and attempting to answer all questions
- engaging positively with DIT tasks
- striving to work independently when required to do so
- completing homework to a good standard, and meeting deadlines
- demonstrating a good effort and positive attitude throughout the lesson
- being well-mannered and respectful to others in the class

To achieve an ATL grade 3 in a lesson, a student will have adhered to the Ready to Learn Rules, by:

- following instructions promptly
- remaining on task
- listening when other are speaking
- speaking appropriately, with polite and respectful language

A student will be given an ATL grade 2 if they have received two warnings for breaking the Ready to Learn Rules in a lesson.

A student will be given an ATL grade 1 if they have broken the Ready Learn Rules three times in a lesson and, as a consequence, have been sent to the Ready to Learn room.

Appendix 3 – Average ATL categories

Outstanding	Several lesson ATL grades of 4 or 5 have been awarded.
Above expectations	Some lesson ATL grades of 4 or 5 have been awarded.
Meeting expectations	The lesson ATL grades awarded have been mainly grade 3.
Unsatisfactory	Lesson ATL grades of 2 or 1 have been awarded, indicating that there has been at least one lesson in which the Ready to Learn Rules have been broken.

Appendix 4 – Reporting calendar for parents and carers

This table outlines the termly reporting methods that will be used to communicate with parents and carers:

Year	Data Entry Point	The format in which you will receive the data	When to expect it
Year 7	Autumn Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories, subject comments	In the first half of the Spring Term
	Spring Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades (mastery) and half termly ATL categories	In the second half of the Spring Term
	Summer Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories; Tutor Report	In July
Year 8	Autumn Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories, subject comments	Early in the Spring Term
	Spring Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades (mastery) and half termly ATL categories	In the second half of the Spring Term
	Summer Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories; Tutor Report	In July
Year 9	Autumn Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades (mastery) and half termly ATL categories	In the first half of the Spring Term
	Spring Term	Progress Data Sheet containing current grades (mastery), half termly ATL categories, subject comments	In the second half of the Spring Term
	Summer Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories; Tutor Report	In July
Year 10	Autumn Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades and half termly ATL categories	In the second half of the Autumn Term
	Spring Term	Progress Data Sheet containing current grades (mastery), half termly ATL categories, subject comments	In the second half of the Spring Term
	Summer Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories; Tutor Report	In July
Year 11	Autumn Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades and half termly ATL categories	In the first half of the Spring Term
	Spring Term	Progress Data Sheet containing current grades (mastery), half termly ATL categories, subject comments	In the second half of the Spring Term
	Summer Term	Record of Achievement	In June / July
Year 12	Autumn Term	Subject specific feedback from Checkpoint 1; Parent Teacher Consultation Evening with Data Sheet comprising of target grades, current grades and ATL grades	In the second half of the Autumn Term
	Spring Term	Subject specific feedback from Checkpoint 2; Parent Teacher Consultation Evening with Data Sheet comprising of target grades, current grades and ATL grades	In the second half of the Spring Term
	Summer Term	Subject specific feedback from Checkpoint 3	In June / July
Year 13	Autumn Term	Subject specific feedback from Checkpoint 1; Parent Teacher Consultation Evening with Data Sheet comprising of target grades, current grades and ATL grades	In the second half of the Autumn Term
	Spring Term	Subject specific feedback from the mock exams; Parent Teacher Consultation Evening with Data Sheet comprising of target grades, current grades and ATL grades	In the second half of the Spring Term
	Summer Term	Record of Achievement	In June / July

Appendix 5 – Amended reporting calendar for parents and carers for 2020-21, due to the Covid-19 pandemic

This table outlines the termly reporting methods that will be used to communicate with parents and carers:

Year	Data Entry Point	The format in which you will receive the data	When to expect it
Year 7	Autumn Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories, subject comments	Spring Term, first half
	Spring Term	Parent Teacher Consultation Evening	Spring Term, second half
	Summer Term	Report comprising Progress Data Sheet with current grades (mastery), half termly ATL categories and subject teacher comments on strengths and areas for improvement	In July
Year 8	Autumn Term	Progress Data Sheet comprising of current grades (mastery), half termly ATL categories, subject comments	Spring Term, first half
	Spring Term	Parent Teacher Consultation Evening	Spring Term, second half
	Summer Term	Report comprising Progress Data Sheet with current grades (mastery), half termly ATL categories and subject teacher comments on strengths and areas for improvement	In July
Year 9	Autumn Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades (mastery) and half termly ATL categories	Spring Term, first half
	Spring Term		
	Summer Term	Report comprising Progress Data Sheet with current grades (mastery), half termly ATL categories and subject teacher comments on strengths and areas for improvement	In July
Year 10	Autumn Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades and half termly ATL categories	Autumn Term, second half
	Spring Term		
	Summer Term	Report comprising of Progress Data Sheet with current grades (mastery), half termly ATL categories and subject teacher comments on strengths and areas for improvement	In July
Year 11	Autumn Term	Parent Teacher Consultation Evening with Progress Data Sheet comprising of current grades and half termly ATL categories	Spring Term, first half
	Spring Term		
	Summer Term	Record of Achievement	In August
Year 12	Autumn Term	Subject specific feedback from Checkpoint 1; Parent Teacher Consultation Evening with Data Sheet comprising of target grades, current grades and ATL grades	Autumn Term, second half
	Spring Term	Parent Teacher Consultation Evening	Spring Term, second half
	Summer Term	Subject specific feedback from Checkpoint 3	In June / July
Year 13	Autumn Term	Subject specific feedback from Checkpoint 1; Parent Teacher Consultation Evening with Data Sheet comprising of target grades, current grades and ATL grades	Autumn Term, second half

	Spring Term	Parent Teacher Consultation Evening	Spring Term, second half
	Summer Term	Record of Achievement	In June / July