



ASSESSMENT RECORDING AND REPORTING POLICY

Greenbank High School



Policy Approved: October 2023
Policy Renewal: October 2024

To be Reviewed by the LGB Board

“The Trustees of the Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

“If assessment in your school performs a function to support learning that no other tool could, and it does it so in a way that provides reliable data to draw valid inferences about learning, you will be well on your way to great assessment.”

Education Endowment Foundation 2019

Assessment for Learning is central to every learning experience delivered by staff at Greenbank High School. It includes:-

- Clear learning objectives and success criteria that are effectively communicated and reviewed throughout a lesson
- Level of challenge clear and evident in work appropriate to students' ability and targets
- Opportunities for self and peer assessment involving students in identifying strengths and learning targets thus activating students as owners of their own learning
- Written and oral feedback that is clear and concise giving specific advice for future progress
- 'Improvement Time' during lessons so that they are given opportunities to consider and act upon any written feedback
- Questioning and dialogue that engages all learners and elicits evidence of learning.

Good assessment for learning makes:-

- An *accurate* assessment – knowing what the standards are, judging students' work correctly and making accurate assessments linked to school assessment criteria, age related expectations and GCSE Grade Criteria (use of identified assessments to ensure parity)
- A *fair* assessment – knowing the methods used are valid and provide all learners with access
- A *reliable* assessment – ensuring that judgments are consistent and based on a range of evidence (no grade should ever be entered in isolation so interim data entry should be consistent, formal and moderated, based on data stored in centralized mark books on ARBOR)
- A *useful* assessment – identifying barriers to student progress and using that information to plan and discuss the next steps in learning
- A *focused* assessment – identifying areas of a child's learning where there are blocks to progression, which might, for example, benefit from interventions such as one-to-one tuition and catch up intervention
- For *continuity* of assessment, enabling better transfer between years and schools.

Marking and Written feedback

All students have an "Expectations for work" guidance sheet in their planner, which is clearly explained by staff at the start of the academic year and reiterated as appropriate over the course of the year to ensure the very highest standards in terms of the presentation of their work. Students' exercise books or folders should show evidence of progression in subjects to allow the students and parents to review their learning and set high standards. Clear marking and written feedback should be given regularly to ensure students are kept well informed as to how they are progressing.

All teachers should ensure their written feedback:-

- is based on clear learning objectives and success criteria (how they are to be successful in the lessons set against targets and grades)
- focuses on improving standards in the subject and **could** take the form of WWW (What Went Well) and IT (Improvement Time) or EBI (Even Better If)
- includes an Effort Attitude to learning (ATL) score and subject specific marking codes according to their subject/faculty marking policies
- is personalised and informs student target setting in the subject
- can be understood by students of all abilities
- clearly identifies next steps for learning and regular opportunities are provided for students to respond in future learning
- is given in red ink, pupils respond via Improvement Time in green ink.

All students should be able to:-

- Routinely use written feedback to reflect on the strengths and weaknesses of their work and to identify ways in which they can improve. Lesson time should be devoted to giving students opportunities to act on the feedback given from prior learning
- Understand how feedback relates to their longer-term goals and can set their own targets for improvement
- Be clear in their work where they have improved in response to feedback. A green pen should be used by students to complete all improvements in their exercise books
- Carry out self (SA) and peer assessment (PA) regularly in lessons to develop their understanding of assessment criteria. This should be completed in green ink and labelled as such (SA / PA).

Each Student should keep a record of their PIPs in their planners. KS3 students should enter their attendance, ATL effort scores, an attainment grade and a progress descriptor. Year 9 students will enter their attendance and ATL effort scores in terms 1 and 2 and in addition their forecast grades and targets in term 3. In Year 10 and 11 pupils should enter their attendance, effort scores, forecast grades and targets. All pupils will set targets with their form tutor at the Form Tutor review appointments in September and set termly targets post pips.

The marking feedback record in their exercise books supports these judgements and links to whole school tracking of progress. However, in some instances, certain faculties may choose to use subject specific progress records in exercise books which nevertheless support both whole school and departmental assessment procedures.

Recording and Reporting Procedures

Whole school recording is completed using the ARBOR Assessment Manager with student attainment and ATL data entered 3 times annually, all of which are distributed to every student and parents over the course of the year, at termly intervals via email. Parents/carers and students will receive a Pupil Individual Progress record three times annually. The final report will show how the student has progressed throughout the year detailing: attendance, progress, attainment, any relevant examination performance and a more detailed Form Tutor report.

Parents' Evenings are held for all years annually via School cloud, an online platform. Details for which are on the school website.

See table below for all relevant assessment dates.

	Year 7	Year 8	Year 9	Year 10	Year 11
Pip 1	5th Dec	5th Dec	5th Dec	5th Dec	13 th Nov
Pip 2	18th March	18th March	18th March	18th March	
Subject reports and PIP 2 Year 11					23 rd February
Pip 3 and Reports	17 th June	17th June	17th June	17th June	
Exams	Summer term	Summer term	1st May – 10 th May	30 th January – 9 th February RE and Eng Lit - Dec 23 and February 24	
Parents' Evenings	Wednesday 29.11.23	Thursday 7.3.24	Wednesday 7.2.24	Thursday 21.3.24	Thursday 25.1.24

Key Stage 3

Years 7

All students are distributed into 1 of 5 bands on entry in Year 7 (Foundation, Bronze, Silver Gold and Platinum) based on their scaled scores, CAT scores and teacher diagnostics. Their band reflects their future aspirational GCSE target score and represents the minimum expectation of students by the end of Key Stage 4. (see table below) These bands will show the ability level on entry in Year 7 across all subjects and will be used to track progress. All subjects will also be expected to complete a subject diagnostic to complement the band attributed. Due to the practical nature of PE, art drama and music, subject specific diagnostics will be used to track progress.

	Current Year 7	
AVERAGE CAT score	BAND	GCSE TARGET
More able	Platinum	8-9
High Ability	Gold	7
Middle ability	Silver	5-6
Middle/Low ability	Bronze	4-5
Foundation	Foundation	1 - 3

Year 8

All students were distributed into 1 of 5 bands in Year 7 (Foundation, Bronze, Silver Gold and Platinum) based on their CAT scores and teacher diagnostics. Their band reflects their future GCSE target score and represents the minimum expectation of students by the end of Key Stage 4. (see table below) These bands will show the ability level on entry in Year 7 across all subjects and will be used to track progress in Year 7 and 8. All subjects will also be expected to complete a subject diagnostic to complement the band attributed. Due to the practical nature of PE, art, drama and music, subject specific diagnostics will be used to track progress.

	Current Year 8	
AVERAGE KS2 Scaled scores	BAND	GCSE TARGET
More able	Platinum	8-9
High Ability	Gold	7
Middle ability	Silver	5-6
Middle/Low ability	Bronze	4-5
Foundation	Foundation	1 - 3

Faculties will be required to include in their assessment policies, an intervention programme at Key Stage 3 to bridge any potential gap prior to GCSE options for those pupils who do not reach their minimal baseline target based on their Key Stage 2 prior attainment score.

Students will complete a number of summative assessments throughout the year (see whole school calendar) and this will vary between subjects both in style and frequency. These assessments will inform the current attainment and progress recorded on the interim/end of year reports/PIPs alongside frequent formative assessments. Such data should be centrally available on the ARBOR Data Management System to ensure effective quality assurance by Directors of Learning (DoLs) and Subject Leaders.

The current attainment will reflect how students are performing in the subject, at that time. Students will know how to improve in each of their subjects through conversations with their teachers and written feedback in their exercise books. Students will be made aware of the appropriate success criteria in each subject in each term.

Tracking Procedures – Key Stage 3

Whole school recording is completed using ARBOR Assessment Manager with student data entered 3 times annually. This data will be used to identify underachievement, track progress and inform any interventions. The following table shows how progress will be tracked and reported.

Internal Progress Descriptor	Internal Progress measure	Criteria	External/Parent Progress Descriptor for Pips
Limited progress	Student is making limited progress in relation to their band	Band below	Working towards expected progress

Steady progress	Student is making steady progress in relation to their band	Minus score in ability band	Expected progress
Good/expected progress	Student is making consistently good progress in relation to their band	Even score in ability band	Expected progress
Excellent progress	Student is making excellent progress in relation to their band	Plus score in ability band	Expected progress
Rapid/outstanding progress	Student is making rapid progress "exceptional performance" in relation to their band	Band above	Above expected progress

Key Stage 4: Years 9,10 & 11

All students are set a terminal GCSE target in Year 9 which should be aspirational and reflective of an FFT 5 – FFT 20 target. A more personalised target may be set for individual students based on individual learning needs, after discussion with the Assistant Headteacher for ARR.

Target setting	
Year 9 2023-24	An aspirational target will be set in March of Year 9 2024 in relation to a students' performance in the subject during the first two terms. This target will be set through a dialogue between the student, teacher, parent/carer and subject leaders/Dols.
Year 10 2023-24	An aspirational target will be based on the students' performance in Key Stage 3 and Year 9. This target is subject to change through a dialogue between the subject teacher and subject leaders/Dols.
Year 11 2023-24	An aspirational target will be set in March of Year 9 based on the students' performance in in Key Stage 3 and Year 9. This target is subject to change through a dialogue between the subject teacher and subject leaders/Dols.
Year 9-11 2023-24	All GCSE targets scores 1-9 except for Childcare which uses a vocational grade. M1- D*2

	Exams 2026	Exams 2025	Exams 2024
	Year 9 students	Year 10 students	Year 11 students

	RE Eng Lit 2025		RE Eng Lit 2024						
AVERAGE KS2 Ability level ENGLISH & MATHS/Scaled scores	Aspirational GCSE TARGET		Aspirational GCSE TARGET			Aspirational GCSE TARGET			
More able	8/9	A*	D*2	8/9	A*	D*2	8/9	A*	D*2
	8/9	A*	D*2	8/9	A*	D*2	8/9	A*	D*2
	8/9	A*	D*2	8/9	A*	D*2	8/9	A*	D*2
High ability	7	A	D2	7	A	D2	7	A	D2
	7	A	D2	7	A	D2	7	A	D2
	7	A	D2	7	A	D2	7	A	D2
Middle ability	6	B	M2	6	B	M2	6	B	M2
	6	B	M2	6	B	M2	6	B	M2
	5	C	M2	5	C	M2	5	C	M2
	5	C	M2	5	C	M2	5	C	M2
	5	C	M2	5	C	M2	5	C	M2
	5	C	M2	5	C	M2	5	C	M2
Low ability	4	C	P2	4	C	P2	4	C	P2
	3	D	D1	3	D	D1	3	D	D1
B/P SCALE	2	E	M1	2	E	M1	2	E	M1

Staff must ensure that the forecast grades reported are accurate and based on firm standardised assessments.

Tracking Procedures – Key Stage 4

Students will complete a number of formative assessments throughout the year (see whole school calendar) this will vary between subjects both in style and frequency. These assessments will inform the summative assessments and forecast grades recorded on the PIPs (see whole school calendar).

Data will be analysed by SLT, Directors of Learning, subject leaders and Heads of Year. Students who have; negative progress 8 scores, are below target or have 3 or more effort/behaviour scores of 1 or 2s in a category will be tracked and monitored. Progress will be measured as shown below.

Internal Progress Descriptor for tracking	Internal Progress measure
Limited progress	Progress 8 -2.00 or below
Steady progress	Progress 8 -1.00 or below
Good/expected progress	Progress 8 0.0
Outstanding progress	Progress 8 +1.0
Outstanding +	Progress 8 +2.0 or above

Students will know how to improve in each of their subjects through conversations with their teachers and written feedback in their exercise books or folders. As students' progress throughout school and approach their GCSE examinations, it is expected that the forecast grades will match the GCSE target grade more closely.

For the Senior Leadership Team (SLT), Directors of Learning, Subject Leaders and Heads of Year, parents and most importantly the student to gain accurate assessment evidence and to intervene where necessary, it is of utmost importance that interim data entry is accurate and based not only on summative assessments, but also formative assessments linked to course grade criteria. Such data should be centrally available within ARBOR to ensure effective quality assurance by Subject Leaders.

Descriptors for Attitude to Learning for use in completing PIPs and report

Alongside current attainment, all students will receive a range of attitude to Learning scores. Students will be assessed on their: behaviour, effort, organisation, and homework where applicable. The summer report will include a detailed form report.

Attitude to Learning Descriptors

	Effort
4	Student demonstrates an exceptional attitude to their learning and is a role model for other students
3	Student demonstrates a positive attitude to learning and works hard
2	Student who needs to improve their attitude to learning, is inconsistent and should aim even higher to fulfil their potential
1	Student whose attitude to learning is causing serious concern, neglect their school work and are falling behind

	Behaviour
4	Student behaves impeccably and inspires others to learn
3	Student behaves well which helps themselves and others to learn
2	Student sometimes behaves in a way which prevents themselves and or others from learning
1	Student regularly behaves in a way which prevents themselves and or others from learning

	Homework
4	Student meets all deadlines and completes all homework to a very high standard
3	Student completes homework on time and to a good standard
2	Student sometimes misses deadlines and does not always complete homework to their full potential
1	Student frequently misses deadlines and rarely completes homework

	Organisation
4	Student shows exemplary organisation
3	Student is well organised and typically brings the necessary equipment to lessons
2	Student sometimes forgets to bring the necessary equipment to lessons
1	Student frequently forgets to bring the necessary equipment to lessons

Moderation procedures

All teachers are responsible for maintaining the quality of assessment and feedback in their classroom through on-going evaluation of their assessment systems. It is monitored and evaluated by staff through performance management, formal and informal observations, teaching and learning review meetings, curriculum reviews and work scrutiny.

Purpose of moderation

- To verify that assessment is accurate within and across subjects
- To ensure that all work is appropriate for the ability level of pupils
- To provide the necessary level of stretch and challenge
- To ensure that appropriate age-related subject expectations have been planned for in order to raise standards.
- To ensure that information given to parents is accurate and consistent
- To verify that assessment is consistent with other schools.

Internal moderation procedures

- All subjects/faculties complete internal moderations of pupil work, assessment progress grids and data inputs prior to each data entry
- All Directors of Learning and Subject Leaders complete regular planned for work scrutiny according to the assessment calendar
- SLT are responsible for monitoring the quality of assessment and feedback in their areas as outlined in the assessment calendar
- Directors of learning and Heads of Year review the data post Pips to monitor standards
- Subjects of concern are paired with other schools to moderate work.

External moderation procedures

- All Directors of Learning and Subject Leaders use exam board training and moderators feedback to moderate GCSE work to raise standards and standardise assessment.
- Subjects operate their own moderation process in conjunction with the exam boards, local schools in the MAT and subject staff.
- All directors of Learning and Subject leaders to keep exemplar work to be used in faculties for moderation purposes.

Catch up provision

Staff will also need to identify through their faculty assessments those pupils that require catch up support as a result of the COVID19 pandemic. Disadvantaged pupils identified as falling behind may be given small group tuition in English, Maths and/or Science.

Review

This policy will be reviewed by Governors and the Assistant Headteacher for Assessment, Recording and Reporting annually.