



Assessment, Recording and Reporting of Student Achievement Policy

Date Policy Updated:	May 2025
To Present to Governors:	May 2025
Date Policy Ratified:	May 2025
Date for next Review:	May 2026

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Vision Statement

Believe Strive Succeed

Our vision is to provide an outstanding, inclusive and aspirational education for local children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness, spiritually, physically, intellectually, emotionally and morally. We are underpinned by deep rooted values of respect, consideration, loyalty, responsibility and success.

1 Corinthians 12:12 'the body is one and has many members, and all the members of the body, though many, are one body'

Introduction

This policy outlines the school's approach to the measurement and, through this, the improvement of learning. It also details the recording and reporting of student achievement.

Purpose

In line with statutory requirements, assessment at Bishop Stopford's School will:

- be designed to embed and measure the depth and breadth of students' knowledge and skill
- be used as part of the teaching and learning process
- be both formative and summative
- be used as a teaching tool to support and motivate students' learning by involving students in their own progress, providing meaningful and challenging feedback and setting clear and measurable targets meaning students know their own strengths and gaps in knowledge and can become self-regulated learners.
- be built into the planning for teaching and learning with adequate curriculum time allowed.
- be based on clear department success criteria which highlights the disciplinary and substantive knowledge students will need to master each subject.
- monitor and quality assure standards.
- provide useful information to staff, parents/carers, students, employers and further and higher education.
- act as a feedback mechanism for curriculum development.
- embed and allow a cumulative acquisition of the necessary knowledge and skills into long term memory to allow for effective recall and retrieval.
- be used to inform strategic teaching, planning and strategising to raise achievement and enhance student outcomes as per the DTT model by all staff.
- Ongoing tracking and use of assessment data to ensure early identification and targeted intervention to support student progress.
- Assessment is cumulative and shows the learning and progress journey of all students
- Form a central part of the Diagnosis, Therapy, Testing model (DTT model) within school ensuring that it is used to
 - diagnose gaps in student understanding and skills
 - inform teaching and learning as well as wider strategy to enhance achievement

Use of Assessment Data

Data generated from assessments will be used in a variety of ways as a tool to drive attainment and progress for all students.

A key focus of assessment will be to ensure that:

- learning and understanding is checked regularly, in every lesson and more formally twice each half term, and summatively twice a year
- Assessment for Learning is a key feature of every lesson and is used effectively to secure knowledge and bridge identified gaps in understanding
- Assessment for Learning is a tool that enables students to see how their learning has progressed within and between lessons
- data for formative and summative assessments is generated via success criteria
- targets are streamlined and in line with Key Stage 2/CATs data, to enable progress to be measured and addressed
- there is consistency in the awarding of grades for students through a robust standardisation and moderation process
- progress is measured at KS3 as well as attainment, with a focus on students who are on, below or above their target grades
- students who are deemed to not be at the developing stage of their learning (meaning they are over a year behind in their knowledge and skill), will be referred to the SEND department
- data is used by all staff to inform strategy for improvement including SLT, Heads of Department, Heads of Year, classroom teachers and tutors
- data is shared with and used by students to enable them to know what they can do and what they can't do yet. Data and assessment feedback will be used more effectively to enable enhanced metacognition and an awareness by students of what they need to do in order to progress
- parents have a more informed understanding of what their child can do and what areas need more focus. The move to success criteria will enable parents to have a more specific understanding of what the data given means, with academic targets offering greater insight into steps to improvement (see new reporting process below).
- Ensure the consistency and robustness of assessment in identifying and addressing gaps
- Use data to inform whole school raising achievement strategy with a particular focus on overall achievement, the identification and minimising gaps between key groups and providing holistic, targeted, bespoke strategy for identified students
- Use data to inform wider school planning and curriculum development
- Use data to inform targeted departmental and year group strategy to enhance student progress

Assessment data gathered through summative assessments will be used by each stakeholder as follows:

By Senior Leadership Team (SLT)

- To measure attainment and progress on a whole cohort level, by key groups and by department
- Teaching and learning data, scholarship and behaviour data, CATS and Reading Plus data as well as attendance data, will be used to inform targeted strategy that is responsive to the identified needs of the cohort
- Raising Attainment and Progress meetings will take place with all Heads of Department and relevant Heads of Year to ensure synergy and appropriateness of strategy
- External resources will be sourced to support with this strategy where necessary

By Heads of Department

- To measure attainment and progress on a whole cohort level, by key groups and by class
- To conduct a full analysis of the data, as well as wider information that will enable an accurate diagnosis of the reasons for underperformance and subsequently a more robust raising achievement strategy
- Use allocated department time to upskill class teachers in their subject area on the use of data to inform teaching, learning and strategy
- Use allocated department time to focus on training to address and enhance practice in areas identified within the data
- Share their full analysis, to include reasons for underperformance and appropriate strategy with members of Senior Leadership Team
- Embed assessment feedback practice within the department to ensure that it enables students to gain greater insight into what they can do and what they need to improve
- Use formative assessment alongside summative assessment to inform practice and to ensure that the therapy that follows formative assessments addresses gaps in readiness for summative assessments

By Heads of Year

- To have a full awareness of the academic progress of students within their year group
- To identify pastoral barriers to learning both on a whole cohort and an individual student level and to develop strategies to address these
- Work in collaboration with SLT to develop a clear raising achievement plan, focusing on identified reasons for underperformance
- Share their full analysis, to include reasons for underperformance and appropriate strategy with SLT
- To support with the use of tutorial time to upskill students in identified areas with a specific focus on literacy, metacognition and self-regulation
- To work with Career's team to support with the development of intrinsic motivation
- Support with 'academic review' sessions during tutorial time the week after students receive their assessment grades
- Use achievement data in conversations with parents to support the drive for academic success

By Class teachers

- Have a full awareness of the academic progress of the students within their classes
- Make an informed analysis of the reasons for any underperformance
- Develop pedagogy to support with identified reasons for any underperformance
- Share data with students, alongside success criteria and provide feedback that enables students to understand what they know and what they don't know yet, along with clear guidance on how to improve.
- Use data and the information that it provides against success criteria to inform academic targets set in student reports.
- Prepare all students for assessments by sharing the relevant success criteria and explaining the context of purpose with clear timeframes.
- Use formative assessment alongside summative assessment to inform practice and to ensure that the therapy that follows formative assessments addresses gaps in readiness for summative assessments
- Use Assessment for Learning in every lesson to track student progress and to embed knowledge and skill continuously, adapting teaching to address gaps each lesson/over the course of a number of lessons
- Use data at parents' evenings to inform conversations and targeted guidance on steps for improvement

By Students

- Data will be used alongside success criteria to enable students to see their progress and to identify what they can do and what they need to do in order to improve
- Data will be used by students to set academic targets for themselves for each subject both in class and during academic review weeks in tutorial time

Assessment in Practice

Every Lesson - Assessment for Learning (AfL)

Assessment for learning will take place within all lessons in order to check and track the development of knowledge and understanding throughout our students' learning journey.

The format of Assessment for Learning may vary, though should always be planned, proactive, inclusive and used to gauge and adapt teaching and learning.

Assessment for learning should be designed to measure how well the students have understood and grasped key concepts, knowledge and ideas throughout and across lessons, and provides the opportunity to explore the depth and breadth of what the students understand.

The use of AfL enables students to gain instant feedback and insight regarding the level of their understanding and helps to develop their metacognition, highlighting their learning journey as well as their progress within it.

The use of three learning outcomes each lesson, will enable teachers and students to monitor the progress of learning at each stage, with Assessment for Learning activities accompanying each outcome before moving on. Retrieval practice also forms part of AfL, enabling students and teachers to gauge and enhance the extent to which knowledge is embedded over time.

Every Half-Term

Common Formative assessment will also take place within each subject twice per half term and as per the departmental assessment plans. This data will be used to identify misconceptions and areas for development in readiness for summative assessment tasks. All data from the assessments will be used to inform further teaching to ensure that knowledge and skills gaps are addressed, as per the DTT model.

Twice a Year

Summative assessment will take place twice per year in all year groups, the outcomes of this assessment will be recorded on the appropriate data management system and all stakeholders will be informed of the outcomes of these assessments in a timely fashion.

In Key Stage 3 (KS3)

The levelling at KS3 will be awarded in line with increasingly progressive expectations with regard to the disciplinary knowledge and skill that students are expected to demonstrate at each stage of KS3. Teacher grading will be in line with age expected, KS3 knowledge and skill.

Success criteria for each subject and across each year group is benchmarked against national expectations, to enhance the level of challenge and expectation built into KS3, ensuring that it provides students with the depth and breadth of knowledge and skill required for them to progress and acquire a breadth of knowledge, ready to access KS4.

The development of robust success criteria at KS3 will help to drive standards and provide greater clarity to staff and students about expectations. These criteria will also be used to inform lesson learning objectives and outcomes, ensuring enhanced consistency regarding what is taught and what is expected of students in terms of their knowledge and skill. Assessments will be designed to ensure a holistic measurement of student knowledge and skill within the subject.

KS3 Targets for students will be set in line with KS2 or CATs data so that:

- **Students who enter KS3 below the expected standard will be set a target of 'Developing'.**
- **Students who enter KS3 on the expected standard will be set a target of 'Securing'**
- **Students who enter KS3 above the expected standard/greater depth will be set a target of 'Mastering'**

Progress will be mapped against prior data. Student learning will progress as the success criteria for each level of grading is increasingly complex as students move through Year 7 - 9. This means that a student who is securing in Year 8 has acquired greater knowledge and skill than a student who is securing in Year 7 and so on.

Where students have no prior KS2 data, CATs testing is used as a baseline with which to monitor progress, alongside attainment scores

Students will be assessed throughout KS3 and will be identified as:

- Mastering their knowledge
- Securing their knowledge
- Developing their knowledge

The table below outlines how KS3 assessment grading and targets are aligned from KS2 data.

KS2 scaled scores and descriptor		New KS3 Targets and grading
Below 100	Working below or towards the expected standard.	Developing
100-110	Working at the expected standard.	Securing
Above 110	Working at greater depth.	Mastering

Students will be assessed frequently by their teachers in relation to their curriculum to identify the subject disciplinary knowledge and skills that they are developing. In each department the curriculum is underpinned by details of what skills and knowledge they will learn throughout the year.

As students progress through Key Stage 3, the level of knowledge and skill that they acquire in all subjects will become increasingly more detailed and complex, in line with the expected standard for their given age. This means that the expected level in Y7, 8 and 9 increases in demand to allow students to maintain progression in their learning. A student who is securing in Year 9 therefore, has acquired higher level skills and knowledge than a student who is securing in Year 8, and remains on track to further develop their skills and knowledge as they move into Year 10.

In Key Stage 4 (KS4)

Students in year 10 and 11 will be awarded a grade 9-1 for GCSE outcomes. For Vocational Qualifications students will be awarded a Level 1/2 Pass, Merit, Distinction or a Distinction*. A level 2 grading is equivalent to a GCSE, which is also at a Level 2 standard.

Setting Target Grades for Key Stage 4

KS4 Target setting methodology uses students' prior KS2 attainment in nationally assessed exams where available to calculate aspirational targets at the appropriate level. The target grades given are based on the achievements of students with similar prior achievement profiles. Careful consideration is given to each target for each student in a collaborative process. This allows us to generate targets which are challenging while still being achievable.

In Key Stage 5 (KS5)

Students in KS5 who are studying Level 2 Qualifications, will be awarded in the same way as vocational qualifications at KS4. That is, they will be awarded a Level 1/2 Pass, Merit,

Distinction or a Distinction*. A level 2 grading is equivalent to a GCSE, which is also at a Level 2 standard.

For those taking resit qualifications in English and maths, the grading will be in line with GCSE qualifications on the 9-1 grading system.

For those studying Level 3 Academic Qualifications, grading will be based on A*-E grading system, whilst Vocational Qualifications will again be awarded based on the Pass, Merit, Distinction, Distinction* categorisations. These will be at a Level 3 standard however, and are the equivalent of A-Level qualifications.

Setting Target Grades for Key Stage 5

Targets are set using GCSE point scores. Target setting methodology uses students' prior attainment in nationally assessed exams to calculate aspirational targets at the appropriate level. The target grades given are based on the achievements of students with similar prior achievement profiles. This allows us to generate targets which are challenging while still being achievable.

Assessment Expectations

To ensure the consistency of assessment across the school, departments and all Key Stages:

- Frequency – outlined by departments with the number of summative assessments to be completed in a half term. Minimum expectation to be set at 2. All summative assessments placed in the assessment folder and student tracker feedback sheet completed. The frequency and consistency of assessments has been a focus last half term, with all departments identifying common assessments for their subject. Assessment folders have also been implemented as part of the consistency drive and to embed a more centralised approach to marking and feedback
- A priority focus this half term is securing rigorous and consistent success criteria in all subject areas. Assessments should be in line with curriculum intent and work with the success criteria to ensure disciplinary knowledge is taught and learnt.
- Assessments should aim to measure the depth and breadth of knowledge and skills that students have acquired, in line with expectations
- A clear level of progression should be evident through assessment criteria and be explicitly shared with students. This should form part of the learning journey at the beginning of a topic and then be used as the assessment criteria to check learning.
- A level of challenge available to all assessment criteria, to ensure that learning is consistently 'scaffolded up'
- A consistent approach throughout the department to common assessments, timeframe and robustness of assessments to ensure an element of all assessment criteria is evident.

Marking and Feedback

The school has an agreed marking policy which includes clear criteria. Where marks, levels or grades are awarded they must be related to clearly defined success criteria which are shared with and understood by students prior to the carrying out of the piece of work.

Marking should enable students to understand what they have achieved and how their work can be improved. A distinction should be made between preparatory work and that which is to be formally assessed. In order to enhance student metacognition, opportunities for peer and self-assessment should be embedded within departmental practice.

Heads of department are responsible for regular moderation and monitoring of marking across the department to ensure consistency in addition to the regular work scrutiny which they are expected to carry out. These include:

- When teachers mark work, they should do so using success criteria which has been shared with students; successes should be clearly identified, targets, questions and suggestions for improvement should also be clearly identified and be intended to move students on.
- Time must be allowed in the following lesson for students to read through the targets and suggestions for improvement, and to begin working towards them.
- Departments should follow the school's marking policy which clarifies expectations regarding the marking cycle and outlines that:
 - Each half term two common tasks/assessments, should be marked with clear next steps evident in the teacher's comments and/or by the student responses
 - Other forms of marking (self/peer, light touch marking) and feedback (peer, verbal) can be used in addition to this
 - There must be clear evidence of students responding to teacher comments to improve their work (green pen marking)
- Staff and students use assessment folders and student feedback tracker sheets effectively to collate and monitor student progress.
- Students' work including home learning may be self, peer or class assessed as appropriate.

Assessment and Curriculum Planning

Departmental Schemes of Work will:

- Deliver on the whole school curriculum intent such that each department's curriculum and delivery is demonstrating that they are:
 - **Addressing inequality and empowering all** – ensuring that there are no barriers to success for our students and that all students are able to access and acquire a rich, high quality education. Enhancing their skills as learners, and enabling them to think big and aim high!
 - **Breadth and diversity** – provide our students with a breadth of subjects, knowledge and skill throughout all key stages, enabling them to experience and learn about a diverse range of disciplines and educational content
 - **Inclusive, ambitious and engaging** – giving all our students the opportunity to acquire the knowledge and skills that will encourage and enable them to strive and succeed
 - **Secure success for all** – ensuring that students have the necessary skills and knowledge to achieve the success they deserve throughout their educational journey and beyond
 - **Harnessing awareness of the world in which we live** – exposing our students to the wider world, and enabling them to gain a greater awareness of the experiences and marvels of the global stage
 - **Outstanding values** –instilling the core values that enable us to respect and consider others, interact responsibly and develop successfully as individuals who live, work and support others within our community
 - **Progression** – sequencing learning so that student understanding, knowledge and skill are continuously enriched and extended, enabling them to build on what they know in order to learn what they have yet to discover
 - **Students** - ensuring that our students remain the central focus of all that we do
- Demonstrate a progressive development of both disciplinary and substantive knowledge throughout each individual year and across all key stages.
- Take account of the school Teaching and Learning policies, including our expected lesson fundamentals.
- Contain regular embedded formative assessments which are planned, implemented and standardised across the department and used to inform the learning within the department.
- Enable students to know clearly when, and on what criteria they are being assessed and what they need to do in order to improve.

Assessment and Reporting to Parents

Key Stage 3

Reporting is electronic and available via our MIS system using the parent portal. Reports on student progress will be provided twice a year, after each calendared assessment period. One will be a full report, with written targets for improvement and an overall summary of their child's progress in school. One will outline gradings only. For both sets of reports, parents will be informed of their child's current progress in conjunction with their targets, as well as details of their scholarship and attitude to learning in school. The gradings given are outlined below:

Gradings	Grade given
Working below or towards the age expected standard.	D Developing
Working at the age expected standard.	S Securing
Working at greater depth/above the age expected standard.	M Mastering

Level of knowledge and skill shown	Year 7	Year 8	Year 9
Year 10/11 Average/Age expected standard			M+ Mastering Plus
Year 10 Average/Age expected standard			M Mastering
Year 9 Average/Age expected standard		M Mastering	S Securing

Year 8 Average/Age expected standard	M Mastering	S Securing	D Developing
Year 7 Average/Age expected standard	S Securing	D Developing	
Year 6 Average/Age expected standard	D Developing		

There is one parental consultation evening at which parents/carers may discuss their child's progress with all of the staff who teach them.

Key Stage 4

Reporting is electronic and available via the parent portal via our MIS system (My Child at School). After each summative assessment point, the student's current and predicted grade will become available on the parent portal for parents to access. There is one consultation in which parents and carers may discuss their child's progress with all the staff teaching them. Students who are not making the progress they are capable of form part of an intervention group to support them in improving progress; parents and carers are regularly informed of their progress.

Key Stage 5

Reporting will be electronic and available via our MIS system using the parent portal. At key stage 5, there is a system of target grades, reporting and regular support from form tutors and subject teachers. Each student is set an overall target for the end of the Key Stage 5 based on their uncapped average attainment at GCSE. After each summative assessment point, the student's current and predicted grade will become available on the parent portal for parents to access. Each student meets with their form tutor at least once a term during registration to have a 'learning conversation' about their progress and what they can do to enhance it. There is one parental consultation evening each year at which parents and carers may discuss their child's progress with all the staff who teach them. Students who are not making the progress they are capable of form part of an intervention group to support them in improving progress; parents/carers are regularly informed of their progress.

Full Report Structure and Content

Parents will receive a more detailed report on their child's progress and targets for improvement once a year. The report is organised to report on three key areas that provide critical information for parents. The report writing structure has been amended to a format that will most effectively impact our students and ensure parents can engage more effectively with the data gathered and presented to them regarding their child's progress.

- Class teachers provide three specific tailored targets per student, focusing on academic improvement.
- Scholarship data is included in the report.

- Form tutors provide the only written comment on the reports – this includes reference to subjects’ students are doing well in or need to improve, attendance, punctuality, behaviour, and a general comment about the student as an individual.

Attendance:

- Punctuality to School
 - Punctuality to Lessons
 - Positive Behaviour Points
 - Negative Behaviour Points
- Subject Information:**
- Current Grades
 - Predicted grades (Key Stage 4 and 5 only)
 - Targets
 - Scholarship and Home learning grades

Form Tutor Comment:

- General comment about behaviour.
- General comment about attendance and punctuality
- General comment about students in form and around school.
- Overall comment about academic progress and performance in their subjects of study

Equal Opportunities

By monitoring the curriculum coverage and experience of every individual student, and by monitoring the targets that are set for each student and their rate of progress, we will as a school be able to identify if all students are having access to a curriculum to which they are entitled and which is relevant to their individual and/ or additional needs.

Promoting and Evaluating the Policy

This policy will be monitored and kept under review by SLT:

- Assessment informs priorities for development in the School Development Plan.
- Targets are in place for all students.
- School management and monitoring system.
- Student progress data analysed.
- Aspiration progress targets for students who make at least expected progress in all subject areas.
- Results improve against key national benchmarks.