



## **Assessment, Recording and Reporting of Student Achievement Policy**

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# Contents

## Contents

- Introduction ..... 3
- Purpose ..... 3
- Use of Assessment Data..... 4
  - In Key Stage 3 (KS3)..... 7
  - In Key Stage 4 (KS4)..... 9
  - In Key Stage 5 (KS5)..... 9
- Type and Frequency of Assessment..... 10
- Assessment Expectations ..... 10
- Marking and Feedback Expectations ..... 12
- Assessment and Reporting to Parents ..... 14
- Equal Opportunities ..... 15

## ***Vision Statement***

### ***Believe Strive Succeed***

***Our vision is to provide an outstanding, inclusive and aspirational education for all our 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. Assessment data is used alongside professional judgement, classroom evidence and curriculum knowledge to inform teaching, support pupils' learning and guide appropriate intervention.

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
- A holistic range of data to include: Teaching and learning data, behaviour data, Key Stage 2, CATS and Reading Plus data as well as attendance, pastoral, pupil premium and SEN data, will be used to identify gaps in learning alongside potential barriers in order to inform targeted strategy that is responsive to the identified academic and pastoral needs of the cohort
- Raising Attainment and Progress meetings will take place with all Heads of Department, the exams and data team, the inclusion team and relevant Heads of Year to ensure synergy and appropriateness of strategy
- External resources will be sourced to support with this strategy where necessary

#### **Exams and Data Team**

- Ensure all student data is managed and applied in full compliance with JCQ regulations, particularly in relation to access arrangements and reasonable adjustments.
- Use data to identify and support individual student examination needs, ensuring appropriate interventions and arrangements are in place.
- Provide guidance and training for invigilators to ensure a clear understanding of students' pastoral needs and how these may impact examination conditions.
- Analyse and interpret student data to identify trends, patterns and areas for improvement, and communicate these effectively to senior leaders and departments.
- Work collaboratively with Heads of Department to support effective curriculum planning, scheduling and assessment timelines in line with exam board requirements and deadlines.
- Offer informed guidance on pathways and strategies to support students requiring additional intervention or alternative approaches.
- Take an active role in maintaining and developing robust data tracking systems to monitor student progress and outcomes.
- Contribute actively to whole-school, holistic strategy meetings, using data insights to support initiatives aimed at raising student achievement.

#### **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

### **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 minimum initial target of 'Developing'.**
- **Students who enter KS3 on the expected standard will be set a minimum 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. To ensure progress 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. Targets for students will be reviewed annually and will be altered to reflect student's ongoing potential as they journey through Key Stage 3. This will ensure that students are appropriately challenged to excel and that there is no baseline flight path approach to their target grades.

It is the expectation that all students who are within the 'developing' grading criteria are targeted for additional support to ensure that they are able to make more rapid progress towards achieving the age expected standard by the end of each year and most crucially by the end of their Key Stage 3 studies.

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

To ensure a more rigorous insight into student attainment, and to facilitate more targeted raising achievement strategy, fine grading will also be used within each banding as follows:

Banding	Fine grading
Developing	D+ D D-
Securing	S+ S S-
Mastering	M+ M M-

Students will be assessed frequently by their teachers in relation to their curriculum to identify the subject disciplinary knowledge and skills that they have acquired or need to develop. In each department the curriculum is underpinned by details of the 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 and DfE calculations of likely outcomes based on this. The school's data generating tool SMID, alongside the Fischer Family Trust target setting tool are used to ensure that these targets are precise and aspirational for our students

## **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. The school's data generating tool SMID, is used to ensure that these targets are precise and aspirational for our students

## **Type and Frequency of Assessment**

### **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.

Retrieval practice also forms part of AfL, enabling students and teachers to gauge and enhance the extent to which knowledge is embedded over time and retained within long-term memory

### **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 Diagnosis, Therapy, Testing (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.

## **Assessment Expectations**

To ensure consistency of assessment across all departments and Key Stages, the following criteria must be met:

### **Assessment Planning and Scheduling**

- All departments are required to have a common assessment schedule, calendared across the academic year for all year groups.
- These common assessments must be completed by all classes, enabling consistency in the monitoring and evaluation of student achievement and supporting timely intervention.

### **Frequency and Recording**

- A minimum of two full summative assessments per year must be completed, in line with the data collection calendar, and should incorporate a cumulative assessment of knowledge and skills.
- A minimum of two written or practical formative assessments per half term must be completed.
- All formative and summative assessments must be stored in the designated student assessment folder.
- The student tracker feedback sheet must be completed for each assessment.
- Departments must maintain accurate tracking of grades for each assessment, using this information to identify gaps in learning and inform necessary adaptations to teaching.
- Question Level Analysis (QLAs) should be used to enable a more forensic analysis of student progress and to identify holistic and individual gaps more readily

### **Alignment with Curriculum and Success Criteria**

- All assessments must be clearly aligned with curriculum intent.
- Rigorous and consistent success criteria must be established and applied across all subjects.
- Success criteria must support the teaching and assessment of disciplinary knowledge.

### **Coverage of Knowledge and Skills**

- Assessments must measure the depth and breadth of student knowledge and skills in line with expected standards.

### **Progression and Clarity**

- Assessment criteria must demonstrate a clear progression of learning.
- This progression must be explicitly shared with students at the start of each topic and revisited through assessment.

### **Challenge and Accessibility**

- Assessment criteria must provide an appropriate level of challenge for all learners.
- Tasks and criteria should ensure learning is progressively scaffolded to support advancement.
- Students should be fully prepared for assessments, ensuring that teaching provides them with the skills, knowledge and understanding required to complete the assessment tasks to the expected and above standards
- For all summative assessments, access arrangements should be provided, with the extension of this to formative assessments as far as is practically possible

### **Departmental Consistency**

- Departments must adopt a consistent approach to common assessments, including timing, structure, and expectations.
- Assessments must be robust and comprehensive, ensuring all key assessment criteria are addressed.
- A process of standardisation and moderation must be embedded, ensuring shared understanding of assessment expectations, how success criteria are demonstrated, and how grades are awarded

## **Marking and Feedback Expectations**

To ensure consistency and impact of marking and feedback across all departments and Key Stages, the following criteria must be met:

### **Assessment Types and Marking Approach**

- A clear distinction must be made between formative (practice) work and summative (formally assessed) work.
- In line with the assessment schedule:
  - Two common assessments per half term must receive detailed marking with clear next steps evident.
  - A range of marking strategies (including light-touch marking, whole-class feedback, verbal feedback, peer and self-assessment) should be used appropriately alongside this.

### **Alignment with Success Criteria**

- All marking must be explicitly linked to clearly defined success criteria, which are shared with students prior to completing the work.
- Where marks, levels, or grades are awarded, they must directly reflect the agreed success criteria and be clearly understood by students.

### **Clarity and Impact of Feedback**

- Marking must enable students to understand what they have achieved and identify clear next steps for improvement.
- Feedback must clearly highlight:
  - Successes against the success criteria
  - Targets for improvement
  - Questions or prompts that support deeper thinking and progress
- Feedback should be purposeful and designed to move learning forward.

### **Student Response and Reflection**

- Time must be planned into subsequent lessons for students to engage with feedback.
- Students must be given structured opportunities to respond to feedback and improve their work (e.g. green pen responses).
- Evidence of student response and improvement must be visible over time.

### **Developing Metacognition**

- Opportunities for peer and self-assessment must be embedded within departmental practice.
- These approaches should support students in understanding success criteria, evaluating their own work, and identifying how to improve.

### **Use of Systems and Documentation**

- Assessment folders and student feedback tracker sheets must be used consistently to record, collate, and monitor student progress.
- Departments must ensure feedback and outcomes are aligned with assessment tracking processes to inform future teaching and interventions.

#### Departmental Monitoring and Consistency

- Heads of Department must ensure regular monitoring and moderation of marking and feedback, alongside scheduled work scrutiny.
- A process of standardisation and moderation must be embedded, ensuring consistency in:
  - Application of success criteria
  - Quality and format of feedback
  - Allocation of grades or judge

## **Assessment and Reporting to Parents**

### **For all Key Stages**

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. One will outline gradings only.

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

### **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.

#### **Pastoral:**

- 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:**

- Overall comment about academic progress and performance in their subjects of study

## **Equal Opportunities**

Equal opportunities are ensured by making assessment processes fair, consistent, and accessible for all students. Clear success criteria and standardised marking reduce bias and ensure all students are judged against the same expectations. A range of assessment methods and appropriate adaptations allow every learner to demonstrate their knowledge and skills. Regular data tracking highlights gaps between groups, enabling targeted support. Finally, transparent feedback and reporting ensure all students understand how to improve, supporting equitable progress and achievement.