Assessment, Recording and Reporting Policy

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Rationale

The Chantry School is committed to creating an assessment practice that inspires pupils and gives them a sense of self belief that they can achieve. It will encourage confidence, motivate and encourage the teacher and pupils to work collaboratively to achieve a common goal. We believe that high quality assessment helps pupils to make better progress. It highlights their achievements but also ensures that they know how they can improve. It makes the tracking of learning objectives and outcomes for pupils on a day-to-day basis manageable and informs lesson and curriculum planning. In order to ensure progress is made, staff, pupils and parents need to be able to identify at specific times where pupils are in the learning process.

This policy aligns with the DfE's principles of effective assessment, ensuring it is meaningful, manageable, and motivating for teachers and pupils alike.

Definition

The assessment of pupil progress is an important part of the learning process and lies at the heart of curriculum planning, teaching and evaluation. Effective assessment gives feedback about pupils and pupils progress. It provides us with information and evidence of attainment for recording purposes and for reporting to pupils, parents and others. The two main types of assessment are:

- Formative – this is the ongoing process in which pupils' positive achievements/ areas for development can be recognised, discussed and recorded. This can be carried out through feedback given to pupils both orally and written.
- Summative – provides a 'picture' of the overall achievement of a pupil at the end of a particular stage, phase or year and should provide a clear picture of where the pupils is, in relation to National age-related expectations or GCSE target grades.

Underpinning both types of feedback is the diagnostic element – identifying learning or subject specific difficulties which may be scrutinised and classified so help and guidance can be provided in short, specific targets to improve pupils' performance.

1 Aim

We believe high quality assessment must:

- support teaching and promote learning.
- help close the learning gap between current and expected learning.
- be meaningful and manageable.
- raise aspiration and encourage pupils to work hard.
- Assessment practices take into account the specific needs of pupils with SEND and disadvantaged pupils, ensuring appropriate adaptations, additional time, or alternative formats where required. Staff use assessment outcomes to identify and address learning gaps for these groups

Here, at The Chantry School, we have devised an assessment system which will provide the following:

For Pupils:

- Create a dialogue between pupils and teacher/other adults, so assessment outcomes are conveyed in an open, honest and transparent manner and reflect both achievement as well as areas for development in knowledge and skills. Both formative and summative assessment are diagnostic and, together, support pupils to improve their performance.

For Teachers:

- Ensure continuity for the pupils as s/he moves through plotted and graduated assessment opportunities across the phases of learning.
- The ability to track progress through the curriculum
- The ability to identify areas of learning which need development and plan accordingly
- Ensure assessment is integral in guiding teaching and learning and reviewing/measuring what has been taught as well as informing future planning.
- Ensure assessment is inclusive of all abilities and differentiated appropriately, offering all pupils a suitable level of challenge.
- Signal areas of achievement to the pupils, thereby motivating them to make further progress.
- Ensure assessment is both formative and summative drawing on a wide range of evidence to complete a picture of pupils' achievement. The 'test' is only a snapshot of the pupils' ability.
- Ensure judgements are formed according to school/departmental policy. Language is used consistently within subjects when providing useful feedback/judgements and targets.

For Parents and Families:

- Clear information about progress and attainment within the curriculum
- Enable parents to understand where their child is and how they can support their child to improve.

On Entry to the School:

Pupils will be placed in a threshold pathway for each subject based on their prior ability, and determined by several aspects:

- The pupils' KS2 standardised attainment score (SAS) that projects/links to what the DFE expects pupils to achieve at the end of KS4.
- FFT H/M/L banding, FFT prediction of grades and chances.
- In the case of no Ks2 data, we will use CATS

Pupils will be placed in a threshold, and these are early indicators for GCSE attainment. We use the thresholds to prevent underachievement and identify early concerns and extra support needed. The thresholds will be used to create a flightpath of expected progress to KS4 that would give a Progress 8 measure of 0 (Minimum Expected Outcome). Pupils have the opportunity of achieving grades in excess of their minimum expected outcome. Those pupils who are shown as non-secondary ready at KS2 will be identified for rapid intervention, early on

in KS3. NB: the flightpath for GCSE grades will not be shared with pupils until they enter into Year10.

The allocated threshold will be reviewed after Cycle 1 assessment and moderation and then, after discussion with the class teacher, HoD and DHT thresholds may be adjusted. However, prior attainment will always be the dominant factor when determining the minimum expected outcome. It is not in the pupils' interest to lower the thresholds based on prior attainment and teachers will be mindful of the minimum expected outcome.

2 Assessment Cycle

We operate a 12 weekly assessment cycle, where at the end of the eleventh week, most subject teachers will have given pupils at least one summative assessment (more if needed) to test their knowledge and understanding of what has just been studied. Departments have their own assessment calendar to ensure the assessment is timely. These are normally substantial pieces of work/tests undertaken in exam conditions, in the classroom, and are additional to the formative assessment tasks that will have been completed during the studying of the unit of work. In some instances, this may be on a half termly basis, or even more frequently.

For some subjects' summative assessments such as Music, Art, PE, DT, ICT, Drama, History the tasks are cumulative, and thresholds are awarded for the final outcome/product.

The summative assessments:

- Provide a summary judgement about what has been learned by each pupil at a specific point in time
- Give a snapshot of potential attainment overall
- Show what pupils can achieve without support
- Inform any subsequent interventions
- Allow internal moderation of standards across a year group

Summative Assessment in Year 7-9

Assessment / success criteria is linked to GCSE Assessment Objectives (AOs) and only test the ideas/key concepts that are integral to the subject made explicit through teaching, using task specific mark schemes. Assessments will assess and report only on the specific skill/knowledge that has been taught at that 'moment in time'.

All teachers will share the threshold descriptors with pupils and use the language of the descriptors to help pupils understand how they will improve.

Pupils are expected to make progress over time in line with the expectations of the age-related curriculum.

Excellent	extending their understanding beyond the age-related taught curriculum
Proficient	secure in their understanding of most / all of the age - related taught curriculum
Developing	secure in their understanding of some aspects of the age-related taught curriculum
Acquiring	beginning to build their understanding of the age-related taught curriculum

At the end of each Assessment Cycle:

- Teachers will use moderation to establish standards of attainment and exemplars.
- Teachers will give A/D/P/E for each AO assessed and then using their professional judgement give an overall attainment threshold indicating their subject security within the threshold. Teachers will indicate whether pupils are upper/middle/ lower of the threshold by using a +/=/- and if they are on course for remaining in the target threshold for the year (aka GCSE flightpaths). This will be reported to parents as:

\+ Above Expected Progress

It is anticipated that s/he will exceed his/her end of year threshold, based on his/her entry point to the school. This will be reviewed and increased at the end of the year

= On Expected Progress

It is anticipated that s/he will meet his/her end of year threshold at the end of the year based on his/her entry point to the school. This will be reviewed at the end of the year and adjusted as they enter into the next year.

\- Below Expected Progress

It currently suggests that s/he will not meet his/her end of year threshold, based on his/her entry point to the school. We will seek to ensure Wave 2/3 intervention for the core subjects.

- If pupils are below expected target, action should be identified on *Class Data Review Sheets*
- Any underachieving pupils will be flagged up at both line management level and Progress Meetings, in order to try and boost performance.
- If a pupil is consistently 'above target' then a move to the next threshold should be considered.

This information is recorded on each department's ARBOR database and is readily available to all. Subject leaders, HoYs and LT will regularly monitor and review what the data is 'telling us' and how it is informing planning and intervention strategies.

At the end of each year:

At the end of the academic year, teachers will review the thresholds in light of the attainment and progress made throughout the year. Teachers ask themselves if the pupil is still within the threshold and trajectory to achieve KS4 results. If above, then pupils should be considered for the next threshold.

At the end of each year, pupils will roll forward in their thresholds, if they've made expected progress. For example, if finished in Y7D and made expected progress, then they start in Y8D unless moving up.

Summative Assessment in Year 10&11

All subject staff must carry out an identified assessment at an appropriate point throughout the unit of work, but it must be at least on a 12-week cycle basis. In some instances, this may be on a half termly basis, or even more frequently.

This information is recorded on each department's ARBOR database/Pupil progress (early stages of development) and is readily available to all. Subject leaders and HoY, and LT will regularly monitor and review what the data is 'telling us' and how it is informing planning and intervention strategies.

3 Targets

All pupils will know what they are achieving in relation to subject knowledge and skills, as well as how to improve.

Assessment outcomes are used by curriculum leaders to adapt schemes of learning, re-teach misunderstood content, and identify patterns across groups, classes, and cohorts

We will share with pupils how they are performing in specific assessments, but we will safeguard against 'labelling' then as a particular threshold pupil because we want to encourage the mindset where all pupils strive for excellence. We believe that intelligence is not fixed, and a pupil's success is very much determined by his/her effort and determination to succeed. However, on a termly basis, all teachers will use the assessment information to identify any further in class support/intervention, if deemed necessary via the *Class Data Review Sheets*.

KS4 pupils are issued with a target at the start of the new academic year, and this will be shared with pupils once available.

Minimum Target Grades (Mtgs) In Year 10 And 11

To encourage as many pupils as possible to achieve better than expected progress, all pupils will be set targets using FFT 20 as a starting point. This has a degree of aspiration factored in already. It is accepted that targets are not, and never can be, based on predictions that will always be accurate at all times for all learners. Individual, external and unforeseen events will inevitably intervene. The purpose of the target is to motivate a person into higher achievement.

This is a minimum expected grade, and teachers will have conversations with pupils in the classroom that it is a 'minimum' and can be exceeded with effort, commitment and a willingness to act upon feedback. See ATL grades.

Minimum Target Grades will be reviewed and adjusted upwards, if necessary, after Y10 summer exams. No MTGs will be lowered unless there are extenuating circumstances for pupils.

Professional Predicted Grades in Year 10 And 11

This is the teacher's estimate of what the pupil might achieve in the final GCSE examinations given their current performance and attitude to learning.

It consists of a grade and a judgement about the security of that grade. It will be refreshed during the assessment cycles and should be used to inform how progress is being made towards the target grade.

In Year 11, we will introduce the subject security indicator eg:

6a – 100 % secure at this grade; may move into the next grade with continued good work.

6b – 75% likely to achieve this grade

6c – 55% likely to achieve this grade, but not yet secure.

Teachers will report on these at the end of every cycle.

Class Data Review Sheets:

After each cycle, teachers will fill in a class data review sheet, for each class/ year group taught reflecting on what:

- The pupils have achieved/understood/demonstrated well,
- How the teacher will further develop/challenge progress
- What pupils have struggled with and need further development of skill/knowledge,
- Who the focus pupils are,
- Strategies to secure progress

Furthermore, scheduled moderation meetings will provide all teachers with useful information to help them understand strengths and areas for development for all pupils and identify the most effective way to teach them to ensure progress.

Heads of Departments will review CDRS and discuss with individual teachers

Formative Assessment:

All subjects provide feedback to pupils, for identified key pieces of work within the unit of work either verbally or through written comments, in order to identify strengths and areas which need development. Teachers will not routinely provide grades on individual pieces of work. Instead, teachers provide opportunities for pupils to address the areas for development to ensure that they can demonstrate application and understanding of the knowledge, skills and processes within the curriculum. This formative feedback complements the 'levelled' assessments which normally occur at the end of a unit of work.

Monitoring:

Assessment data is analysed termly as part of whole-school quality assurance and school improvement planning. Trends are monitored by SLT and governors to ensure accountability and strategic intervention

4 Reporting

The DFE states it is a statutory requirement to send a written report to parents/carers by the end of the summer term each academic year.

The purpose of the report should be to:

- Acknowledge the achievements of the pupils and identify their strengths, according to the curriculum studied,
- Inform pupils how they can improve,
- Inform parents how they can best support their child's improvement,

It is a requirement that the written report covers the pupil's:

- General progress
- Brief particulars of achievement highlighting strengths and developmental needs
- How to arrange a discussion about the report with a teacher at school

Frequency:

There are three data collections (12-week assessment cycles) for each year group.

Each year group will receive 3 progress checks targets written for each subject.

Expectations:

- Comments and targets must reflect the content matter taught,
- We must ensure vocabulary is informative, concise and descriptive and relevant to the individual, where possible avoiding a best fit,
- It must be grammatically correct,
- There is a need to use language that parents will understand,

Throughout the year, tutors will write a form report.

Parents are encouraged to support their child's learning through parents' evenings, written reports, and ongoing communication. The school provides guidance to help parents interpret assessment data and understand how to support progress at home

ALL ASSESSMENT AND REPORTING DATA IS HANDLED IN ACCORDANCE WITH GDPR AND THE SCHOOL'S DATA PROTECTION POLICY. PUPIL INFORMATION IS STORED SECURELY AND ACCESSED ONLY BY AUTHORISED PERSONNEL.

Attitude To Learning Criteria Explained:

1	She/he is always interested and engaged in the lesson taking an active role in developing his/her own learning. Effort and motivation, both in class and at home, is outstanding and includes evidence of initiative, diligence and resilience, thus resulting in work that consistently shows his/her best ability.
2	Usually, s/he displays a positive and engaged attitude to learning. Effort and motivation is consistent both in class and beyond, suggesting time and care has been spent on the task requiring completion. Work completed is usually reflective of his/her best ability.
3	Effort, motivation and engagement in learning, either in class or at home is inconsistent, resulting in the work produced being variable in standard. Sometimes, s/he is not always focused in lesson and can disengage or become distracted. S/he should look to make improvements in his/her learning habits because it is hindering his/her progress.
4	Effort, motivation and/or engagement is minimal and, therefore, work is rarely completed to a standard s/he is capable of. S/he is rarely interested or engaged in his/her learning. Homework is rarely completed to a satisfactory standard expected. His/her progress is hindered because of a poor attitude to learning, and it needs to improve significantly.

5 Glossary of Assessment Terms

Term	Definition

ARBOR	School Information Management System – used to record assessment, attendance, and pastoral data.
Assessment Objectives (AOs)	Specific skills and knowledge pupils are expected to demonstrate in each subject, as defined by awarding bodies for GCSEs and other qualifications.
ATL (Attitude to Learning)	A numerical grade (1–4) used to evaluate a pupil's effort, engagement, and motivation. A lower number indicates a more positive attitude.
CDRS (Class Data Review Sheets)	A reflection tool completed by teachers after each assessment cycle to analyse pupil performance, identify gaps, and plan next steps.
FFT	Fischer Family Trust – provides pupil performance estimates using national data. Chantry uses FFT 20 to set ambitious, aspirational targets.
Flightpath	A projected trajectory of pupil progress from Year 7 to Year 11, indicating the expected threshold at each stage leading to GCSE.
Formative Assessment	Ongoing assessment used to monitor pupil learning and inform teaching. Identifies strengths and areas for development.
KS2 / KS3 / KS4	Key Stages in education: KS2 (Years 3–6), KS3 (Years 7–9), KS4 (Years 10–11).
Minimum Target Grade (MTG)	The minimum expected GCSE grade based on FFT data and prior attainment. Serves as a motivational benchmark.
Pathway / Threshold	A performance band a pupil is placed in on entry, reflecting prior attainment. Used to track progress toward GCSE.
Progress Indicator (+ / = / -)	+ = Above expected progress, = = On expected progress, - = Below expected progress.
Professional Predicted Grade (PPG)	Teacher's judgement of the grade a pupil is likely to achieve at GCSE based on current performance.
Summative Assessment	Formal assessment that evaluates what a pupil has learned at the end of a unit or term.

12 Equality Impact

The School's responsibilities towards promoting equality, diversity and inclusion have been considered when drafting this policy.

13 Monitoring

This policy will be monitored annually and significant change approved by the Local Governing Body.