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## ASSESSMENT AND REPORTING (KS/CUR/049)

<b>Committee Responsible:</b>	Curriculum Committee
<b>Lead Officer:</b>	Assistant Headteacher, Teaching, Learning and Assessment
<b>Date of Review:</b>	May 2025
<b>Date to be Reviewed:</b>	May 2028
<b>Signed:</b> <b>Date:</b>	



# ASSESSMENT AND REPORTING

## REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	November 2016
2	Policy Review	February 2021
3	Policy Review	March 2023
4	Policy Review	May 2025

Ref:	Assessment & Reporting	Type:	Policy
Version:	04	Owner:	Assistant Headteacher
Date:	May 2025	Status:	Approved by LGB Keswick School

# ASSESSMENT AND REPORTING

## Contents

1.0	Policy Statement – Aims of Assessment & Reporting Policy	Page 4
2.0	Responsibilities in Assessment	Page 4
3.0	Standardisation	Page 6
4.0	Reporting to Parents	Page 6
5.0	Reporting Responsibilities	Page 9

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Version:	04	Owner:	Assistant Headteacher
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## 1.0 POLICY STATEMENT – AIMS OF ASSESSMENT AND REPORTING POLICY

### 1.1 Formative

- To help develop self-esteem and improve motivation.
- To find out what children already know so that they can build on this
- To unpick children's misconceptions
- To check progress in learning within (as well as at the end of) lessons
- To provide effective feedback to move learning forwards
- To assess how students are progressing through the curriculum in each subject
- To help teachers in planning the next stage in pupil's learning.
- To give pupils feedback about their achievements and help them set targets for future work.

### 1.2 Summative

- To give pupils feedback about their achievements and help them set targets for future work.
- To diagnose learning difficulties so that appropriate help and guidance can be given.

### 1.3 Informative

- To provide parents with useful information concerning their child's achievement and progress.
- To provide parents, pupils and other stakeholders with a complete record of progress and achievement.

### 1.4 Evaluative

- To help the school evaluate the curriculum and the quality of teaching and learning.
- To help teachers and departments reflect upon their work as a basis for improvement and development.
- To help monitor and improve progress (individual, class, subject, school and other groupings).

## 2.0 RESPONSIBILITIES IN ASSESSMENT

### 2.1 Teacher's Responsibilities

- 2.1.1 Teachers are expected to plan lessons so that they find out what children already know so that they can build on this
- 2.1.2 Teachers are expected to plan lessons to unpick children's misconceptions
- 2.1.3 Teachers are expected to check learning within (as well as at the end of) lesson
- 2.1.4 Teachers are expected to provide effective feedback to move learning forwards following their department's marking a feedback policy
- 2.1.5 Teachers are expected to give pupils feedback about their achievements and help them set targets for future work.
- 2.1.6 Teaching staff are responsible for reviewing pupils' attainment and progress data at each data entry. This data should be easily accessible and used to inform lesson planning, teaching and intervention.
- 2.1.7 Key groups (gender, Pupil Premium, SEND, more able, EAL and boarders) should be identified in teacher's mark books. At data entry, key groups attainment and progress should be monitored for underachievement.

Ref:	Assessment & Reporting	Type:	Policy
Version:	04	Owner:	Assistant Headteacher
Date:	May 2025	Status:	Approved by LGB Keswick School

2.1.8 Teaching staff are responsible for entering data into SIMS before each calendared deadline. All pupils in KS3 will be issued with their current attainment band (see below) and effort grade. All pupils in KS4 and 5 will be issued with a working at grade, a challenge grade and an effort grade.

#### 2.1.9 Student Effort Descriptors

- 5 Exceptional effort in every lesson. Strives to carry out tasks to the very best of their ability.
- 4 Very Good effort, motivation and attitude are shown in lessons.
- 3 Expected level of effort is being shown in lessons.
- 2 Some effort is shown in lessons, but this is inconsistent. A better attitude to learning is required.
- 1 Very little effort shown in lessons. Mostly off-task. Shows very little motivation.

#### 2.2 Summative Assessment in KS3

2.2.1 When we summatively assess students (which for most subjects will be three times per year) we will assign students an attainment band. These bands, and the knowledge and skills checklists in their books, will give students guidance on how they are performing in that subject area / topic at that time.

2.2.2 This summative assessment may take the form of a test, an assessed piece of writing or practical work as appropriate to the subject. Staff will then assign students an attainment band which will be reported home to parents.

**Table : Student attainment bands**

Threshold band	Description
<b>Working Above</b>	The student is working beyond the essential skills and knowledge needed for that topic
<b>Working At</b>	The student has acquired the essential skills and knowledge for that topic
<b>Working Towards</b>	The student is developing the essential skills and knowledge for that topic

#### 2.3 Summative Assessment at KS4/5

##### 2.3.1 Working At Grade

This is the GCSE grade that the student is currently working at, based on evidence of current levels of performance in lessons, homework and PPEs. It is given as a 'fine grade'. Fine grading is explained:

4.1 Secure 4 grade - with sustained effort and by responding to advice the pupil could progress to a 5

4.2 Secure 4 grade

4.3 Insecure 4 grade - with sustained effort and by responding to advice a pupil could secure a 4

**For example**, if a pupil is working at 4.1 this grade informs parents that:

- Their current working at grade is a GCSE 4
- That they are working at the top of this grade and with sustained effort and by responding to advice the pupil could progress to a grade 5.

Ref:	Assessment & Reporting	Type:	Policy
Version:	04	Owner:	Assistant Headteacher
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## 2.4 Challenge Grade

2.4.1 This is the grade that the pupil is currently being challenged to attain at the end of Year 11. This can be above or equal to their working at grade. At Keswick School we have high aspirations and want every student to exceed expectations. Therefore, as a high performing school we have set subject specific challenge grades above the national average. We will monitor these grades regularly to ensure that they provide a motivational yet achievable goal for our students. Teachers may raise the challenge grade if the student's performance warrants this.

## 2.5 Head of Department (HOD) Responsibilities

2.5.1 HODs are responsible for the following in their dept :

- Ensuring that the SOWs are up to date for the teaching staff to clearly see planned progression through the curriculum at each key stage.
- Ensuring that in the scheme of work misconceptions are clearly marked.
- Ensuring that summative assessments within the department are not burdensome and have a purpose.

2.5.2 HODs are also responsible for:

- Monitoring how teachers check learning within (as well as at the end of) lesson.
- Monitoring how teachers provide effective feedback in lessons to move learning forwards.
- Assessing how students are progressing through the curriculum in each subject.
- Helping teachers in planning the next stage in pupil's learning.
- Ensuring pupils get feedback about their achievements and help them set targets for future work.

## 3.0 STANDARDISATION

3.1 Heads of Department are responsible for ensuring that there is consistency through regular standardisation of pupil work.

3.2 It is good practice that standardised work should be displayed in a prominent place within the departmental area or classrooms.

## 4.0 REPORTING TO PARENTS

4.1 Reporting to parents is a process of continuous dialogue which promotes partnership between pupils, parents and teachers. It involves written and spoken communication which recognises the statutory requirements, encourages greater participation and provides information to plan future progress.

### 4.2 The Written Reporting Process

4.2.1 Annually, each student receives:

*KS3*

- Three attainment reports including Attainment Band, Effort grade and information about any concerns .
- A parents' evening.

*KS4/5*

- Two attainment reports including a Working At grade, Effort grade and information about any concerns.
- One post exam report including Exam Grade, Working At grade, Effort grade and action points.

Ref:	Assessment & Reporting	Type:	Policy
Version:	04	Owner:	Assistant Headteacher
Date:	May 2025	Status:	Approved by LGB Keswick School

- A parents' evening.

If a student has had an effort score of 1 or 2 staff must put a behaviour code in for them in SIMS staff can put a behaviour code in for the student on a higher effort score at their discretion.

#### 4.2.3 *Concern Codes for staff : KS3*

**B:** Book or folder lacks organization.

**O:** The absence of necessary books or equipment in lessons is hindering progress.

**H:** Homework is frequently not completed on time or to an acceptable standard.

**P:** Participation in class could be improved; greater involvement in lessons is needed.

**S:** The standard of work in class is below the expected level.

**C:** Concentration during class tasks needs to be improved.

If a student has many grade 1s or 2s the Head of Year will edit the grade report to pick the main concerns to inform the parents about.

## 5.0 REPORTING RESPONSIBILITIES

- 5.1 The following flow chart sets out the responsibilities for the production of accurate and meaningful reports.

Ref:	Assessment & Reporting	Type:	Policy
Version:	04	Owner:	Assistant Headteacher
Date:	May 2025	Status:	Approved by LGB Keswick School

### **Class Teacher**

- Assess the students in their classes with accuracy so that the reporting represents where the students are in terms of their progress
- Enter grades/Attainment Band for the classes taught following the school's reporting guidelines.
- KS4 and KS5, after PPEs enter action points from approved departmental list with care
- Work to agreed deadlines.



### **Head of Department**

- Ensure your department follows the school's reporting guidelines and professional standards.
- Ensure that working at grades/attainment bands are in-line with assessment outcomes.
- Establish procedures to use and produce action points for department to use in report writing.
- Ensure that class changes are communicated to the IT Office (Network Manager) as they happen.



### **Form Heads**

- Work with the Head of Year in dealing with issues that arise following reports.



### **HOY**

- Provide a letter to accompany the reports home.
- Liaise with parents regarding issues that arise from the reports.



### **SLT**

- SLT - Monitor each subject's quality assurance for accuracy, spelling, grammar and content.
- Ensure the professional quality of reports.

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