



Anthony Gell
— School —

ASSESSMENT, RECORDING AND REPORTING POLICY

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Local Governing Team	4 th June 2026	1760/26	June 2028

Assessment and Feedback

All faculties assess and provide feedback using a variety of methods. Faculty approaches must align with the Education Endowment Foundation's guidance on Teacher Feedback to Improve Learning. Faculties must ensure they use effective feedback to promote literacy through use of the school's literacy policy. There is no centralised prescription in terms of frequency of marking in student books. Instead, leaders focus on the efficacy of forms of verbal and written feedback by monitoring how students build knowledge over time. Leaders at AGS recognise the need for a variety of approaches across the curriculum, and so each faculty has a document which details their approach to assessment and feedback. As mentioned, they must align with EEF guidance and promote literacy.

Use of Assessment

Good assessment should accurately indicate student progress. The data departments submit is hugely important in understanding the progress the students are making, this is then used to inform departmental and whole school intervention strategies. Data collection, throughout the year, should be based on a range of assessments, both formative assessment and summative assessment.

Formative assessment is the *monitoring of student learning* to provide on-going feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses, target areas that need work, and help teachers recognise where students are struggling and address problems immediately.

Summative assessment is the *evaluation of student learning* at the end of an instructional unit by comparing it against some standard or benchmark. Teachers will use summative assessment to inform future practice and coordinate support for students where required.

Assessment is used not only to identify strengths and weaknesses of individual student progress but is also used in making judgements about the quality of teaching and learning across the curriculum and for wider school accountability including whole school examination results. Data from assessments is used to help evaluate school progress and to inform the school development plan, in so doing, to allow targeted changes and support to be put in place for those areas of school improvement.

To be able to support learners to make progress and to identify strengths and weaknesses, teachers should use a wide range of assessment strategies best suited to their subject area. The exact nature of assessment will depend on the task and the intended outcomes which will be monitored by the teacher with each group. Assessment should be regular but there are no set criteria on which to monitor assessment for learning.

Faculties focus on efficacy of any form of feedback as opposed to frequency of written marking.

Key features of Formative Assessment:

- being clear about the learning goals and the success criteria by which learning will be judged, sharing them with students using student-friendly language (i.e. demystifying learning)
- using effective questioning techniques that provide opportunities for assessing students' knowledge and understanding
- showing students that all responses, views and opinions are valued and encouraging them to view errors as learning opportunities
- giving specific, constructive feedback, which indicates how students can improve and the steps they need to take in order to do so
- giving time for learning to be absorbed

- encouraging students to reflect upon their learning and to monitor their own progress, for example, by means of self and peer assessment

Within our school we use a range of assessments of which the diagram below illustrates some of the key types of formative and summative strategies used by teachers to show progress over time.

	Formative Assessment	Summative Assessment
Informal	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
Formal	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions

Key features of summative assessment:

- Marks the end of a unit/module test
- Use of a grading system to benchmark results against a standard
- Includes the moderation of papers and results to ensure consistency across a number of teaching groups
- Can be used formatively when outcomes are used to inform students of strengths and weaknesses
- Enables evaluation of student learning to inform future practice
- Enables progression to a higher academic course or entry into employment

This policy details what assessments are collected centrally and how the information is processed, analysed and used by students, teachers and support staff and what is reported to parents.

A range of assessment data is available to students and parents but must be reported to them in a way that they can understand, allows them to put it into context and is supportive of further progress.

Transfer from Primary Schools

AGS values its good relationships with its primary partner schools. Data is transferred electronically and includes National Test results for Maths and English. For Key Stage 3 (Years 7 to 9) Scaled Scores are used to measure prior attainment from Key Stage 2. Through the transition process Anthony Gell staff will also collect transition information on attendance levels, health and safety along with social and emotional issues facing individual students. Special Education Needs information is transferred to our SENDCo and information is supplied to all staff on the first day of each academic year.

Key Stage 3: Years 7-9.

From 2025, in line with the EMBARK Trust model, Key Stage 2 Scaled Scores are used to measure prior attainment. GCSE 9 to 1 predictive gradings are generated from prior attainment scores using a three-year model to ensure

accuracy, which are then cross checked with Cognitive Ability Scores (CATs), sat by students early in Year 7. This data generates a target grade for each subject which indicates the most likely future GCSE grades each student may achieve across the curriculum. It is against these target grades that we will assess a student’s progress across Key Stage 3, and these then form part of the school’s KS4 target setting and assessment formula. Of course, a student may well achieve higher grades than their target grade, and we will be mindful of the need to ensure students know they can exceed these expectations.

Cognitive Ability Tests

In the third or fourth week of the year, all Y7 students undertake the CAT4 tests (Verbal, Quantitative, Non-Verbal and Spatial Reasoning). Test results are made available to all staff as soon as possible in the first term. They are also supplied to parents before the first parents’ evening in Y7.

Target Grades

Each student will be set a target grade to predict future expected progress, each target includes a degree of aspiration which would mean that, if students go on to achieve this grade, they would have performed better than similar students nationally. Grades range from 9 (highest possible future GCSE grade) to 1.

At each data collection point, using teacher assessment outcomes, the class teacher will decide whether a student is on target, below target etc. This will then be used to show progress and will be used to calculate progress against targets.

Monitoring progress using progress paths

At each data collection point teachers are asked to assess the progress students are making in their lessons. Teachers report how each student performs against their target grades using assessment data collected in class.

It is important to note that, when reporting on student attainment, the grades a teacher inputs indicate whether a student is currently working in a way that is consistent with achieving the target grade in the future; it does not mean that they are currently working at this ‘GCSE’ standard.

They will record this using the following descriptors:

What is reported by teachers	Working Toward Standard 1	Working Toward Standard 2	Working At Standard 3	Working Beyond Standard 4	Working Beyond Standard 5
What this means	Further from Target	Close to Target	On Target	Above Target	Well Above Target

For example, for a child who is targeted at grade 4, if they are “Working Beyond Standard 4” they would be producing work a whole grade above their expected target. If they are “Working Beyond Standard 5”, they would be working 2 grades or more above their target grade. Teacher judgements will be based on several reliable assessments including tests, class and homework. Teachers should consult their DTL/ADTL or PDL/RP to discuss changes they would like to make to a child’s target grade.

If the teacher’s judgement of a student’s progress is greater than the predicted 9 to 1 grade over a longer period of time, subject teachers and departments will be able to provide new targets for a student. As an example, a student who regularly achieves “Working Beyond Standard” may need to advance to the next target grade e.g. original target grade 4, new revised target grade 5.

Effort grades:

At each data collection point teachers will also submit “effort” grades for each curriculum area and the school considers these to be very important. Children are much more likely to achieve their full potential if they work hard, contribute and seek support in their learning. The effort grades available are shown in the table below:

Please note that an effort grade of C does not mean average and, as the definition suggests, suggests that initial concerns over effort are developing.

Effort grade	What does this mean?
A	Outstanding effort, excellent contribution to learning and progress
B	Good effort, a promising contribution to learning and progress
C	Effort is variable and progress is lower than expected
D	Rarely shows a good level of effort with little progress being made
E	Dis-engaged from learning and no progress being made

Key Stage 3: Recording & Reporting:

Parents’ evenings occur once per year. Year 7 will also have a “meet the tutor” event, held virtually using School Cloud software, this event taking place in mid-October.

For all of Key Stage 3 and at each data collection point (3 times per year according to the published assessment calendar), data is entered into Arbor by each teacher.

When all teachers have entered their achievement and effort data (using our Arbor MIS) the data manager will upload the results onto SISRA (data analysis software) where all teachers can access progress data for their groups, and are then able to plan interventions for students as appropriate. This may be performed at an individual teacher and the student level or can involve both heads of Faculty and school leaders.

The data is supplied and reported to parents via the Arbor parent app.

Throughout the year, departments will conduct their own internal assessments, and these will be reported to students in the usual manner. Each department may have developed a bespoke marking scheme relevant to their curriculum area, and this will be explained to the students as necessary.

GCSE (Year 10 and 11):

At the beginning of Y10 students begin their GCSE courses. Teachers are given access to a student’s progress data from Key Stage 3 via Arbor and SISRA.

Teachers are expected to record and report assessment grades. The table below outlines the key language that should be used when submitting student performance data and communicating with parents and other agencies:

Assessment type	Description
Target (GCSE grade)	<p>Target Grades are based on the target grades which operate in KS3 and are an aspirational grade derived from KS2 Prior Attainment, CAT data and Teacher Assessment. These are checked and amended at the start of the course to better reflect the students' assessments in their GCSE courses. Most subjects will use target grades based on the 9 to 1 numerical grades, although several subjects (e.g. Enterprise & Construction) will use vocational/BTEC grading systems which use grades from Level 2 Distinction* (highest grade) to Level 1 Pass. The school aspires for all students to achieve their target.</p> <p>DTLs, supported by other LT colleagues, monitor the target setting process to ensure it meets the whole school targets.</p>
Current grade	<p>This is a grade that clearly indicates the outcomes of recent subject based assessment. Can be a mix of formal exams (e.g. mock examinations), written or verbal testing by the class teacher, returned as a grade. In-department (or through external partners) moderation and standardisation will be required. Collected at each assessment point during the two-year GCSE course.</p>
Most Likely Outcome (MLO)	<p>Collected at 3 assessment points across the year, this is the grade most likely to be achieved by a student if they continue to work at this standard, shown by a series of assessment points (greater than one). This means that a student is working at a level which means that they would be expected to go on to achieve this predicted grade at the end of their course. When a pattern is observable over several assessment points, the target grade may be altered to reflect the new most likely outcome.</p>

MLO grades are collected at various times throughout Y10 and changes noted and acted upon where necessary.

Effort Grades at Key Stage 4: effort grades are collected at each data collection point in Y10 and Y11. The effort grades are exactly the same as those used in Key Stage 3 which are shown on page 6 of this document.

The nature of the assessment should be clear, robust and aligned (or standardised) with other departmental staff so that results can be compared accurately and the students in all classes receive fair outcomes from their assessments.

Departments should discuss and plan assessments so that progress is secure and interventions are well informed. The school has a long record of supporting students, and a wide range of interventions are already in place, and students benefit greatly from the help teachers give them in raising their grade.

DTLs and ADTLs are expected to ensure that data entered by teachers is robust, leading to reliable predictions of future attainment. Data entry points will be scrutinised by middle leaders who will report on accuracy and reliability to the AHT data (PDL).

Recording and Reporting at GCSE:

For all of Key Stage 4 groups and at each data collection point (3 times per year according to the published assessment calendar).

The data is supplied and reported to parents via the Arbor parent app

All KS4 data collected throughout the year is collected in Arbor and then uploaded to SISRA analytics. Data can then be analysed and interventions planned in response to the differing outcomes of each assessment point. Senior staff and DTLs will identify key patterns and trends across differing groups e.g. disadvantaged compared to non-disadvantaged, gender, SEND and ability group (High, Middle, Low). It is important that once these trends are identified that staff work together to implement support for students who need additional input from staff.

Year 10 and Year 11 have two full parents' evenings per year. The reasoning behind the second parents' evening is to improve the quality of advice and information given to parents and to create supportive dialogue between parents and school.

Year 12 + 13

Students agree their initial courses during the first few days of term via an individual interview with the Head of Sixth Form/SLT link.

At the start of the year student average GCSE points are used to aid target-setting, consistent with the Department for Education's methodology of measuring progress. This data is shared with subject leaders who will amend and agree subject targets. The target grade setting process is intended to be aspirational and not to produce minimum expected grades.

Data is collected three times a year according to the published calendar. Teachers are asked to provide the Most Likely Grade (MLO) for each student, which indicates the grade most likely to be achieved if the student continues to work in the way they have to this point in the course. Teachers are also expected to input a "Current Grade" based on recent assessments; any significant difference between the two would be a source of concern to tutors, Director of 6th form and KS5 learning mentor.

Effort Grades at Key Stage 5 (A' Level / Level 3 Courses): effort grades are collected in Y12 and Y13 at each data collection point. The effort grades are the same as those used in Key Stage 3 which are shown on page 6 of this document

Students' attendance is monitored via Arbor, and the attendance officer supports students operating a first day response to ensure students are in school and learning.

Recording and Reporting at Key Stage 5:

All KS5 data collected throughout the year is collected in Arbor and then uploaded to SISRA analytics. Data is then analysed and interventions planned in response to the differing outcomes of each assessment point. Senior staff and DTLs will identify key patterns and trends across differing groups. It is important that once these trends are identified, staff are able to work together to implement support for students who need additional support from staff, including the Sixth Form learning mentor.

As with all other year groups, Year 12 and Year 13 have two full parents' evenings per year. The reasoning behind the second parents' evening is to improve the quality of advice and information given to parents and to create supportive dialogue between parents and school. Information about the Sixth Form parents' evenings for Year 12 and Year 13 can be found via our website: <https://www.anthonygell.co.uk/parents/parents-evening/>

Setting of Assessment tasks at Key Stage 4 and Key Stage 5:

Internal (mock) exams are an important part of the school's assessment practice. These highly significant assessments require students to be well prepared. These exams test the full range of knowledge, skills and understanding taught throughout the course to date.

Departments may feel, for some students, the exam is not fully representative of their progress over time and so the MLO grade may be higher than the mock exam. However, there must be clear evidence for this, be it a long piece of work, a range of on-going lesson tasks that feed into a more complete knowledge of the abilities and likely GCSE / Level 2 qualification / A level / Level 3 qualification grade a student will go on to achieve.