Altrincham Grammar School for Boys

Assessment, Recording and Reporting Policy

Nominated Lead Member of Staff:	SW
Last Review Date:	**February 2024**
Next Review Date:	**February 2025**

1. **Introduction**

   1.1. AGSB recognises that assessment underpins teaching and learning and is a vital tool for establishing how well students have learned the intended curriculum. Assessment means making judgements upon the progress of each student. Assessment enables students and teachers to monitor progress and attainment, to make corrections as necessary and to set targets for the future.

   1.2. Recording and reporting are integral to helping each student achieve their full potential. Systems of recording internal and external data, enable detailed data analysis to take place. This analysis is used to inform teachers, leaders and governors about standards, to ensure that students are achieving as they should and to enable them to intervene where necessary. Reporting to parents is an integral part of helping each student achieve his full potential. The reporting systems at AGSB are designed to be well explained, accurate and informative for parents.

   1.3. This policy links to the Curriculum Policy, the SEND Policy, the Teaching and Learning Policy and the Marking and Feedback Policy.

2. **Principles of assessment**

   Assessment is a continual process and the aim of assessment at AGSB is that it enables students, teachers and parents to have a good understanding of what the student knows and understands and what they need to do next, to make further progress. The aim of assessment is to support students in their learning, to help them to achieve their potential. AGSB uses a variety of assessment techniques to achieve this:

   2.1. **Diagnostic testing**: Students sit Cognitive Ability Tests in Year 7. These assessments are used to generate estimated grades for students in Years 7-11. These estimated grades are used as a flightpath for students, so that teachers know if they are falling behind expected progress and can support them to get back on track. All Year 7 students are screened for phonological weaknesses and this data is used to identify students who would benefit from additional support from the SEND team.

   2.2. **Summative Assessment**: Summative assessments are primarily to measure the learning that has taken place and the primary purpose of these assessments is to measure, analyse and report performance. All students sit trial exams annually. Summative assessments also take place frequently in class time at the end of units of work.

   2.3. **Formative Assessment**: Formative assessment takes place continually in lessons; teachers use many strategies to gauge levels of understanding and use this to inform teaching and learning. Formative assessment takes many forms including low stakes assessment, questioning and peer and self-assessment.

3. **Assessment approaches**

   3.1. **Key Stage 3**
   In Years 7 and 8 students are awarded a FEDS grade (F – Foundation, E – Emerging, D-Developing, S- Secure and S+ Secure +). In Year 9, although students continue to study the Key Stage Three curriculum, students are awarded GCSE grades (1-9).

3.1.1. **Departments at AGSB adhere to the following principles when assessing and grading students in Key Stage 3.**

    3.1.1.1. Each department have developed their own assessment criteria related to FEDS+. This is shared with students so that they know what they must to do to improve in the subject.

    3.1.1.2. Formative assessment is embedded in lessons. Clear and effective feedback is given so that students know exactly what they must do to improve. Feedback is given in accordance with the Feedback and Marking policy.

    3.1.1.3. The curriculum is taught through topics, each designed to further improve the knowledge and skills of the student. Students are encouraged to learn each topic securely and to revisit knowledge and skills where they have not achieved a high grade.

3.2. **Key Stage 4**

In Years 10 and 11 students are awarded GCSE grades (1-9) and in Years 12-13 students are assessed using A-Level grades (A*- E).

3.2.1. Formative assessment is embedded in lessons. Clear and effective feedback is given so that students know exactly what they must do to improve. Feedback is given in accordance with the Feedback and Marking policy.

3.3. **Key Stage 5**

In Years 12-13 students are assessed using A-Level grades (A*-E).

3.3.1. Formative assessment is embedded in lessons. Clear and effective feedback is given so that students know exactly what they must do to improve. Feedback is given in accordance with the Feedback and Marking policy.

4. **Reporting Procedures at AGSB**

Formal feedback on the attainment of students and their progress is regularly communicated to parents through the School reporting system which keeps parents informed at regular intervals throughout the academic year.

4.1. **Termly Grading**

4.1.1. At the end of each term all students in Years 7 - 13 are awarded attainment and attitude grades for every subject they study. Attainment grades are based upon a range of assessment activities and formal end of year tests. A range of 'soft data' is also reported to parents; attendance data, house points and referrals. These indicate the students' participation in wider school life.

4.1.2. There are two uses to which these grades are put. A termly grade sheet containing this data is sent home to parents and students. It is also used for internal monitoring and tracking purposes.

4.2. **Diagnostic Snapshot Assessment**

    In the Autumn term, internal reporting takes places to collect attitude to learning data. Parents are not contacted and informed of the outcome unless there are specific concerns.

4.3. **Trial Exams**

   4.3.1. Trial exams are set for students in all years of the school. Students receive feedback on their performance in these examinations and the results of these exams are reported to parents.

4.4. **Pupil Review day**

   4.4.1. Year 7-10 and Year 12 students and parents attend a meeting with the students' form tutor at the end of the academic year. This is an opportunity to review academic performance and extracurricular participation from the year they have completed, and to set targets for the following year.

4.5. **Parents' Evenings**

   4.5.1. Annual Parent Consultation Evenings are held across the Autumn and Spring Terms. Parents and Students meet with subject teachers to discuss the student's achievements and how they can further improve.

5. **Internal tracking systems**

   5.1. **Key Stage 3**

   At KS3 Cognitive Ability Test scores are used to identify a path of expected progress for each student.

   5.1.1. Internal tracking systems identify students who are not achieving their path of expected progress and intervention is put in place when necessary, to support students to get back on track.

   5.1.2. Targets are not shared with students in KS3.

   5.2. **Key Stage 4**

   5.2.1. At KS4 Cognitive Ability Tests scores are used to identify a path of expected progress for each student.

   5.2.2. Internal tracking systems identify students who are not achieving their path of expected progress and intervention is put in place when necessary, to support students to get back on track.

   5.2.3. Students and teachers identify an aspirational target, that the student is aiming to achieve. This target is reported on the termly grade sheet.

   5.3. **Sixth Form**

   5.3.1. The performance of students at GCSE is used to provide targets for AS and A2 grades for every student at the beginning of the Year 12. Targets are set using ALPS (Advanced Level Performance System) based upon GCSE results.

   5.3.2. Internal tracking systems identify students who are not achieving their path of expected progress and intervention is put in place when necessary, to support students to get back on track.

Where staff have concerns about students failing to make expected process and where an underlying SEND is suspected, the SEND department undertake a cycle of Assess-Plan-Do-Review as per the SEND Code of Practice. Full details in the SEND policy.

6. **Monitoring and Evaluation**

   6.1. Governors monitor and evaluate the standard of assessment within the School by analysis of performance in GCSEs, A Level examinations and Oxbridge entry success rates.

6.2. The Head Master and SLT monitor and evaluate students within the School by analysis of performance in: Public Examinations and internal tracking data.

6.3. Heads of Departments monitor and evaluate the achievement of students within their department by analysis of performance in: Public Examinations and internal tracking data.

6.4. The Curriculum and Pupil Welfare Committee monitors and evaluates all aspects of the system of assessment, recording and reporting.

7. Statutory Requirements

7.1. Schools must provide a written report at least once during the school year on all students of compulsory school age. The report should be sent to parents/carers for their retention. The report must contain brief particulars of a pupil's progress in all subjects and activities studied as part of the school curriculum; details of a pupil's general progress; an attendance record; details of the arrangements under which the report may be discussed with teachers at the school.

7.2. A brief commentary must be included in the report setting out what the results show about the pupil's progress, drawing attention to particular strengths and weaknesses and learning targets to tell students 'what to do next'.

7.3. Statutory recording requirements records should be made available to parents/carers of students under 18, and to students themselves on their written request. Arrangements should be made to allow access to records on written request, fifteen days' notice having been given.

7.4. The school must disclose a pupil's record to any school/college considering the pupil for admission. The record must provide information about each pupil's academic achievements other skills and abilities and progress in school, and this material must be updated at least once a year. The record should also provide evidence to support teacher assessment of students' levels of attainment at the key stages.

7.5. When a pupil transfers from one school to another, Principals must send to the new school (maintained and independent) the completed statutory transfer form (in paper form or electronically). All educational records relating to the pupil, including copies of the pupil's latest report.