



ALTRINCHAM GRAMMAR SCHOOL FOR BOYS

ASSESSMENT, RECORDING & REPORTING POLICY

Nominated Lead Member of Staff:	SW
Last Review Date:	September 2026
Next Review Date:	September 2028

1. Purpose and Aims

Assessment at Altrincham Grammar School for Boys (AGSB) is an integral part of teaching and learning. Its primary purpose is to establish what students know, understand and can do, and to use this information to improve subsequent learning.

Assessment is not an end in itself. It is valuable when the information it generates is used purposefully by teachers, students, leaders and parents/carers.

The aims of assessment at AGBS are to:

- establish how well students have learned the intended curriculum;
- identify strengths, misconceptions, gaps in knowledge and areas requiring further development;
- inform teachers' planning and responsive teaching;
- enable students to understand their current attainment and how they can improve;

- identify students who are not making the progress expected of them and ensure that appropriate support is provided;
- provide reliable information about attainment and progress to students, parents/carers, teachers, leaders and governors;
- support curriculum evaluation and the identification of areas where teaching or curriculum provision may need to improve;
- provide valid evidence for reporting and, where appropriate, for external qualifications;
- support transition between key stages and educational settings; and
- ensure that assessment practice is proportionate, sustainable and does not create unnecessary workload.

3. Principles of Assessment

Assessment at AGSB is underpinned by the following principles.

3.1 Assessment Is Part Of The Curriculum

Assessment is planned alongside curriculum content and teaching. Departments determine appropriate assessment approaches according to the knowledge, understanding and disciplinary skills that students are expected to acquire.

Assessment reflects the nature of the subject and the intended learning rather than impose a uniform model across all subjects.

3.2 Assessment Should Have A Clear Purpose

Before an assessment is undertaken, teachers and leaders should be clear about what information it is intended to provide and how that information will be used.

An assessment should not be used for purposes for which it has not been designed

3.3 Assessment Should Be Valid

Assessment should assess the knowledge, understanding and skills that the curriculum intends students to learn.

Departments should consider, for example, the extent to which reading, writing, memory, language or unfamiliar contexts may affect the validity of an assessment.

3.4 Assessment Should Be Reliable and Appropriately Standardised

Where assessment information is used to compare performance between students, classes, cohorts or years, appropriate measures should be taken to ensure consistency.

Departments should use common assessment materials, mark schemes, exemplars and/or moderation where appropriate.

The School recognises that absolute precision cannot be achieved in every assessment. Professional judgement, informed by subject expertise and moderation, remains an important part of assessment.

3.5 Assessment Should Support Learning

Assessment information should be used to improve future learning.

Teachers should use assessment information to identify misconceptions, gaps and areas of strength and adapt teaching accordingly. Students should be supported to understand assessment outcomes and use them to improve.

The principles governing feedback and students' response to feedback are set out separately in the **Marking and Feedback Policy**. Assessment should not duplicate or prescribe the feedback processes established in that Policy.

3.6 Assessment Should Be Proportionate

The value of assessment should justify the time required to design, administer, mark, record and analyse it.

AGSB does not operate an expectation that every piece of student work is formally assessed or recorded.

Assessment practices should be sustainable and should avoid unnecessary teacher workload.

3.7 Assessment Should Be Equitable

All students should have appropriate opportunities to demonstrate what they know and can do.

Assessment arrangements will take account of students' individual needs, including SEND, while maintaining appropriately high expectations.

Where reasonable adjustments or access arrangements are required, these will be provided in accordance with statutory requirements and the School's SEND and examinations procedures.

4. Assessment at AGBS

AGSB uses three broad forms of assessment:

1. **formative assessment** – assessment used during learning to establish understanding and inform teaching;
2. **in-school summative assessment** – planned assessments used to evaluate learning over a period of time; and
3. **external and nationally recognised assessment** – examinations and other assessments which provide externally regulated or nationally recognised measures of attainment.

These categories overlap in practice. For example, the result of a summative assessment may subsequently be used diagnostically to identify misconceptions and inform future teaching.

4.1 Formative Assessment

Formative assessment is embedded in classroom teaching.

Teachers use a range of approaches to establish what students know and understand and whether they are ready to move forward. These may include:

- questioning and discussion;
- retrieval practice and low-stakes quizzes;
- checking students' responses to tasks;
- whole-class response systems;

- diagnostic questioning;
- observation of practical and disciplinary activity;
- self-assessment and peer assessment;
- review of written and other work;
- short knowledge checks;
- application tasks;
- modelling and guided practice; and
- other subject-specific approaches.

The choice of technique rests with the teacher and department, informed by the curriculum and the intended learning.

Formative assessment should enable teachers to identify misconceptions and respond appropriately. This may involve:

- adapting the pace or sequence of teaching;
- revisiting previously taught material;
- providing additional explanation or modelling;
- providing further practice;
- changing grouping or support;
- extending students who have demonstrated secure understanding; or
- identifying students who may require further intervention.

Formative assessment does not normally need to generate recorded data.

Student Involvement

Students are expected to develop increasing ownership of their learning.

They should have regular opportunities to:

- identify what they know and do not yet know;
- reflect on their performance;
- identify areas requiring further study;
- use assessment information to improve;
- assess their own work;
- engage in appropriate peer assessment; and
- apply what they have learned to subsequent tasks.

Specific expectations regarding how students respond to feedback are set out in the **Marking and Feedback Policy**.

5. In-School Summative Assessment

Summative assessment provides structured opportunities to evaluate learning over a period of time.

At AGSB, this may include:

- end-of-topic assessments;
- termly assessments;
- end-of-year examinations;
- trial examinations;
- internally standardised assessments;
- practical or performance assessments;
- extended responses or other subject-specific assessments; and
- assessments designed to support transition between key stages.

The timing and frequency of summative assessment are determined primarily by curriculum design and subject requirements.

There is no expectation that all subjects assess students in the same way or at the same frequency.

Departments should ensure that assessment points are:

- clearly linked to the curriculum;
- appropriately spaced;
- sufficiently rigorous to provide useful information;
- appropriate to the age and stage of the student;
- capable of identifying differences in students' understanding and attainment; and
- used to inform subsequent teaching and learning

5.1 Key Stage 3

Assessment at Key Stage 3 is designed primarily to establish the extent to which students have securely acquired the knowledge and skills specified in the curriculum.

In Years 7 and 8, students are awarded the AGSB FEDS+ grades:

- **F – Foundation**
- **E – Emerging**
- **D – Developing**
- **S – Secure**
- **S+ – Secure+**

Departments establish subject-specific assessment criteria aligned with the FEDS+ framework.

The criteria reflect the knowledge and skills required for successful progression within each subject. Students should be made aware of the characteristics of successful performance appropriate to their subject.

For most subjects in Year 9, students continue to study the Key Stage 3 curriculum, while attainment is reported using GCSE grades (9–1). This provides familiarity with the grading system used at Key Stage 4 while maintaining the curriculum and assessment priorities of Key Stage 3.

Assessment information at Key Stage 3 is used to identify students who may not be making the expected progress and to inform appropriate support.

5.2 Key Stage 4

At Key Stage 4, assessment is aligned with the knowledge, understanding and skills required for GCSE and other qualifications.

Students are assessed through a combination of:

- ongoing formative assessment;
- subject-specific assessments;
- formal internal assessments;
- trial examinations; and
- externally regulated examinations and other qualification assessments.

Internal assessment results are used to identify areas of strength and weakness and to inform revision, intervention and subsequent teaching.

Where appropriate, students and teachers identify aspirational targets based on prior attainment, performance and professional judgement.

Targets are intended to support aspiration and purposeful intervention. They are not a substitute for detailed knowledge of an individual student's strengths, weaknesses and learning needs.

5.3 Key Stage 5

At Key Stage 5, assessment is closely aligned with the requirements of A level and other post-16 qualifications.

Assessment may include:

- regular subject-specific formative assessment;
- end-of-topic and end-of-unit assessments;
- internal examinations;
- trial examinations;
- externally assessed examinations;
- coursework or non-examination assessment where required by the qualification.

Students are expected to develop increasing independence in interpreting assessment information, identifying areas for improvement and planning their own preparation for external assessment.

Prior GCSE attainment is used to establish aspirational targets and monitor progress.

6. Diagnostic Assessment and Baseline Information

AGSB uses diagnostic information to support an understanding of students' starting points and likely areas of need.

Cognitive Ability Tests (CATs) are administered in Year 7. The results provide information which, alongside teacher assessment and other relevant evidence, can be used to establish expected pathways and identify students whose subsequent performance may warrant further investigation or support.

CAT data and other baseline information are not treated as fixed predictions of achievement. They are one source of evidence within a wider professional assessment process.

Teachers and leaders consider assessment information alongside:

- classroom performance;
- prior attainment;
- subject-specific assessment;
- attendance;
- engagement;
- SEND information;
- pastoral information where relevant; and
- other appropriate contextual information

Benchmark data is used to review Year 7 ability in reading. Where concerns are identified, students are screened for phonological awareness. This information is considered by the appropriate staff and may contribute to the identification of students who would benefit from additional support.

7. Recording and Using Assessment Data

AGSB records assessment information where there is a clear educational purpose for doing so.

Data may be used to:

- monitor individual and cohort attainment;
- identify students who may require additional support;
- identify patterns of underachievement;
- evaluate the impact of intervention;
- support departmental and whole-school self-evaluation;
- inform discussions with students and parents/carers;
- inform transition;
- support curriculum evaluation;

- provide information to governors; and
- meet statutory, regulatory or examination requirements.

The School seeks to maintain a clear distinction between **information that is useful to retain** and **information that can be collected but serves little educational purpose**.

Assessment data should therefore be:

- accurate;
- proportionate;
- accessible to those who need it;
- securely stored;
- interpreted appropriately; and
- acted upon where action is required.

Teachers will not routinely be expected to enter data simply to create additional evidence of assessment.

The School will seek to minimise duplication between systems and avoid collecting the same information in multiple formats unless there is a clear purpose.

7.1 Tracking Progress

Internal tracking systems are used to identify students whose performance may indicate that they are not making the progress expected of them.

Tracking is a means of identifying where professional attention may be required; it is not a substitute for teachers' knowledge of individual students.

Where a student is identified as potentially underperforming, relevant staff will consider:

- the quality and consistency of attendance;
- the student's assessment history;
- specific curriculum knowledge or skill gaps;
- patterns across subjects;
- barriers to learning;
- SEND or other identified needs;
- the impact of previous intervention; and
- appropriate next steps.

Intervention should follow the School 'intervention expectations' guidance. It should be proportionate, evidence-informed and reviewed for impact.

Where concerns about progress may indicate an underlying SEND need, the School will follow the graduated approach and procedures set out in the SEND Policy.

8. Moderation and Standardisation

Moderation is used where appropriate to increase confidence in assessment judgements.

The form and frequency of moderation will vary according to the subject and assessment.

Departments may use:

- common assessments;
- common mark schemes;
- standardisation exercises;
- comparison of student work;
- exemplars;
- cross-class moderation;
- cross-year-group moderation; and
- external or collaborative moderation where appropriate.

Moderation should focus on developing a shared understanding of standards and ensuring that assessment information is sufficiently reliable for its intended purpose.

Moderation should be proportionate. It should not become an administrative exercise detached from the quality of assessment.

Heads of Department are responsible for ensuring that departmental assessment systems provide sufficient confidence in standards and consistency.

9. External and Nationally Recognised Assessment

AGSB students undertake nationally regulated qualifications and assessments appropriate to their programmes of study.

For Years 10–11 these principally include GCSE and equivalent qualifications.

For Years 12–13 these principally include A levels and other post-16 qualifications.

The School will comply with the requirements of awarding organisations and JCQ in relation to:

- examination conduct;
- non-examination assessment;
- coursework;
- authentication;
- internal standardisation;
- access arrangements;
- reasonable adjustments;
- marking and moderation;

- malpractice and maladministration; and
- the use of artificial intelligence.

External assessment results provide important information about student attainment and curriculum effectiveness. They are considered alongside internal evidence and other relevant information rather than in isolation.

10. Artificial Intelligence and Assessment

Artificial intelligence (AI) is increasingly relevant to education and assessment. AGSB recognises that AI can be a valuable tool for learning, research and the development of digital literacy. It can also undermine the validity and integrity of assessment if students use it to produce work that is presented as their own.

10.1 Internal Assessment

Teachers and departments will determine when AI use is:

- prohibited;
- permitted for defined purposes;
- permitted as part of the learning process but not in the final assessed product; or
- explicitly required or investigated as part of the curriculum.

Students must follow the instructions given for each assessment.

Where AI use is not permitted, students must not use AI to generate, rewrite, translate, solve or otherwise produce assessed work.

Where AI use is permitted, students must follow the requirements set by the teacher or department, including any requirements to acknowledge or evidence its use.

10.2 Qualification Assessments

For GCSE, A level and other regulated qualifications, students and staff must follow the requirements of the relevant awarding organisation and current JCQ guidance.

Students must submit work that is their own and must not use AI in a way that constitutes malpractice.

Where AI has been used in a manner permitted by the assessment requirements, students must acknowledge its use in accordance with the relevant qualification and JCQ requirements.

Teachers and assessors must take appropriate action where there are concerns about the authenticity of students' work. Current JCQ guidance makes clear that centres must have processes for identifying and managing suspected AI misuse and that students must be able to demonstrate that submitted work is their own.

AI detection software will not be treated as definitive evidence of malpractice. Concerns about authenticity will be considered using professional judgement, evidence of the student's work and the procedures established by the School and awarding organisations.

11. Reporting to Parents and Carers

The School does not equate the quantity of assessment with the quality of assessment.

14. Professional Development

The School will support staff to develop secure knowledge and understanding of effective assessment.

Professional development may include:

- whole-school training;
- departmental training;
- moderation and standardisation activities;
- sharing of effective practice;
- analysis of assessment outcomes;
- training relating to statutory or awarding-body requirements;
- SEND and inclusive assessment training; and
- training relating to AI, assessment integrity and malpractice.

Heads of Department are responsible for ensuring that teachers understand the assessment approaches used within their subject.

The Deputy Head – Academic, will support leaders and departments in maintaining a coherent whole-school approach and in responding to developments in assessment practice.

15. Roles and Responsibilities

15.1 Governing Body

The Governing Body is responsible for providing appropriate oversight of the School's assessment arrangements.

Governors should:

- understand the principles underpinning the School's assessment system;
- receive appropriate information about attainment and progress;
- challenge school leaders where assessment information indicates areas requiring improvement;
- monitor the effectiveness of arrangements for supporting students who are not making expected progress; and
- ensure that appropriate arrangements are in place for staff training and compliance with statutory and regulatory requirements.

Governors should focus on whether assessment information is being used effectively rather than on the volume of data collected.

15.2 Head Master

The Head Master is responsible for ensuring that:

- this Policy is implemented;
- assessment arrangements support the School's curriculum and strategic priorities;
- statutory and regulatory requirements are met;
- appropriate systems are in place for monitoring attainment and progress;
- underachievement is identified and addressed;
- assessment information is reported appropriately to governors; and
- staff have access to appropriate training and support.

15.3 Senior Leadership Team

The Deputy Head -Academic is responsible for:

- leading the development and implementation of the whole-school assessment strategy;
- supporting departments in developing effective assessment systems;
- overseeing whole-school assessment and reporting processes;
- coordinating relevant assessment calendars and reporting cycles;
- supporting moderation and standardisation;
- monitoring the quality and usefulness of assessment data;
- supporting leaders in analysing attainment and progress;
- ensuring assessment practices remain proportionate and sustainable;
- providing professional development and guidance; and
- keeping the School informed of significant developments in assessment policy and practice.

15.4 Heads of Department

Heads of Department are responsible for:

- ensuring that departmental assessment systems align with this Policy;
- ensuring assessment is appropriately linked to the curriculum;
- establishing subject-specific assessment criteria;
- ensuring appropriate standardisation and moderation;
- ensuring assessment information is used to inform teaching;
- monitoring patterns of attainment and progress;
- identifying students requiring additional support;
- ensuring departmental assessment practices are proportionate; and
- ensuring teachers understand and implement departmental assessment procedures

15.5 Teachers

Teachers are responsible for:

- using formative assessment routinely to establish students' understanding;
- administering planned assessments appropriately;
- using assessment information to inform subsequent teaching;
- maintaining accurate assessment records where required;
- identifying students who may require additional support;
- communicating assessment information appropriately;
- applying relevant access arrangements and reasonable adjustments;
- following examination and qualification requirements where applicable; and
- following the **Marking and Feedback Policy** in relation to feedback and students' response to feedback.

Teachers are not expected to generate assessment data that has no clear educational purpose.

15.6 Students

Students are responsible for:

- engaging positively with assessment;
- completing assessments honestly;
- using assessment information to identify areas for improvement;
- acting on feedback;
- preparing appropriately for formal assessments;
- taking increasing responsibility for monitoring their own learning; and
- following school and awarding-body requirements concerning academic integrity, plagiarism, AI and malpractice.

15.7 Parents and Carers

Parents/carers are encouraged to:

- engage with assessment information provided on grade sheets;
- attend relevant parents' evenings and pastoral review meetings;
- discuss assessment outcomes constructively with their child;
- encourage appropriate study and revision habits; and
- communicate with the School where they have concerns about their child's progress.

16. Monitoring and Evaluation

Assessment practices will be monitored to establish whether they are:

- aligned with the curriculum;
- valid and reliable for their intended purpose;
- being used to improve teaching and learning;
- identifying students who require support;
- producing useful information for students and parents/carers;
- consistent with departmental expectations;
- proportionate in terms of staff and student workload; and
- compliant with statutory and regulatory requirements.

Monitoring may include:

- analysis of internal assessment data;
- analysis of public examination results;
- departmental review;
- moderation activities;
- scrutiny of assessment materials;
- review of student work;
- lesson visits;
- student voice;
- parent/carer feedback;
- discussions with Heads of Department;
- pupil progress discussions;
- review of intervention impact; and
- review of reporting arrangements.

Monitoring will focus on the **impact and usefulness of assessment**, rather than compliance with a prescribed number of assessments or the quantity of recorded data.

Where weaknesses are identified, appropriate action will be agreed, implemented and reviewed.

17. Relationship with Feedback and Marking

Assessment and feedback are closely connected but are not synonymous.

Assessment establishes evidence about what students know, understand and can do. Feedback provides information to students about their performance in relation to intended learning and supports improvement.

The School's expectations concerning:

- written feedback;

- verbal feedback;
- whole-class feedback;
- live marking;
- peer and self-assessment;
- students acting on feedback;
- departmental feedback expectations; and
- the frequency and nature of feedback are set out in the **Marking and Feedback Policy**.

This Policy therefore does not prescribe marking routines or duplicate the requirements contained within that Policy.

Assessment information should, where appropriate, inform feedback and subsequent teaching. Equally, evidence gathered through feedback and classroom interactions may contribute to teachers' assessment of student understanding.

18. Links with other Policies and documents

This Policy should be read alongside:

- Curriculum Policy;
- Teaching and Learning Policy;
- Marking and Feedback Policy;
- SEND Policy;
- Accessibility Plan;
- Examinations Policy;
- Examination Contingency Plan;
- Malpractice/Academic Integrity procedures;
- Homework Policy;
- Behaviour Policy;
- Data Protection Policy; and
- relevant departmental assessment policies.

The School's assessment arrangements will also take account of current DfE, Ofsted, Ofqual, STA and JCQ requirements where applicable.

19. Review

This Policy will be reviewed annually by the Deputy Head (Academic) in consultation with the Head Master and relevant senior leaders.

The Policy will also be reviewed earlier where there are significant changes to:

- statutory requirements;

- examination or awarding-body regulations;
- Ofsted inspection arrangements;
- the School's curriculum;
- whole-school assessment systems; or
- the School's approach to teaching, learning or feedback.

The Governing Body or relevant Governing Committee will receive the Policy as part of the School's Policy review cycle