Stanchester
Academy

Assessment, Recording and Reporting Policy

2024 - 26

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Governor Approval Date:

Review Date: July 2026

1.0 Our Vision

Stanchester Academy is a community built on the values of mutual respect and ambition for everyone. This vision underpins our assessment, recording and reporting policy and is reflected in the decisions we have made about our approach to encouraging students to make the most progress possible.

1.1 Rationale

The core purpose of our Assessment, Recording and Reporting (ARR) Policy is to outline how teaching and learning at Stanchester Academy seeks to accurately identify gaps in a student's knowledge and skills, enabling teachers and subject teams to effectively address them. Through assessing our students and providing meaningful feedback to both students and parents we enable them to make the best possible progress and achieve outstanding outcomes and destinations. Both formative and summative assessments are used as part of the assessment cycle and take place in a variety of formats throughout Year 7 - 11.

In addition to our priority of knowledge-based assessments (Knowledge Assessments), Year 8 - 11 are regularly assessed using appropriate summative assessments made of up GCSE or GCSE style questions to monitor attainment and progress over time. Student attainment is not graded or assessed using full GCSE/Vocational papers until they start KS4.

Information from both formative and summative assessments will be used to:

- Inform teachers/subjects of the next steps in planning student learning
- Inform decision making with regards to any required interventions
- Inform both students and parents of the progress and attainment made in each of their subjects
- Inform the Senior Leadership Team and governing body of the progress and attainment of each student and cohort.
- Make decisions with regards to student tier of entry in examinations
- Make decisions with regards to student GCSE options (for example Triple Science) and future pathways.

2.0 Assessment

Through the year students will regularly be assessed using both formative and summative assessment methods.

Formative - The on-going assessment of small chunks of the curriculum, to find out what students know and understand to inform teaching and planning. This is the most frequent form of assessment and happens in the classroom on a day-to-day basis.

Summative - The occasional assessment of larger chunks of the curriculum to provide valid and, as far as possible, reliable information about student learning and performance. For most subjects this takes the form of test and would involve either reporting a percentage score or at KS4 the assigning of a grade to identify and improve their progress and attainment.

2.1 Typical Forms of Assessment at Stanchester Academy

The most regular forms of assessment that students will undertake include:

Formative

- Self-starter questions at the beginning of lessons (often using Knowledge Organiser retrieval)
- Targeted questioning during lessons using a hands-down approach
- Mini whiteboard questioning

- Self and peer-assessed tasks
- Whole class feedback on specifically selected tasks
- Regular in class Knowledge-based Assessments (KA)

Summative

- KS3 Mid-Year Assessments (Year 8 - 9)
- KS3 End-of-Year Assessments (Year 7 - 9)
- KS4 Mock Exams (Year 10 - 11)

Other Assessments

- CAT4 (Cognitive Ability Tests) – Year 7 only
- KS3 NGRT (New Group Reading Test) twice yearly to assess reading age.

2.2 Year 7 Entry Assessments (GL Assessments)

At Stanchester Academy we use a range of GL Assessments across multiple year groups. Each assessment takes place as an online test and the information can be looked at both individually and as a whole cohort. In year 7 students will complete the following assessments upon entry:

NGRT (New Group Reading Test) – These are used to help identify and monitor the progress of a student's reading skills against national averages. These are completed twice yearly to check that students reading skills are improving at an appropriate rate.

CAT4 (Cognitive Ability Tests) – These tests are an assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative, and spatial reasoning – and provides you with an accurate analysis of potential student achievement.

These entry assessments are used by the academy to:

- Highlight strengths and gaps in reading and core subject knowledge
- Reveal barriers to learning
- Identify and support children with additional educational needs
- Provide evidence of and support the measuring of student progress
- Deliver evidence of whole school improvement
- Directly inform teaching strategies and help identify required interventions.

2.3 Knowledge-based Assessments (KA)

Students will have regular Knowledge-based Assessments (KA) throughout each unit of study. All subjects will use a variation of these assessments to check the understanding and recall of key knowledge and, where appropriate, the application of knowledge. Subjects may use slightly adapted assessments and a bespoke frequency of assessment based on their curriculum delivery time, as pre-arranged in their curriculum planning. These assessments will typically consist of 10-15 questions and the scores will be recorded centrally. These will be completed under exam conditions in the classroom, often with self-assessment. A subject that has approximately 8 lessons per fortnight would expect to use an assessment every two weeks.

The knowledge tested throughout the year will be an accumulation of knowledge from the start of the year to the end of the year. The gaps that are identified at the end of each Knowledge Assessment will inform teacher planning and be further tested during future Knowledge Assessments.

Recorded scores will produce a cumulative score over a period of time in each subject. These cumulative scores will be visible on a student's progress report.

2.4 KS3 (Mid-year & End of Year Exams)

Mid-Year and End of Year exams are an opportunity to assess student attainment and progress in KS3. Subject leads will design these assessment papers assessing students learning up to that point in time. The assessments will consist of both knowledge-based questions and applied knowledge or skills-based questions. These assessments will be quality assured for consistency across subjects and to ensure that assessments are fair and robust. Outcomes will be reported as a percentage score.

Mid-Year Assessments

These take place the start of the spring term. Years 7, 8 and 9 will sit a formal exam in English and Maths along with formal in class assessments in their other subjects.

End of Year Exams

These take place during the summer term. Years 7, 8 and 9 will sit a formal exam in English, Maths and Humanities along with formal in class assessments in their other subjects.

2.5 KS4 (Mock Examinations & Vocational Assessments)

Mock Examinations

Year 10 and 11 will have formal mock examinations throughout the year. These will be for GCSE courses (with fewer exams for vocational and creative courses that are assessed through coursework). Mock exams will be formally assessed under exam conditions in the Hall, Gym or Hub where applicable.

- Year 10 and 11 have assessment windows throughout the year
- Year 10 Mock 1 takes place towards the end of the summer term
- Year 11 Mock 1 takes place in November/December
- Year 11 Mock 2 takes place in February/March.

Vocational Subjects

All KS4 vocational subjects will produce a plan for when and how coursework or controlled assessments take place. It is expected that all coursework is assessed in line with the exam board guidance, including any internal verification or moderation of work. Each unit or piece of assessed work should have an allocated member of staff responsible for the completion and assessment of the work, as well as a separate member of staff responsible for and appropriately sized internal moderation of the work. Assessment schedules should be kept up to date and revised deadlines should happen only in exceptional circumstances in agreement with the Deputy Headteacher for Curriculum.

2.6 Assessment Schedule for Mid-Year, End of Year and Mock Exams

For the detailed assessment schedule please refer to the Assessment, Recording and Reporting (ARR) Calendar in Appendix 1.

2.7 Quality Assurance of Assessments

All assessments undergo quality assurance to ensure they both fairly and rigorously assess student progress. This takes place at a department and senior leadership level and results in a refinement of assessments over time. Knowledge Assessments, Mid-year, and End of Year assessments quality assured, along with careful checking of GCSE mock papers during KS4. Assessments are checked to ensure:

- A consistent standard of assessment is happening across year groups and subjects.
- The content of the assessment accurately represents the knowledge and skills that have been taught up to that point.
- The quality of the assessment is fair in that it does not disadvantage students, yet rigorous in that it is able to stretch and challenge the most able.
- There are no errors within the assessment itself.

2.8 Access Arrangements

It is a priority that all students can access any assessment free from disadvantage. Our access arrangements are organised in collaboration between the SEND and Exams team. Students are regularly monitored for their normal way of working and at the beginning of KS4 complete the GL Assessment 'Exact' to identify any potential unknown needs.

Access arrangements are reviewed as an on-going provision and typically might include:

- Rest breaks
- Additional time
- A reader or access to immersive reader software
- A laptop
- A scribe
- Discrete accommodation for the assessment

2.9 Target Grades

A +P8 target (of grade 0.5) will be applied to all vocational and GCSE subjects from Year 10. For KS4 Level 2 vocational subjects, students are targeted a Level 2 Merit grade, with all students aiming to achieve this as a minimum. These grades will change, depending upon the examination unit and its outcomes. These updates will occur when results are published.

Where there is no national KS2 data to set targets, the academy will use a bespoke method of setting targets for students that recognises historic grade trends per subject and uses the teachers knowledge of students work to set appropriate yet aspirational targets.

3.0 Recording

Subjects are required to enter data on SIMS following the key summative assessments as outlined in the assessment schedule. This data is used at both a strategic level and for populating the progress reports that are sent home.

3.1 Data Recording Schedule

For details of the data recording scheduled please refer to the Assessment, Recording and Reporting (ARR) Calendar in Appendix 1.

3.2 Data entry

When completed, data entry should be part of a conversation led by the department or curriculum leader. Data should never be entered in isolation and should be carefully reviewed both by those entering and the curriculum leader before being submitted. Any missing data should be quickly followed up and known missing data reported to the Deputy Headteacher (for curriculum).

3.3 Attitude to Learning Scores

The *Attitude to Learning* (ATL) score is recorded by every subject within each year group. Each ATL score has a RAG rating as outlined below and an average ATL score is also recorded for the student and shown on each progress report.

5	Exceeds expectations in lessons and revision in terms of engagement with the learning and quality of work produced. Consistently makes valuable contributions during lessons.
4	Completes all class work and revision to a good standard and regularly engages with learning in the lesson. Often makes valuable contributions during lessons.
3	Completes class work to a satisfactory standard and often engages with learning, including revision. You have the potential to put more effort into your work.
2	Does not complete work to a satisfactory standard consistently and often fails to engage with learning, including revision. Tends not to follow learning guidelines consistently.
1	A poor attitude to learning and work is rarely completed to a satisfactory standard. Does not follow learning guidelines.

Where a student is given an ATL score of 1, 2 or 3, teachers can select a 'most important to improve' descriptor that will appear on the report. This will be reported alongside the ATL score.

3.3 Behaviour for Learning Scores

Alongside the ATL score, the report will also contain a *Behaviour for Learning* (BFL) score that is RAG rated for each subject and an average score provided. Similarly, with a score of 1, 2 or 3 teachers can select a 'most important to improve' descriptor that will appear on the report.

5	Is always respectful, supportive, and helpful towards students and staff. Follows instructions immediately and never disrupts the learning of others.
4	Demonstrates a polite and courteous attitude towards students and staff and does not stop others from working. Listens well to the teacher and carries out requests quickly and quietly.
3	Generally, does not interrupt other students or the teacher and does not shout out if they wish to contribute. Works sensibly with classmates and does not distract them.
2	Tends not to follow classroom guidelines such as not talking when others are talking, often off task, interrupting and distracting others.
1	Is defiant or insolent towards staff and/or students. Regularly disrupts their own and other's learning.

4.0 Reporting

At Stanchester Academy communicating clearly with parents and students is a priority. Each should be well informed of what progress is being made and attitudes both in and outside of the classroom.

4.1 Progress Reports

Progress reports are produced throughout the academic year and follow key assessments. In most cases reports will contain a student's attendance, behaviour points, rewards points, average ATL,

average BFL, subject ATL and BFL, cumulative Knowledge Assessment scores, relevant Mid-Year/End of Year/Mock Exam grades along with cohort averages. From Y10 Report 2 onwards a GCSE Predicted Grade will be shared with parents and students.

4.2 Parents' Evenings

Each year group has a scheduled parents' evening throughout the academic year. These are timed shortly after a relevant progress report is published so that reported data and ATL/BFL scores can be discussed with subject teachers. Any parents wishing to discuss their child's progress in more depth is welcome to contact their tutor or subject teachers and arrange a separate meeting.

4.3 Reporting data and progress

Throughout the academic year, collected data is shared, analysed, and discussed. This happens in various contexts including but not limited to:

- Discussed within departments at a student, class, and cohort level
- Discussed at SLT meetings
- Discussed collectively with Curriculum Leaders/Heads of Year/Pastoral staff
- Within the line management meetings of a department lead
- Shared with the Bridgwater and Taunton College Trust.

5.0 Appendix

5.1 Assessment, Recording and Reporting (ARR) Calendar

Day	September	Event	October	Event	November	Event	December	Event	January	Event
Sat										
Sun	1	Week 1		Week 5 cont.			1	Week 12		
Mon	2	SUMMER					2			
Tues	3	INSET	1				3			
Wed	4	INSET	2				4	Y11 Mock Exams 1	1	CHRISTMAS
Thur	5	Y7 & 11 ONLY	3	Trust NGRT A Collection			5		2	CHRISTMAS
Fri	6		4		1	HALF TERM	6		3	CHRISTMAS
Sat	7		5		2		7		4	
Sun	8	Week 2	6	Week 6	3	Week 8	8	Week 13	5	Week 15
Mon	9		7		4		9		6	
Tues	10		8		5		10		7	
Wed	11	Y7 NGRT	9		6	Y10 Assessment Week 1	11		8	
Thur	12		10		7	Y11 Exam Prep Evening	12		9	
Fri	13		11		8		13	Y11 Data Deadline	10	
Sat	14		12		9		14		11	
Sun	15	Week 3	13	Week 7	10	Week 9	15	Week 14	12	Week 16
Mon	16		14		11		16	Y7 - 9 Data Deadline	13	
Tues	17		15		12		17		14	
Wed	18	Y8/9 NGRT	16		13		18		15	Y8 & 9 Mid-Year
Thur	19	Y10 GCSE Intro Eve	17		14		19	Year 7 - 9 & 11 Progress Report 1	16	Y11 Parents' Evening
Fri	20		18		15	Y10 Data Deadline	20	Y11 Results Assembly	17	
Sat	21		19		16		21		18	
Sun	22	Week 4	20		17	Week 10	22		19	Week 17
Mon	23		21	HALF TERM	18		23	CHRISTMAS	20	
Tues	24		22		19		24		21	
Wed	25	Y7 CATS	23	HALF TERM	20		25	CHRISTMAS	22	Y8 & 9 Mid-Year
Thur	26		24		21	Y8 Parents' Evening / Y10 Progress Report 1	26		23	Year 9 Options Evening
Fri	27		25		22		27		24	
Sat	28		26		23		28		25	
Sun	29	Week 5	27		24	Week 11	29		26	Week 18
Mon	30	Final date for Y10 option changes	28		25		30	CHRISTMAS	27	
Tues			29	HALF TERM	26		31		28	
Wed			30		27	Y11 Mock Exams 1			29	
Thur			31		28				30	
Fri					29				31	Y9 Data Deadline
Sat					30					
Sun										

February

Date	Event
Week 19 (w/c 2)	
6	Year 9 Progress Report 2
Week 20 (w/c 9)	
13	Y9 Parents' Evening
17–21	HALF TERM
Week 21 (w/c 23)	
24–27	Year 11 Mock Exams 2
28	Y9 Options Deadline

March

Date	Event
Week 22 (w/c 2)	
3–7	Year 11 Mock Exams 2
Week 23 (w/c 9)	
14	Y11 Data Deadline
Week 24 (w/c 16)	
18–21	Y7, 8 & 9 NGRT
19–21	Y10 Assessment Week 2
20	Year 11 Progress Report 2
Week 25 (w/c 23)	
26	Y7, 8 & 9 NGRT
28	Y7, 8 & 10 Data Deadline
Week 26 (w/c 30)	

April

Date	Event
Week 26 cont.	
3	Year 7, 8 & 10 Progress Report 2
7–18	EASTER
Week 27 (w/c 20)	
21	BANK HOLIDAY
24	Y7 Parents' Evening
Week 28 (w/c 27)	

May

Date	Event
Week 28 cont.	
5	BANK HOLIDAY
7	Y10 Parents' Evening
Week 29 (w/c 4)	
9	Y11 GCSES
Week 30 (w/c 11)	
14	Y11 GCSES
Week 31 (w/c 18)	
21	Y11 GCSES
26–30	HALF TERM

June

Date	Event
Week 32 (w/c 1)	
2–5	Y11 GCSES
Week 33 (w/c 8)	
11	Y11 GCSES
Week 34 (w/c 15)	
16–18	Y10 Mock Exams
18	Y11 GCSES
Week 35 (w/c 22)	
23–26	Y10 Mock Exams
Week 36 (w/c 29)	
30	Y7, 8 & 9 EOY Exams

July

Date	Event
Week 36 cont.	
1–9	Y7, 8 & 9 End of Year Exams
Week 37 (w/c 6)	
11	Y10 Data Deadline
Week 38 (w/c 13)	
17	Y10 Results Assembly; Year 10 Progress Report 3
18	Y7 – 9 Data Deadline
Week 39 (w/c 20)	
23	Y7 – 9 Progress Report 3
28–31	SUMMER

5.2 Example Progress Report

Year 10 Report 1

Name		Tutor Group	

Attendance		Reward points	
Authorised absences		Behaviour points	
Unauthorised absences		Conduct score	
Late marks		Detentions	

Average Attitude to Learning Score	
Average Behaviour for Learning Score	

Subject Report

Subject	Target Grade	Assessment Grade	Attitude to Learning	Behaviour for Learning	Area to Improve Most (AIM)
Maths					
English Language					
English Literature					
Combined Science					
Option 1					
Option 2					
Option 3					
Option 4					
Tutor					

Explanation of Attitude to Learning Scores

5	Exceeds expectations in lessons and revision in terms of engagement with the learning and quality of work produced. Consistently makes valuable contributions during lessons.
4	Completes all class work and revision to a good standard and regularly engages with learning in the lesson. Often makes valuable contributions during lessons.
3	Completes class work to a satisfactory standard and often engages with learning, including revision. You have the potential to put more effort into your work.
2	Does not complete work to a satisfactory standard consistently and often fails to engage with learning, including revision. Tends not to follow learning guidelines consistently.
1	A poor attitude to learning and work is rarely completed to a satisfactory standard. Does not follow learning guidelines.

Explanation of Behaviour for Learning Scores

5	Is always respectful, supportive, and helpful towards students and staff. Follows instructions immediately and never disrupts the learning of others.
4	Demonstrates a polite and courteous attitude towards students and staff and does not stop others from working. Listens well to the teacher and carries out requests quickly and quietly.
3	Generally, does not interrupt other students or the teacher and does not shout out if they wish to contribute. Works sensibly with classmates and does not distract them.
2	Tends not to follow classroom guidelines such as not talking when others are talking, often off task, interrupting and distracting others.
1	Is defiant or insolent towards staff and/or students. Regularly disrupts their own and other's learning.

Key Terms

Target Grade – This is simply a target for your child to work towards and is what they are expected to achieve based on their attainment at KS2. It is not intended to be limiting and, where students are making progress above and beyond their target grade, they can be changed.

Predicted Grade – This is an estimate of what grade teachers believe your child is working towards achieving at the end of Year 11. This is based on their achievement in recent assessments as well as their general attitude towards their learning. A predicted grade is not a guarantee that this grade will be achieved. It is possible for it to go up or down based on your child's effort.

Grades 9 - 1 – For several years now KS4 students are graded 9 - 1, with 9 being the highest grade and 1 being the lowest that can be achieved. A grade 4 is considered as a basic pass and a grade 5 is considered a strong pass. Students must achieve a minimum of a grade 4 in English and Maths to progress onto Level 3 courses at a chosen college or Sixth Form.

Area to Improve Most (AIM)

CL - Classwork – You need to ensure the quality of your classwork improves. This will involve:

- Taking detailed notes in your lessons that support your future learning and revision.
- Actively listening carefully to the teacher and their instructions.
- Seeking to complete tasks in full to the best standard possible.

REV - Revision – You need to ensure the quality of your revision improves. This will involve:

- Checking when revision is set and planning to complete it on time.
- Completing revision in full to the best of your ability.
- Checking with a teacher if you are unsure about the work before the deadline.

EF - Effort in Class – You need to apply yourself in lessons more. This will involve:

- Putting in your best effort to complete all tasks to a good standard.
- Engage in tasks by contributing, answering questions, listening carefully, and thinking hard.
- Ensuring you ask when you don't understand and take responsibility for your understanding.

FO - Focus in Class – You need to ensure you are always focused during lessons. This will involve:

- Actively listening carefully to the teacher and their instructions.
- Actively avoid creating or engaging in distractions during the lesson.
- Thinking hard about the tasks set and applying yourself at all times.

OW - Organisation of Work – You need to ensure your work is well organised. This will involve:

- Taking careful, detailed, and dated notes in lessons that you review regularly.
- Looking after your work, your knowledge organiser and other equipment/resources.
- Ensuring you have the correct equipment/resources you need for every lesson.

PW - Presentation of Work – You need to improve the presentation of your work. This will involve:

- Taking pride and care in the work you produce, always working to your best standard.
- Underlining titles, writing the date, using a ruler, producing neat handwriting and diagrams.
- Ensuring there is no graffiti in your work and that mistakes are crossed out neatly.

RO - Respect for Others – You need to demonstrate respect for others in the classroom. This will involve:

- Listening to the teacher or other students respectfully, without talking over them or causing distractions.
- Following all instructions straight away without arguing or causing confrontation.
- Contributing to lessons positively without shouting out or interrupting others.