



GUILSBOROUGH ACADEMY

ASSESSMENT, RECORDING AND REPORTING POLICY

Policy Name	Assessment, Recording and Reporting Policy
Policy Owner	Vice Principal
Committee	Standards and Curriculum
Statutory	No
Authorisation	Principal

Date Ratified	Review Date
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Version	Date	Author	Changes
	7-1-26	CHA	P2. Adjustment to data reporting around progress and EBACC measures P3. Adjustment to MIS title P7. Adjust DIRT to CRAFT P8 and 10 Removal or WWW and EBI P11 Removal of ref to DUMTUMS

Legislative Guidance

Linked Policies

Linked to Curriculum Policy



1. Introduction

Assessment is the judgement teachers make about a student's attainment and progress based on knowledge gained through techniques such as observation, questioning, discussion, marking and testing.

It is through effective assessment that we are able to ascertain students' progress through each subject area 'learning journey'. Assessment not only provides feedback on learning but it also provides feedback about the teaching we provide and the way that we organise the curriculum to deliver this teaching.

Furthermore, assessment allows us to judge our students' progress against other students in a local, regional or national context. If assessment is used effectively, as a key measure of teaching, learning and therefore progress, it will also allow us to make judgments about our own effectiveness when compared to others.

2. Rationale

2.1 The purpose of this policy is to ensure assessment, recording and reporting at Guilsborough Academy:

- Is based on an agreed framework of consistent principles used throughout the school
- Enables the school to fulfil its statutory obligations
- Informs teachers' forward planning
- Involves the learners, so that pupils are aware of the criteria by which they are assessed and that they are provided with feedback so that they can learn more effectively and demonstrate progress
- Is integrated into curriculum plans. Individual departments are responsible for choosing assessment opportunities, procedures and systems within the agreed whole school framework, in order that pupils are best served in each separate subject.
- Provides intelligible and meaningful information for parents.
- Is manageable within existing resources and time.
- Uses a wide variety of assessment techniques.
- Is clear, understood and led on by all so it further learning for all students

3. Aims

3.1 It is our aim to ensure all students have regular learning opportunities to show what they know, understand and can do. In order to help students develop their understanding, knowledge and skills we consider assessment as a vital and integral teaching and learning tool.

3.2 Through assessing, recording and reporting our students' work, we aim to:

- Enable students to measure their own learning, support them to achieve ownership of their own learning and understand what they have to do specifically to make further progress.



- Facilitate the setting of clear targets (next steps) for improvement.
- Involve students and their parents/guardians in the students' progress.
- Provide our school with information to evaluate teaching.
- Give students feedback on their achievements and areas for development, in order that they can develop the skills of leaders in learning and therefore become more autonomous in their own assessment
- Inform planning, by highlighting the need for re-enforcement, consolidation, differentiation and progression. Planning should include opportunities for formal and informal assessment, be it formative, summative, diagnostic or evaluative.

4. Statutory Requirements

4.1 The statutory requirements for Assessment, Recording and reporting are few in number and relate exclusively to summative assessment.

4.2 The following information will be published on the Academy website;

Key Stage 4

- progress 8 score (not reported in 2025 and 2026 due to the Pandemic impact)
- attainment 8 score
- percentage of pupils who got a strong pass (grade 5 or above) in English and maths.
- percentage of pupils achieving the English Baccalaureate (Ebacc) combination of subjects (this means pupils who got a GCSE grade 5 or above in English, maths, 2 sciences, a language, and history or geography). Following the Curriculum and Assessment Review, this measure will be withdrawn.
- percentage of pupils who achieved a standard pass (grade 4 or above) in English, Mathematics, Ebacc and Basics – this is not a statutory requirement.
- student 'destinations' (the percentage of students who continue in education or training, or move on to employment at the end of 16 to 19 study)

Key Stage 5

- the progress students have made, expressed as Value-Added, compared with students across the country, shown separately for A levels, academic, applied general and tech level qualifications
- the average grade that students get at key stage 5, shown separately for A levels, academic, applied general and tech level qualifications
- the progress students have made in English and maths if they have resat GCSE Maths and/or English.
- retention (this is the proportion of students who get to the end of the main programme of study that they enrolled on at our institution), shown separately for each qualification type
- destinations (this is the percentage of students who continue in education or training, or move on to employment in the year after the end of key stage 4)

4.3

The required minimum of information to be reported to parents includes:



- (i) The student's progress in all National Curriculum subjects studied.
- (ii) Details of a student's general progress. This should be an overview of the student's academic progress as a collection of attainment grades.
- (iii) A record of attendance (as % recorded on report).

Reports will be sent to parents via Bromcom, hard copies are available on request.

4.4 Target Setting

The targets currently required are:

- (i) Flightpaths of progress at Key Stage Three (Based on KS2 assessment)
- (ii) Percentage of students achieving Level 4 + and Level 5+ in both English and maths at GCSE
- (iii) Fischer Family Trust FFT20 targets adjusted to remove gender and disadvantage bias for KS4
- (iv) The Progress 8 Score at Key Stage Four (not reported on in 2026).

5. Procedures

5.1 Assessment

Currently all students receive the following assessments of progress and ability:

- Key Stage 3 subject progress assessed three times a year against their Target Learning Pathway based on Emerging, Developing, Excelling and Mastering.
- Key Stage 4 subject progress assessed three times a year in GCSE grades (9-1) and subdivisions (where appropriate) of national GCSE levels (i.e. low, middle, upper: Top of the grade boundary:- 5a+; middle of the grade boundary:- 5; just working within the grade boundary:- 5-
- Key Stage 5 subject progress assessed three times a year in A-level grades (A*-E)
- Vocational levels (i.e. pass, merit, distinction, distinction*) and Entry Level criteria where appropriate (i.e. 1,2,3).
- At least one internal examination in appropriate subjects in years 9 and 10 where an external examination is not taken.
- Overall positive and negative behaviour points total that highlights the learning attitude of the student

5.2 Key Stage 4 and Key Stage 5:

All subjects must have moderation procedures in place to ensure consistent marking of coursework. Marking criteria produced by the examining bodies must be strictly adhered to. Moderated coursework and verified vocational coursework must be accurately labelled and stored securely in a locked cupboard/online area.



All work required for public examinations at GCSE/AS or A level MUST be securely stored, accurately labelled in a private or locked area (e.g. staff office, locked cupboard) or online.

5.3 Recording

- (i) Data derived from the controlled conditions assessments and external examination units will be entered into Bromcom.
- (ii) Three times a year current performance levels/grades will be based upon recent achievements. Professional judgement will be used to give overall level of performance and progress. Grades will be given in form of GCSE grades sub-divisions (4-, 4, 4+), vocational or Entry level grades at KS4. For KS3 students will be given a Learner Pathway (Entry, Emerging, Developing, Mastering, Excelling which will also have sub-divisions including + and -). KS5 data will be collected three times a year, based on moderated assessment pieces to inform the professionally predicted grade.
- (iii) Annual performance targets will be given in the form of a Flightpath category division at KS3 and as a GCSE, vocational or Entry level grade at KS4. At KS5, annual performance targets will be at an A Level or BTEC Level 3 grade.
- (iv) Year Targets, Key Stage 3 Targets and GCSE Targets are reviewed annually in the form of a Flightpath category at KS3 and a GCSE, vocational or Entry level grade at KS4. Targets are set using FFT20 data at KS4 and KS5, and using KS2 scores for Flightpaths in KS3.

5.4 Communicating with Parents

- (i) Parents and carers are provided with Progress Reports regarding their child on 3 occasions throughout the school year. Progress Reports report on a working at grade (and an attitude to learning score at Key Stage 5) at Key Stages 4 and 5. At KS3 Learner Pathways are reported and progress towards, within or beyond these pathways provided to indicate progress.
- (ii) In Year 9 we provide an Options Guidance evening. This presents an opportunity for parents to meet with subject tutors and students to discuss progress and option choices for the two year KS4. Parents also have the opportunity to meet teachers of new subjects and discuss the options structure. This is followed by a traditional parents' evening to enable individual student-teacher discussions to take place.
- (iii) In Key Stage 3, 4 and 5 we provide traditional parents' evenings for each year group respectively. This presents parents with the opportunity to meet subject teachers and discuss progress towards GCSE, Vocational and Entry level qualifications. Our Careers Advisor and Director of Careers are present at the Year 9 Options Guidance Evening, the Year 9, 11 and 12 /13 Parents Evening and the Sixth Form Options Guidance Evening to offer personalised and specific advice. Our Careers Advisor, and other advice providers for future learning pathways, attends results days for Year 11 and Year 13 to provide advice and guidance



6. Formative Assessment

6.1 The focus of this policy, so far, has been on Summative assessment. Formative assessment covers those assessments that happen day by day and lesson by lesson that are very much a part of quality first teaching. These are concerned with finding out what the student has learnt, what they can do, the skills they have developed and therefore the progress made so that the next steps for learning can be planned. Quality first formative assessment is fundamental as a tool for assessment for learning. The time frames described so far look at the summative assessments that contribute to an understanding of progress over time.

6.2 Formative assessment occurs at a different pace. The key characteristics include:

- Teacher observations – on-going as students work to pre-empt any learning confusions and potential barriers and then modify planning/ delivery/ learning as appropriate
- Learning discussions and considered questioning – to challenge, support and personalise learning
- Feedback to students – verbally and through marking and written feedback
- Sharing learning objectives, ensuring students understand these: what this means they will be doing, learning, and what successful learning will look like as well as involving students in target setting.
- Through CRAFT (Correction, Reflection and Act on Feedback Time) students respond –applying the skills/ areas for knowledge and understanding identified in the assessment (teacher, self or peer) so that the teacher can assess the progress that has been made against the target set and therefore modify their planning accordingly

6.3 Assessment for learning definition

‘Assessment for learning is...the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.’

Assessment Reform Group (2002)

6.4 Assessment for learning:

- Is embedded in quality first teaching and learning
- Starts with sharing clear learning goals/ outcomes with students
- Ensures all students know, understand and recognise the standards they are aiming for (with clear examples/ models used to demonstrate these)
- Is used to adapt/ modify schemes of learning, sequences of lessons, lessons and homework as appropriate
- Coaches and teaches students so that they know and understand the worth of peer and self- assessment as well as have the skills to apply this effectively
- Provides regular, meaningful feedback, which ensures students understand the next steps they need to take in order to make clear progress
- Both teacher and student are integral to the reviewing and reflecting process on assessment data (information)



Assessment for learning: Beyond the black box *Assessment Reform Group (1999)*

6.5 Assessment for learning – key characteristics

- Making the learning outcomes clear and relevant so all students can understand them fully and use them to inform their learning
- Contextualising the learning outcomes in the 'bigger picture,' e.g. at Key Stage Four how this will support the student to prepare for a specific part of a specific exam
- Allowing time to think before answering questions: developing the strategy of think- pair-share- shine
- Providing considered and pertinent verbal feedback which enables students to make clear progress within and beyond a lesson
- Students to lead on and own both self and peer assessment
- Coaching, mentoring and teaching students how to learn and assess collaboratively so that it is a mutually beneficial learning experience that enables not only peer but also self-assessment
- Teaching, guiding and then modelling with students the summative assessment/ success criteria which is written in student friendly speak so that it is accessible and owned by all students. Furthermore, they are able to use this knowledge and understanding of the criteria to achieve effective self and peer assessment.
- Focusing feedback on specific targets for improvement (take directly from the success criteria)

7. Marking, Assessment and Feedback

7.1 Rationale

We believe that constructive marking, assessment and feedback helps raise standards for learning and ultimately progress. It should be the most useful and powerful continuous on-going diagnostic record of Achievement. Marking, assessment and feedback (written or verbal) makes tracking of learning outcomes for students manageable and feeds into the next cycle of planning for teaching. It is also an extremely effective medium for ensuring students are aware of their progress and how they can improve. Where there is significant verbal feedback students should act upon this immediately and reflect the changes in their work in order to make the greatest impact on their work. It is not expected that this feedback should be formally recorded.

7.2 Aim

To raise the achievement and self-esteem of students by providing them with prompt, regular and formative feedback about their learning to enable them to make clear levels of progress.



7.3 Principles

Marking, assessing and providing feedback on students' learning is an essential element of quality first teaching. Equally, however it can be a time-consuming process and it is essential that the time spent is worthwhile and manageable; it achieves the aim of providing meaningful feedback that enable the student to make further progress.

This time will be spent most effectively when the following principles are applied:

- School practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school
- It provides opportunities for prompt and regular written and spoken dialogue with the student;
- Teachers and students are clear about the learning outcomes of a task (both short and long term), the success criteria and how they can achieve this (through modelling, guided and shared reading and writing and the use of best practice examples, WAGOLs (what a good one look likes))
- Ideally, students assess their own learning first (using the same success criteria) setting their own areas of strength and areas for development
- Teachers then (in addition to as needed from the student assessment) provide feedback which include specific suggestions about ways in which the student could make clear next steps in their learning (written in student friendly criteria and linking directly to the success criteria)
- Students are given time to act upon the feedback given (CRAFT); teachers build in time during lessons for students to respond to the marking and target(s) given. This allows students to extend their understanding and apply their understanding of the targets set.
- Teachers then assess (briefly) the progress made so that they are clear of individual progress made, as well as individual and generic next steps to inform planning (both long and short term)
- The marking policy is discussed whenever necessary to ensure that it is understood by all new members of staff and that practice continues to reflect school policy.

7.4 Purposes

Effective marking should:

Formative assessments are concerned with finding out what students have learnt and the skills they have already developed so that they can receive and act on feedback on how to improve. Whole class feedback from these assessments is encouraged.

Marks/levels/grades from formative assessments will be recorded on Bromcom and shared with students and parents / carers.

Formative assessments will be either high frequency light touch (approx. 1 piece of teacher feedback and assessment for 6-8 hours of teaching) or lower frequency deeper (2 teacher assessed pieces of work per term) These will be identified on the scheme of learning and department specific feedback and marking plan. These are:



- Marked by a teacher in **green pen**.
- Target areas of literacy should be addressed (e.g. spelling of subject specific vocabulary and/or grammar) as appropriate to the piece of work.
- Feedback is given in the form of Individual and/or whole class feedback. There must be an opportunity for students to respond to the feedback in **purple pen** below the CRAFT sheet (e.g. follow up questions or re-drafting a paragraph).

Appropriate pieces of work for teachers to assess should be:

- Substantial pieces of work which allow students to demonstrate the development of core knowledge and skills over time for deep marking.
- Exam style questions for higher frequency
- At Key Stages 4 and 5, linked to examination assessment objectives and the format of external examinations.
- Literacy or numeracy activities specific to the subject.

Assessed pieces of work could be in the format of, for example:

- An extended piece of writing
 - A formal assessment such as a test or PPE
 - A piece of homework
 - Extended observation of a practical skill
 - A completed project
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- Encourage students to assess the learning themselves before handing it in for teacher assessment and feedback
 - Provide alternative solutions if a student continues to fail in the specific learning area;
 - Give students time to act upon the feedback given by the teacher;
 - Provide a record of a student's progress;
 - Help parents understand strengths and areas for improvement in their child's work.
 - In the sixth form teachers should ensure that students record their assessments on their purple assessment record sheets at the front of their folders/books
 - In the sixth form the academic mentor may also provide qualitative feedback on pieces of work during Subject Support Programme allocated time

Literacy marking is vital in supporting students to develop their literacy skills. The following are used in the marking of literacy and this information is also in the student planner: All teachers are teachers of literacy and numeracy and are responsible for improving this.

Error	Annotation in the margin	Annotation in the body of work	How students should action using purple pen
Punctuation misuse or missing	P	Circle / highlight the error	Add / alter the necessary punctuation
No capital letter	C / Caps	Circle / highlight the error	Correct to a capital
Spelling error	Sp (H for homophone)	Circle the word (ideally the bit of the word) that is misspelled	Write the misspelled word out three times
Informal /poor expression	Exp	Wavy line under the words	Rephrase your expression (where appropriate)
Missing word	G	Straight line in the gap where the word should be	Fill in the required word
Grammatical e.g. tense change or mismatched noun & verb (e.g. it were)	G	Circle the error	Correct the grammar
Point could be developed further	^	N/A	Bullet point at the end of the work, what could be added
Unclear point / word	?	Wavy line under the unclear language	Review and rewrite the unclear language
Ideas not linked together (within or between paragraphs)	L	N/A	Add in the necessary linking point or connective
Opportunity for subject vocabulary not used	SV	Circle the word that could be replaced	Replace the word with the appropriate piece of subject vocabulary
New paragraph required	N/A	//	Check for any further paragraphing required in rest of work

7.5 Scaffolding

Teachers should employ scaffolding of feedback in a manageable way and at the same time ensure that students know how they can move forward. This can be achieved by modifying the comments to suit the age and ability and learning needs of the students, ensuring all students are able to access the highest levels of learning. Furthermore, if the above principles are applied then this will provide the basics to ensure that all marking, assessment and feedback is purposeful for all students.

7.6 Marking of an assessed summative piece:

When marking of an assessed piece takes place, feedback of summative pieces of work may be graded with a Pathway, a GCSE, Entry level or vocational grade when completed in line with an exam paper with an official grade boundary attached, a percentage mark or a numerical mark (e.g. 24 out of 30) as this identifies standards reached. The grading must be clear to students and parents and it is the responsibility of all teachers to ensure students are aware of the criteria by which they are assessed. Students should also have their target grade on their assessed piece of work (as well as in their books) to help the student understand how close they are to their target grade.



7.7 Monitoring and Evaluation

The monitoring of this policy will be the responsibility of the Vice Principal, Senior Leadership team, Heads of Year and the Subject Leaders as follows:

7.8 The Subject Leaders/Heads of Year undertake the work sampling of their subject or Year group in line with the whole school quality assurance programme; Subject Leaders and Heads of Year must follow the whole school quality assurance process (e.g. departmental reviews, learning walks, book checks, shared marking of examinations etc.) to ensure consistency. These moderation procedures must be frequent and robust and any concerns effectively followed up with actions prioritising changes. (see whole school and department monitoring calendar).

8. Presentation of Work Policy

8.1 There should be clear pride in the presentation of work in books and folders. The important aspect is that the work is presented neatly and is a tool that can be used for revision and review work in future lessons.

9. Whole School Procedures

The following procedures must be followed to ensure effective assessment takes place at Guilsborough:

- Assessment will be clearly signposted in Schemes of Learning and clearly related to skills development and learning objectives. Furthermore, assessment will be an integral element to the learning journey for all students so that learning is purposeful and the progress of students is clearly monitored so that planning can be adapted/ modified further
- All students' work will be regularly marked, assessed and clear feedback will be provided. Within this, departments have agreed with their SLT link how their department will address this to ensure that the marking, assessment and feedback is both regular and fit for purpose as best meets the teaching and learning needs and success criteria of the individual department.
- Marking will include clear readable, student friendly formative comments linked to the success criteria whilst enabling appropriate opportunities for positive recognition of achievement.
- Students must be given dedicated time to respond to marking, assessment and feedback (CRAFT) so that they can apply the next steps set as part of meaningful, purposeful student response
- Teachers should check the progress made by the students during CRAFT and then modify planning for future learning, as appropriate
- Within lesson time as well as homework a range of student approaches to formative assessment will be employed.
- The quality of presentation in books will be of a high standard.



9.1 Middle Leaders Monitoring and Evaluation: HODs and teachers will ensure that (as part of the termly quality assurance programme):

- Staff keep a record of books handed in and marked, to ensure no student has avoided handing in work.
- There is a detailed record of monitoring and evaluation of schemes of learning and any modifications made
- They maintain folders of exemplary moderation material and develop these continuously through departmental moderation processes for all staff to access
- The whole school marking, assessment and feedback policy is being implemented.

9.2 Senior Leadership Team Monitoring and Evaluation:

- Will act upon any issues reported by the Data Manager concerning the collection, collation and dissemination of all assessment data and reports
- Will ensure that all students have targets set for academic achievement (set by Data Manager at KS3, KS4 and KS5 in conjunction with Heads of Subject and classroom teachers)
- Will ensure that the planned whole school intervention programme is effectively based on data and teacher recommendation.