



**ASHFIELD  
SCHOOL**

# **SCHOOL ASSESSMENT AND REPORTING POLICY**

**Date of issue:** 19/07/2023

**ASHFIELD SCHOOL** Ambition | Teamwork | Honesty



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## 1.0 Principles and aims

To establish and maintain a common set of standards and procedures for the way that students' work is assessed, reported upon and monitored.

To have a student friendly and informative whole school approach to assessment that allows for recognition, motivation and progress.

To standardise assessment so that students across the school understand the system and see continuity across subjects and the school in terms of the key principles of assessment and reporting.

To ensure assessment that will help pupils to improve their work and will inform teacher planning and monitoring.

To ensure we are developing a consistent grading system based upon the 9-1 GCSE levels.

## 1.1 Frequency - Key stage 3/4

There will be two parental data collection points for both KS3 and KS4 year groups.

Class work and/or standardised assessments within each faculty will contribute to the data reported. A system which benchmarks assessments is used to ensure year on year comparability.

Feedback on these will depend on the policy of each faculty, some use standard written feedback, others use the Michaela method of whole class feedback.

In addition, Maths and Science will sit formal (Trust wide) assessments at the end of Year 7 and 8.

Mock examinations in Maths, English and Science take place at the end of year 10 to establish progress in those subjects.

Year 11 will sit formal mock examinations mid-way through the year, twice in core subjects of English, Maths and Science. The results of these exams will always be reported to parents.

Effort grades of Excellent, Good, Requires Improvement or Concern are reported for all subjects, to indicate how students are meeting the expectations in class, behaviour and homework.

## 1.2 Frequency - Key Stage 5

There will be two data collection points per year for each year group. The assessments that feed into these will be standardised within each faculty. The data collection points will report on current attainment, predicted end of course grades and independent study effort.

Class work and/or standardised assessments within each faculty will contribute to the data reported. A system which benchmarks assessments is used to ensure year on year comparability.

Students in year 12 undergo assessments in the autumn and summer terms to establish attainment and progress. Students not meeting the benchmark grades will be supported and considered for an alternative pathway if necessary.

Students in year 13 will sit formal mock examinations each January. The results of all assessments are reported to parents.

## 1.3 Key Stage 3 - Communicating Attainment

Core subjects report percentage attainment on cumulative assessments. Alongside this, an expected percentage range is provided to compare students with others of a similar KS2 SATs score, to gauge progress. More information is communicated to parents at the reporting stage. Other subjects are trialing this system over the course of 2023-24.



## 1.4 Key Stage 4

At Key Stage 4 end of key stage predictions are used and are in the format of the course being delivered, so are either 9-1 for GCSE or use the grade sets for BTEC or other qualifications e.g. level 2 pass etc.

Predicted end of course grades are fine graded with a + sign to determine students who are more secure in their grades than others, e.g.

4 predicted to achieve the standard of a grade 4 student. (Probable grade 4).

4+ predicted to securely achieve the standard of a grade 4 and could work to achieve a grade 5. (Certain grade 4).

## 1.5 Key Stage 5

At Key Stage 5 attainment is reported using standard exam board grades or levels.

## 2.0 Faculty Marking Policies

Faculties will have their own marking policies to cover subject specific elements, however all areas of the school policy will be incorporated.

