



ASSESSMENT RECORDING AND REPORTING POLICY

2026-27

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Reviewed by the LGB Governors

“The Governors of Greenbank High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

“If assessment in your school performs a function to support learning that no other tool could, and it does it so in a way that provides reliable data to draw valid inferences about learning, you will be well on your way to great assessment.”

Education Endowment Foundation 2019

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1. Assessment for Learning

Assessment for Learning is at the heart of high-quality teaching and learning at Greenbank High School. It is embedded within everyday classroom practice and enables teachers and students to identify strengths, address misconceptions and secure sustained progress. Effective Assessment for Learning includes: Clearly defined learning objectives and success criteria that are shared with students and revisited throughout the lesson.

Appropriate levels of challenge that are matched to students' prior attainment, ability and aspirational targets. Opportunities for self-assessment and peer assessment, empowering students to reflect on their learning, identify strengths and recognise areas for development.

High-quality written and verbal feedback that is precise, constructive and focused on the next steps for improvement.

Dedicated Improvement Time within lessons, enabling students to review, respond to and act upon feedback. Effective questioning and purposeful classroom dialogue that engages all learners and provides teachers with meaningful evidence of understanding and progress.

2. Effective Assessment Practice

High-quality assessment should be:

- *Accurate:* Assessment judgements are based on a secure understanding of standards and are aligned with school assessment criteria, age-related expectations and GCSE grade descriptors. Agreed assessment tasks and moderation processes are used to ensure consistency and parity across classes and subjects.
- *Fair:* Assessment methods are inclusive, valid and accessible, allowing all students to demonstrate their knowledge, skills and understanding.
- *Reliable:* Assessment judgements are consistent, moderated and informed by a range of evidence over time. No grade should be awarded on the basis of a single piece of evidence. Interim data submissions should be formalised, quality assured and drawn from centrally maintained Arbor mark books.
- *Useful:* Assessment information is used to identify strengths, address barriers to learning and inform planning, intervention and future learning conversations.
- *Focused:* Assessment identifies specific gaps in knowledge, skills or understanding, enabling targeted support and intervention where required.
- *Progressive:* Assessment supports continuity in learning by providing clear and consistent information that facilitates effective transition between year groups, key stages and educational settings.

Through effective Assessment for Learning, students become increasingly reflective, resilient and independent learners, with a clear understanding of how to improve and achieve their full potential.

3. Marking and Written Feedback

At Greenbank High School, high-quality marking and feedback are integral to effective teaching and learning. Students' exercise books, folders and digital work should provide a clear record of learning, demonstrating progression over time and enabling students, parents and staff to review achievement and identify next steps. Effective marking and feedback ensure that students have a clear understanding of their strengths, areas for development and how to improve.

All teachers should ensure that written feedback:

- is linked to clear learning objectives and success criteria, enabling students to understand how their work aligns with subject expectations, targets and grades;
- focuses on improving standards and accelerating progress, using approaches such as What Went Well (WWW) and Improvement Time (IT), or Even Better If (EBI) where appropriate;
- includes an Attitude to Learning (ATL) score and applies agreed subject-specific marking codes in accordance with faculty marking policies;
- is personalised, meaningful and supports students in setting and reviewing subject-specific targets;
- is accessible and easily understood by students of all abilities;
- identifies clear next steps for learning and provides regular opportunities for students to reflect upon and respond to feedback;
- is provided in red ink, with students responding during Improvement Time in green ink, ensuring a visible dialogue between teacher and learner.

High-quality feedback should be timely, purposeful and actionable, empowering students to take ownership of their learning and make sustained progress over time.

All students are expected to engage actively with feedback and assessment to support their progress. Students should:

- Use written and verbal feedback to identify strengths, areas for improvement and next steps in learning.
- Respond to feedback during dedicated Improvement Time, using green pen to demonstrate progress.
- Understand how feedback relates to their longer-term targets and use it to inform personal improvement goals.
- Regularly participate in self-assessment (SA) and peer assessment (PA) activities, clearly labelled and completed in green pen, to deepen their understanding of assessment criteria.

Following each PIP data collection, students will review their progress and set targets with their Form Tutor during Personal Development time.

Exercise books, folders and subject-specific tracking records should provide clear evidence of progress over time and support both whole-school and departmental assessment and tracking procedures.

4. Recording and Reporting Procedures

Student attainment and Attitude to Learning (ATL) data are recorded centrally through the Arbor Assessment Manager and collected three times each academic year. Following each data collection point, students and parents/carers receive a Pupil Individual Progress (PIP) Report, providing an overview of current attendance, behaviour, attainment, progress and their Attitude to Learning scores.

At the end of the academic year, students receive a final more detailed report summarising their achievement and progress, including attendance, attainment, progress, examination outcomes where applicable, and a Form Tutor comment.

Parents'/Carers' Evenings are held annually for all year groups and are managed through SchoolCloud. Further information and booking details are available on the school website.

Key assessment, reporting and parents' evening dates are outlined in the table below

	Year 7	Year 8	Year 9	Year 10	Year 11
Pip 1	4th Dec Communicated home W/C 14 th December	4th Dec Communicated home W/C 14 th December	4th Dec Communicated home W/C 14 th December	4th Dec Communicated home W/C 15 th December	9 th Nov Communicated home W/C 23 rd November
Pip 2	12th March Communicated home W/C 22nd March	12th March Communicated home W/C 22nd March	12th March Communicated home W/C 22ndMarch	12th March Communicated home W/C 22nd March	
Subject reports and PIP 2 Year 11					12 th March Communicated home W/C 22 nd March
Pip 3 and Reports	15 th June Communicated home W/C 12th July	15 ^h June Communicated home W/C 12th July	15 th June Communicated home W/C 12th July	15 th June Communicated home W/C 12th July	
Exams	3rd May- 21stMay In class	3rd May- 21stMay In class	26 th April- 7 th May	25 th January – 5 th February TBC RE and Eng Lit - Dec 27 and March 2027	Mocks 8 th December- 18 th December Lang Orals 23 rd April-6 th May
Parents' Evenings	Thursday 26.11.26	Wednesday 10.3.27	Wednesday 3.2.27	Tuesday 3.3.27	Thursday 28.1.27

5. Key Stage 3

Years 7

All students are distributed into 1 of 5 bands on entry in Year 7 (Foundation, Bronze, Silver Gold and Platinum) based on their scaled scores, CAT scores and teacher diagnostics. Their band reflects their future aspirational GCSE target score and represents the **minimum expectation of students by the end of Key Stage 4**. (Year 9 for Year 7 cohort 2026-7) These bands will show the ability level on entry in Year 7 across all subjects and will be used to track progress. (see table below) All subjects will also be expected to complete a subject diagnostic to complement the band attributed. Due to the practical nature of PE, art drama and music, subject specific diagnostics will be used to track progress.

Current Year 7		
AVERAGE CAT score	BAND	GCSE TARGET
More able	Platinum	8-9
High Ability	Gold	7
Middle ability	Silver	5-6
Middle/Low ability	Bronze	4-5
Foundation	Foundation	1 - 3

Year 8

All students were distributed into 1 of 5 bands in Year 7 (Foundation, Bronze, Silver Gold and Platinum) based on their CAT scores and teacher diagnostics. Their band reflects their future GCSE target score and represents the **minimum expectation of students by the end of Key Stage 4**. (see table below) These bands will show the ability level on entry in Year 7 across all subjects and will be used to track progress in Year 7 and 8 and for the 2026-7 Year 7 cohort in Year 9. All subjects will also be expected to complete a subject

diagnostic to complement the band attributed. Due to the practical nature of PE, art, drama and music, subject specific diagnostics will be used to track progress.

Current Year 8		
AVERAGE KS2 Scaled scores	BAND	GCSE TARGET
More able	Platinum	8-9
High Ability	Gold	7
Middle ability	Silver	5-6
Middle/Low ability	Bronze	4-5
Foundation	Foundation	1 - 3

Faculties will be required to include in their assessment policies, an intervention programme at Key Stage 3 to bridge any potential gap prior to GCSE options for those students who do not reach their minimal baseline target based on their Key Stage 2 prior attainment score.

Students will complete a number of summative assessments throughout the year (see whole school calendar) and this will vary between subjects both in style and frequency. These assessments will inform the current attainment and progress recorded on the interim/end of year reports/PIPs alongside frequent formative assessments. Such data should be centrally available on the ARBOR Data Management System to ensure effective quality assurance by Directors of Learning (DoLs) and Subject Leaders.

The current attainment will reflect how students are performing in the subject, at that time. Students will know how to improve in each of their subjects through conversations with their teachers and written feedback in their exercise books. Students will be made aware of the appropriate success criteria in each subject in each term.

6. Tracking Procedures – Key Stage 3

Whole school recording is completed using ARBOR Assessment Manager with student data entered 3 times annually. This data will be used to identify underachievement, track progress and inform any interventions. The following table shows how progress will be tracked and reported.

Internal Progress measure	Criteria	External/Parent Progress Descriptor for Pips
Student is making limited progress in relation to their band	Band below	Working towards expected progress
Student is making steady progress in relation to their band	Minus score in ability band	Expected progress
Student is making consistently good progress in relation to their band	Even score in ability band	Expected progress
Student is making excellent progress in relation to their band	Plus score in ability band	Expected progress
Student is making rapid progress “exceptional performance” in relation to their band	Band above	Above expected progress

7. Key Stage 4:

Years 9, 10 & 11

(Current Year 7 will be in Key Stage 3 until the end of Year 9)

All students are set a terminal GCSE target in Year 9 which should be aspirational and reflective of an FFT 5 – FFT 20 target. A more personalised target may be set for individual students based on individual learning needs, after discussion with the Assistant Headteacher for ARR.

Target setting	
Year 9 2026-27	An aspirational target will be set in March of Year 9 2027 in relation to a students' performance in the subject during the first two terms. This target will be set through a dialogue between the student, teacher, parent/carer and subject leaders/Dols.
Year 10 2026-27	An aspirational target will be based on the students' performance in Key Stage 3 and Year 9. This target is subject to change through a dialogue between the subject teacher and subject leaders/Dols.
Year 11 2026-27	An aspirational target will be set in March of Year 9 based on the students' performance in in Key Stage 3 and Year 9. This target is subject to change through a dialogue between the subject teacher and subject leaders/Dols.
Year 9-11 2026-27	All GCSE targets scores 1-9 except for Childcare which uses a vocational grade. M1- D*2 and ASDAN COPE which use LM1- D*2

	Exams 2029 Year 9 students RE Eng Lit 2028		Exams 2028 Year 10 students RE Eng Lit 2027		Exams 2027 Year 11 students	
AVERAGE KS2 - Ability level English & Maths /Scaled scores	Aspirational GCSE TARGET		Aspirational GCSE TARGET		Aspirational GCSE TARGET	
More able	8/9	A*	D*2	8/9	A*	D*2
	8/9	A*	D*2	8/9	A*	D*2
	8/9	A*	D*2	8/9	A*	D*2
High ability	7	A	D2	7	A	D2
	7	A	D2	7	A	D2
	7	A	D2	7	A	D2
Middle ability	6	B	M2	6	B	M2
	6	B	M2	6	B	M2
	5	C	M2	5	C	M2
	5	C	M2	5	C	M2
	5	C	M2	5	C	M2
	5	C	M2	5	C	M2
Low ability	4	C	P2	4	C	P2
	3	D	D1	3	D	D1
B/P SCALE	2	E	M1	2	E	M1

Staff must ensure that the forecast grades reported are accurate and based on firm standardised assessments.

8. Tracking Procedures – Key Stage 4

Students will complete a range of formative assessments throughout the academic year, as outlined in the whole-school assessment calendar. The nature, style and frequency of these assessments will vary across

subjects to reflect the requirements of each curriculum area. Evidence gathered through these assessments will inform the summative judgements recorded at each PIP data collection point.

Assessment data will be analysed by the Senior Leadership Team (SLT), Directors of Learning, Subject Leaders and Heads of Year to identify students requiring additional support or challenge. Students who are performing below their target grade, or who receive three or more effort or behaviour scores of 1 or 2 within a reporting cycle, will be monitored closely and appropriate interventions implemented. Progress will be measured using the criteria outlined below.

Students will be supported to improve through ongoing dialogue with their teachers, targeted feedback and clear next steps provided in lessons, exercise books and other learning resources. As students progress through their school career and move closer to their GCSE examinations, it is expected that forecast grades will increasingly align with their GCSE target grades as a result of sustained improvement and informed assessment.

To ensure that students, parents, Subject Leaders, Heads of Year, Directors of Learning and the Senior Leadership Team have access to accurate and meaningful information, it is essential that all interim data entries are robust, evidence-based and informed by both formative and summative assessment. Judgements should be linked directly to curriculum expectations and course-specific assessment criteria.

All assessment data must be recorded centrally within Arbor to support effective quality assurance, enable accurate tracking of student progress and facilitate timely intervention where required. Subject Leaders are responsible for ensuring the accuracy and consistency of assessment information within their areas, helping to maintain a reliable and transparent picture of student achievement across the school.

9. Descriptors for Attitude to Learning for use in completing PIPs

Alongside current attainment, all students will receive a range of attitude to Learning scores. Students will be assessed on their: behaviour, effort, organisation, and homework where applicable. The summer report will include a detailed form report.

10. Attitude to Learning Descriptors

Effort	
4	Student demonstrates an exceptional attitude to their learning and is a role model for other students
3	Student demonstrates a positive attitude to learning and works hard
2	Student who needs to improve their attitude to learning, is inconsistent and should aim even higher to fulfil their potential
1	Student whose attitude to learning is causing serious concern, neglect their school work and are falling behind
Behaviour	
4	Student behaves impeccably and inspires others to learn
3	Student behaves well which helps themselves and others to learn
2	Student sometimes behaves in a way which prevents themselves and or others from learning
1	Student regularly behaves in a way which prevents themselves and or others from learning
Homework	
4	Student meets all deadlines and completes all homework to a very high standard
3	Student completes homework on time and to a good standard
2	Student sometimes misses deadlines and does not always complete homework to their full potential
1	Student frequently misses deadlines and rarely completes homework
Organisation	
4	Student shows exemplary organisation
3	Student is well organised and typically brings the necessary equipment to lessons
2	Student sometimes forgets to bring the necessary equipment to lessons
1	Student frequently forgets to bring the necessary equipment to lessons

11. Homework

Homework plays a vital role in supporting students' academic progress by reinforcing learning, deepening understanding and developing independent study habits through purposeful tasks and meaningful feedback. This policy promotes student agency by ensuring that homework is accessible, inclusive and relevant, enabling students to take greater ownership of their learning and make sustained progress over time. Clear and consistent expectations, alongside high-quality feedback across all subject areas, help students build confidence, improve the quality of their work and achieve their full potential.

12. Homework Attitude to Learning (ATL) Reporting

Years 7 and 8: Homework ATL scores will be reported in English, Mathematics, Science, Humanities and Modern Foreign Languages.

Years 9 to 11: Homework ATL scores will be reported in all subjects, with the exception of Core Physical Education and Personal Development.

This approach ensures that homework engagement is monitored consistently while reflecting the differing curriculum demands across key stages

13. Moderation procedures

All teachers are responsible for maintaining high standards of assessment and feedback within their classrooms through ongoing review and evaluation of their assessment practices. The quality and consistency of assessment are monitored through performance management processes, formal and informal lesson observations, teaching and learning review meetings, curriculum reviews and work scrutiny activities

14. Purpose of moderation

Moderation is undertaken to:

Ensure that assessment judgements are accurate, reliable and consistent within and across subjects. Verify that learning activities and assessments are appropriately matched to students' abilities and prior attainment.

Promote high expectations through appropriate levels of stretch and challenge for all learners. Ensure that age-related and subject-specific expectations are effectively planned for and assessed, supporting improved standards and outcomes.

Provide confidence that information reported to students and parents/carers is accurate, consistent and meaningful.

Benchmark assessment standards against those of other schools and external frameworks to ensure validity and comparability

15. Internal moderation procedures

All subjects and faculties will undertake internal moderation of student work, assessment progress records and data submissions prior to each assessment data collection point to ensure accuracy, consistency and reliability.

Directors of Learning and Subject Leaders will conduct regular, planned work scrutinies in line with the Assessment Quality Improvement Calendar, evaluating the quality of assessment, feedback and student progress.

Members of the Senior Leadership Team (SLT) will monitor the effectiveness and consistency of assessment and feedback practices within their areas of responsibility, as outlined in the assessment calendar.

Following each PIP data collection, Directors of Learning, Subject Leaders and Heads of Year will review assessment data to evaluate standards, identify trends and inform appropriate intervention strategies.

Where concerns are identified, subject areas will engage in cross-school moderation activities with partner schools across the Trust to validate assessment judgements, share effective practice and support continuous improvement

16. External moderation procedures

Directors of Learning and Subject Leaders will use examination board training and moderation feedback to support the standardisation of assessment and improve outcomes.

All subjects will implement a robust moderation process involving examination board guidance, collaboration with Trust schools and departmental moderation activities.

Faculties will maintain a bank of exemplar work to support moderation, standardisation and the accurate application of assessment criteria

17. Review

This policy will be reviewed by Governors and the Assistant Headteacher for Assessment, Recording and Reporting annually.