



Assessment, Data and Reporting Policy

Drafted By	Mr J Barker Brown
Date of Approval	September 2026
Approved By	Academy Council
Review Date	September 2027

Kidsgrove Secondary School (KSS) supports the belief that every child regardless of academic ability or social background should have a rewarding educational experience.

Collectively, we firmly believe that every student can exceed their perceived potential and that school & homework together are fundamental for every student's academic and personal success.

Assessment is the process of obtaining, analysing and interpreting evidence for use by both students and teachers to enable the review, planning, and improvement of learning. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

At Kidsgrove Secondary School, assessment is used purposefully to understand what students know, understand and can do, identify gaps in learning, and inform the curriculum and teaching required to secure maximum progress over time.

Our approach is underpinned by the principle that **assessment should lead to action**. The Education Endowment Foundation (EEF) identifies formative assessment, the identification of learning gaps and effective feedback as important components of high-quality teaching and improved learning. The EEF also emphasises the importance of students being able to act on feedback and of schools evaluating whether approaches are having the intended impact.

It is equally important that this information is shared via a reporting structure and that this information is shared in a constructive and supportive manner. When ensuring good practice within our data model, we are categoric in our need to demonstrate the key indicators of a successful system, notably assessment which:

- Promotes and supports learning
- Inform teaching
- Recognises ALL students' progress and achievement
- Develops the capacity for self-assessment
- Fosters a shared involvement and responsibility between school and home

Assessment

There are two main aspects of our Assessment Framework:

- **Performance and Reporting**
- **Assessment, Curriculum and Teaching (ACT)**

Performance and Reporting

Performance is a judgement of what **students know, understand** and what **students can do** based specifically on assessing what has been taught in the planned curriculum.

These assessments will take place **two times per year** during a calendared assessment period. This will be in the form of an examination which will be designed with the key focus to assess what has been taught since the previous examination and will also have a focus on sampling prior knowledge from previous terms and previous years. Performance assessments will be designed to assess, and sample, key components during the curriculum period.

Assessment weeks will be planned by the examinations officer for all years and will take place in a two-week window. This has been calendared prior to the start of the school year and will take place in examination conditions.

At Key Stage 4 – assessments will be reported as a GCSE Grade.

At Key Stage 3 – assessments will be reported home as the students' % achieved and the year group average. The assessments will be designed with an aim of a cohort average of approximately 60% being considered an indicator of adequate knowledge of the taught curriculum. To this end, the goal is that the year average should not be less than 60% if it is considered the curriculum has been taught successfully and assessment planned correctly.

Thought and reflection must be given to these 2 key points;

- **What are the students supposed to know and what can they do?**
- **How successful was our curriculum design and the teaching that has taken place so far?**

The use of a % must be supported by the trust in place in our curriculum and how it is delivered, coupled with our judgments to reflect and what the assessments tell us about student learning. Question by question analysis will be critical to the success of this model so that students are aware of their strengths and weaknesses from each assessment.

Overtime we will be able to consider trend data of cohort percentage averages comparative to previous years. The *consistent* factor year on year being the curriculum (aside from the evolving and improving) whereas in previous assessment models, the grade was a consistent factor.

Points to note:

1. Careful consideration needs to be given to the design of both the curriculum, and the assessments to be examined. They will also need to be reflected upon with the key goal being that we are confident the examination is informing us of ***what students know*** and ***what they can do***. There is no expectation to 'make the numbers right' or that this will be correct straight away.
2. We will also reflect on whether the use of percentage gradings are enough for parents at KS3 or whether a new scale or a series of statements is needed too.

ACT Review (Assessment, Curriculum & Teaching)

Purpose and Rationale

The **ACT Review (Assessment, Curriculum and Teaching)** provides a consistent cycle through which assessment information is analysed, evaluated and translated into action. In recognition of the importance of staff well-being and the need for thorough assessment data analysis, dedicated time has been incorporated into the CPD and training calendar. This allows all staff to engage in robust, evidence-informed analysis, ensuring interventions and teaching strategies have the greatest possible impact on accelerating student progress.

The cycle is:

ASSESS → ANALYSE & EVALUATE → ACT → REVIEW → REFINE

1. ASSESS

Gather valid and reliable data/information about student learning.

2. ANALYSE & EVALUATE (Section A of ACT review document)

Identify strengths, gaps, patterns and key groups. Consider whether curriculum and teaching are meeting identified needs.

3. ACT (Section B of ACT review document)

Implement immediate and medium- to long-term actions.

4. REVIEW (Section C of ACT review document)

At the next data collection point, evaluate the impact of those actions.

5. REFINE

Continue, adapt or replace strategies based on the evidence.

The purpose is not simply to identify which students are performing below expectations. It is to understand **why**, determine what needs to change in the curriculum and teaching, and evaluate whether those actions improve learning.

Our proactive approach begins in **Year 7**, allowing gaps to be identified and addressed at the beginning of Key Stage 3 rather than allowing underachievement to become embedded. This approach continues through Years 8 and 9 and into Key Stage 4, ensuring that students are supported to make the strongest possible progress towards their end-of-Key Stage outcomes.

The purpose of the ACT review is ultimately to ensure that **every student is known, every gap is identified, every action has a clear purpose and the impact of those actions is evaluated.**

At KSS, assessment is not the end of the process. It is the starting point for improving curriculum, teaching and learning so that every student can secure maximum progress over time.

The ACT Review Cycle

The ACT Review applies to **all subjects and all classes from Year 7 to Year 11.**

There are two formal data collection points for each year group:

- **DC1 – Data Collection 1**
- **DC2 – Data Collection 2**

Year 10 have **three** assessment points as they also have the **Year 10 end-of-year mock examinations.**

Year Group	DC1	DC2	Additional Assessment Point
Year 7	✓	✓	—
Year 8	✓	✓	—
Year 9	✓	✓	—
Year 10	✓	✓	Year 10 mock examinations
Year 11	✓	✓	—

At each collection point, the ACT Review is completed collaboratively by the **class teacher and subject leader.**

Pre-Population of ACT Reviews

Prior to each data collection point, the ACT Review document will be **pre-populated with the essential assessment information** for each class.

This will provide a consistent evidence base for professional discussion and will include relevant information for key groups, including:

- All students
- Boys/Girls
- Pupil Premium

- SEND
- High Prior Attainers (HPA)
- Middle Prior Attainers (MPA)
- Low Prior Attainers (LPA)
- other relevant groups where appropriate.

The purpose of pre-population is to reduce unnecessary administration and ensure that professional time is focused on **analysis, evaluation and action**.

Teachers and subject leaders are expected to interpret and evaluate the information rather than simply reproduce the data.

Completion of the ACT Review

Section A – Subject Data Overview

Section A provides the assessment analysis for the class and subject.

The class teacher and subject leader should consider:

- How is the class performing, drawing comparisons on trends over time from previous years and assessment points?
- What are the key strengths?
- Where are the key areas of underperformance?
- Are there differences between classes?
- What might explain these differences?
- What does the assessment information show about key groups?
- Which students or groups should be prioritised for intervention or additional challenge?
- Messy mark books for their subject, drawing on additional data from other classroom formative assessment to provide impact of teaching for each class

A **messy mark book refers to a teacher's individual record of progress. There is no set form or format for this however they need to exist in a format that allows it to be a useful indicator of what is being learnt in lessons and prompt effective reflection, review and if necessary, action. **This is about knowing your curriculum and knowing and adapting teaching to meet the needs of students as they progress through it.***

The messy mark book can rely on already embedded principles such as whole class checking templates, practice hinge tasks, literacy feedback, homework marking, whole class and live feedback and retrieval tasks and testing.

The outcome of Section A should be a concise **subject/class summary** which clearly identifies the key strengths, gaps and priorities.



Year 11 ACT Review

Assessment, Curriculum & Teaching



Subject:

Date:

Assessment topics/units:

Section A: Subject Data Overview

Overview of Performance (including vulnerable student groups: SEND, HPA, Boys, PP etc.)

Questions to consider:

1. **How is your subject performing in Year 11 this year?**
 - Trend over time (comparison to Year 10 Mocks and this point last year from SISRA)
 - Reference to SPI data below as comparison to national averages
2. **Are there differences between classes? Why?**
 - Identification of strongest/weakest classes
 - Reasons (prior attainment, staffing expertise, engagement)
 - Actions taken (curriculum alignment, QA, student targeted support/staff CPD)

Subject	All	Boys	Girls	PP	Non-PP	SEND	Non-SEND	HPA	MPA	LPA
Sport Studies										

Class Name	Subject (SPI)	Focus Group(s) for Intervention

Subject Summary:

Key Groups

The ACT Review must explicitly consider the progress and attainment of key groups.

Pupil Premium

Subject leaders and class teachers should consider:

- the size and direction of the attainment/progress gap;

- strengths and areas of underperformance;
- patterns over time;
- the impact of targeted support and interventions;
- the actions required to improve outcomes.

SEND

The review should consider:

- attainment and progress;
- strengths and barriers to learning;
- literacy, processing, engagement or other identified barriers where relevant;
- the effectiveness of scaffolding, modelling, explicit instruction and other adaptations;
- whether students are accessing the curriculum successfully.

High Prior Attainers

The review should consider:

- whether HPA students are making appropriate progress from their starting points;
- performance against higher-grade expectations;
- depth of knowledge, analysis and application;
- whether sufficient stretch and challenge is being provided;
- specific students who require targeted action to secure higher outcomes.

The ACT document specifically identifies strategies including **modelling, checking for understanding, targeted support, increased exam exposure, precise feedback and challenge** as appropriate areas for consideration.

Strategies for HPA and SEN students:			
Student	Key Group (HPA/SEN)	Key Strategy	Suggested Walk Thru Strategies
	HPA		HPA Say it again better Modelling Checking for understanding SEND Modelling/Scaffolding/Quizzing/ Checking for understanding
	HPA		
	SEND		
	SEND		

Key Groups: Higher Prior Attainers (HPA) Q: How well are higher prior attainers achieving? • % achieving Grades 7–9 compared to target • Strengths (depth of analysis etc) • Gaps • Strategies for stretch and challenge • Focus on converting 6→7 and above A: SEND Q: How are SEND pupils performing in your subject? • Strengths (e.g. structured responses, engagement) • Barriers (e.g. literacy, processing, exam stamina) • Targeted strategies (scaffolding, explicit instruction, intervention attendance) A: Pupil Premium Q: What is the attainment and progress of PP pupils? • Size of PP gap and trend over time • Strengths and areas of underperformance • Targeted support (intervention, feedback, revision access) • Evidence of impact (mock improvements, narrowing gaps) A:	Q: What are you doing to improve outcomes in Y11? • Whole-cohort strategies (retrieval, exam practice, modelling) • Targeted intervention (Grade 4/5 borderline, HPA, SEND, PP) • Personalised support (assertive mentoring) A: Q: How do you know your interventions are working? • Improvement across mock cycles • Gains in specific skills or question types • Group-level impact (PP, SEND, HPA) • Improved quality of work and student confidence A:
--	---

Section B – Teaching and Learning Strategy

Following the assessment analysis, the class teacher and subject leader should evaluate the curriculum and teaching response.

The review should consider:

Curriculum

- Which topics, knowledge and skills have been secured?

- Where are the significant gaps?
- Are there curriculum sequencing issues?
- What knowledge or skills need to be revisited?
- Is the curriculum providing sufficient challenge?
- Are there opportunities to address misconceptions and strengthen retention?

Teaching

- Which teaching approaches have been effective?
- Where does teaching need to be adapted?
- How will identified gaps be addressed?
- How will teaching support identified key groups?
- What evidence-informed strategies will be used?
- Are there opportunities to strengthen modelling, questioning, retrieval, scaffolding and checking for understanding?
- Where appropriate, what strategies identified through quality assurance or professional development should be embedded?

The attached ACT Review specifically asks staff to identify areas of strong and weaker performance, the knowledge and skill gaps that need to be closed, and how teaching will be adapted to address these gaps.

Section B: Teaching & Learning Strategy

Questions to consider:	
1. In what areas, topics, content, skills, have students performed well (e.g. strong analytical writing, improved knowledge retention)? 2. In what areas, topics, content, skills, have students performed less well (e.g. Grade 5+ conversion, exam technique)? 3. What knowledge or skill gaps do students need to close to address underperformance (e.g. subject/class specific areas of underperformance) 4. How will teaching be adapted to address identified gaps? What strategies will be used to improve performance (e.g. specific walk thru strategies/resources/pole position students. SEND passports)	
Analysis:	Immediate Actions:
Subject Summary:	Q: What are your immediate priorities before the exams? • Focus on key exam skills and timing • Target specific students/groups • Increased exam exposure and feedback precision A:

Immediate Actions

Each ACT review must identify clear **immediate actions** arising from the assessment and teaching analysis.

These should address the most important gaps and priorities in the next teaching cycle.

Actions may include:

- targeted reteaching;
- retrieval and consolidation;
- addressing misconceptions;
- targeted questioning;
- modelling;
- scaffolding;
- checking for understanding;
- targeted feedback;
- intervention;

- additional exam practice;
- targeted support for Pupil Premium or SEND students;
- additional stretch and challenge for HPA students;
- targeted support for Grade 4/5 borderline students where appropriate.

Actions should be **specific and directly linked to the assessment evidence**.

Medium to Long-Term Actions

The ACT review must also identify actions that need to become embedded over time.

These may include:

- curriculum refinement;
 - improved curriculum sequencing;
 - closing Pupil Premium/SEND gaps;
 - strengthening consistency across classes;
 - embedding effective teaching strategies;
 - improving exam preparation;
 - strengthening assessment practice;
 - improving student independence;
 - addressing recurring knowledge or skill gaps.
-

Section C – Impact Evaluation

Section C is completed at the **next data collection point**.

This is a critical part of the ACT process and ensures that assessment is a continuous improvement cycle.

Teachers and subject leaders should evaluate:

- Were the agreed strategies implemented consistently?
- What impact did they have?
- What evidence demonstrates improvement?
- Did specific students or groups make stronger progress?
- Have identified gaps narrowed?
- Has the quality of student work improved?
- Have specific skills or question types improved?

- Which strategies were successful?
- Which strategies had limited impact?
- What needs to be continued, adapted or replaced?

The ACT document explicitly requires staff to evaluate the success and consistency of previously agreed strategies and determine whether approaches need to be revised or changed.

The emphasis should therefore be on **impact rather than implementation alone**.

For example:

Action: Targeted retrieval of key terminology.

Impact: Students demonstrated improved recall in subsequent assessment. The gap has reduced, although application of terminology remains an area for development. Retrieval will continue, with increased emphasis on application.

This creates a clear evidence trail from **assessment to action to impact**.

Section C: Impact Evaluation <i>(to be completed following next data entry point)</i>	
Questions to consider: • Have the agreed strategies been applied consistently across teaching groups? • How successful have the strategies been? • What evidence is there to support success? • Do the strategies need to be revised or changed?	
Analysis:	Actions:

Subject Leadership Responsibility

Subject leaders will work closely with class teachers to ensure that ACT Reviews are purposeful and consistent.

Subject leaders will:

- lead professional discussions around assessment information;
- challenge and support teachers to unpick the data;
- ensure key groups are considered;
- identify common strengths and gaps across classes;
- evaluate curriculum and teaching responses;
- agree immediate and longer-term actions;
- identify where actions need to be implemented across the subject;

- quality assure assessment, curriculum and teaching in their subject, using the completed ACT review document as a criteria of teaching and learning expectations;
- review impact at the next collection point;
- use findings to inform curriculum planning, teaching development and subject improvement.

The ACT Review should therefore be viewed as a **professional dialogue between teacher and subject leader**, rather than an administrative form to be completed in isolation.

Whole-School Use of ACT Information

Although the ACT Review is completed at class and subject level, the information provides an important source of evidence for whole-school evaluation.

Patterns across ACT Reviews will be used to identify:

- strengths in assessment, curriculum and teaching;
- recurring knowledge and skill gaps;
- performance patterns between classes;
- progress of key groups;
- effective interventions and strategies;
- areas requiring subject-wide action;
- areas requiring whole-school support or professional development.

This enables the school to move beyond simply asking:

“What does the data show?”

to asking:

“What does the data tell us about learning, what are we doing in response, and is it working?”

Principles of Assessment at Kidsgrove Secondary School

Our assessment approach is based on the following principles:

- **Assessment is purposeful:** assessment information must inform teaching and learning.
- **Assessment identifies gaps:** teachers use evidence to identify what students know, understand and can do and what they need to learn next.
- **Assessment informs curriculum:** findings should inform sequencing, reteaching and curriculum refinement.
- **Assessment informs teaching:** teachers adapt instruction in response to evidence of learning.

- **Assessment considers every student:** particular attention is given to Pupil Premium, SEND and High Prior Attainers.
- **Assessment leads to action:** identified gaps must result in purposeful next steps.
- **Impact is evaluated:** actions are reviewed at the next data collection point.
- **Assessment is continuous:** each cycle informs the next.
- **Professional judgement matters:** assessment should support, not replace, teachers' knowledge of their students.
- **Workload is considered:** assessment and feedback approaches should be purposeful, proportionate and capable of improving learning.

This reflects the EEF's emphasis on high-quality initial teaching, careful formative assessment, appropriately timed feedback and ensuring pupils can act on feedback.

Data and Targets

To ensure our students have the currency to make further academic progress we follow the logic that targets should be aspirational, but achievable. Our target setting is ambitious, placing no categories, barriers or restrictive ceilings on any student, all students can achieve beyond their current potential. The assessment and target setting process is designed to support this belief. Here at Kidsgrove Secondary School we work closely with Fischer Family Trust to identify appropriate and aspirational targets for our students. These targets are established in Year 7 but are fluid throughout their time at the school and can change where appropriate. Our minimum GCSE targets are designed to ensure all students make at least expected progress, as far as this can be estimated. Rationale for target setting is a significant strategy for improving achievement with the student at the heart of the process. Target setting is how we identify specific and measurable goals that help to improve the standards achieved by our students. Target setting also allows us to ask some key questions about the performance of our school.

These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

Reporting

Reporting to parents/carers on their child's progress is an essential part of the home/school partnership and plays a vital role in raising student attainment.

Aims

- To provide specific information for parents, students, and teachers.

- To enhance the home/school partnership.
- To inform parents and students of student progress in a positive manner.
- To alert students and parents to areas of concern so that these can be quickly addressed.
- To provide a starting point for discussion at Parents' Evenings.
- Reports should highlight student strengths as well as indicating areas in need of development.
- Reports should be seen as a positive strategy in raising attainment.
- Dates and deadlines for reporting are published in the school calendar at the start of each academic year.

A KS4 report example:



PROGRESS & ACHIEVEMENT REPORT: Year 11 Autumn Term

Student: [REDACTED]	Form: 11EG
---	-------------------

Percentage Attendance:	Achievement Points:	Behaviour Points:
98.0%	134	-4

SUBJECT	Target	Mock Exam Result	Current Working At Grade	End of Key Stage Prediction	Attitude to Learning
English Language	5	4	4	4	3
English Literature	5	4	4	4	3
Maths	5	3	4-	5	2
Science	5-5	4-3	4-4	5-4	2
Geography	5	4	4	5	1
Health & Social Care	L2M	L2M	L2M	L2M	1
Sports Studies	L2M	L2M	L2M-	L2M	1

Assessment Percentages

Assessment Percentages are predominantly results from the recent assessment window.

Attitude to Learning

1	An excellent attitude and always shows an active interest in learning. Seeks opportunities outside of taught lessons for independent learning.
2	A positive attitude and ready to learn consistently. Generally enthusiastic, interested and motivated.
3	A mixed attitude where sometimes they are on track but there are times they need reminders to engage promptly and effectively.
4	Most lessons the pupil needs intervention to get them to play their part in the lesson or to learn effectively.

A KS3 report example:



PROGRESS & ACHIEVEMENT REPORT: Year 7 Autumn Term

Student:		Form:	7BW
-----------------	--	--------------	-----

Percentage Attendance:	Achievement Points:	Behaviour Points:
98.1%	127	-2

SUBJECT	Y7 Autumn Term Assessment Percentage (0-100%)	Year Group Average Percentage (0-100%)	Attitude to Learning
Art	82	68	2
Computing	46	51	2
Design Technology	61	48	1
English	70	63	2
Geography	67	56	1
History	64	37	1
Maths	75	55	2
Performing Arts	47	38	2
PE	60	42	1
Science	60	43	2
Spanish	96	71	1

Assessment Percentages

Assessment Percentages are predominantly results from the recent assessment window.

Attitude to Learning

1	An excellent attitude and always shows an active interest in learning. Seeks opportunities outside of taught lessons for independent learning.
2	A positive attitude and ready to learn consistently. Generally enthusiastic, interested and motivated.
3	A mixed attitude where sometimes they are on track but there are times they need reminders to engage promptly and effectively.
4	Most lessons the pupil needs intervention to get them to play their part in the lesson or to learn effectively.