



Kidsgrove
Learning Campus
INSPIRE INNOVATE CREATE



Assessment, Data and Reporting Policy

Drafted By

Mr S Frost

Date of Approval

February 2025

Approved By

Academy Council

Review Date

September 2026

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

Our aims are that every student should achieve his or her full potential and that school & home work together to support this aim.

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.

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 categorical in our need to demonstrate the key indicators of a successful system, notably assessment which:

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

Assessment

There are two main aspects of our Assessment Framework:

- **Performance and Reporting**
- **Continuous Reflection, Review and Action**

Performance and Reporting

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

These assessments will take place **three 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 keys 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.

Continuous Reflection, Review and Action

The aim of this is to create a model of a continuous review of the curriculum and students journey through it.

Relying on the performance assessments for hard data should mean that throughout the term, marking can be reduced but reflections, review and actions can become more focused and timelier.

Departmental time is frequent which will allow time to be built in for reflection, review, and action (RRA). Faculties will be provided with a structure on how to complete an effective RRA.

- All members of the team send their completed RRA document highlighting actions in a timely manner before the meetings.
- Subject Leads will review the information shared and will use it to focus on key issues and actions during the meetings. This will ensure RRA time is focused and productive.
- All subject/departmental staff will collaboratively support discussion.
- RRA should be recognised as department CPD time focus on advancing the teams' subject knowledge and pedagogy.

RRA Meeting aims:

1. Reflect on teacher's *messy mark books** and professional judgement to judge the students that are in one of three categories:
 - a. Obviously thriving
 - b. Not sure
 - c. Concerned

Any actions are then discussed to respond and intervene where necessary. This can be primarily in lessons but could be supplemented by targeted intervention.

Records will then be kept on:

- The concerns (and gaps in knowledge)
- The students with those concerning gaps
- The impact of the concerning gaps
- The actions put in place to address those concerns.

Teachers will also be expected to reflect on whether those students identified as thriving are receiving an appropriate level of achievement points.

2. Review the success and quality of the curriculum being taught to the students, and to assess if it is working. This needs to be a significant discussion with action points created of how the curriculum is being developed and refined.

Good behaviour is foundational to students' good progress throughout the curriculum. Therefore, behaviour should be reflected on and discussed regularly, however the focus is evaluating what the students know and what they can do, it is not a forum for discussing behaviour concerns.

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, practise hinge tasks, literacy feedback, homework marking, whole class and live feedback and retrieval tasks and testing.

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:

Kidsgrove Secondary, Gloucester Road, Kidsgrove, ST7 4DL

Headteacher: Mr Steven Frost



PROGRESS & ACHIEVEMENT REPORT: Year 11 Autumn Term

Student:		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:

Kidsgrove Secondary, Gloucester Road, Kidsgrove, ST7 4DL

Headteacher: Mr Steven Frost



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.