



Assessment and Reporting Policy

September 2026
(to be reviewed September 2027)

Our approach to assessment

- Ensure that teaching is appropriate and that learners are making expected progress.
- Assist pupils and teachers in planning their next steps in learning.

Our method of assessment

- Collect prior attainment data at key transition points to provide a basis for differentiation, personalisation and target setting.
- Assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to be able to know and do.
- Assessment criteria for periodic assessment set out what children are normally expected to have mastered by the end of each school year.
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing.
- Assessment criteria are derived from the national curriculum program of study.
- Assessment judgements are moderated by colleagues in school and compared to other schools to ensure that they are fair, reliable and valid.

Our use of assessment

- Assessment data is used to plan the learning of every pupil and to ensure that all pupils are suitably stretched and challenged.
- The information is communicated to parents and pupils on a termly basis, providing an accurate profile of what pupils have achieved and what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum and behavioural, social and emotional development.

Baseline Assessment

On entry to Larches High school each student completes a **CAT test** appropriate to their age and an **AAB test** to assess their individual learning needs. This information is compared to their **FFT data** to see whether or not they are still on target to achieve their KS2 predicted grades.

The student then completes a **baseline test** in each subject and the teacher determines a **forecast GCSE grade** based on all the available information. This grade should be aspirational but realistic based on the students' current profile.

The teacher then tracks back from this forecast grade to determine an end of year flightpath target according to the students' year group (see table below). The table above allows staff to determine a flight path for each student and also provides a comparison

Standardised Scores	Old KS2 Sub levels	YR7	YR8	YR9	YR10	YR11
115	6a	4	5	6	7	8
	6b	4-	5-	6	7	8
	6c	3+	4+	5+	6+	8
110	5a	3	4-	5-	5+	7
	5b	3-	3+	4	5	6
100	5c	2+	3	4-	4+	5+
	4a	2	3-	3+	4-	5
	4b	2-	2+	3	3+	4+
90	4c	1+	2	3-	3	4-
	3a	1	2-	2+	3-	3+
	3b	1-	1+	2	2+	3
	3c	EL3	1	2-	2	3-
85	2a	EL3	1-	1+	2-	2+
	2b	EL3	EL3	1	1+	2
	2c	EL2	EL3	1-	1	2-
<85	1a	EL2	EL3	EL3	1-	1+
	1b	EL2	EL2	EL3	EL3	1
	1c	EL1	EL2	EL3	EL3	1-

between NC Levels/Legacy GCSE's and new GCSE Grades (for guidance only).

Tracking Progress

A formal judgement will be made against the assessment criteria at **6 points** during the school year. These assessments are then recorded as numbers on **SIMS** so that they can be analysed. (The numbers are based on the **GSCE 9-1 grading system**.) Progress is then tracked according to whether students are Above/On/Below target (see table below).

Pupil	English - CAT Predicted GCSE	English - FFT Predicted GCSE	English - Teacher predicted GCSE	Maths - Working at Grade - Aut 1	Assessment Target Grade - Aut 1	Maths - Progress - Aut 1	Maths - Working at Grade - Aut 2	Assessment Target Grade - Aut 2	Maths - Progress - Aut 2
A	2+	3-	3-	1=	2+	Below	2-	2+	Below
B	2+	3-	3+	3-	3-	On	3-	3-	On
C	3+	6-	5=	4-	4-	On	4+	4+	On
D	3=	3+	3+	2-	2-	On	2=	2-	Above
E	2+	3-	2+	2+	2+	On	2+	2+	On
F	3+	4+	4=	3+	3+	On	3+	3+	On
G	6+	5-	5-	4-	4+	Below	4-	4+	Below

NB This grading system provides a common system of expressing attainment between key stages, for example in value added analyses. It is an effective tool for use in retrospectively evaluating progress over the **longer term**, presenting this progress in a simplified, linear way.

In practice, learning is an uneven process characterised by periods of progress and periods of consolidation. With this in mind a students' progress may not be linear across the school year.

In the **short to medium term** the over-riding purpose of assessment should be to inform teaching and learning.

Each subject area identifies the core **knowledge** and **skills** that students will need to master in order to be successful at GCSE or equivalent. This will be based on the knowledge and skills that subject staff know to be key to success in Y10 and 11. They will also link to the National Curriculum programme of study.

The learning objectives in the medium term planning should be differentiated to enable students to access the core knowledge and skills appropriate to their target grade. Students are then given ongoing and personalised formative feedback based on these objectives.

Judgements about mark book grades are based on the progress students are making in relation to these objectives. These grades are **not** shared with the students or parents – they are for school use as they allow for spreadsheet manipulation. Students and parents are reported to, as shown in the sample report below i.e. *are they making expected, above, below expected progress in each subject?*

Reports to parents

Larches High School - KS4 Autumn Interim Report

Name:

Form:

Attendance: 96.36%

Subject	GCSE Target Grade	Behaviour for Learning	On Target for Progress?
Art	4+	4	Above Target
English	3=	4	Above Target
Maths	3=	4	On Target
PSHE	N/A	4	On Target
Science	3=	4	On Target
GCSE PE	3+	4	On Target

Behaviour for Learning	0: Refused to work during the majority of lessons;
	1: Limited focus/concentration;
	2: Acceptable level of focus/concentration;
	3: Maintained focus/concentration during most of the lessons;
	4: Maintained focus/concentration during all lessons

Larches High School - KS4 Full Report

Name: _____ **Form:** _____ **Attendance:** 66.44%

Subject	Behaviour for Learning	Behaviour for Learning Report	KS4 Target Grade	On Target for Progress?	Progress Report
English	3	X began this academic year with a positive approach to learning. However, after half term this gave way to an apathetic, sometimes negative approach which impacted on his progress. More recently, he has worked well and this is pleasing.	3	On Target	X has recently completed a piece of narrative writing that displayed some complex vocabulary and varied sentence starts. It showed what he is really capable of if he tries. We have also been preparing in class for the Functional Skills English exam in March. He now needs to maintain this level of effort consistently, in order to achieve his potential.
Personal Development	1	X has made a very slow start in this subject. He has been off task in the lesson for no reason and has made little effort in his written work which is disappointing.		Below Target	To progress X has to catch up with the work missed and make an effort to refrain from distracting himself and others during the lesson.

At **KS4** an End of Year target grade will be given as a **GCSE grade 1-9** for subjects where it is appropriate to do so.

There will be one full report and two interim reports each academic year. The interim report will include the student's behaviour for learning grade, their attendance and whether they are making above/on/below expected progress.