



Assessment Recording and Reporting Policy

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Contents	Page
Definition	3
Rationale	3
Responsibilities	4
After a Spaced Assessment	5
Stages of Knowledge Gap Intervention	6
Assessment Reporting at KS3	6
Assessment Reporting at KS4 / 5	7
Policy Review	7
 Appendices	
Appendix 1 – Example KS3 Report	8
Appendix 2 – Example KS4 Report	9
Appendix 3 – Example KS5 Report	10

Definition

Assessment is a process of gathering and interpreting evidence to make judgments about student learning and development. It is a systematic way of understanding what students know, understand, and can do, and is crucial for tracking progress, planning instruction, and providing feedback for teachers, students and their families

Assessments used to generate information on which decisions are made about student learning need to provide high-quality information fit for the purposes intended. Time between learning and assessment must be given to ensure the knowledge has been embedded and actual progress measured.

There are two types of assessment:

Formative assessments are continuous evaluations used to monitor student learning and adjust teaching strategies during the learning process.

Summative assessments evaluate learning at the end of a unit, course, or program.

There are 4 pillars upon which effective assessments are designed:

The first pillar is **purpose**. An assessment's purpose should be clear and align with the overall learning goals and objectives. It should be designed to inform decisions about teaching and learning, such as evaluating student progress, identifying areas for improvement, or making instructional adjustments.

The second pillar is **validity**. Validity refers to how well the assessment measures what it is supposed to measure. A valid assessment accurately reflects the intended learning outcomes and provides a true representation of student understanding.

The third pillar is **reliability**. Reliability ensures that the assessment is consistent and produces similar results across different administrations and raters. A reliable assessment provides a stable and dependable measure of student performance.

The fourth and final pillar is **value**. The value of an assessment refers to its usefulness and the benefits it provides. A worthwhile assessment should be worth the time and effort involved in its creation and administration, providing valuable insights that contribute to improved teaching and learning.

Rationale

The tools used for formative assessments in lessons (cold call, check for understanding using mini whiteboards, spaced retrieval practice e.g Last lesson, Last week, Last topic, Last term) are different from the tools used for summative assessments.

At Beechwood School, summative assessments are completed after a delay (2 to 3 weeks after a unit of knowledge has been taught). These assessments are called spaced assessments.

The purpose of spaced assessments at Beechwood School is to support knowledge and skill retention over time. By spacing the assessments, the knowledge retained in long term memory is assessed.

This policy complies with our funding agreement and articles of association.

Responsibilities

SLT will:

- Ensure that all subjects have completed a spaced assessment schedule for all year groups has been uploaded in the 'Spaced assessment schedule' folder.
- Set up spaced assessment trackers for all subjects in the 'Subject trackers' shared folder.
- Monitor and ensure that subject leaders have specified in the trackers the knowledge to be assessed on a regular basis to support retention.
- Monitor and ensure that subject leaders have sampled the important knowledge and endpoints in their assessments.
- Implement the assessment and reporting calendar.
- Triangulate evidence from speaking to groups of students, data in trackers to form an inference on the quality of learning per subject
- Report to SLT termly on the quality of the assessment process and the summary inference about the quality of learning at Beechwood.

Subject leaders will:

- Ensure that all teachers understand the knowledge that will be assessed in a topic/module before teaching.
- Work with colleagues to plan the questions all teachers will use in lessons to develop deep and flexible thinking and learning and ensure that these are shared with all staff
- Ensure that assessments sample all the important knowledge and endpoints we want all students to retain for the final assessment in the year.
- Ensure that assessments are structured in such a way to encourage all students to answer as many questions as possible. Ensure that questions are ramped up in difficulty (if applicable to your subject), to support all students to make a start and to answer as many questions as possible.
- Check that the minimum spacing delay has been complied with for the topic/unit to be tested. This is in the space testing schedule document for your subject.
- Monitor the teaching of the topics to be covered by spaced assessments through the use of the drop-in function on Steplab.
- Check that there is nothing in a test that has not been taught to students. For example, if students have been taught the meaning of global warming but not how to interpret global warming information in a table, there should not be questions on global warming information in a table format. If global warming information in a table is important for the end of a key stage exam, it must be taught.
- Ensure that final assessment papers (e.g PPEs) are locked away. Teachers should not see the assessment paper when teaching.

- PPEs must reflect the topics that students may be tested on in a final exam, the level of difficulty and the breadth of knowledge and skills. PPEs should not be made easier or hard content removed.

Supporting students with SEND

- Subject leaders must ensure that individual students with SEND have the support they need so that assessments are a true reflection of what they have learned. For example, all students that require a quiet place for their assessments should be provided such a place.
- Subject leaders need to know from their teachers what specific conditions support specific students to do their best work during assessments and ensure that these conditions are in place for every spaced assessment.
- Work with the SENDCO and DAS Lead to ensure that students have all they need to learn well.

Teachers will:

- Implement the stated curriculum for the subject
- Teach effective lessons consistently by following the subject lesson guidelines
- Ensure that a day and time when students are able to perform well has been chosen for the assessment. When an assessment is done and the conditions both have an effect on how well students do.

After a spaced assessment

Subject leaders and those acting in such capacity will:

- Ensure that assessment marks are entered into trackers within 2 weeks from the date of completion of the assessment.
- Where the deadline has not been met, implement the stages of the accountability procedure and ensure that their SLT link has a record of this.
- Carry out a spot check of marking to ensure all teachers have marked to the same standards.
- Check that all teachers have entered marks for all students that completed the assessment in the subject tracker and lock the tracker.
- Meet with colleagues to discuss data in trackers using the teacher line management document.
- Complete the subject line management document, which should be discussed in the next line management meeting.
- Make a decision about whether the topic(s) that have been assessed need to be re-taught or whether intervention should be put in place in addition to normal classroom teaching.
- Ensure that feedback is given to all classes and all students are given the opportunity to complete similar questions to those in the assessment after a few days delay. This will show the impact of the feedback.

Stages of knowledge gap intervention following spaced assessment

Where there are gaps in knowledge following a spaced assessment, the class teacher is expected to plan an intervention to address the gaps as shown below.

Stages	Who is responsible?	The action to take
Stage 1: In lesson	Class teacher	The class teacher should use learning tasks that have been designed during co-planning. The class teacher should also use the subject lesson guide (subject implementation of Beechwood 6) to ensure that effective teaching takes place for all students. This is our universal offer.
Stage 2: Out of lesson intervention	Class teacher	There are 2 things the class teacher can do at this point; 1. Set a video for the student to watch at home and provide some practice questions on the specific knowledge gap the student has. Give feedback and check knowledge again in some weeks' time. 2. Re-teach after school instead of the video at home option and follow through on the steps in option 1.
Stage 3: Home study monitoring	Class teacher & Subject leader	Set and monitor home study completion rate and average score for students involved in stage 2. Home study tasks should be spaced. The average score over time is a good indication of knowledge retention.

Assessment Reporting at KS3

How well a pupil has learned is reported as Foundation, Intermediate, Mastery and Excellence.

Marks from assessments are converted to z scores and standardised as shown below (this is similar to how SATs standardised scores are calculated). This allows for standards comparison from assessment to assessment, from year to year and this accounts for differences in difficulties of assessments.

z score	Standard score	FIME
-1.645	83-94	Foundation
-0.496	95-99	Intermediate
0.075	100-109	Mastery
0.994	110	Excellence

Assessment Reporting at KS4/5

In KS4 & 5, parents are provided with information on their child's progression through the curriculum in a similar way including referencing minimum target grades and predictions for the end of the key stage examinations.

In KS4/5, students take their first PPE towards the end of year 10 and 12 respectively. This assessment covers all content taught since September. The second PPE is taken in November/December of year 11 and 13 respectively. The final PPE takes place in February/March of the year of their external exams.

Policy Review

2 years

Appendix 1

Example KS3 report:

Outstanding	Exhibits excellent learning behaviours the majority of the time.	If a student is not yet achieving outstanding or good in their learning behaviours, teachers have highlighted the main area for improvement to reach the next level.
Good	Demonstrates good learning behaviours the majority of the time.	
Inconsistent	Occasionally, some learning behaviours are not where I would like them to be.	
Requires Improvement	Regularly, some learning behaviours are not where I would like them to be.	

Attainment Code	Meaning	Standardised Scores and Meaning
7WF	Working towards Foundation	Below 83; performed below 7F
7F	Foundation	83-94; performed better than 5% of the students
7I	Intermediate	95-99; performed better than 31% of the students
7M	Mastery	100-109; performed better than 53% of the students
7E	Excellence	110+; performed better than 84% of the students

What the colours mean

Blue = Your child has achieved above their minimum curriculum expectation.

Green = Your child has achieved their minimum curriculum expectation.

Amber = Your child has achieved below their minimum curriculum expectation.

Red = Your child is significantly below their minimum curriculum expectation.

Report Data

Achievement Points	1536	Behaviour Points	36	Attendance	97.4%
Subject	Teacher	Attainment Level	Attitude to Learning	Area for Development	
English	SME	7I	Good		
Mathematics	SOL	7E	Outstanding		
Science	SSN	7M	Good		
Art and Design	SBY	7I	Good		
Computer Science		7M	Good		
Drama	DDA	7E	Outstanding		
French	DTI	7M	Good		
Geography	SHL	7E	Good		
History	LCA	7E	Good		
Music	AHR	7E	Outstanding		
Physical Education	SPS	7I	Good	Focus	
Philosophy and Ethics	RAC	7M	Good		
Technology	SJO	7M	Outstanding		

Appendix 2

Example KS4 report:

What the levels on this report mean

Outstanding	Exhibits excellent learning behaviours the majority of the time.	If a student is not yet achieving outstanding or good in their learning behaviours, teachers have highlighted the main area for improvement to reach the next level.
Good	Demonstrates good learning behaviours the majority of the time.	
Inconsistent	Occasionally, some learning behaviours are not where I would like them to be.	
Requires Improvement	Regularly, some learning behaviours are not where I would like them to be.	

Report Data

Achievement Points	452	Behaviour Points	9	Attendance	92.9%
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Subject	Teacher	Test Grade	Target Grade	Predicted Grade	Attitude to Learning	Area for Development
English Language	EBJ	5B	4	5	Outstanding	Engagement
English Literature	EBJ	6B	5	6	Outstanding	Engagement
Mathematics	JNR	4C	4	4B	Good	
Science	PEG	4-4	4-4	4-4	Good	
Business Studies	CDS	4	4	4	Good	Attendance
Health and Social Care	AMC	P2	P2	M2	Good	
History	KHT	5	4	3	Good	
Philosophy and Ethics	WJO	6C	5	8C	Outstanding	

Appendix 3

Example KS5 report:

Attendance %: 96.6	Possible Sessions: 146	No. of Authorised Absences: 4	No. of Unauthorised Absences: 0
Achievement Points: 30	Behaviour Points: 3	No. of Lates: 0	

Test Grade	Target Grade	Predicted Grade	Subject	Met All Submission Deadlines	Positive Attitude to Classwork	Positive Attitude to Homework
P	D	P	Health and Social Care BTEC	N	Y	N
C2	C	B	Psychology	Y	Y	Y
C2	C	B	Sociology	Y	Y	Y

With just five months remaining in Beechwood Sixth Form, we would like to give you some feedback on how Amber is getting on. We want students to understand that if they have not yet shown their teachers their best learning behaviours, this doesn't need to be a bad thing. An important aspect of learning anything is to know what we are good at, but also what we need to focus on more, in order to improve further, and to exhibit a growth mindset. We hope this feedback helps both you and Amber understand her current academic engagement and progress. If you would like to discuss this further, please do not hesitate in contacting Beechwood School.

Grades GCE A Level A*-E Grades with 1 being the highest and 3 being the lowest within the grade
BTEC Level 3 NP = Near Pass, P = Pass, M = Merit, D = Distinction, D* = Distinction*

Y = Yes, N = No