



Assessment Recording Reporting Policy

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CONTENTS

Section

1. Introduction
2. Aims
3. Leadership
4. Assessment
5. Reporting to Parents
6. Curriculum Area Responsibility
7. Assessment Techniques
8. Marking
9. Target Setting
10. Recording
11. Reporting
12. Meeting with Parents
13. External Examinations
14. Key Stage 4
15. Monitoring and Evaluation

Introduction

This document describes the assessment and reporting processes, outcomes and actions that are used at Malet Lambert.

Trustees have oversight of the performance of each school and Local Governing Bodies have a more detailed understanding of the strengths and areas for development for individual schools.

Aim

To ensure efficient monitoring and evaluation of pupil progress using a cycle that collects accurate data via which intervention and school planning can be undertaken. The assessment and reporting cycle should support classroom teachers, Heads of House and Subject Leaders as well as the Senior Leadership Team in improving outcomes across the school.

Leadership

Overall leadership of assessment and reporting within Malet Lambert is the responsibility of the Assistant Headteacher and Deputy Headteacher for Quality of Education. Subject Leaders coordinate the day-to-day operation of data collection and forecasting adhering to a Trust Assessment Timeline. Senior leaders review and hold Subject Leaders to account on progress data and subject actions for improvement.

Assessment

Assessment is an integral part of teachers' strategies for improving pupils' learning. It helps identify strengths and gaps or misconceptions, it informs pupils and their parents / carers about progress, and it forms the basis for planning adaptations to our curriculum.

The school records key assessment data centrally in order to support the work of teachers and pupils, to inform parents and carers about their child's progress, and to provide statutory returns to local and national agencies. The school collects progress and attainment data for pupils twice during the academic year. For pupils in KS3 and Y10, data is collected during the Autumn term and Summer term. For pupils in Year 11, data is collected in the Autumn term and Spring term, reflecting the fact pupils sit mock exams in December.

The school attempts to ensure consistency of centrally recorded information by encouraging moderation procedures. The school data team (comprising the Assistant Headteacher, Deputy Headteacher, Data Manager and Exams Officer) support all subject leaders and teachers with their data recording, analysis and subsequent intervention and actions.

Reporting to parents

Parents and carers are informed of their child's progress formally at two points through the year and have the opportunity to discuss this with their child's teachers at progress evenings.

Curriculum Area Responsibility

Within a subject area, responsibility for effective assessment is the responsibility of the Subject Leader. Subject Leaders are responsible for ensuring that appropriate standardisation and moderation is undertaken to allow all members of their department to accurately and consistently assess pupils work.

Heads of House and The Senior Leadership Team are additionally responsible for implementing intervention strategies to support underperformance.

Why do we assess?

Assessment of pupils' progress serves several purposes. It enables us to identify strengths and areas for development in the teaching and learning process, allowing the sharing of best practice and curriculum improvements to be made. It helps us inform pupils about their current level of attainment and helps us give effective feedback, helping pupils progress further. It helps teachers measure the progress that pupils are making through the school curriculum, and to report this to parents.

Assessment techniques

The school will use a variety of formative and summative assessment techniques in order to form a judgement about a pupil's current level of attainment and progress and to inform appropriate intervention, where necessary.

Marking

Marking assists teachers in monitoring pupil progress. It provides information on which to base the planning of future teaching for individuals and for whole classes. Marking can support pupils learning by identifying areas for development and informing effective feedback. Please refer to the subject specific assessment and feedback policies for details of how each subject area assesses pupils, marks pupils work and provides feedback on how to improve.

Target setting

We are no longer issuing individual target grades for pupils as these targets are sometimes perceived as a ceiling and can become demotivating. Instead, we are sharing with pupils their approximate percentage chance of achieving each grade at GCSE based on their KS2 scaled score average. These are shown for pupils in their school report. For current Year 9 and Year 10 pupils, a CAT average score is used in place of KS2 scaled scores as these pupils did not sit KS2 SATS tests because of the COVID 19 pandemic. These 'chances' are based on historical data at a national level and are meant to be used as an approximate guide only as pupils have different strengths and will perform better in some subjects than others. Pupil performance is also affected by several factors, such as attendance, attitude to learning and behaviour.

Recording

The school is registered under the General Data Protection Regulation 2018 and has a responsibility to abide by the terms and conditions that this imposes. In particular, information held by the school about pupils on any computer or computer system will be factual or reflect the informed professional judgement of staff at the school. Parents and carers have a right to see, and if necessary, challenge this data.

The school will fulfil its legal requirement to keep a record for each pupil which “must include information on the pupil’s academic achievements, other skills and abilities and progress in the school, and this material must be updated each year.”

Central recording: external data

During a pupil’s time with us, the school collects a number of items of external, or externally moderated data about each child. This data is held centrally on computer and is available to staff in order to inform their work with classes and individuals. This data normally includes:

- Key Stage 2 (KS2) examination/standardised test marks
- Cognitive Ability Test (CAT) scores (verbal, non-verbal, quantitative)
- Annual standardised Reading Age assessments
- Key Stage 3 and 4 (KS3 and 4) examination results (GCSE, and all other level 2 qualification results)
- FFT data
- New Group Reading Test (NGRT)
- New Group Spelling Test (NGST)
- SISRA Analytics Data

Central recording: internal data

The school records centrally each pupil’s level of progress and attainment in each subject. The timing of this assessment is such as to inform the Trust Monitoring and Evaluation cycle and termly reports to Directors. Key Stage 3 courses report in the form of: below, at or above expected progress. Pupils also receive a grade of outstanding, good, improvement required or cause for concern for their attitude to learning and effort in homework. Key Stage 4 courses are reported in terms of a predicted grade at the end of Year 11. For most pupils and most courses this will be a GCSE 9 - 1 grade but a number of our pupils take BTEC level 2, Cambridge National Certificates and vocational and other qualifications in which cases the appropriate grading system is applied. Separate grade targeting criteria are applied to these courses depending on the grading system applied.

Use of centrally recorded data

The data held on each pupil can be collated in many ways. Its primary purpose is to support the work of teachers and pupils by informing the management of each pupil’s learning; in particular, increasing use will be made of this data for intervention and pupil progress.

Teaching staff may wish to analyse, or have analysed, the performance of their teaching groups against that of other groups in the school or against national data. The school provides analysis software through the SISRA website for this purpose and staff are encouraged to monitor their progress data through this programme.

Departmental recording

Each department keeps its own records covering the work done in its subject. This collation will allow the departmental team to build a picture of a child's progress over a number of years, which can inform future work with the pupil. It allows members of the department to compare progress at an individual or class level and to make judgements about the effectiveness of the learning in their classrooms and, for instance, to compare the effectiveness of different teaching approaches to the subject matter. All department data is stored on the school secure servers, SISRA Analytics or within the school's google drive.

Reporting

All reporting is now entered directly onto Arbor marksheets. Subject leaders are responsible for verifying progress data. Reports are generated and e-mailed to parents. Paper copies can be supplied to parents on request; this is led through the House teams. All reports need to be quality assured within the data team before they are distributed.

The school has a responsibility to ensure that this automation of the reporting process does not reduce the quality of the information that it gives to parents. The school will make every effort to make the content of these reports easily understandable to parents and pupils alike.

Meetings with parents & Carers

Staff at Malet Lambert will be available to meet with each child's parents or carers at progress evenings which are online and in person. We provide the opportunity for parents and carers to ask questions in order to gain a better insight into their child's performance at school. Parental events form part of the school's annual cycle of events and are notified to parents via the school calendar, website, e-mails, social media and letter.

External examinations

The school undertakes external examinations with pupils at a time which is deemed most appropriate for their development. The school, in consultation with the Trust sets target levels for a range of examination key performance indicators each year in addition to measures reported by the DfE:

- Progress8
- Attainment8
- Maths and English Grade 9-5
- Maths and English Grade 9-4
- Ebacc entry
- Ebacc average points per slot
- Ebacc Grade 5+

Key Stage 4

The school provides all pupils with the opportunity to take examinations in the subjects that they have studied during Key Stage 4; indeed, it is our policy that all pupils should undertake such examinations other than in exceptional circumstances.

Statements of entry are sent home to parents, normally in early February, for the GCSE and Certificate of Achievement examinations. Parents are asked to signify their agreement with the entries and any queries are dealt with at this stage. Once the entries are confirmed and sent to the examination boards, parents are asked to pay for any examination that their child misses without good reason.

Monitoring and Evaluation

Monitoring and Evaluation will be carried out via the following methods:

- Floodlight/Spotlights undertaken by Heads of Subject, SLT and Trust Team
- Headteacher Book-sees
- Departmental Book-sees
- Sampling of pupils' views through questionnaire or discussion (Pupil Voice)
- Analysing teacher & subject specific data, in order to share good practice and support development
- Quality Assurance Documentation
- Trust School Improvement Review (T-SIR)
- School Improvement Partner Visits
- Governor Links and Visits