



Assessment Reporting & Recording Policy

Approved by:	School
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Our vision

At Rugby High School, we set heights in our heart.

While striving for **excellence for all**, in all its forms, our aim as a school is to encourage our students to be ambitious and creative thinkers, to face challenges, to work together, to learn to apply and adapt their knowledge and understanding so that they are prepared and excited for the future, whatever it may bring.

Our aspiration is that **all our students** understand what it is to show compassion and empathy and to take responsibility as brave, independent global citizens.

Our students will move on from Rugby High School knowing how to be Resilient, Healthy and Successful, showing kindness, care and respect to others

Inspired by their curiosity and love for learning our students will leave us with a confident voice, ready to take their place, knowing that their actions have the potential to change the world.

The purpose of this policy is to establish a clear framework for assessment, recording and reporting within Rugby High School. Individual departmental policies should reflect the guidelines contained in this document.

Assessment

Assessment is the process of obtaining, analysing and interpreting evidence by students and teachers to enable them to review, plan and develop learning. It is a process that is ongoing and takes many forms, including review of written work but also monitoring progress through questioning in the classroom and discussions with the students. It helps teachers to assess how well students have understood their learning and enables teachers to provide support and further challenge where appropriate. It ensures that students make progress through the curriculum and that curricula are well sequenced, developed and implemented. It is an essential component of effective classroom practice. Assessment can be summative; leading to a score or grade which indicates a student's overall performance in a particular assessment. Assessment can also be formative; here a grade/ score may be awarded but the purpose of the assessment is for students to gain feedback on their progress. This formative assessment can take many forms and is ongoing in lessons and in the regular review of student work. Assessment is also crucial in ensuring the school's accountability for standards to parents, governors and the wider community.

Formative assessment is assessment for learning. It happens at the start or during the learning. It supports learning by helping teachers to identify what students know, understand and can do. It shows teachers and students how they are progressing through the curriculum. It helps students to identify what they are doing well, what the gap is between their current performance and their next steps for learning. It suggests a means to take the next step. Ongoing Assessment For Learning (AFL) in the classroom will take various forms, such as questioning and discussion with students, monitoring of student's classwork and verbal feedback and short quizzes to encourage retrieval practice, for example. All of these are an

essential part of a teacher's work in gaining an understanding of how well their students are progressing, monitoring student understanding and addressing any misconceptions. It may include the explicit sharing of marking criteria and mark schemes, comment only marking, self or peer assessment, quality questioning including giving students thinking time. In formative assessment the student is an active partner in the assessment and the learning which follows it.

Summative assessment is assessment of learning and happens after the learning has taken place. It is used mainly to measure performance and clearly identifies a standard of attainment. It may take the form of external or internal examinations, end of topic tests, controlled conditions assessments etc. It allows students and teachers to understand the effectiveness of learning, and indicates how students have performed relative to national standards.

Quality *formal* assessment involves an evaluation of the piece or performance against predetermined assessment criteria. By this we mean work that is set as a particular assessment task, with students knowing in advance that this piece of work will be used for *formal* assessment. The assessor reflects on what the student has done and evaluates the quality of that work. It identifies strengths clearly e.g. relevance of the content to the question; demonstration of particular knowledge, understanding or skills; organisation of ideas; use of language (vocabulary, sentence structure); creativity, appropriate presentational devices. It informs the student what they need to do to improve their work by setting one or more explicit targets. It gives the student information about how they can achieve their target(s) and shows evidence that previously set targets have been followed up. In *formally* assessing work, the balance of comment should be positive e.g. as in What Worked Well, and Even Better If

Exemplar

What worked well: Dinah, your answer is well focused on the question.

Your analysis of the causes of urban decay is detailed and well evidenced.

Even better if: In your next answer try to use more specific geographical terms from word lists in your class notes and textbook

Green pen student reflection: when marked work is returned and / or any feedback is given to students, students are given the opportunity to reflect on and edit their work making improvements and corrections in green. Students may also be asked to set their own targets for improvement which will be written in green. Students are expected to have a green pen with them for this purpose.

We understand feedback to be a reaction to a person's work or activity with the purpose of helping them to adjust or become more effective. This may take a range of different forms, depending on the activity which is being considered and will happen at various points throughout a lesson or during a student's learning journey. Feedback may be given through activities such as (these are examples and the list is not exhaustive):

- reflection as a class following whole class or independent student discussion and questioning,
- verbal discussion/ interaction while the teacher is monitoring the class,
- live marking of work, as it is being completed,
- whole class feedback following the completion of a formal assessment, project or other piece of written work.
- selective marking, teachers may choose sections of a students work to correct or to highlight specific areas for development, this will then enable students to then critically assess their own learning and act on feedback.

There is no expectation that every piece of work a student completes will be marked by their teacher. Staff should discuss the process of feedback in their subject with their students so that students are aware of what kind of feedback to expect, and so that they can understand and explain what their own areas for development are. Students are expected to engage with the feedback that they have been given in order to improve. This will be evidenced in green pen, and /or in conversation with the student.

Correction of Work

At RHS we follow a policy of selective correction. Selective correction involves the identification of some:

- misspelled words (normally not more than three per piece of work)
- a few individual sentences or possibly a single paragraph where the expression is either grammatically incorrect or hampers communication
- places where the punctuation is inaccurate or does not support the meaning (normally not more than three examples)

Teachers will use the following symbols to identify places where some form of correction or redrafting is required, this correction or redrafting will be completed in green:

Symbol or Abbreviation	Meaning and Action
Sp	Spelling error. You will be expected to: look the correct spelling up in a dictionary; correct the spelling and write the correct spelling out three times and then use it in a sentence. Sometimes you may be given a spelling rule to learn and apply instead of this.
P	Punctuation error. The sentence must be rewritten using the correct punctuation. You may be asked to revisit a specific punctuation rule and to apply it.
//	New paragraph needed. You need to write a brief note showing that you understand why a new paragraph is required.

W-W	Wrong word: you are required to research the correct word and substitute it.
Vocab	This is to indicate that you should review the vocabulary used here, this may be to include more topic specific language for example.
Clarity	This is used to indicate places where the expression lacks clarity, sentences are poorly shaped or there are syntactical errors. You need to redraft these sentences. If you try reading them aloud, you may be able to spot the error without assistance. If you can't, ask your teacher for help.

Curriculum areas may use certain additional codes for further subject specific corrections.

Frequency of Assessment and Departmental Marking Policies

Students need prompt, regular and effective feedback which enables them to move forward, and are expected to engage with this. The frequency of assessment will vary from subject to subject. Departmental marking policies should not create an excessive workload for any member of staff, but should detail a range of feedback strategies that may be used in the department so that expectations are clear.

Students will be formally assessed in each subject at least once per term and the working at level (WAL) or grade (WAG) will be reported to parents via the student progress check.

Curriculum areas may have their own departmental marking policies which they refer to in conjunction with the whole school policy and which will offer subject specific advice on appropriate marking for that subject area. Curriculum leaders will agree with their department staff timings for moderation and standardisation of formally assessed work.

Where work is completed digitally teaching staff will inform students of accepted means of submission of work for marking and feedback. Staff may use a variety of methods of giving feedback, for example this may be written, given verbally in class, digitally recorded via One Note for example. Students are expected to be able to refer to feedback given, so where there is regular verbal feedback given, students should receive written or recorded feedback at least once per half term from each subject teacher so that they can refer back to it easily.

Some projects may extend over a number of weeks. Staff should help students to break large projects down into smaller tasks and feedback on those (either formally or informally) prior to the submission of the final piece. Recordings or pictures may be used to document skills-based learning as a substitute for a demonstration of those skills.

Tracking

Curriculum Leaders and subject teachers are expected to be able to discuss the progress of the students for whom they are responsible. Each member of staff is expected to keep a record (either electronic or on paper) of their assessments of students' work and to be able to use it to discuss progress and plan future learning. In addition to the data included on progress checks, Curriculum Leaders may wish to keep their own departmental databases to track student performance which -may contain additional data e.g. topic tests or end of unit tests. The school uses prior attainment, GL CAT tests and a range of information from other sources e.g. FFT Aspire (until May 2026), 11+ scores where appropriate, SISRA data collaboration and Level 3 Value Added predictors as well as professional teacher-judgment to set and review targets for students. Student performance in the assessments and examinations that feed into progress checks is assessed in relation to the target grade and where relevant their predicted grade. The results are analysed to see how different groups of students perform. The following groups are identified:

AG (Ability Band)

FSM (Free School Meals)

FSM Ever 6 (Free School meals in the last 6 years)

PP (Pupil Premium)

Children Looked After (CLA)

SEND (Special Educational Need/ Disability)

EAL (English as an Additional Language)

Ethnicity

Year 12 joiners in Year 12/13

Gender in Year 12 and 13

Assessments used for progress checks and reports should be common to the whole year group, and agreed within curriculum areas. - If the work has been marked by more than one teacher, the Curriculum Leader is responsible for monitoring the work of each teacher to ensure consistency of assessment. They should sample three pieces per teacher by way of moderation and give advice about any necessary adjustments. Evidence of moderation should be visible. Curriculum Leaders are expected to discuss the results of attainment checks in departmental meetings and challenge underachievement. Departments are expected to be able to identify strategies that have successfully contributed to the raising of attainment in particular groups and have plans in place to tackle underperformance of specific groups and individuals.

Targets

A target is the end of key stage 4 or 5 grade that a student should be attempting to reach or exceed. The target will be set using external measures as detailed above and reviewed by the department at the beginning of the key stage and -may be adjusted during the key stage. At RHS it is expected that a large majority of students -will make more than expected progress over KS2-4 in the majority of their subjects. Departments must bear this in mind when target setting.

Target Setting for Year 7, Year 10 and Years 12 and 13

KS3: based on the student's KS2 points score (Maths, English and Science), performance in a baseline test (as recorded in the first school assessment slot towards the end of the first half term in Year 7) and employing data from FFT Aspire, and GL CAT tests.

KS4: Based on end of KS3 points score, FFT Aspire, and teacher judgement

KS5 Year 12/13: Based on FFT Aspire, GCSE points score in that subject (or relevant subject), Sisra Level 3 VA predictions, and teacher judgement

At KS4 and KS5 Target grades will be shared with students and parents, when appropriate. Students' progress in relation to them- will be monitored.

Predictions

In addition to receiving a target a student will also be given a prediction. A prediction is an informed professional judgement of the grade or level that a student is likely to reach at the end of key stage 4 & Key stage 5, a projection based on the student's prior attainment and prior progress. Predictions will be reviewed during the key stage and may be adjusted.

Reporting to Parents

Progress Evenings (previously Parents' Evenings)

Progress evenings will be held online, via SchoolCloud, on in person, dependent on students' year group. A Progress Evening will be held for each year group once a year. Progress Evenings are held between 4.00pm and 7.00pm. Times may vary slightly depending on staff availability, this will be communicated to students and parents. Staff are expected to be available during a 180 min period. Students are encouraged to attend Progress Evenings with their parents as -a part of taking responsibility for their own learning. Teachers can ask students whose parents they want to see, to make appointments.

Progress Checks

Progress checks are interim reports for parents on their child's progress and attainment. Progress checks will be sent home to parents once a term for all Year groups.

The progress check will inform parents if their child is making **Emerging, Expected** or **Exceeding** progress in each subject, based on expected working at levels at Key Stage 3, or based on a student's target GCSE or A level grade at KS4 and 5.

The range of expected levels at Key Stage 3 for each subject, and each term are detailed in our Curriculum Maps which are available to view on our website.

Emerging: means that the student is working towards the expected level/grade at this stage in their learning journey for this subject. The class teacher will be giving students extra support in lessons to boost their progress. Any concerns will be raised with parents in a timely manner.

Expected: means that the student is working at the expected level/ grade at this stage in their learning journey.

Exceeding: means that the student is working at a level above the expected level/grade at this stage in their learning journey.

The progress check will also give an **Attitude to Learning** (ATL) score from 4 - 1 (4 being the highest level awarded), this level reflects the effort that each student is putting into their learning in class and their independent learning.

The progress check will also show detail of any particular **Areas for Development** highlighted by the class teacher.

Parents and students will be notified when each progress check is available to view on Arbor.

Progress Checks for students in KS4 and KS5 will also show the student's target GCSE/ A level grade and their current Working at Grade (WAG).

This grade which must be based on a piece of teacher assessed work common to all students across the year group and a teacher assessment level "overall". Where students are tested on a range of skills in a particular subject, the WAG may represent a holistic grade combining the scores for the range of skills assessed, if this is appropriate to the subject area. If the work has been marked by more than one teacher, the Curriculum Leader is responsible for monitoring the work of the teachers in their department to ensure consistency of assessment. They should sample three pieces per teacher.

Use of Arbor for parental communication

Teaching staff are encourage to communicate regularly with parents via email on Arbor, to celebrate student success and to inform parents of any concerns regarding a student's progress or attitude to learning.

Information for Staff

Staff should refer to the published reporting schedule and school calendar for information about reporting deadlines, progress evenings and internal/ external examinations. The reporting schedule will be published at the end of each academic year for the following year.

We aim to open marksheets on Arbor as close to the start of each term as possible so that data for internal and published progress checks may be entered at any time which is appropriate for the assessment cycle of the curriculum.

Attitude to learning scores - 1 – 4 - criteria

4

The student's attitude to learning is **exemplary**. They fully understand what it is to "set heights in their heart." They arrive to every lesson **curious** and eager to learn, reflected in the questions they

ask, and the independence of study they show, regularly going beyond classwork and pursuing their own lines of enquiry. They show great resilience when encountering **challenges**, relishing them as part of their learning, often increasing their effort to meet them. They always take on board teacher feedback working **creatively** and independently and with a very positive attitude. They are constantly reflecting on their work, asking questions and seeking to improve.

3

The student's attitude to learning is **pleasing**. They arrive to every lesson prepared for the lesson, and will show effective levels of **curiosity**, reflected in the way they respond to the work set, the questions they ask, and independence of approach. When they encounter **challenges** they try to keep going, keeping their effort up, often overcoming them. They use teacher feedback in their work to make improvements, and often work independently with growing **creativity**. They understand their areas for improvement, ask clarifying questions in order to address them.

2

The student has an **inconsistent attitude** to learning. They mostly arrive prepared for the lesson, but rarely show any **curiosity** for their learning, neither asking questions, reflecting on their work or pursuing independent study. When facing some **challenges** their effort drops below what is expected. They do not always respond to teacher feedback, and may need more direction, often lacking **creative** responses. They will need support in addressing areas for improvement.

1

The student's attitude to learning is **below what is expected** at Rugby High. They arrive unprepared for learning, are not **curious**, and are increasingly passive, with no independent study outside of the classroom. They regularly do not bring the correct or appropriate equipment. They avoid **challenges**, and it is clear that they are not making an effort in lessons. They do not seek or respond to teacher feedback, and take no time to think of **creative** responses even with direction do not invest effort in improvements.