



GREATFIELDS SCHOOL

Assessment, Recording and Reporting Policy

Approved by SLT:

Date: October 2025

Approved by Local Governing Board:

Date: October 2025

Next Review Date: September 2026



Partnership Learning



Purpose:

To develop an assessment system which supports teaching and learning and which helps move students' learning forward.

Key principles:

1. Assessment should be an integral part of teaching and learning, not an extra.
2. Internal assessment data should not be used as part of the performance management process.
3. Assessment should be primarily used to check for misconceptions and gaps in students' knowledge, and therefore drive planning going forwards.
4. High quality assessment will accurately monitor students' progress and learning over time.
5. Students need to have the opportunity to access and recall knowledge over a long period of time.
6. Parents/carers should receive useful information regarding their child's progress

1. Baseline Assessments

All students are set challenging targets based on their KS2 data/baseline assessments (appendix 1).

2. Assessment

School wide, students will be assessed once per half term. All assessments across KS3-KS5 should be recorded on departmental trackers which should be closely monitored by all stakeholders.

We use pink highlighter to highlight misconceptions and green highlight to indicate correct work (**Pink for Rethink, Green for Go**).

We want students to engage positively with the feedback and focus on the actual things they need to do better, rather than obsess about a number or grade.

Heads of Departments have autonomy of their own subject's marking policy and have edited the policy to fit their own subject where appropriate.

Teachers should live mark students' work on a regular, rotational basis to ensure they are assessing all students' work frequently between formative or summative assessments.

3. Formative Assessments

There will be four formative assessments across the school year which are calendared in by individual departments or faculties. These assessments should test both prior and recent knowledge, content and skills within a given subject area. The data from these assessments should be recorded on a departmental tracker as a means to monitor every students' progress.





4. *Summative Tracking Assessments*

There will be two Tracking Assessments per year, dates can be found on the academic calendar.

TA dates are fixed across the school year with all departments running their tracking assessments at the same time. These will be a formal process within the classroom and run like a 'mock' exam.

Summative Assessments at KS4:

These Tracking Assessments will be marked and all students given a **GCSE Projected Grade**. A projected grade should be what the teacher thinks that the student will attain at the end of year 11 if they continue to produce work of this standard.

These grades should not be based solely on the piece of work marked for that tracking assessment, but should take into account prior assessment of classwork and independent learning.

Teachers may also share in class their actual grade on each assessment they have completed.

The grade is a Projected Grade, so teachers and departments will need to use their professional judgement when assigning these grades. Heads of department will need to think carefully about their grade boundaries.

Summative Assessments at KS5:

These Tracking Assessments will be marked and all students given an **A-level Projected Grade**. A projected grade should be what the teacher thinks that the student will attain at the end of year 13 if they continue to produce work of this standard. These grades will be used by students for their UCAS applications.

These grades should not be based solely on the piece of work marked for that tracking assessment, but should take into account prior assessment of classwork and independent learning.

Teachers may also share in class their actual grade on each assessment they have completed.

Summative Assessments at KS3:

In academic subjects which include English, Maths, Science, Languages and Humanities, tracking assessments will be marked and all students given a **GCSE Projected Grade** as they are at KS4.

The predicted grade given for a student is then compared to their target grade from a student's KS2 data (see appendix 1), and their progress is ranked as:

Emerging (2 or More Grades Below Target)

Developing (1 Grade Below Target)

Growing (On Target)

Maturing (Above Target)





In practical subjects which includes Performing Arts, Computing, Food, Art and PE tracking assessments are marked using a progress scale for each subject. This scale is referred to as a growth scale, where students are classed as:

Emerging (A concern in this subject)

Developing (Needing to improve)

Growing (Making good progress)

Maturing (Making excellent progress)

We do not give grades in practical subjects at KS3.

5. Standardisation and Moderation process

Where appropriate, standardisation should take place within departments to ensure that all teachers mark accurately.

Moderation must take place after the Tracking Assessments have been marked and before data is entered into the system. They should be moderated within the department during directed time.

Heads of Department must also ensure that external moderation takes place at least twice a year to validate the department's internal judgements.

6. Responding to Teacher Feedback: DIRT

Once work has been marked, students are given an entire lesson to make corrections to their work called 'DIRT' (Directed, Improvement and Redrafting Time).

In this lesson students are given back their piece of work and make their own corrections to it using green pen. Students will then complete a new similar piece of work to apply their corrections and make further progress.

7. Data entry

After each Tracking Assessment, staff will enter the following data for each student on Bromcom:

Student Name	Attitude to Learning	Homework	Projected Grade

Staff will record on Bromcom a comment for the quality of students' homework and attitude to learning. They will also write a projected grade or progress score for a student in their subject, based on their TA result and teacher judgment.

Heads of department check the accuracy of predicted grades before the data entry deadline closes.





8. Homework

Staff will record 'Excellent', 'Good' or 'Need to Improve' for students' homework. Staff use the guidance below when making their decision.

- Excellent - All pieces of homework have completed that term to a high standard.
- Good - Most pieces of homework have been completed that term (they may have missed one), or the standard of work completed is OK but could be of higher quality sometimes.
- Need to Improve - Two or more pieces have been missed this term or the standard of work being completed is not to an acceptable standard.

9. Reporting to parents

Interim reports will be sent to parents two times a year, reporting progress after each Tracking Assessment. Reports are emailed home, as well as a paper copy being given to students.

The reports will contain the following information:

KS3 (appendix 2)

- Attendance and lates
- Homework
- Attitude to learning
- Progress

KS4 (appendix 3)

- Attendance and lates
- Target grade (this is the same for all subjects)
- Homework
- Attitude to learning
- Predicted grade

KS5 (appendix 4)

- Attendance and lates
- Target grades for each subject
- Projected fine grade for each subject
- Homework
- Attitude to learning
- Predicted grade





Appendix I

Flightpaths based on KS2 data

KS2 scaled score	Key Stage 4 English target	Key Stage 4 Maths target
80	3	3
80.5	3	3
81	3	3
81.5	3	3
82	3	3
82.5	3	3
83	3	3
83.5	3	3
84	3	3
84.5	3	3
85	3	3
85.5	3	3
86	3	3
86.5	3	3
87	3	3
87.5	3	3
88	3	3
88.5	3	3
89	3	3
89.5	3	3
90	3	3
90.5	3	3
91	3	3
91.5	3	3
92	4	4
92.5	4	4
93	4	4
93.5	4	4
94	4	4
94.5	4	4





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95	4	4
95.5	4	4
96	4	4
96.5	4	4
97	5	5
97.5	5	5
98	5	5
98.5	5	5
99	5	5
99.5	5	5
100	5	5
100.5	5	5
101	5	5
101.5	5	5
102	6	6
102.5	6	6
103	6	6
103.5	6	6
104	6	6
104.5	6	6
105	6	6
105.5	6	6
106	7	7
106.5	7	7
107	7	7
107.5	7	7
108	7	7
108.5	7	7
109	7	7
109.5	7	7
110	7	7
110.5	7	7
111	7	7
111.5	7	7
112	7	7
112.5	7	7





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113	8	8
113.5	8	8
114	8	8
114.5	8	8
115	8	8
115.5	8	8
116	8	8
116.5	8	8
117	8	8
117.5	8	8
118	8	8
118.5	8	8
119	8	8
119.5	8	8
120	8	8
120.5	8	8





Appendix 2

Report template for KS3



GREATFIELDS SCHOOL

Greatfields School
Net Street
Barking, IG11 7TD
0203 9465900
office@greatfieldsschool.com

29/09/2025

Final Progress Report

Student Name: Joe Bloggs

Form: 7NM

Attendance: 98%

Number of Lates to School Since September: 2

GCSE Target Grade: 6



Subject	Progress	Attitude to Learning	Homework
Dance	Emerging	Excellent	Excellent
English Language		Good	Good
English Literature		Good	Good
GCSE PE		Good	Good
Geography	Developing	Good	Good
Maths		Needs to Improve	Needs to Improve
Science Combined		Good	Needs to Improve
Spanish		Excellent	Excellent

Guidance for Parents:

Attendance	We aim for all students to be achieving 98% or above for attendance, this means your child is only absent 3 days or less a year.
Lates to School	Students need to be lined up in the playground for 8.37am.
Attitude to Learning	All students should be prepared, committed and working hard in every lesson.
Homework	Students should be completing 2-3 hours of work every evening.





Appendix 3

Report template for KS4



GREATFIELDS SCHOOL

Greatfields School
Net Street
Barking, IG11 7TD
0203 9465900
office@greatfieldsschool.com

19/05/2025

Tracking Assessment Two Progress Report

Student Name: Joe Bloggs

Form: 10NM

Attendance: 98%

Number of Lates to School Since September: 2

GCSE Target Grade: **6**

Subject	Predicted Year 11 Grade	Attitude to Learning	Homework
Dance	5	Excellent	Excellent
English Language	6	Good	Good
English Literature	4	Good	Good
GCSE PE	6	Good	Good
Geography	6	Good	Good
Maths	3	Needs to Improve	Needs to Improve
Science Combined	5	Good	Needs to Improve
Spanish	6	Excellent	Excellent

Guidance for Parents:

Attendance	We aim for all students to be achieving 98% or above for attendance, this means your child is only absent 3 days or less a year.
Lates to School	Students need to be lined up in the playground for 8.37am.
Attitude to Learning	All students should be prepared, committed and working hard in every lesson.
Homework	Students should be completing 2-3 hours of work every evening.





Appendix 4

Report template for KS5



GREATFIELDS SCHOOL

Greatfields School
Net Street
Barking, IG11 7TD
0203 9465900
office@greatfieldsschool.com

19/05/2025

Tracking Assessment Two Progress Report

Student Name: Joe Bloggs

Form: 10NM

Attendance: 98%

Number of Lates to School Since September: 2

Subject	Target Grade	Projected Fine Grade	Attitude to Learning	Homework
Dance			Excellent	Excellent
English Language			Good	Good
English Literature			Good	Good
GCSE PE			Good	Good
Geography			Good	Good
Maths			Needs to Improve	Needs to Improve
Science Combined			Good	Needs to Improve
Spanish			Excellent	Excellent

Guidance for Parents:

Attendance	We aim for all students to be achieving 98% or above for attendance, this means your child is only absent 3 days or less a year.
Lates to School	Students need to be lined up in the playground for 8.37am.
Attitude to Learning	All students should be prepared, committed and working hard in every lesson.
Homework	Students should be completing 3-4 hours of work every evening. Students should be using supervised study to complete their independent learning.

