



Assessment, Recording and Reporting Policy 2022-23

(Updated July 2022; due for review July 2023)

1. Principles, rationale and aims

At ECS we have high expectations of what our students can achieve. Good quality assessment, target setting and intervention are central to securing good progress and raising attainment at student, class, department and whole school levels.

This policy was originally developed in 2015 in response to changes regarding the assessment of pupils at a national level:

- The publication of the new National Curriculum for Key Stages 3 and 4 (2013)
- National Curriculum Levels scrapped from September 2014, with children assessed using Interim Teacher Assessment Frameworks and more challenging SATs leading to a Key Stage 1 or Key Stage 2 'Scaled Score' on a scale with 100 representing the expected national standard, and ranging from 85 to 115 (KS1) or 80-120 (KS2).
- The phasing-in of 'reformed' GCSEs, graded on a 9-1 scale with 9 being a higher standard than the current A* grade, starting with English and Maths (first examined in 2017) and most other subjects a year later (first examined in 2018)
- The announcement (September 2017) that Ofsted will be measuring school performance using the number of GCSE passes at Grade 5 (a 'strong' pass) or above.

This policy, together with the school's Feedback and Assessment Policy, aims to:

- support the development of a 5-year programme of study for Years 7-11
- provide a consistent system of recording and reporting across KS3 and KS4
- focus on progress and aspiring for excellence
- be motivating for students
- be clear and informative for students, parents and teachers
- report whether students are meeting national age expectations
- provide accountability measures for middle and senior leaders
- provide a continuity of approach with the Assessment, Recording and Reporting practices in our Primary Phase.

2. Review of policy in Spring 2018

This policy uses a 'pathways' model for target setting (see sections 4 and 5 below), with the core principle being that a student working at the 'age expectation' at the end of Year 6 (Old NC Level 4 / scaled score of roughly 100-108) should be aiming to achieve the 'age expectation' in their GCSEs at the end of Year 11. In earlier versions of this policy, this 'age expectation' was a Grade 5. In 2017, the DfE has changed their position, with a Grade 4 being called a 'standard pass' and a Grade 5 being a 'good pass'. Consequently, in 2017, the Leadership Team discussed changing our approach but decided not to change our target setting system because:

- All national school accountability measures were (and continue to be) based on Grade 5
- The DfE were hinting that, over time, the Grade 4 may not be considered a pass
- There was no national data to showing how students in different prior attainment groups performed in the reformed GCSEs in Maths and English.
- That whilst initially the proportion of 9-4 grades awarded would be the same as A*-C grades, this would not remain the case over time.
- We were striving to set high expectations for students, particularly for those who had been taught the new demanding National Curriculum in KS1 and KS2

However, particularly for the Year 11 cohort in 2017-18, the targets produced by this system seemed to be too ambitious, with students requiring interventions difficult to identify, and students (and teachers) potentially demotivated by many predictions being well below targets.

In January 2018, the DfE published an update called "Secondary accountability measures".

(https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696998/Secondary_accountability-measures.pdf)

Contained within this lengthy document is a summary of the Attainment 8 components achieved by students across the range of prior attainment at Key Stage 2. A comparison of this data with our pathways model confirms that it produces targets that are too ambitious, and that nationally students are making far less progress than the model first presumed. Therefore, for 2018-19 onwards, a re-calibrated pathways model will be used to produce targets for Key stage 3 and 4 (see sections 4-6 below).

3. The GCSE 9-1 scale

In 2015, the DfE published guidance of how the New GCSE 9-1 grades will initially align with old GCSE grades, which is summarised in Table 1. The DfE has advised that the new Grade 5 will be the new minimum expected standard at the end of KS4. This will be aligned to international standards, which potentially means that the skills and knowledge required for a Grade 5 may change over time.

Old NC Level	Old GCSE grade	New GCSE grade	Notes
n/a		9	The top 20% of those who get grade 7 or above will get a grade 9 – this is 2-3% of students nationally
n/a	A*	8	The next 40% of those who get grade 7 or better
n/a	A	7	Broadly the same proportion of students will achieve a grade 7 and above as previously achieved a grade A and above. The bottom of new grade 7 will be closely aligned with the bottom of old grade A.
8a	B1	6	
8b	B2		
8c	B3	5 'Good pass'	Grade 5 will be positioned in the top third of the marks for a current grade C and the bottom third of the marks for a current grade B. This will mean it will be of greater demand than the present grade C
7a	C1		
7b	C2	4 'Standard' pass	Broadly the same proportion of students will achieve a grade 4 and above as currently receive a grade C and above. The bottom of new grade 4 will be initially closely aligned to the bottom of old grade C.
7c	C3		
6a	D1	3	
6b	D2		
6c	D3		
5a	E1	2	
5b	E2		
5c	E3		
4a	F1		
4b	F2	1	
4c	F3		
3a	G1		
3b	G2	1	The bottom of new grade 1 will be closely aligned to the bottom of current grade G
3c	G3		
	U	U	

Table 1: Approximate equivalence of old NC Levels, old GCSE grades and new GCSE grades

4. Age Expectations

KS2 scores (and/or CATS, reading tests, etc.) are used to place students into four prior-attainment bands (HH, H, M and L) using the KS2 scaled scores for English (Reading), Maths, and ‘English (Reading) & Maths combined’, as outlined in Table 2. All subjects will, by agreement, use the English band, Maths band or ‘English & Maths combined’ for target-setting and tracking purposes – see section 6 below.

Band	Colour	Old KS2 Levels	KS2 scaled scores	Description	9-1 GCSE indicators (revised)
High (HH)		6	114-120	Working significantly above age expectation	8-9
High (H)		5	106-113	Working above age expectation	5-7
Middle (M)		4	95-105	Working at age expectation	4
Low (L)		3 or below	80-94	Working below age expectation	2-3

Table 2: The four attainment bands

End of Year Age expectations (shown Green) for each Year have been produced using a scale, revised for 2018-19, progressing from the expected standards at KS2 to the minimum expected standard at KS4, a ‘Standard Pass’ (Grade 4) on the new GCSE scale. See Table 3.

5. Curriculum planning and Life without Levels

Faculties and departments will use the ‘pathways model’ in Table 3 below to map the new National Curriculum and exam specifications to the 9-1 scale by cross referencing with old NC Levels and exam specifications.

The starting point is for each subject area to identify the core knowledge and skills that students will need to master in order to be successful at GCSE. This will be based on the knowledge and skills that subject staff know to be key to success in KS4 and also link to the new National Curriculum programmes of study. This information can then be used to plan backwards, developing a curriculum for Years 7 to 11.

The introduction of the 9-1 GCSE scale and the scrapping of NC Levels represent an opportunity to develop a consistent system of tracking attainment and progress across KS3 and KS4. At ECS we use the 9-1 scale for all year groups in both Key Stages. To avoid talking about potentially low and demotivating GCSE grades in Year 7 and 8, we will talk about “Steps” rather than “Grades”. However, when planning the curriculum, Faculties must ensure that a Step 3 is equivalent to a Grade 3 in terms of skills and knowledge. Steps and

Grades will be split into three sub-Steps or sub-Grades, using the a/b/c notation to support closer monitoring and target setting.

KS2 scaled scores	Old NC Level	Old GCSE grade	New KS3 ECS 'Step'	New KS4 GCSE grade	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
n/a	n/a	n/a		g9a						
				g9b						
				g9c						
	n/a	A*1		g8a						
		A*2		g8b						
		A*3		g8c						
	n/a	A1		g7a						
		A2		g7b						
		A3		g7c						
	8a	B1	s6a	g6a						
	8b	B2	s6b	g6b						
			s6c	g6c						
	8c	B3	s5a	g5a						
	7a	C1	s5b	g5b						
			s5c	g5c						
	7b	C2	s4a	g4a						
	7c	C3	s4b	g4b						
			s4c	g4c						
118-120	6a	D1	s3a	g3a	HH					
114-117	6b	D2	s3b	g3b	HH					
	6c	D3								
110-113	5a	E1	s3c	g3c	H					
	5b	E2								
106-109	5c	E3	s2a	g2a	H					
102-105	4a	F1	s2b	g2b	M					
99-101	4b	F2	s2c	g2c	M					
95-98	4c	F3	s1a	g1a	M					
92-94	3a	G1	s1b	g1b	L					
	3b	G2								
89-91	3c	G3	s1c	g1c	L					

86-88	2a	U	sTa	gU	L					
83-85	2b	U	sTb	gU	L					
80-82	2c	U	sTc	gU	L					

Table 3: Revised (Jan 2019) End of Year attainment pathways for Year 6-11 with Steps / Grades

6. Target Setting

Key Stage 3 (Years 7&8): In each subject, students will be given a Target Step (TS), within their assigned band for the end of Yr 8, and a Challenge Step (CS), two sub-Steps higher.

Key Stage 4 (Years 9-11): In each subject, students will be given a Target Grade (TG), within their assigned band for the end of Yr 11, and a Challenge Grade (CG), one grade higher.

All subjects will, by agreement, use the English band, Maths band or 'English & Maths combined' for target-setting and tracking purposes – see Table 4 below. For some practical subjects, Year 7 baseline tests (for KS3) and end of KS3 data (for KS4) will be used to moderate the targets to ensure that they are realistic and achievable for students.

English Band	Maths Band	English & Maths average Band	English & Maths average Band, moderated by Year 7 baseline assessments or end of KS3 data*
English	Maths	All Sciences	Art
English Literature	Economics	Business Studies	Photography
History	Computer Science	Geography	Drama
All MFLs		Product Design (KS4)	Music
Citizenship		Food (KS4)	PE
HSC		Textiles (KS4)	DT and Textiles (KS3)
R&L			
Media Studies			
Sociology			

Table 4: Data used to assign an attainment band by subject

*Target steps / grades are calculated using the English and Maths average KS2 score and then also calculated from Year 7 baseline assessments, and the higher of the two targets is used. However, a small number of individual targets may be adjusted following conversations between senior leaders and subject leaders.

Key Stage 5 (Years 12-14): In each subject, students will be given a Target Grade (TG; no lower than a D grade) using Oxford Analytics (or LPUK) Level 3 Value Added predictions, based on KS4 data, so that a student achieving their target will attain in the top 40% of students nationally. Students will also be given a Challenge Grade (CG), one grade higher than the associated Target Grade.

As the school will be judged on the progress made from KS2-4 and KS4-5, Target Grades may only be revised upwards, using assessment evidence. In addition, teachers and parents should encourage students to work towards their Challenge Grade where possible, thus ensuring every student has a target that has an element of stretch and challenge.

Student Profile Reports (see Appendices) will indicate in which subjects a student has been identified as being 'gifted' or 'talented', and emphasize the importance of aiming for the Challenge Grades in these subjects.

7. Tracking progress and reporting to parents

For each Key Stage, there are **three** 'Assessment Periods' in an academic year (see Table 5). Each of these is followed by a 'Data Window' during which staff report attainment and progress data for each student (see Table 6). This data, along with attendance data, is used to produce three Student Profiles, which act as records of attainment and progress across the year (see Appendices). Student Profiles are the starting point for conversations at Parents' Evenings (one per year per year group, two for Year 11).

KS4/5 Year 11, 12 & 13			
	Data Window 1	Data Window 2	Data Window 3
Assessment period	Weeks 1—6	Weeks 7—14	Weeks 15—22
Data window dates	17/10/22 – 04/11/22	19/12/22 – 13/01/23	06/03/23 – 17/03/23
Profiles issued	End of w/b 14/11/22	End of w/b 23/01/23	End of w/b 27/03/23
Parents Evenings	Year 11 – 24/11/22 & 30/03/23 Year 12 & 13 – 02/02/23		
Curriculum Evenings	Year 11 - 06/10/22 6 th Form Open Evening – 20/10/22		
KS4 Year 10			
	Data Window 1	Data Window 2	Data Window 3
Assessment period	Weeks 1—6	Weeks 7—14	Weeks 15—30
Data window dates	17/10/22 – 04/11/22	19/12/22 – 13/01/23	15/05/23 – 09/06/23
Profiles issued	End of w/b 14/11/22	End of w/b 23/01/23	End of w/b 19/06/23
Parents Evening	Year 10 - 06/03/23		
Curriculum Evenings	Year 10 - 10/11/22		
KS3/4 Year 7, 8 & 9			
	Data Window 1	Data Window 2	Data Window 3
Assessment period	Weeks 1—8	Weeks 9—16	Weeks 17—36
Data window dates	07/11/22 – 18/11/22	16/01/22 – 27/01/23	03/07/23 – 07/07/23
Profiles issued	End of w/b 28/11/22	End of w/b 06/02/23	End of w/b 17/07/23
Parents Evenings	Year 9 – 08/05/23 Year 8 – 06/02/23 Year 7 – 24/03/23		
Curriculum Evenings	Year 9 – 03/11/22 Year 8 – 02/03/23 Options Evening Year 7 Welcome Evening 13/10/22		

Table 5: Assessment Cycle and Data Windows schedule 2022-23

At each Data Window:

KS	Staff record in SIMS marksheets:	The school reports to parents:
3	Working at Grade (WaS) Predicted Grade (PS) Comment / Target (yearly)	Class Effort Grade (Table 7a) Homework Effort Grade (Table 7b) WaS & attainment relative to age expectation (Table 3) Predicted Step <i>for end of KS3</i> (Table 8) Comment / Target (yearly)
4	Working at Grade (WaG) Predicted Grade (PG) Comment / Target (yearly)	Class Effort Grade (Table 7a) Homework Effort Grade (Table 7b) WaG & attainment relative to age expectation (Table 3) Predicted Grade <i>for end of KS4</i> (Table 8) Comment / Target (yearly)
5	Working at Grade (WaG) Predicted Grade (PG) Comment / Target (yearly)	Class Effort Grade (Table 7a) Homework Effort Grade (Table 7b) Working at Grade (WaG) Predicted Grade <i>for end of KS5</i> Comment / Target (yearly)

Table 6: Reporting requirements for teachers

The **Class Effort Grade** scale is shown in Table 7a. The link to Class Points is also shown; grades are pre-populated in Data Window marksheets using these criteria, although teachers can opt modify individual grades.

Class Effort	Colour / Code	Class Points
Excellent	E	75% 3s, 100% 2/3s, no 8/9
Very good	V	50% 3, 100% 2/3s, no 8/9
Good	G	90% 2/3s, 10% and less 1s, no 8/9
Requires improvement	R	Does not meet any of the other criteria
Unsatisfactory	U	More than 15% 8/9

Table 7a: Effort indicators

The **Homework Effort Grade** scale is shown in Table 7b. The link to Show My Homework (SMHW) data is also shown; grades are initially pre-populated in Data Window marksheets using these criteria (if the SMHW record for the class is up-to-date), although teachers can opt modify individual grades.

SMHW data	Effort	Colour / Code	e.g. for 6 HWs set in an assessment period	e.g. for 10 HWs set in an assessment period
<i>Teachers can opt to upgrade a 'V' to an 'E' for consistently excellent HW</i>	Excellent	E	6/6 HWs submitted	10/10 HWs submitted
0% of HW shown as 'not submitted' or 'absent' on SHMW	Very good	V		
<i>Teachers can opt to downgrade a 'V' to a 'G' if HW quality is inconsistent</i>	Good	G		
Up to 35% of HW shown as 'not submitted' or 'absent' on SHMW	Requires improvement	R	4-5/6 HWs submitted	7-9/10 HWs submitted
More than 35% of HW shown as 'not submitted' or 'absent' on SHMW	Unsatisfactory	U	Less than 4 HWs submitted	Less than 7 HWs submitted

Table 7b: Homework Effort indicators

Working at Steps / Grades (WaS / WaG) are professional judgements by class teachers of current performance, based on a range of evidence such as assessed pieces of work, classwork, homework, ISBLs and internal test scores collected over each 'Assessment Period' (dates outlined in Table 5). Working at Steps / Grades are a way of demonstrating and monitoring progression over time and should be considered along-side Predicted Steps / Grades, discussed below.

Working at Steps / Grades will be coloured (in SIMS marksheets and on Student Profiles) according to attainment relative to age expectations. See Tables 2 and 3 above.

In KS3, a **Predicted Step (PS)** is the Step that a teacher thinks a student will achieve at the end of Year 8, based on their current performance. In KS4 and KS5 a **Predicted Grade (PG)**, this is the Grade that a teacher thinks a student will achieve in their examinations based on current performance. These are professional judgements and based on a range of evidence collected to date, such as assessed pieces of work, internal test scores, application and attitude in class, quality of homework and, finally, ability to progress further over the rest of the year / course. Predicted Steps / Grades can go up as well as down but should be as precise as possible to ensure interventions are targeted appropriately and that whole-school statistics are reliable.

Predicted Steps / Grades will be coloured (in SIMS marksheets and on Student Profiles) by comparing with Target Steps / Grades and using the system summarised in Table 8 below.

Predicted Steps (KS3)	Colour	Predicted Grades (KS4)
Excellent progress: on track to achieve Challenge Step		Excellent progress: on track to achieve Challenge Grade
Very good progress: on track to exceed Target Step		Very good progress: on track to exceed Target Grade
Good progress: on track to achieve Target Step		Good progress: on track to achieve Target Grade
Progress towards Target Step requires improvement		Progress towards Target Grade requires improvement
Progress towards Target Step is unsatisfactory		Progress towards Target Grade is unsatisfactory

Table 8: Progress indicators

8. BTEC qualifications

The DfE have provided clarification on how Level 1 and Level 2 BTEC qualifications will align with the 9-1 GCSE scale (Table 9).

BTEC First Award Grade	GCSE points equivalent
Level 2 Distinction*	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1.25

Table 9: BTEC and new GCSE equivalence

Therefore, we can use the same 5 attainment bands for BTEC courses (Table 10):

Band	Colour	Old KS2 Levels	New KS2 Scores	Description	BTEC indicators (revised)
High (HH)		6	114-120	Working significantly above age expectation	L2 DN*
High (H)		5	106-113	Working above age expectation	L2 MT-DN
Middle (M)		4	95-105	Working at age expectation	L2 PS
Low (L)		3 or below	80-94	Working below age expectation	L1 PS

Table 10: the four attainment bands for BTEC courses

9. Prior Attainment Data

At the start of the academic year (or as soon as the information is made available), class teachers will be issued with all relevant prior attainment data for the students they teach via SIMS marksheets. This will include the following:

- **Key Stage 3 (Years 7 & 8):** Key Stage 2 Test results; prior attainment band (L, M, H, or HH); CAT scores; Step attained at the end of the previous academic year; Target Steps and Challenge Steps for the end of Key Stage 3; reading age; relevant SEN and EAL information; Able, Gifted & Talented information (this is finalised in the Spring Term for Year 7 students)
- **Key Stage 4 (Years 9-11):** Teacher Assessment Steps for the end of KS3 (Year 8); prior attainment band (L, M, H, or HH); predicted grade attained at the end of the previous academic year; Target grades and Challenge Grades for the end of the course; reading age; relevant SEN and EAL information; Able, Gifted & Talented information
- **Key Stage 5 (Years 12-14):** End of Key Stage 4 GCSE and BTEC results; AS Results; predicted grades attained at the end of the previous academic year; Target grades and Challenge Grades for the end of the course; reading age; relevant SEN and EAL information; Able, Gifted & Talented information.

10. Monitoring

Middle leaders should make sure that:

- clear assessment guidelines for staff are in place
- teachers use assessment information to inform their planning and support differentiated activities for individuals and groups of students.
- there are regular assessments corresponding to the four Assessment Periods and a variety of assessment tasks.
- specific assessment tasks feed into decisions regarding predicted grades for each data window.
- predicted grades are moderated to ensure consistency of approach and accurate predictions for students, parents and for school monitoring processes.
- staff are aware that the predictions they make for individual students are also used by Middle Leaders and the Leadership Team to monitor the progress of cohorts of students, progress within faculties and progress at a whole-school level. Intervention strategies can only be targeted appropriately if the data collected is accurate, up-to-date and reliable.

Senior leaders will:

- monitor the progress of cohorts of students
- monitor the progress within subjects and faculties towards agreed performance targets
- monitor progress at a whole-school level towards performance measures
- discuss the above with Heads of Faculty through line-management meetings and through 'Raising Standards' meetings with the nominated DHT, following each Data Window

11. Tracking and Interventions

After each Data Window, monitoring of student progress and effort grades will occur at various levels:

- **Tutors** – will feed into the mentoring process and target setting activities in tutor time and on Academic Review Days
- **Progress Leaders** – underachievement across subjects will trigger interventions
- **Heads of Faculty** – underachievement of individual students and groups will trigger interventions
- **Leadership Team** – key exam cohorts will be monitored for patterns of underachievement which will result in targeted interventions for groups of students.

12. Parents' Evenings

Once a year each Year group has a parents evening where parents will be able to talk with classroom teachers about the predicted grades set in the profile and the progress and effort their son/daughter is making in the year. **It is a requirement that, for each Parent's Evening, relevant class sets of books / folders should be marked up-to-date, and be discussed as part of the conversation with parents and students.**