



# Kirkbie Kendal School Academy Trust

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## Review Sheet

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

<b><u>Version</u></b>	<b><u>Date</u></b>	<b><u>Description</u></b>
1.1	16.5.17 (Curriculum) 18.7.17 (FGB)	Addition of reference to Purple Pens and E, G, S, L feedback to students
1.2	4 Dec 18 (Curriculum)	Addition of Section 7. GDPR
1.3	Curriculum 2 Dec 19	Changes to take account of current practice
1.4	Curric 8 Dec 20	Addition to Section 4 – students that have no KS2 data
1.5	SLT 1.11.21 Curric 06.12.21	Minimal changes
1.6	SLT 12.12.22 Curric 12.12.22	Changes to assessments to measure progress, significant updates to feedback and marking sections, role and responsibilities
1.7	SLT 27.11.23 Curric 06.12.23	No changes. Policy is having an overhaul and will go to the Gobs' Curric in Feb 2024
1.8	SLT 29.01.24 Curric 07.02.24	Significant policy changes to reflect formative assessments, summative assessments, feedback and marking in-school and industry developments

# KIRKBIE KENDAL SCHOOL ACADEMY TRUST

## ASSESSMENT, FEEDBACK & REPORTING POLICY

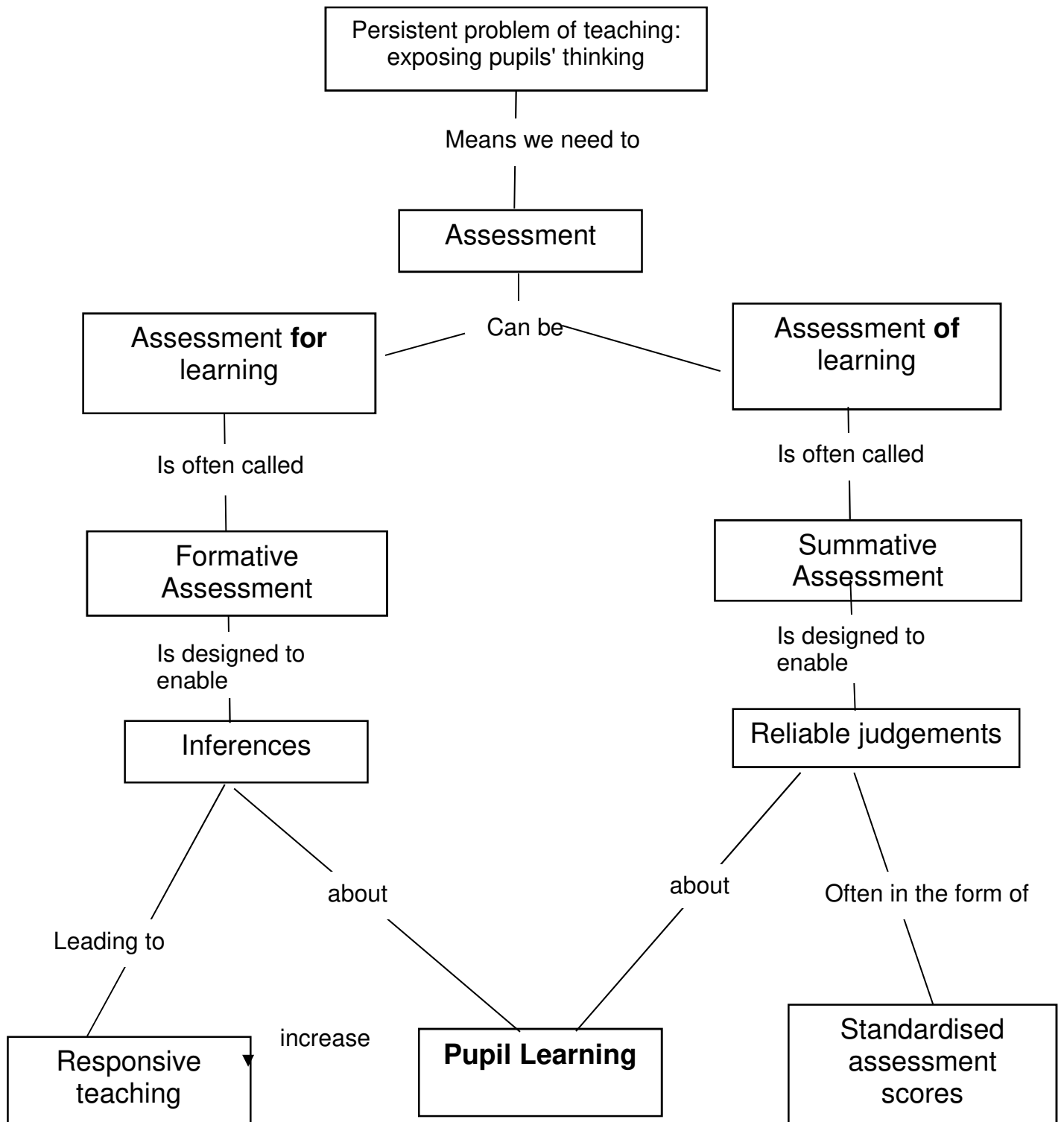
### Background:

The foundation of this policy is informed by educational research to develop our practice at both whole school and department level.

The work to establish these principles, was initially informed by:

- The EEF Teaching and Learning Toolkit
- The DfE Education Workload Challenge: November 2014  
<https://assets.publishing.service.gov.uk/media/5a75129f40f0b6360e47322f/Eliminating-unnecessary-workload-around-marking.pdf>
- Ofsted - Annual Updates - *Specific reference to the 2015 updates about the decisions for the type, volume and frequency of marking being at the discretion of individual schools. In addition, the Inspection update in 2016 by Sean Harford, where he expressed concerns that Ofsted reports that referenced particular types of marking was having a detrimental impact on the work of the Review Groups.*  
<https://educationinspection.blog.gov.uk/2015/06/10/ofsted-mythbusting-dispelling-the-rumours-around-inspection/>
- The EEF report – A Marked Improvement: April 2016
- The Teacher Standards (With specific reference to Standard 6: make accurate and productive use of assessment)
- The EEF Guidance Report Teacher Feedback to Improve Learning: June 2021 See Appendix 3 for a summary of the EEF Recommendations
- The DfE Education Staff Wellbeing Charter: May 2021
- The DfE Workload Reduction Toolkit for Feedback and Marking: October 2019
- "Making Good Progress" by Daisy Christodoulou, T
- The 4 Pillars of Assessment by Evidence Based Education,
- "Middle Leader Mastery" by Adam Robbins,
- "Leverage Leadership 2.0." by Uncommon schools

## Using Assessments to Measure Progress



# 1. Formative Assessments

## Purpose of formative assessment

Formative assessments reveal what learning and understanding has taken place during the instructional process. Unlike summative assessments, which occur infrequently, typically 2 or 3 times per year, formative assessments are continuous and embedded within daily teaching practices. The primary purpose of formative assessments is to inform and enhance instruction by providing real-time insights into individual student progress. These assessments are designed to offer teachers immediate feedback on students' grasp of concepts, enabling teachers to be responsive in their lessons.

## 1.1. Principles of Formative Assessment

- 1.1.1 Purposeful Check for Understanding: Formative assessments should aim to check students understanding and identify gaps in knowledge at key points in lessons and units of work. e.g. checking prerequisite knowledge at the start of a lesson, checking understanding after teacher explanation, during deliberate student practise and after number of lessons within a topic.
- 1.1.2 Task Design Aligned with Knowledge Components: Design formative assessment tasks that align with specific knowledge components, breaking down information into manageable chunks.
- 1.1.3 Responsive teaching: Formative assessments should be used to inform and adapt teaching strategies promptly, addressing individual needs and minimising misconceptions.
- 1.1.4 Error Reduction and Knowledge Diagnosis: Formative assessments aim to reduce errors and diagnose students' difficulties, misconceptions, or learning gaps, allowing for targeted intervention.
- 1.1.5 High Participation Ratio: Maintain a high participation ratio in formative assessments by choosing effective means of participation and employing purposeful questioning techniques.
- 1.1.6 Verbalisation for Learning: Encourage students to verbalize new knowledge during formative assessments, promoting better understanding and retention of material.
- 1.1.7 Probing Questions for Deepening Understanding: Incorporate probing questions into formative assessments to deepen students' understanding and enhance their learning experience.

## 1.2. Implementation of Formative Assessment

### Day-to-Day Assessment in Lessons

#### Informal Formative Assessments (Checking for Understanding and Responding)

- 1.2.1 Teachers will gather data on students' knowledge during lessons using various methods such as whole-class questioning, mini-whiteboards, and circulating while students work.
- 1.2.2 Informal data collected will be used to provide verbal feedback, improve understanding, and make adjustments like re-teaching or adapting future planning.
- 1.2.3 Whole-class feedback will be given based on informal data collected from student practice work. See section 2 feedback for more detail on methods of feedback.

## Formative Assessments

### **(Scheduled Checks to Identify Knowledge Gaps and Improve Learning e.g. check point questions or exam style questions)**

- 1.2.4 Formative assessment tasks will be conducted regularly according to department schedules, providing opportunities to collect data on student understanding and address knowledge gaps.
- 1.2.5 The HoD will ensure that these tasks are identified in SOW and are completed by students.
- 1.2.6 Formative assessments, created by subject specialists, will be stored centrally for department-wide use. The HoD will be responsible for ensuring this happens and all staff are able to access these resources.
- 1.2.7 The purpose and knowledge to be assessed will be carefully considered, with teachers expected to use these assessments to identify common mistakes and provide whole-class feedback.
- 1.2.8 Teachers may record raw marks in their personal markbook to inform a holistic view of student progress, aiding communication with students and parents.
- 1.2.9 There is no requirement to enter formative assessment data on department tracking sheets.

## **1.3 Continuous Improvement**

- 1.3.1 The effectiveness of the summative assessment policy, both at whole school and department level will be periodically reviewed and evaluated by the department. Feedback from teachers, students, and parents will be considered in making adjustments to enhance the overall assessment process.
- 1.3.2 Departments will regularly review the effectiveness of formative assessments in identifying misconceptions, discussing outcomes with the department, and continuously improving assessment practices and resources.
- 1.3.3 Professional Development: Feedback from the quality assurance processes will inform targeted professional development opportunities for teachers, ensuring ongoing improvement in the use of formative assessment.

## **2. Feedback**

### **Purpose of feedback**

To maximise the progress of all students of all ages and abilities

- To provide students with the right help and support to “be the best that they can be”
- To provide strategies for students to know how to improve in all subjects
- To give students dedicated time to improve their learning
- To create a continual and meaningful learning dialogue between the student and the teacher
- To encourage a sense of pride in student work
- To promote the whole school focus on developing literacy skills
- To effectively address teacher workload issues; so that all teachers can “do less, better”
- To empower teachers to have the scope to create and devise the most effective methods of feedback in their subject areas
- To eradicate the myth that the only type of effective feedback is that which can be “seen” because it is written
- To promote the highest quality and consistent feedback practice in all lessons at all times

## **2.1 Principles of Feedback**

At Kirkbie Kendal School a set of core principles guide our whole school practice. These principles are listed below.

- Most feedback should be rapid, immediate and happen within the lesson
- Feedback happens as students practise, to ensure that errors don't become learnt habits
- Feedback is high quality and high quantity
- Written feedback is only used when necessary and meaningful to the learning process N.B: Marking less, does not mean looking at books less.
- Teachers will still regularly review books and review the work completed by students. How feedback is given on this work will be informed by a teacher's professional judgement about what will move learning forward most effectively.
- Feedback almost always requires students to do something to improve or develop their work
- Feedback is the information to "feedforward"
- Feedback responds to the needs of students

## 2.2. Implementation

### When Feedback is Given

- A wide range of feedback is given in every lesson in many different ways
- Teachers will select feedback strategies to promote learning, specific to their subjects.
- As a school we actively promote using all other feedback strategies before written feedback to ensure that feedback is immediate and has the most impact on learning, at the point it is happening.
- The school expectation for feedback is reserved for standardised core tasks
- **As a minimum, departments should plan for every student, in every year group to receive detailed feedback on one core task for unit of work.**
- This core task – may be the QMA (Quality Marked Assessment) or it may be a different task.
- The core tasks, to receive quality written feedback, will be planned for and shared as part of the departmental planning annually.

### Types of Feedback

Below are just some of the types of feedback that are promoted at Kirkbie Kendal School. The most highly prioritised feedback is any type that is immediate and purposeful for learning. Written feedback appears last in these exemplars to underline the importance of planning for its use at specific signposted occasions to maximise learning, but that it is not expected at all times.

<b>Immediate Feedback</b> <ul style="list-style-type: none"> <li>• Is the most valued type of feedback at Kirkbie Kendal School.</li> <li>• Is a "varied" toolkit of teaching and learning strategies that are deployed effectively by teachers to promote and deepen learning.</li> <li>• Enables rapid corrections of misconceptions by the teacher live within the lesson.</li> <li>• Happens at the point of learning in lessons.</li> <li>• When appropriate, students will complete immediate feedback in purple pen, so it is easily identifiable by students and parents.</li> <li>• A lot of immediate feedback will involve the students reflecting on and acting on feedback at the point the feedback is received.</li> <li>• It will be difficult to identify most of these feedback strategies in a "book check" as many are verbal and hinge point activities that adapt and change the direction of learning as required.</li> <li>• This type of feedback must be planned for, in order to effectively promote learning for all.</li> </ul>	
Verbal Feedback	<p>Teachers will use verbal feedback aimed at the whole class, groups of students or individual students. Verbal feedback will involve:</p> <ul style="list-style-type: none"> <li>• positive praise</li> <li>• immediacy and relevance and will lead to direct student action.</li> <li>• supporting students in identifying their areas of development</li> <li>• suggesting areas of development</li> <li>• supporting students in identifying actions for improvement</li> <li>• clear instruction of how to improve (if required)</li> <li>• <b><u>Note: Verbal feedback comments will not</u></b> be seen in "book</li> </ul>

	checks". Staff <b>will not</b> use any stamps or annotations on work (unless supporting SEND students)
Live Marking	<p>Live marking is used within lessons as best suited during the 'practise' and 'secure' phases of the lesson.</p> <p>Live marking will be completed by the teacher with red pen. Live marking will often be in the form of challenging students with an additional question, or supporting a student in redrafting an answer. Live marking can also take the form of praising student work and suggesting how they can improve their work. Spelling errors and misconceptions will also be identified during live marking.</p>
Self and Peer Feedback	<p>Effective peer and self-feedback is most effective when it is rigorously structured and modelled by the teacher.</p> <p>Self-review and peer-review are used within lessons to allow students to review their own responses or the responses of their peers. Teachers provide guidance of success criteria to support the accuracy of the feedback.</p> <p>Teachers will use professional judgement to decide when it is appropriate to use self or peer-review.</p> <p>Students need to be well-trained over a period of time to effectively peer and self-assess. This process will be clearly led by the teacher.</p>
<p><b>Written Feedback</b></p> <ul style="list-style-type: none"> <li>Many of the principles set out above have a much higher level of impact on learning than written feedback. Therefore, there is no expectation that every piece of work a student completes will receive written feedback.</li> <li>Work or notes completed as a class, will not require detailed teacher marking and while we are keen to support a sensible approach to workload, this does not mean that we have a 'no marking' approach.</li> <li>As professionals, we are able to make the judgement about when a piece of work requires checking or marking; the identification of issues such as keywords, literacy and presentation issues are still very important at Kirkbie Kendal School to enable all students to continue to make progress and students should act upon these.</li> </ul> <p>Individual written teacher feedback will be provided as a minimum once / half term at KS3 and KS4, and at KS5 for each teacher (See individual department policies for more details).</p> <p>This could take the form of the following:</p> <ul style="list-style-type: none"> <li>Individualised feedback on work</li> <li>Whole class feedback sheet and targets</li> <li>Coded marking for pupil correction</li> <li>Google Classroom feedback</li> </ul>	
<p><b>Acting on Feedback</b></p> <p>This has the greatest impact on progress made and closes the feedback loop. This is expected by ALL departments. Students should act on feedback in purple pen.</p> <p>Feedback is effective when students physically develop, add to or redraft work. Feedback such as 'add more detail in your answers' is not effective and does not move students learning on.</p> <p>Departments must:</p> <ul style="list-style-type: none"> <li>regularly use department briefings and meetings to share good practice and collaboratively plan effective feedback strategies, so that students are required to act on feedback and move their understanding forward.</li> <li>structure feedback lessons to look at common mistakes, desired structures and provide writing templates or stages of a method for students to follow.</li> <li>Used most effectively, students are acting on feedback as part of immediate and fast feedback activities taking place in the classroom, rather than always bolted onto the end of current learning activities.</li> </ul>	



### 3. Summative Assessment

#### Purpose of Summative Assessment

Summative assessments are designed to measure students' progress, providing accurate data on their performance in relation to their peers. These assessments are conducted on an infrequent basis, typically 2 or 3 times per year, and serve as a crucial tool for class teacher, departmental and whole school data collection.

#### 3.1. Principles of Summative Assessment

- 3.1.1 Summative assessments should test a wider sample of the curriculum. It should aim to include substantive, procedural and disciplinary knowledge for a subject area.
- 3.1.2 A diverse range of summative assessment methods will be employed at Kirkbie Kendal School to effectively measure progress. E.g. written exams, performances and portfolio work.
- 3.1.3 Inclusive practices will be embedded in summative assessments at Kirkbie Kendal School, ensuring a fair and accessible measurement of progress for all students. This aligns with the second pillar and incorporates insights from "Leverage Leadership 2.0" for equitable assessment practices. E.g. ensuring there is a positive learning environment, checking the language in assessments is accessible, providing readers for those students identified, extended time for those students that require it, access to laptops, and use of scribes.
- 3.1.4 Summative assessments at Kirkbie Kendal School will align with the intended curriculum. Assessments will ensure that an appropriate and meaningful range of marks is used to represent performance at particular levels of achievement. If there are 50 marks available on an assessment task, but no student is awarded more than 35 marks or less than 20, is the assessment really out of 50?
- 3.1.5 At Kirkbie Kendal School we acknowledge that assessments always have a degree of unreliability inherent in them. We aim to improve reliability of our summative assessments by sometimes:
  - Using exemplar student work to clarify what success (standard or grade?) looks like in specific assignments: being explicit about these criteria.
  - Blind-marking assignments: this reduces bias and increases reliability.
  - Blind-moderating samples of student work: this increases reliability and also offers a good professional development opportunity to share standards.
- 3.1.6 Assessment practices at Kirkbie Kendal School will actively engage learners in the summative assessment process, incorporating strategies from "Leverage Leadership 2.0" to ensure students are motivated, involved, and understand the purpose of assessments. E.g. setting goals for assessment, being clear about an assessments purpose, providing timely and constructive feedback, encouraging reflection and celebrating achievements.
- 3.1.7 Clearly communicated assessment criteria will be provided in advance for summative assessments, allowing students to understand expectations and take ownership of their learning progress. E.g. topic lists, knowledge organisers, core knowledge questions, learning objectives.
- 3.1.8 Parents will be engaged through regular communication at Kirkbie Kendal School about summative assessment practices, emphasising collaboration and providing guidance on understanding and supporting their child's progress. E.g. letters and texts home to parents via Edu link and parent mail, parents evenings, information evenings and reports.
- 3.1.9 Timely, constructive feedback on summative assessments at Kirkbie Kendal School will focus not only on areas for improvement but also on improving fluency so students have more capacity to engage with newer knowledge and unfamiliar situations. This incorporates insights from "Making Good Progress" to maximise the positive educational impact and drive improvement.

## **3.2. Implementation**

- 3. 2.1 Assessments will be designed following the principles outlined above. It is the HODs responsibility to ensure assessments are fit for purpose, each year group have summative assessments in place and that these are conducted 2 or 3 times per academic year.
- 3.2.2 A structured summative assessment calendar will be developed by HODs each year, offering a clear overview of when assessments are scheduled to effectively measure progress. Where possible this will feed into the whole school reporting cycle. Teachers within the department are expected to adhere to this schedule.
- 3.2.4 Data Entry: Score and grades must be centrally recorded as directed by HOD.
- 3. 2.5 HODs will outline to their department how summative assessments will contribute to the determination of current attainment grades, along with the assignment of E, G, S, L grades at each reporting point.
- 3.2.6 Departments should review assessments periodically to prevent curriculum backwash (teaching to the test).

## **3.3. Continuous Improvement**

- 3.3.1 The effectiveness of the summative assessment policy will be periodically reviewed and evaluated by the department. Feedback from teachers, students, and parents will be considered in making adjustments to enhance the overall assessment process.
- 3.3.2 Feedback Consolidation: Teachers are encouraged to consolidate feedback on common student mistakes and weaknesses, which will be discussed as a department.
- 3.3.3 Professional Development: The identification of weaknesses in student performance will inform targeted professional development opportunities for teachers, ensuring ongoing improvement in instructional delivery..
- 3.3.4 Departmental Discussion: Regular department meetings will include discussions on areas of weakness identified through summative assessments. Collaborative efforts will be made to enhance the Scheme of Work and refine teaching strategies for these specific topics in future academic years

## **4. Reporting Progress**

### **Background**

Year 7 students have entered Kirkbie Kendal School with end of Key Stage 2 Teacher Assessments in reading, writing and mathematics. After five years they will achieve grades in GCSEs which will lead on to A levels in the Sixth form or alternative education or training. The aim of Assessment throughout Year 7, 8 and 9 is to ensure that all students and their parents/carers know how well they are doing in different subjects and what they can do to improve.

### **Basic Principles**

The most important aspect of any assessment is that it helps students to make progress with their learning. Grades by themselves tell students how they compare to others but don't tell them how to improve their work or deepen their understanding. Tests, marking criteria and examples of work show students the standards expected of them. Feedback on their work guides students through the steps needed to improve and reach these standards.

### **Progress**

Every child arrives at Kirkbie Kendal School having reached a different level of attainment. We have to take into account this level of attainment when measuring progress. Progress scores awarded will take into account how well each student is doing in comparison to their starting point. All students can make exceptional progress and therefore can reach the highest levels of attainment.

### Flight Paths

Every student will be given a 'Flight Path' based initially on Fisher Family Trust (FFT) 20 benchmarks. These FFT benchmarks are based on KS2 outcomes and are checked using our own internal baseline assessments. The Flight Path sets out the pathway to the likely GCSE grade destination at the end of Year 11.

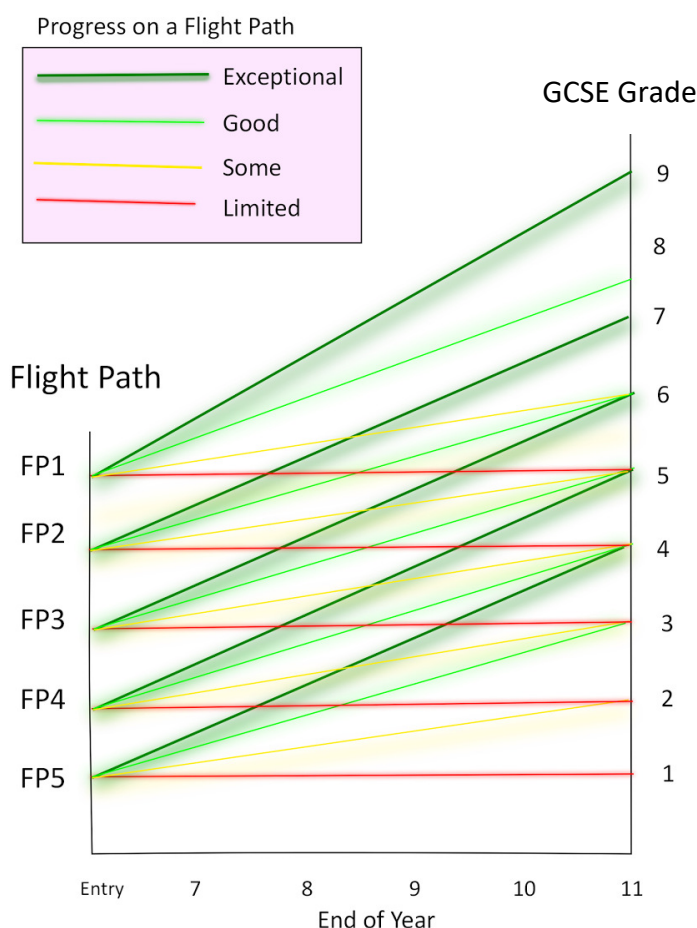
Where students do not have any external KS2 data on which to base their Flight Paths subject internal baseline assessments will be used to assign Flight Paths. When a whole cohort has no KS2 data the cohort will be benchmarked using other KS3 year groups and internal baseline assessments to assign Flight Paths.

Separate Flight Paths will be allocated for each subject. These Flight Paths are likely to be the same for many subjects. Each year the Flight Path will be reviewed so that a student can move to a higher or lower Flight Path if their progress suggests this is appropriate. This will be done initially through discussion with HoD and then Deputy Head Curriculum.

These Flight Paths will not be used to label students but will sit in the background of our data systems to help teachers award the appropriate progress grades. There are 5 Flight Paths (FP1 – FP5) which cover our cohort effectively.

### Flight Paths and Progression

Flight Path	Exceeding Target <b>Exceptional Progress</b>  <b>E</b> <b>++</b>	Securely on Target <b>Good Progress</b>  <b>G</b> <b>+</b>	Approaching Target <b>Some Progress</b>  <b>S</b> <b>=</b>	Below Target <b>Limited Progress</b>  <b>L</b> <b>-</b>
FP1	9/8	8/7	6	5
FP2	7/8	6	5	4
FP3	7/6	5	4	3
FP4	5	4	3	2
FP5	4	3	2	1



E - Exceptional Progress indicates that a student is pushing to the top end of the Flight Path.

G - Good Progress indicates the student is completing the work routinely to the expected standard.

S - Some Progress indicates that the student is making progress but needs to increase the rate of progress to achieve the high standards targeted.

L - Limited Progress.

The standards set are challenging; we think this is good and keeps students focussed on aiming high.

The graph to the left shows how a student may progress across each year on each Flight Path. In reality progress is rarely linear as shown by the graph.

Although we are giving discrete number outcomes on the Flight Path scale, each number is indicative of a wide attainment range. Teachers are using different kinds of assessment to make a best fit judgement about the progress grade for each individual student.

It is important to note that these numbers do not form a ladder. Students making Good Progress throughout Key Stage 3 will retain the same Progress Grade. Also a student may have an excellent Attitude to Learning score but an S for progress indicating that there is a specific area of difficulty that requires some intervention. Additional intervention is likely to be appropriate for students with an S or a L.

Each subject has its own assessment model to track the learning of the students in each topic or area of work. The assessments are subject-based because what works well to provide learning information for one subject area may not help in a different subject. Each subject will use this assessment information when allocating Progress Grades for reports.

### Key Stage 4 and Key Stage 5 Target Setting

At Key Stage 4 and Key Stage 5 students' flight paths will be replaced by an individual subject target. Target setting discussions will take place between the subject teacher and the student to set appropriate targets for students.

At Key Stage 4 & 5 these targets will be informed by Fisher Family Trust 50 benchmarks.

The student target will be reported to parent/carers/carers and will be shown at the front of books/folders and on reports. This will be informed by FFT20 benchmarks. The FFT benchmark will be used when calculating progress. At Key Stage 4 students will still have a target grade and will still have a progress grade reported.

Role	Responsibility
Teacher	<p>At Key Stage 4 and Key Stage 5 set targets with students using benchmarks as a guide.</p> <p>Use prior attainment data to plan assessment tasks appropriate to the class.</p> <p>Track and record the progress of students against benchmarks and intervene where appropriate.</p> <p>Track the progress of Higher Attaining, Disadvantaged and SEND students and</p>

	<p>intervene where appropriate.</p> <p>Complete reports in line with whole school A&amp;R calendar.</p>
TLR Holder	<p>Implement an appropriate scheme of assessment over all year groups to enable progression to GCSE/AS/A level exams.</p> <p>Ensure all staff are supported with moderation of standards of assessment including the use of progress grades to report on progress to parent/carers/carers.</p> <p>Attend any external moderation in line with exam board policy and specification.</p> <p>Track the progress of students including groups (Higher Attaining, Disadvantaged, SEND and less able) and classes against benchmarks and intervene where appropriate.</p> <p>Report on the progress of students and groups of students in line with the A&amp;R calendar.</p>
Head of Year	<p>Track the progress of students and departments with reference to groups (Higher Attaining, Disadvantaged, SEND and less able).</p> <p>Implement intervention strategies with individual students.</p>
Teaching Assistant	<p>Know the assessment information for targeted students and liaise with the teacher about improving progress</p>
Leadership Team	<p>Ensure prior attainment data and benchmark data is available to all teachers.</p> <p>Track the progress of students and departments with reference to groups (Higher Attaining, Disadvantaged, SEND and less able).</p> <p>Monitor progress of students across all departments challenging weak performance and supporting improvements.</p> <p>Use tracking information to report on outcomes to HT</p>

## Assessment and Reporting Calendar

A detailed A&R calendar will be available at the beginning of each academic year which will specify dates for Mock Exams, End of Year Exams, Interim Grade Sheets, Full Reports, collection of predicted levels or grades and Subject Parent/carers/carers' Evenings.

## Reporting: Guidance for completion of Full Reports

### Subject Reports

#### Key Stage 3

- **Progress.** Excellent Progress, Good Progress, Some Progress and Limited Progress. This is based upon progress on the Flight Path. Excellent Progress – exceeding target, Good Progress - securely on target, Some Progress – approaching target, Limited Progress – below target.
- **Attitude to Learning.** Scores based upon a numerical scale of 1-4, where 1 is poor and 4 is excellent.
- **Teacher Comment.** If a student is making limited or some progress, in a particular subject, the teacher will provide a written improvement comment which will explain how work can be improved.

#### Key Stage 4

- **Student Target Grade.** Produced by combining benchmark data indicators with teachers' own judgements and discussions with students about maximum potential by the end of the course.
- **Progress.** Excellent Progress, Good Progress, Some Progress and Limited Progress. This is based upon progress towards the DfE benchmark (FFT 50).. Excellent Progress – exceeding DfE benchmark, Good Progress - securely on DfE benchmark, Some Progress – approaching DfE benchmark, Limited

Progress – below DfE benchmark.

- **Attitude to Learning.** Scores based upon a numerical scale of 1-4, where 1 is poor and 4 is excellent.
- **Teacher Comment.** If a student is making limited or some progress, in a particular subject, the teacher will provide a written improvement comment which will explain how work can be improved.
- **Forecast Grade.** The Grade or level which the student will achieve at the end of the course if he/she continues working as they are now. This will not be reported to parent/carers/carers, who will have the progress grade, but is used to track progress and target interventions.

## Pastoral Reports

Pastoral Reports are written by the student's Form Tutor to accompany one of the Interim Grade Sheets. They aim to describe and celebrate the student's wider contribution to school life and their personal development, as well as reinforce the Subject Reports.

The Form Tutor Pastoral comment should be written in the third person with the parent/carer/carer as the audience and may comment on:

- Attitude and ethos of the student including their general participation in the life of the school, eg, use of the Library, volunteering, charity days etc
- A student's contribution to the Form
- Any extra-curricular involvement eg, music clubs, DoE
- Refers to Year Group specific issues eg, Options, Sixth Form applications, work experience, transition, UCAS.
- Demonstrates by its language and tone that the student is known and cared for

Role	Responsibility
Teacher	Complete reports in line with whole school A&R calendar.
Form Tutor	Complete pastoral reports in line with whole school A&R calendar.
Head of Department	Sample check the quality of the department reports and liaise with teachers where necessary.
Head of Year	Check the quality of reports and write year head report in line with the A&R calendar.
Leadership Team	Sample check the quality of reports and write LT comments for Y11 and Y13 reports.
Parent/carers/carers	Liaise with school to ensure appropriate progress.

### Related Policies:

Appraisal Policy  
Curriculum Policy  
Gifted and Talented Policy  
Learning & Teaching Policy  
Work Related Learning Policy  
SEND Policy

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