



WESTON FAVELL ACADEMY

Assessment, Recording and Reporting Policy 2026/27

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Reviewed by:	Mr S Last slast@westonfavellacademy.org
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Approved by:	Mr K Beeby, Head of School

Introduction

At Weston Favell Academy, we have high expectations of what our pupils can achieve. We believe that good quality assessment, ambitious target setting, and effective intervention is central to raising attainment at pupil, class, subject and whole Academy level. We also believe that pupils and parents/carers have an entitlement to be presented with assessment information in a precise, informative, and clear format.

This Assessment, Recording and Reporting (ARR) policy aims to ensure that the achievement (attainment and progress) of all pupils at Weston Favell Academy is tracked and monitored via a common assessment, recording, and reporting system. This will enable staff and other stakeholders to identify and address causes for concern by comparing and analysing pupil data across all subjects. The data needed for this will be recorded on a centralised system, which will be used to support the monitoring of all groups of pupils by assessing progress in relation to targets set.

Principles

The principles upon which this policy is founded are:

- Progress Checks will be available to parents/carers which show progress and attitude towards learning.
- Subject specific areas of strength and weakness will be displayed through the Pupil Progress Tracker
- Every pupil will receive two reports per year, as per the assessment calendar.
- There will be at least one Progress Evening for each year group.
- In some year groups, there will be further opportunities for parents to discuss progress such as Options Evening and Steps to Success.
- In Years 10 and 12, there will be internal examinations during the Spring Terms.
- Year 11 will sit formal assessments twice a year, in line with other Trust schools.
- Year 12 will have formal assessments once a year as well as an initial diagnostic course suitability.
- Year 13 students will sit formal assessments twice a year.
- In Years 7 to 9, subject areas will record individual pupil progress against their own key performance indicators, identified in their curriculum plans where applicable. Allowing staff to provide information on pupil knowledge and skills to set specific targets for improvement. Teaching and Learning Leads will use this to ensure effective Go Green in and beyond the classroom.
- Internal summative assessments will be conducted by all teaching staff and the results kept by Standards and Progress Leads. Specific assessment data will also be recorded on the school's centralised database, to enable the school to monitor, evaluate and review targets for individual pupils.
- External examination units will be sat in years 10 to 13 as per the exam board calendar, including WJEC, LiBF, CTEc, BTEc and CNat qualifications.

Prior Attainment Data

At the start of the academic year (or as soon as the information is made available), class teachers will have access to relevant prior attainment data for the pupils they teach via SIMS marksheets. This will include the following:

- Years 7 - 11: Key Stage 2 Test results/CAT scores; progress judgements or predicted grades and assessment data from previous academic years; Targets for the end of the course; reading age; relevant SEND and EAL information.
- Years 12-13: English Language and Mathematics GCSE grades; predicted grades and assessments attained at the end of the previous academic year; Target grades for the end of the course; relevant SEND and EAL information.

Monitoring

Standards and Progress Leads, Teaching & learning Leads and Curriculum Leads ensure 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 pupils.
- There are regular assessments and a variety of assessment tasks, which are tracked through Pupil Progress.
- Specific assessment tasks feed into decisions regarding predicted grades at data collection points.
- Predicted grades are moderated to ensure consistency of approach and accurate predictions for pupils, parents and for school monitoring processes.
- Staff are aware that the predictions they make for individual pupils are also used by the Faculty Team and Senior Leadership Team to monitor the progress of cohorts of pupils, 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.

The RAB Lead and AP Groups will:

- Monitor the progress of cohorts of pupils.
- 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 Standards and Progress Leads through line-management meetings and through meetings with other nominated stakeholders, following each data collection.

Curriculum Planning

Each subject area will identify the end points of learning (subject specific core knowledge, skills and understanding) that pupils need to build on and accumulate sequentially over time to be successful at the end of each year. Curriculum plans will then build from Y7 to 11 and Y12 to 13 to ensure the retention of knowledge and application of skills that enables success within and across subjects. Curriculum plans will reference the academy values, National Curriculum coverage and careers. Each curriculum area will communicate their curriculum journey through a progression map, long-term and medium-term plans. Assessment and feedback will form a fundamental part of ensuring progress along the journey towards these end points. The Faculty Leadership Team will work together to maximise these opportunities whilst being mindful of staff workload.

Tracking Progress and Reporting to Parents

During the year there are two or three data entry points for each year group, as per the assessment calendar.

Once the data from each data collection point has been processed the school will generate reports for parents, and Standards and Progress Leads will analyse data in SISRA. Raising Attainment meetings will be held with the Deputy Principal (RAB). The Core Leadership will look at curriculum, teaching and learning and intervention strategies together and agree key actions.

Reports to parents will include*:

- Target grade
- Formal Assessment grade (Years 9-13)
- Predicted end grades (Years 9-13)
- Progress descriptors
- Attitude to learning descriptors
- Improvement codes

*The first Y7 report will be attitude to learning only.

Student Targets

Year 7-11

Targets are set using FFT5 and are based on prior attainment KS2 scores (reading and maths) or GL Assessment CAT4 test, these are sat during induction or on entry to the Academy. Targets for academic subjects will be a single grade 2-8 and for vocational subjects a level 2 pass, merit, or distinction. At the end of Y9 the targets are refreshed using the most up to date FFT data sets, and a new grade will be assigned. Staff will be asked to check these targets and may increase them based on pupil performance.

Setting

Pupils will be set in core subjects from year 7 onwards. Initially sets will be based on information from primary schools and adjusted according to the targets set using GL assessments. Pupils with high targets will be placed in the appropriate sets in order for the curriculum to be challenging, behaviour will not be a factor in setting students. Pupils needing SEND support may be grouped together to maximise in class support. Prior to the end of each term the S&P leads will have the option to move pupils based on assessment data as long as they remain in an appropriately challenging set for their target.

Year 12 & 13:

Students will be given a personalised target using ALPS, based on KS4 results in each subject, for the end of the course. Each subject should be achieving an ALPS score of 3 or higher, so some targets may be revised upwards to achieve this, or using assessment evidence, to ensure continued challenge.

Formal Assessments and Predicted Grades in Years 10 – 13:

At Weston Favell Academy, we use the 9-1 scale for year groups 10-11, except those on vocational qualifications where Pass, Merit and Distinction are used. At A Level we use an A-U Grading system except those on Level 3 vocational qualifications where Pass, Merit and Distinction are used. These are then Linked to Our Progress descriptors, shown in the table below.

Formal assessments are moderated and graded using published grade boundaries. The Pupil Progress reporting system will indicate the amount of marks away from the next grade boundary and will inform the strength of the grade within a boundary.

Staff will generate predicted grades for a pupil through a collection of evidence from different areas that is input into a Pupil Progress tracker to identify areas of strength and development, based on guidance from the Standards and Progress Lead.

These are professional judgements based on a range of evidence including attendance and attitude to learning. Predicted grades can go up as well as down as the year progresses and more information comes to light. However, predictions should be as precise as possible to ensure interventions can be targeted appropriately and that whole-school statistics are reliable.

Progress

For years 7-13, predicted grades will be used to make judgements on progress by comparing them against target grades, these will colour coded against performance (Highlighted in the table below).

Subject teachers will make holistic judgements on the progress of their pupils, ensuring these are backed up by evidence such as classwork, homework, in class and formal assessments linked to the curriculum planning documents. Standards and Progress Leads will ensure internal tracking and moderation monitors the grades issued to ensure consistency of approach and accuracy of assessments and predictions.

Progress Colour coding

Attitude to learning descriptors

Staff will make judgements on a pupil's attitude to learning using the following as a guide:

5- <u>An independent learner</u> Learner shows most of these characteristics: • Excellent attitude towards learning. • Engages successfully in class activities. • Contributes effectively to class discussions. • Asks relevant questions to move on their learning. • Knows their knowledge gaps and works towards closing those goals. • Engages with additional support. • Consistently completes home learning.	4- <u>An active learner</u> Learner shows some of these characteristics: • Good attitude towards learning. • Engages in most class activities. • Contributes to class discussions. • Sometimes asks questions about their learning. • Knows their knowledge gaps. • Engages with additional support. • Completes home learning.
3- <u>A passive learner</u> Learner shows some of these characteristics: • Inconsistent engagement in learning tasks. • Sometimes contributes to discussions, not always productively. • Inconsistent home learning attempts. • Sometimes asks questions about their learning. • Lacks motivation for learning. • Knows some of their knowledge gaps	2- <u>A reluctant learner</u> Learner shows most of these characteristics: • Poor attitude towards learning. • Consistently disengaged and shows lack of motivation. • Does not reflect on knowledge gaps. • Does not engage with homework. • Rarely asks questions about their learning. • Significant gaps in knowledge. • Not engaging with additional support.
1 Significant attendance issues have made it difficult to judge the pupil's attitude to their learning and progress.	

Improvement codes

Where a pupil is working towards and/or a passive or reluctant learner then the report will contain information to the pupil and parents about how to improve. These improvement codes will be subject specific and determined by the subject leaders.

For example:

- ✓ watch the videos and try the interactive questions on MathsWatch
- ✓ ask questions in class
- ✓ try the challenge questions

KEY TERMS – SUMMARY

- **Target grade**

An ambitious target for the end of the course, based on GL assessments on entry to the school, and FFT5 estimates.

- **Formal Assessment Grade**

Current working at grade based on PPE papers, formal assessment in class, coursework, or folder review.

- **PEG**

Predicted grade for the end of the course based on formal assessment, attitude to learning and historic progress data.

- **Progress descriptors**

Emerging, Developing, Securing, Advancing, Mastering.

- **Attitude to learning descriptors**

Independent, Active, Passive, Reluctant

- **Improvement codes**

Subject specific guidance for pupils on how to improve attitude or attainment