



Assessment, Recording and Reporting Policy

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1. Principles

At Stowmarket High School we will:

- Create appropriate assessment opportunities reflecting individual subject needs
- Communicate with parents on a regular basis throughout the academic year
- Enable teachers and leaders to use the collated data to inform teaching and support individual students

2. Introduction

Stowmarket High School recognise that assessment, recording and reporting are central to successful learning and teaching. It forms a vital part of curriculum planning and is inseparable from the teaching and learning process.

Pupils are placed at the centre of the assessment process by ensuring they have regular feedback on their learning and are clear how to improve and achieve at the highest levels.

3. Assessment

Across the school, and in every lesson, formative assessment will be used to test the learning that has taken place and the knowledge of the student, establish areas to improve and identify the next steps of learning in the curriculum. Summative assessment will be designed at different intervals for each subject's curriculum.

Each subject, in liaison with SLT, creates and defines their own subject's assessment calendar which are reviewed on an annual basis. The subject, as curriculum specialists, decide on what subject knowledge the student needs to know in each academic year. This document forms part of the subject's curriculum.

At defined points throughout the year, identified on the subject's assessment calendar, students' subject knowledge will be assessed. Two aspects will be considered when assessing students learning:

- Establishing where students are in their learning
- What needs to be done to get them to the point where they need to be

4. Reporting

Information will be reported home on a regular basis, including reporting to parents and information available via the Go4Schools login. All subjects will report the following information with the exception of PSHE, Ethics & Philosophy, Futures and core PE who will only report Attitude Towards Learning and Homework (PE kit for core PE). Each report will contain the following information:

- Subject information:
 - Subject name
 - Target grade (Year 10 & Year 11 only)
 - Current progress (Year 7, Year 8 & Year 9 only)
 - Professional Predicted Grade (Year 10 & Year 11 only)
 - Attitude towards Learning (ATL)
 - Homework
- Attendance
- Behaviour
- Reading Ages

Target grade

This is the student's end of Year 11 target grade for the subject.

Current progress (Year 7, Year 8 & Year 9 only):

This asks the question is the student on track to reach their end of KS4 target? Using the subject's knowledge organisers, teachers will make a judgement on if the student has acquired the knowledge they need to know for that subject in that year.

The teacher will provide one of the following statements:

- Exceeding target
- Meeting target
- Working towards target
- Working below target

Professional Predicted Grade (Year 10 & Year 11 only)

This is the grade the student is predicted to achieve at the end of Year 11. Using the formative and summative assessments to date, the subject teacher will provide a grade of what the student would achieve if they were to progress at the rate they are currently progressing.

This would be in the range of 9 to 1 for GCSE subjects and Level 2 Distinction* to Level 1 Pass for vocational subjects.

Attitude Towards Learning (ATL)

This is a judgement on how the student is applying themselves to their studies. The teacher will provide one of the following:

1. Excellent

- Highly motivated to succeed; punctual, organised and extremely focused, including excellent attendance
- Responsible for their learning; consistently goes beyond what is expected and regularly works independently
- A reflective and resilient learner who responds positively to feedback and acts on advice in order to make progress
- Engagement is excellent, including regular and thoughtful contributions

2. Good

- Motivated to succeed; punctual, organised and focused, including good attendance
- In control of their learning, with instruction and guidance, and can work independently
- A willing and resilient learner who responds positively to feedback and wants to make progress
- Engagement is good, including regular contributions

3. Inconsistent

- Sometimes motivated to succeed; occasionally showing interest in lessons. Attendance may be sporadic
- Struggles to take responsibility for their learning and finds it difficult to work independently
- An able learner who sometimes acts on feedback, but resilience hinders progress. Needs a desire to improve
- Engagement and interest is inconsistent. Contributions are irregular

4. Unsatisfactory

- Rarely motivated to succeed; progress may be affected by poor attendance, punctuality and lack of equipment
- Often unfocused and cannot work independently. Very easily distracted when learning.
- A learner who lacks resilience and does not act upon feedback. Does not know what progress looks like
- Engagement and interest is unsatisfactory. Contributions are limited

Attendance

Attendance information is included from the beginning of the academic proving an overall attendance percentage based on the student's attendance from the beginning of the academic year.

5. Report dates

Below indicates the reporting dates (when reports will be published to parents and students) for the academic year 2024-25:

Year 7	19/12/24, 04/04/25, 19/07/25
Year 8	19/12/24, 04/04/25, 19/07/25
Year 9	19/12/24, 04/04/25, 19/07/25
Year 10	19/12/24, 04/04/25, 19/07/25
Year 11	19/12/24, 04/04/25, 19/07/25

6. Parents' Evenings

Below indicates the Parents' Evening dates for the academic year 2023-24:

Year 7	26/06/2025
Year 8	22/05/2025
Year 9	09/01/2025
Year 10	14/11/2025
Year 11	16/01/2025