



The Grange School Assessment, Recording and Reporting Policy Effective from: September 2026

Applies to:	Staff, Students and Parents/Carers
Date of Governing Body Approval	July 2026
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Document Control

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Document Management

Governance Area of Responsibility:

Curriculum	x
Finance	
Health and Safety	
Safeguarding	
SEND	
Personnel	
Other:	





The Grange School Assessment Recording and Reporting Policy

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AIM

At The Grange School we wish to ensure that all students receive clear, consistent, positive and constructive feedback about their work across all subject areas and to regularly receive information on the progress they are making. This policy gives general guidance to teachers about the assessment of students' work. The Grange School has a Whole School Marking and Feedback Policy and each department has a KS3, KS4 and KS5 Marking and policy which reflects the department policy on the marking of classwork and homework and the regularity of assessments, how this is tracked and what feedback should be expected.

CONTENT

Assessment includes opportunities for teachers to assess students' work in a variety of situations for example:

- Under test conditions
- In group work
- Through oral work
- During practical tasks
- Homework.

Assessment is undertaken in two ways: assessment of learning (summative assessment) and assessment for learning (formative assessment). Formative Assessment: these are given throughout the learning process, formative assessments seek to determine how students are progressing through a particular objective or topic. Summative Assessments: These are given at the end of the year or a topic or a unit of work, summative assessments assess a student's understanding after learning has taken place.



Recording includes selecting and retaining information about students' performance which may be used for teacher reference purposes or student target setting.

Reporting refers to the way in which students/parents are informed about how they/their child is doing.

ASSESSMENT FOR LEARNING – FORMATIVE ASSESSMENT

The Grange School Whole School Formative Assessment Strategy Focus is:

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning

Each department has a list of the specific formative assessment strategies which the department uses to check students learning within the lesson.

USE OF ASSESSMENT

The formal and informal assessments of students' work are an integral part of good teaching and learning. Teachers need to be aware that they can acquire this information in a number of ways. These can include:-

- Creating starter activities that focus on assessment information.
- Finding opportunities for self and peer assessment.
- Starters based on correcting tests/homework.
- Using traffic lights regularly to check students understanding.
- Students could give an effort grade for a piece of work/homework.
- Grouping the students in different ways.
- Use of mini whiteboards.
- Creating core knowledge retrieval tasks

RECORDING

Each Department Handbook should state what should be recorded in the teacher's mark book and what should be transferred from one teacher to the next one in the following year.



REPORTING

KS3 – Teachers will enter a working at grade for students in Year 7, Year 8 and Year 9 based on the Progress Steps, T4 to 5. Each department has a description of the skills, knowledge and understanding for each progress step. Reports will be issued for both students and parents twice within the academic year, three times for Year 7. Reports will highlight whether students are working at, above or below their target based on their starting points. Reports will also include information relating to Homework and Attitude to Learning.

KS4 – Teachers will enter an end of KS4 predicted grades using the 9-1 GCSE grading system or alternative Btec and technical award levels. Assessment Reports will be issued for both students and parents five times across the Key Stage. Reports will also include information relating to Homework and Attitude to Learning.

KS5 – Teachers will an end of KS5 predicted grade for all students using the A-U grading system or alternative Btec and technical award levels. Assessment reports will be issued for both students and parents five times across the Key Stage. Reports will also include information relating to Homework, Attitude to Learning and Knowledge and Understanding.

Monitoring

Subject Leaders are responsible for ensuring that the Marking, Feedback and Assessment policy is being followed and that there is consistency within their department areas. Monitoring will include checking teacher mark books, students' exercise books, department tracking sheets etc. Subject Leaders also need to ensure that data relating to prior achievement is used systematically to inform lesson planning and differentiation. Recording and assessment will also be monitored through departmental and whole school quality assurance programme such as learning walks and work scrutiny.

Evaluation

Subject Leaders will need to regularly discuss their Marking, Feedback and Assessment policy within the department to ensure that it provides adequate guidelines. The minutes of team meetings should show evidence of these discussions.

At the classroom level Subject Leaders will need to seek students' opinions about their understanding of their own progress and to evaluate whether the departments policies are working well.

