



WALLINGTON HIGH SCHOOL FOR GIRLS
RECORDING AND REPORTING POLICY

CONTENTS

1. Introduction	2
2. Principles	2
3. Protocols	3
4. Responsibilities	7
5. Appendix 1 ARR Pattern	9
6. Appendix 2 Staff Guide to ARR	10

REVIEW

Last reviewed:

July 2022

To be reviewed:

July 2025

1. INTRODUCTION

This policy sits within and supports the WHSG Teaching and Learning Framework: 'Principles of Excellent Teaching and Learning'. This policy should be read in conjunction with the Feedback and Marking Policy and Homework Policy.

2. PRINCIPLES

Recording and sharing outcomes of assessments, academic progress and student attitude allows analysis and monitoring of student performance on an individual and collective level. Support and other interventions can be planned and successes celebrated.

Targets are set using national databases and prior national assessment data and with a high level of value-added built in. This means that we maintain high aspirations for our outcomes from both students and staff.

Grades that are collected should be the result of a uniform and consistently applied process across a year group. They can be the result of a single key assessment or an amalgam of a number of assessments.

In Key Stage 4 and Key Stage 5 the assessments should be examination level and marked using examination criteria.

To allow staff to manage their own workload, these assessments can take place at any time and the grades submitted any time before a deadline.

Not all assessments throughout the year need to be graded. Assessing, marking and giving feedback on students' work is often more effective without a grade.

Students' work can be assessed in a variety of formats: exercise books, electronic files, examination papers, worksheets, paper files, videos, other recordings and presentations etc

The design and implementation of assessments in all their forms play an important role in facilitating effective and efficient marking and feedback.

Reports are a formal communication and are collated for the benefit of the parents / carers and students. The student is the focus of the report, which is the culmination of a given period of study. The reports reflect attainment and achievement in all areas of the curriculum.

3. PROTOCOLS

TARGET-SETTING IN KEY STAGE 4 AND KEY STAGE 5

In Years 10 and 11, targets for the GCSE are set using a student's prior attainment (Fine Levels from KS2). ALPS models are used to predict students target grades. This model includes a measure of challenge for the school, we call ALPS+, as we band ourselves into the top 10% of schools by 'value-added'.

In Years 12 and 13, targets for A Level grades are set using prior performance at GCSE. ALPS models are used to predict students target grades. This model includes a measure of challenge for the school, we call ALPS+, as we band ourselves into the top 25% of schools by 'value-added'.

These targets are entered onto SIMS and shared with staff through progress trackers. When analysing which students are making expected progress in KS4 and KS5, the predicted grade is compared to these targets.

USE OF SCHOOL GRADES AT KEY STAGE 3

School Grades		
Y7	Y8	Y9
		Purple
	Purple	Blue
Purple	Blue	Green
Blue	Green	Yellow
Green	Yellow	Orange
Yellow	Orange	
Orange		

The 'green' represents the standard expected of all students at WHSG, this would result in being able to access grades 7 to 9 at GCSE.

Students on a green or above are making expected progress through the curriculum in that subject.

The 'purple' represents the very best that can be expected from a WHSG student.

Students will be awarded a grade every term in each subject.

Maintaining the same grade throughout a year represents good progress.

Each Subject Area will identify the knowledge and skills that are required in their discipline in each year of Key Stage 3 so that students are prepared to succeed at GCSE.

Assessments and Schemes of Work will be designed in subject areas so that there are success criteria or grade boundaries matched to the School Grades grades. Students should be aware of what they have done to achieve the grade awarded and what they need to do to achieve the next grade.

REQUIRED DATA ENTRY

Each class has its own 'progress tracker' on SIMS.

In Key Stage 3: a 'School Grade' for current attainment is required for every student in every subject every term.

In Key Stage 4: a GCSE grade is required for every student throughout every term, following a significant assessment(s). The assessment or assessments that produce the grade that is recorded on SIMS can be done at any point in the term and entered at any point before the deadline.

In Key Stage 5: Five A Level Grades for current attainment are required for every student throughout the course, following a significant assessment.

In Key Stage 4 and in Key Stage 5 a 'Predicted Grade' is required for every student in every subject every term. This grade is a predicted grade based on current performance. It is a reflection of the student's performance in recent assessments, their homework and their contributions in class and represents their teachers' judgment of the grade they would get for their GCSE or A Level examination at the end of the course.

In all Key Stages three 'Attitude to Learning' grades are required for every student in every subject once a term. The attitude to learning grades cover a student's organisation, engagement and responsibility. Full statements are in the appendix.

In Years 7, 10 and 12 an early progress grade is required for every student in every subject in the first half term.

Detail about the data required each year is set out in the Recording and Reporting Schedule each year – Appendix 1

REPORTING

Reports are produced in two formats: Grade Reports and Written Reports.

Grade Reports in KS3 report the current 'School Grades' and Attitude to Learning Grades.

Grade Reports in KS4 and KS5 report the Assessment grades, Predicted grades and Attitude to Learning Grades.

Written reports contain the same information as a Grade Report but also include a summary of the curriculum covered that year and at least one 'Key Strength' and at least one 'Area for improvement' in that subject, along with a tutor comment.

An explanation of the grades given is attached to every report. In Key Stage 3 this includes a summary of the School Grades.

Reports are sent to parents via email. A copy is filed in SIMS with the student's records.

All report comments are proof read within the subject area, and the completion of this process is indicated on the progress tracker. The full reports are spot-checked for formatting errors and missing comments and grades by the team producing them.

4. RESPONSIBILITIES

TEACHERS:

- Assess students' work regularly and in line with expectations set out in Feedback and Marking Policy
- Replicate a student's special access arrangements as required
- Use and analyse data on students to inform their planning of learning and teaching
- Input assessment data into SIMS (Schools Information Management System) as required
- Meet deadlines for data entry
- Report on and implement interventions, as required, to Head of Department

HEADS OF DEPARTMENT:

- Review schemes of work on a regular basis to identify within them assessment opportunities in line with school Assessment Calendar
- Moderate assessment procedures and marking criteria for internal assessments including 'School Grades', controlled assessments, mock examinations and 'significant testing'.
- Have regard for Subject Teachers' workload by managing department assessment schedule
- Have oversight of department assessment data entered onto SIMS
- Use and analyse assessment data on students to inform the department's planning of teaching and learning, and planning of interventions
- Report on analysis of assessment data to Line-Manager and Head teacher as required
- Set and manage the marking of 'End of Year' Examinations in Year 7, Year 8, Year 9 and Year 10.
- Set and manage the marking of Mock Examinations in Year 11.
- Set and manage the marking of Mock Examinations and 'Significant Tests' in Year 12 and Year 13.
- Have regard for the access arrangements, in all assessments, of some students as directed by the SENDCo.
- Follow the school's Examination Policy with regard to external examinations.
- Keep, as required, suitable records of achievement and progress for its students to support teacher assessment.

HEADS OF YEAR:

- Use and analyse assessment data on students to inform the planning of interventions
-

- Report on analysis of assessment data to Line-Manager and Head teacher as required

5. EVALUATION OF RECORDING AND REPORTING PRACTICE

Heads of Department and Senior Leaders monitor the practice of subject teachers through a variety of means which may include:

- Progress Meetings with Headteacher;
 - Individual performance management meetings with subject staff;
 - Analysis of test and examination results;
 - Monitoring of Progress Trackers
 - Report proof-reading;
 - Feedback from students and their parents
-

APPENDIX 1

Autumn 1	<p>PIE (Parents' Information Evening)</p> <p>Early Progress Report</p> <p>Meet the Tutors</p>			<p>PIE</p> <p>Early Progress Report</p>		<p>PIE</p>	<p>UCAS Predictions</p>
Autumn 2	<p>Grade Report</p>	<p>Grade Report</p>	<p>Grade Report</p>	<p>Grade Report</p>	<p>Sixth Form Open Evening</p> <p>MOCKS</p> <p>Options Straw Poll</p> <p>Grade Report</p>	<p>Early Progress Report</p> <p>Significant Testing</p> <p>Grade Report</p>	<p>Significant Testing</p> <p>Grade Report</p> <p>Parents' Evening</p>
Spring 1			<p>Options Evening</p> <p>Options Straw Poll</p>		<p>Parents' Evening</p> <p>Guidance Meetings</p> <p>OPTIONS</p>	<p>Parents' Evening</p>	<p>MOCKS</p> <p>Academic Review Day</p>
Spring 2	<p>Grade Report</p>	<p>Parents' Evening</p> <p>Grade Report</p>	<p>Parents' Evening</p> <p>OPTIONS</p> <p>Grade Report</p>	<p>Grade Report</p>	<p>Grade Report</p> <p>Written Report</p>	<p>Higher Education Day</p> <p>Significant Testing</p> <p>Grade Report</p>	<p>Grade Report</p> <p>Written Report</p>

<p>Summer 1</p>	<p>Parents' Evening</p> <p>EOY Exams</p>	<p>EOY Exams</p>		<p>Parents' Evening</p>		<p>Year 12 End of Year Exams</p>	
<p>Summer 2</p>	<p>Grade Report Written Report</p>	<p>Grade Report Written Report</p>	<p>Teacher Assessments Grade Report Written Report</p>	<p>EOY Exams</p> <p>Grade Report Written Report</p>		<p>Grade Report UCAS Report</p> <p>Academic Review Day</p>	

APPENDIX 2 – Recording and Reporting Schedule 2021/22 Autumn 1	08 Oct 21	Year 7	Early Progress Grade	
	20 Oct 21	Year 10	Early Progress Grade	
Autumn 2	11 Nov 21	Year 12	Early Progress Grade	
	10 Dec 21	03 Dec 21	Year 13	Significant Test Grade, Predicted Grade, Attitude Grades
		Year 12	Significant Test Grade, Predicted Grade, Attitude Grades	
		Years 7 - 9	School Grade, Attitude Grades	
	14 Dec 21	Year 10	Assessment Grade Predicted Grade, Attitude Grades	
		Year 11	Mock Exam Grade including % (% for internal use only) Predicted Grade, Attitude Grades	
Spring 2	03 Mar 22	Year 12	Significant Test Grade, Predicted Grade, Attitude Grades	
	24 Mar 22	18 Mar 22	Year 13	Significant Test Grade (Mock) including % (% internal only), Predicted Grade, Attitude Grades, Written report including tutor statement
		Years 7 - 9	School Grade, Attitude Grades	
		Year 10	Assessment Grade Predicted Grade, Attitude Grades	
	Year 11	Assessment Grade Predicted Grade, Attitude Grades, Written report including tutor statement		
Summer 2	10 Jun 22	Year 12	End of Year Exam Grade including % (% internal only),, Predicted Grade, Attitude Grades, UCAS subject comments	
	17 Jun 22	Years 7 & 8	School Grade, Attitude Grades, Written report including tutor statement	
	23 Jun 22	Year 9	School Grade, Attitude Grades, Written report including tutor statement	

	14 Jun 22	Year 10	End of Year Exam Grade including % (% internal only), Predicted Grade Attitude Grades, Written report including tutor statement
		Year 12	UCAS Predicted Grade

Early Progress Grade (Y7, 10, 12)

This grade collection helps to collate information about students as they start in the school or on a new course. Heads of Year and Heads of Department should analyse these to plan early intervention with struggling students.

- 1 Making excellent progress
- 2 Making good progress
- 3 Not making required progress
- 4 Struggling with the demands of the subject

If you enter a 3 or a 4 for a student then an 'Early Progress Comment' is required – see below.

Early Progress Comment

This should be in note form and consist of two parts. I) The nature of the issue. II) Steps taken already to address the issue/Plans to monitor the issue.

- i.e. Does not focus in class at all. Have phoned home to discuss.
Has no grasp of basic algebra. Have set MyMaths catch up assignments.

KS3 – School Grades

Each term you are asked to report a ‘School Grade’ for students in KS3, using the system below. School Grades should be a holistic judgement of a student’s progress over the term. As a department you may choose to use a single assessment or multiple assessments to inform this grade, but the grade will no longer be described as “Assessment 01, Assessment 02” on the reports that go home, to encourage departments and parents to view them as a summative grade for the whole term’s worth of work.

In the summer term the reported School Grade is the end of year exam.

School Grades		
Y7	Y8	Y9
		Purple
	Purple	Blue
Purple	Blue	Green
Blue	Green	Yellow
Green	Yellow	Orange
Yellow	Orange	
Orange		

The ‘green’ represents the standard expected of all students at WHSG, this would result in a student being able to access grades 7 to 9 at GCSE.

Students on a green or above are making expected progress through the curriculum in that subject.

The ‘purple’ represents the very best that can be expected from a WHSG student.

Maintaining the same grade throughout a year represents good progress, therefore we have removed the “Expected Progress” column this academic year. Students below the expected level in one assessment can be given a yellow for the whole term if it is felt that they have not made the expected progress through the curriculum.

Assessments and Schemes of work will be designed in subject areas so that there are success criteria or grade boundaries matched to the School Grades. Students should be aware of what they have done to achieve the grade awarded and what they need to do to achieve the next grade.

Heads of Year and Heads of Department should analyse these school grades to plan support strategies with struggling students (identified as yellow or orange).

Not all assessments throughout the year need to be graded. Assessing, marking and giving feedback on students’ work is often more effective without a grade.

KS4 – Assessment Grades & Predicted Grades

In the Autumn term of Year 10, we generate a **target grade** for all GCSE students. The target grade is calculated using the following system:

- Data on prior attainment input into ALPS model which generates a single ALPS grade
- These are then tweaked so that looking across a department, target grades are in place which, if attained will give the department an ALPS+ 3 score. This is called the ALPS+3 target grade on your marksheet and is the grade you should measure against as to whether the student is making the expected levels of progress.
- **For this academic year, we are trialing not sending target grades home for Year 10 students and using them for internal purposes only.**

Each term you are asked to report an **assessment grade** for KS4 students, using the GCSE grading system (9 – 1). The grade should represent the students' attainment during that term and as a department you may choose to use a single assessment or multiple assessments to inform this grade, but departments should be open and transparent with students about the assessments that will be included. For the Autumn grade in Year 11 this will be replaced by the mock examination grade and the mock exam %. With the exception of the mock grade, these grades are not sent home.

Alongside this you are also asked to report a **predicted grade** which is sent home on the students' report, along with their target grade and attitude grades. The Predicted Grade for a student should reflect your professional judgment and the quality of assessments, homework and classwork of the student. It should be a prediction for the result in the final GCSE exam for that student.

Heads of Year and Heads of Department should analyse these to plan intervention with struggling students.

The Progress Grade is automatically generated by SIMS. It compares the Predicted Grade with the ALPS+ Target Grade and returns:

- | | |
|---|----------------|
| 1 | Above Target |
| 2 | On Target |
| 3 | 1 Below Target |
| 4 | Below Target |

(NB: the highest GCSE target given to a student is 8+, and a predicted grade 8 will register as on target for a student with GCSE target ALPS+ 9)

Progress Comment

Here, the comment should try and address the specific issue. This should be in note form and consist of two parts. I) The nature of the issue. II) Steps taken already to address the issue /Plans to monitor the issue.

e.g. Cannot form proper sentences. Differentiated approach in class.

Prior knowledge of GCSE is poor. Attending intervention sessions.

The assessment or assessments that produce the Grade that is recorded on SIMS can be done at any point in the term and entered at any point before the deadline.

KS5 – Significant Test Grades & Predicted Grades

In the Autumn term of Year 12, we generate a **target grade** for all A Level students. The target grade is calculated using the following system:

- Data on prior attainment input into ALPS model which generates a single ALPS grade
- These are then tweaked so that looking across a department, target grades are in place which, if attained will give the department an ALPS+ 3 score (e.g. student with an A*/A ALPS grade will have an A* in some subjects and an A in other). This is called the ALPS+3 target grade on your marksheet and is the grade you should measure against as to whether the student is making the expected levels of progress.
- **For this academic year, we are trialing not sending target grades home for Year 12 students and using them for internal purposes only.**

Each term you are asked to report a significant test grade for KS5 students, using A Level grades (A* - U). The grade should represent the students' attainment during that term and as a department you may choose to use a single assessment or multiple assessments to inform this grade, but departments should be open and transparent with students about the assessments that will be included. Significant tests should be consistent across a whole cohort, and must be exam level testing, marked to exam criteria. Departments are encouraged to adapt previous examination material to provide students with unseen questions. They should be solely determined using established assessment evidence; professional judgement should be reserved for predicted grades. For the Summer Grade in Year 12 this will be the End of Year exam grade and %. For the Spring grade in Year 13 this will be the Mock Examination grade and %.

Alongside this you are also asked to report a predicted grade which is sent home on the students' report, along with their target grade and attitude grades. The Predicted Grade for a student should reflect your professional judgment and the quality of assessments, homework and classwork of the student. It should be a prediction for the result in the final A Level exam for that student.

Heads of Year and Heads of Department should analyse these to plan intervention with struggling students.

The Progress Grade is automatically generated by SIMS. It compares the Predicted Grade with the ALPS+ Target Grade and returns:

- | | |
|---|----------------|
| 1 | Above Target |
| 2 | On Target |
| 3 | 1 Below Target |
| 4 | Below Target |

If your Predicted Grade generates a 3 or a 4 for a student then a 'Progress Comment' is required.

Progress Comment

Here, the comment should try and address the specific issue. This should be in note form and consist of two parts. I) The nature of the issue. II) Steps taken already to address the issue /Plans to monitor the issue.

i.e. Cannot form proper sentences. Differentiated approach in class.

Prior knowledge of GCSE is poor. Attending intervention sessions.

Not all assessments throughout the year need to be graded. Assessing, marking and giving feedback on students' work is often more effective without a grade.

Attitude to Learning Grades – important – changes!

We have decided to move away from the single 1 – 4 grade for attitude to learning so that we can better communicate with students and parents what learning behaviours we expect students to have. Alongside this we will be removing the attitude comment box as a “sometimes/rarely” next to an attitude statement should be sufficient for HoDs/HoYs to understand what the issue is.

Key Stage 3/4

Note that although the full statement will show on the report home, on SIMS just the underlined word will appear as the column heading.

A = Always

U = Usually

S = Sometimes

R = rarely

1. Is organised, has the correct equipment with them and makes every effort to complete homework by the given deadline
2. Engages positively and actively in lessons and completes tasks to the best of their ability
3. Takes responsibility for their studies, including seeking feedback to improve understanding and support on problem areas when required

Key Stage 5

1. Is organised, has the correct equipment with them and makes every effort to complete homework by the given deadline
2. Engages positively and actively in lessons and completes tasks to the best of their ability
3. Proactively takes responsibility for their studies, including seeking feedback to improve understanding, extending their learning by going beyond teacher-directed tasks and undertaking wider reading