



Frederick Gough School

Assessment Policy 2025 - 2026

What KS2 attainment information do we receive from our feeder schools?

We receive a scaled score of between 80 and 120 in Maths and English for each individual student. A score of 100 is the benchmark in terms of achieving the Government's national standard. On receipt of the KS2 scaled scores, we rank order the students using an average of the Maths and English reading score. The English reading score (rather than a combination of reading and SPAG) is used as this is how the Government measures individual student progress for English between KS2 and KS4.

We then assign each student to a form group, ensuring that there is an equal mix of boys/girls, ability ranges and also students have a friend from primary school. After deciding which form a student is assigned to, students are then placed in one of two equally weighted pathways. These are completely nameless and are simply made up of 5 forms from the 10 in each academic year. Careful creation of the form groups ensures that one half of the year group isn't academically more able than the other.

Once in their pathways, students are taught music, ICT, Art, drama, PSHE and music in their form groups. All other classes are taught in mixed ability groups. All groups are reviewed across a wide range of factors.

Marking and Feedback

Our pedagogic focus is Rosenshine and as such the vast majority of our marking and feedback is delivered in lesson (e.g. through use of mini whiteboards, targeted questioning, live marking, green pen etc.). Notes are not expected to be marked (ref: individual dept assessment policies). Students are given curricular targets for improvement through written and verbal communication. Teachers will set written targets, some through use of the 'Whole School Stamp', which is used by teachers when marking exercise books and assessment booklets. Our students are expected to respond to their targets, verbal or written, through the use of 'green pen' or in practical subjects by amending their work. The regularity of marking is at the discretion of Curriculum Leaders, each

department has a marking policy which is bespoke to that particular subject. Found on the website in individual curriculum assessment policies.

How do we set GCSE targets?

All students are set an aspirational target for each subject in relation to their KS2 score based on FFT (Fischer Family Trust) national data. We use FFT20 as we feel this best represents the standard of education at FGS. Their FGS target will be based on the 9-1 GCSE grading system. Our targets are non-gender specific as we look to close the attainment and progress between boys and girls no matter the subject.

We share chance graphs with all students to highlight their potential to achieve higher or lower than their target depending on the work they put in. Chance graph stickers are produced for the students planners and also one for their subject book/assessment folder etc. Where they are stuck is at the Curriculum Leaders discretion. All students and parents are sent videos to help explain what a chance graph is and what impacts their chances of achieving their school target.

Children are encouraged to have high attendance, complete all PREP and contribute well in lessons to increase their chance of achieving or exceeding targets.

KS3

How do we assess students?

In addition to continuous assessment for learning strategies applying proven Rosenshine strategies, diagnostic and formative assessment takes place in Years 7, 8 and 9 through feedback in exercise books/assessment booklets, and in relevant subjects, practical work. Assessment policies for individual departments can be found on our school website. Students will also be regularly assessed throughout the year in the form of summative assessments, which will take place on a termly or half termly basis (dependent on bespoke curriculum plans).

All students will sit termly assessments in English, maths and science in our exam halls. Percentage scores from these assessments will be reported to students and parents. Breakdowns will be given showing the top % score and the average % score for students with similar KS2 scores. We break this down into 80-99, 100-109 and 110+. Using % scores will allow us to rank students, checking whether they are still in line with where they started, fallen below or achieving higher than expected.

All students will also sit a final end of year exam at the end of each year in every subject. Where possible, these exams will take place in the exam halls in an effort to familiarise our students with the 'real' exam experience. Feedback from these end of year exams will be reported on in the same way as the termly assessments referenced above.

KS3 Reports

In all subjects, we report to parents three times per academic year (at the end of each term). Teachers will grade effort, behaviour and independence within the report. This will be in the format of Excellent, Good, Requires Improvement or Unsatisfactory and will also include attendance, PREP grades & completion and behaviour information. This is in addition to the termly assessment data they will receive for English, maths and science and an annual summative assessment report following end of year exams for all subjects.

Assessment data, monitoring of performance and intervention

We use the termly assessment data for English, maths and science to identify students who are underperforming 'not where we expected them to be' compared to their starting point and achievement in the termly assessment. This means they could be in need of subject specific intervention or whole school pastoral support.

It is worth noting that these assessments produce valuable information but are a moment in time that could also be affected by other factors such as illness, emotional wellbeing etc and in any decision making we would also use classroom attainment and feedback from the teacher to make this decision.

Our values promote effort. A student (and their parents) who has performed well in a test will already be aware of this from the termly report. If students have made excellent effort across the vast majority of subjects in the whole school, the child's learning coordinator may send a letter/email home to parents to congratulate them.

Through developing AI technologies QLA (question level analysis) will enable teachers to inform future teaching, i.e. starter questions to cover and also potential reteaching. Students will receive feedback from their class teachers showing them where their gaps are.

After the termly assessments and exams, the assessment SLT lead will meet with each year team to look at comparisons against KS2 scores and prior exams in order to identify students who may be underperforming in all three examined subjects and those who may be underperforming in one or two.

The learning coordinator will give the names of students who may be underperforming in one or two subjects to departments. It is the class teacher's responsibility to look at their exam along with previous exams and their work throughout the previous term to decide if this result is significant (i.e. is their work throughout the term also of concern or have previous exam scores been low?) and if so, to update their context sheet accordingly with the appropriate action(s) (e.g. adapt quality first teaching, contact home, discuss exam/revision technique etc.).

Although we will always track against KS2, as pupils move through the school we will also analyse performance against previous termly assessments. We will do this to ensure those pupils who are

making very good progress against KS2 continue to do so and that those who are not are not given a constant message of failure where there may be other reasons.

Students who are below expectations in all three subjects will usually fall into one of two categories, those that have good attendance, PREP, behaviour, effort and independence grades in their report and those who don't. Students who are below without a clear reason based on reports will be invited into a meeting with their Learning Co-ordinator to discuss and identify any needs.

In year 7 if a child's exam result does not reflect their KS2 score we will ask for an analysis of their termly assessment paper to identify any potential anomalies.

If the students are below expectations and also have poor attendance, PREP, behaviour/effort and or independence grades in their termly report, a letter/email will be sent home stating what improvements are needed. All parents will be informed they can contact the school to discuss the report.

All subjects have a 'tracker' to monitor the performance of each student as units of work progress. Monitoring of student performance takes place at three levels:

1. Class Teacher: use of Context Sheets (English, Maths and Science only) on a pupil by pupil level.
2. Middle Leaders: use of Termly assessment data (shared with all for context) and departmental trackers/sisra to ensure particular individuals are identified and to analyse within department class variance and take appropriate action.
3. Senior Leaders and Governors through termly meetings, line management meetings and the headteachers report.

Students will review their own performance in an extended form time enabling them to reflect on the relationship between their school input (PREP, attendance etc.) and outcomes along with their chance graphs. The video will be shared with all students and parents to re-emphasise the message.

End of year exams Years 7 - 9

All students will sit an end of year exam in all of their subjects (bar Art, Drama and PE). The exams will take place in the exam halls during a three week window in June. Percentage scores from these assessments will be reported to students and parents in a similar way to the termly assessments for English, maths and science. Breakdowns will be given showing the top % score and the average % score for students with similar KS2 scores as per the termly assessments.

Parents are encouraged to contact school if they have any questions about any assessments.

NGRT - Years 7 & 8

We use the New Group Reading Test (NGRT) with all Year 7 & 8 pupils. The test comprises three sections; Phonics, Sentence Completion and Passage Comprehension. It provides a Standard Age Score (SAS) that makes a comparison with a nationally representative sample of same age pupils across the UK. This enables us to screen students for support and helps to determine what level of intervention may be required. We have two full time literacy support members of staff that provide 1:1 literacy support lessons twice a week for our least fluent readers.

Students sit the NGRT twice per academic year - September and June. Once students in need of support and intervention are identified, their names are shared with:

- SLT
- Curriculum Leaders
- Learning Coordinator for the year group
- English Department
- Literacy Support

A personalised intervention plan is produced to support individual students. This may include 1:1 sessions with Literacy Support, engagement with external reading programmes, peer support with reading and their profile raising amongst teaching staff i.e. identified as requiring support with reading through context sheets.

KS4

How do we assess students?

In addition to continuous assessment for learning strategies applying proven Rosenshine strategies, diagnostic and formative assessment takes place through feedback in exercise books/assessment booklets, and in relevant subjects, practical work. Assessment policies for individual departments can be found on our school website. Students will also be regularly assessed throughout the year in the form of summative assessments and mock examinations, which will take place on termly or half termly basis depending on the subject.

PLC (Personalised Learning Checklist) and diagnostics

In all subjects, students will receive a Personalised Learning Checklist (PLC). All of the PLCs for our curriculum can be found in the learning modules on FROG. A PLC is a list of skills and/or knowledge specific to a particular GCSE grade or topic. The PLC will inform students of what they need to be able to do or know and areas for development in their learning. On FROG they also have quizzes, tests and videos to enable students to assess themselves and learn independently if needed.

Some of the PLCs will be in the format of a 'diagnostic sheet' which will be given after mock exams and are also located in their Pupil Progress app. It is important to remember that students should

be working on the 'gaps'. Resources that link directly to our PLCs are continually being developed and are updated on FROG.

Mock Exams:

Year 10 students will sit mock examinations in our examination halls at the start of the summer term. A mock exam window is scheduled for November/December of the academic year for Year 11. All mock exams will take place in the exam hall to replicate the 'real' exam experience. Curriculum Leaders will deliver sessions immediately prior to each mock, these will focus children and remind them of important things to remember. Some subjects may have an additional mock in the spring term.

KS4 Reports

We report a predicted grade to parents three times in year ten and twice in year eleven. Parents will receive feedback on their child's progress in relation to their target. In year 10, students will receive reports at the end of each term. If students are below target, additional comments will also be included as to what they must do to accelerate progress. Teachers will also grade (excellent, good, requires improvement or unsatisfactory) effort, behaviour and independence within the report. In year 11, students will receive a report at the beginning of the second half term in autumn without comments, prior to our Raising Attainment evening and a full report after their mock exams are completed in January. Students will receive a final predicted grade only in Easter to enable them to see the impact of their post-mock work.

Results Package

In addition to the termly reports, students will receive a results package at two stages in KS4:

1. June of Year 10
2. January of Year 11 (with their Year 11 Term 1 Report).

The results packages contain a mock exam results sheet (similar in format to the information students will receive on the official results day) and personalised diagnostic information (a PLC relevant to the mock exam) for every subject.

Assessment data, monitoring of performance and intervention

We use our assessment data to identify students who are underperforming and in requirement of subject specific intervention. All subjects have a 'tracker' to monitor the performance of each student as units of work progress.

As with KS3, monitoring of student performance takes place at three levels:

1. Class Teacher: use of Context Sheets (all subjects).
2. Middle Leadership: use of Subject Data Summary Sheet
3. Senior Leaders and Governors: Whole School Data Summary Sheet. This document is also shared with Middle Leaders

If a student is identified as underachieving across a large number of subjects due to attendance, behaviour, effort or PREP completion, parents will be contacted by the pastoral team. Individual curricular areas are responsible for ensuring appropriate plans are in place to ensure every opportunity is given for the student to achieve their target.

Students who have 'dropped' compared to previous years may be contacted by the pastoral team or by individual curriculum leaders.

Classroom based, teacher led intervention takes place at the end of year 10 and throughout year 11 (before school, lunchtime and after school). Students will also be supplied and directed to the multitude of resources available e.g. revision postcards, online educational packages and our Learning Modules on FROG. The comments in the report from subject teachers are a key communication method to explain what needs to happen in order to maximise achievement.

With regards English and Maths, we have additional capacity to implement a policy of smaller classes in KS4 which ensures students have more time to receive feedback from their teachers.

We also have scheduled fortnightly RSL (Raising Standards Lead) meetings where key members of staff (SLT and the Year 10 or 11 pastoral teams) discuss student performance and intervention plans on a 'student by student' level. Yr 10 RSL will take place after each report cycle, Yr 11 meetings take place fortnightly.

Policy to be reviewed annually
Next review date June 2027

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