



## Assessment, Recording and Reporting Policy

### Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on **11 June 2026**.

#### Rationale

This policy sets out the rationale and procedures for assessing the progress of pupils over the medium to long term, and how the pupils' progress is reported to parents. This policy describes how targets are set, how progress is measured, and how each pupil's progress is monitored and reported on during their time at the School.

#### KS3 and KS4 Target Setting

Individual GCSE targets are set for each subject using a pupil's prior attainment from Key Stage 2. The targets are set using statistical models. Historical performance is analysed to identify what pupils with similar prior attainment achieved in the public examinations. From this data we set aspirational targets which aim to achieve *better than average* progress for the individual over each phase of education. GCSE targets are established at the end of Year 7 and progress against these targets is regularly reported on during KS3 and KS4. Although targets for any individual will vary from subject to subject, a rough approximation is given below.

Key Stage 2 Score	n/a	< 105	105-8	109-12	113-16	117-20
GCSE Grade	4	5	6	7	8	9

#### Public Health Warning

There are several factors concerning target setting that need to be acknowledged.

- **The target is an estimate**
  - Teachers, parents and more importantly the pupils need to understand that the target is the grade that pupils from a given starting point have historically gone on to achieve.
- **The targets are aspirational**
  - We use stretching targets, which have a degree of challenge built in (typically about half a grade higher than average progress) as we want to challenge our pupils to be ambitious and aim high.
- **The relationship between prior attainment and outcomes is stronger in some subjects than in others**
  - Although there are statistically significant correlations in all subjects, it does vary. Generating targets from a pupil's performance in mathematics and English at KS2 may throw up anomalies in subjects where the correlation is not as strong; e.g., in languages and in the creative arts.
- **Self-selecting cohorts in certain subjects**
  - Targets are based on historical outcomes. However, this is typical progress for pupils who chose to take that subject at GCSE. This means that for the optional subjects, any cohort used for comparison will contain those pupils who are predisposed towards and possibly better at that subject because they chose to do it for GCSE.
- **Time factor**
  - There is a long time between Year 7 and the GCSE Exams. The accuracy of the teacher forecast grades is likely to improve as pupils nears Year 11.

Occasionally targets may be revised for pupils in certain subjects if there is robust evidence that the targets are too demanding or not demanding enough. The expectation is that this will only be for a handful of pupils in a small number of subjects each year.

At GCSE the targets for the most able pupils have been capped so that the maximum decimal target for any student is 8.00. This avoids pupils in receipt of a grade 7 being shown as 'red' and making 'less than expected' progress.

### KS5 Target Setting

In the Sixth Form the same principles are used to provide *aspirational* Target Grades for each A Level, aiming to match better than average progress. A Level outcomes are estimated from a pupil's GCSE Average Points Score (APS) and is specific for each of the A Level subjects.

### Tracking of Pupils

At each reporting point, pupils will receive a **Forecast grade** for each of their subjects. At KS3 and KS4 this will be a forecast *GCSE* grade; and in the Sixth Form this will be a forecast *A Level* grade.

The grading will be a holistic view of progress, summarising all available data in each particular subject. Teachers will use the data and their professional judgement to extrapolate forward to the end of KS4 (or KS5) to arrive at a forecast grade.

This forecast grade will be compared to the **Target grade** to quantify the pupil's expected progress in that subject and produce a **Progress Rating**.

Progress	Explanation
Excellent	At least one grade above
Good	On or one below target
Less than expected	Two grades below target
Limited	Three or more grades below target

Progress towards targets will be monitored by faculty and pastoral staff to inform our intervention strategies and highlight pupils who are doing particularly well.

### Commitment to Learning

In addition to the Forecast grade and Progress rating each pupil will receive a **Commitment to Learning (Ctl)** grade in all their subjects. Ctl grades allow for the reporting to parents of information other than academic attainment; are formative not summative; facilitate discussion; and enable monitoring.

We use a three-point scale:

- 3 = Outstanding
- 2 = Good
- 1 = Not yet meeting expectations

The following level descriptors, reflect the emphasis on independence and responsibility for learning.

Commitment is the key to success!

<p><b>Outstanding (3)</b></p> <p>A student totally committed to making the most of all learning opportunities available. A student who goes above and beyond</p>	<ul style="list-style-type: none"> <li>• Enthusiastically takes responsibility for their learning and progress.</li> <li>• Demonstrates consistently high levels of engagement in learning.</li> <li>• Maintains excellent personal organisation.</li> <li>• Actively seeks and acts on feedback.</li> <li>• Embraces challenges, demonstrating resilience when things get difficult.</li> <li>• Asks ‘curious’ questions and frequently takes the initiative.</li> <li>• Demonstrates strong leadership skills including highly effective teamwork.</li> <li>• Independent learning always completed to a high standard.</li> </ul>
<p><b>Good (2)</b></p> <p>A responsible and hardworking student, who makes the most of the learning opportunities available.</p>	<ul style="list-style-type: none"> <li>• Takes responsibility for their learning and progress.</li> <li>• Demonstrates consistent engagement in learning.</li> <li>• Is well-organised and ready to learn.</li> <li>• Responds positively to feedback and completes tasks as required.</li> <li>• Is willing to persevere when things are difficult.</li> <li>• Asks relevant questions to further their learning.</li> <li>• Demonstrates some leadership skills and works effectively in a team.</li> <li>• Independent learning always completed.</li> </ul>
<p><b>Not yet meeting expectations (1)</b></p> <p>A student who is currently not making the most of the learning opportunities available. Needs to work on becoming a more committed learner.</p>	<ul style="list-style-type: none"> <li>• Inconsistently takes responsibility for their learning and progress.</li> <li>• Inconsistent engagement in learning.</li> <li>• Organisation requires improvement.</li> <li>• Does not always respond constructively to feedback.</li> <li>• Shies away from challenge.</li> <li>• Shows little curiosity and reluctant to ask questions to further their learning.</li> <li>• Reluctant to demonstrate leadership skills. Does not always work effectively in a team.</li> <li>• Independent learning not always completed or below the expected standard.</li> </ul>

A subject teacher may record N/A if there is insufficient evidence to provide an accurate Ctl descriptor due to absence, say.

### Reporting to Parents

Data will be collected on each pupil at least every term. How and when this data is reported will vary by key stage.

#### KS3 (Year 7)

The pupils’ progress towards their GCSE target grades will be reported in the spring term. The spring report will provide a Progress rating and Commitment to Learning grade for each subject and will include comments from the subject staff and the form tutor. The summer report to parents will include the Progress rating and Commitment to Learning grade.

#### KS3 (Year 8)

The pupils’ progress towards their GCSE target grades will be reported in the autumn term. The autumn report will provide a Progress Rating and Commitment to Learning Grade for each subject and will include comments from the subject staff and the form tutor. The summer report to parents will include the Progress rating and Commitment to Learning grade.

#### *KS4 (Year 9, 10 & 11)*

The pupils' progress towards their GCSE target grades will be reported regularly throughout the school years 9, 10 & 11. Reports will provide a Progress rating and Commitment to Learning grade for each subject and the annual report to parents will additionally include comments from the subject staff and the form tutor.

#### *KS5 (Year 12 & 13)*

The pupils' progress towards their A Level target grades will be reported regularly. Reports will provide a Progress rating and Commitment to Learning grade for each subject and the annual report to parents will additionally include comments from the form tutor.

#### *KS3 Consultation Days*

Consultation Days occur in the autumn for pupils in Year 8 and the spring term for pupils in Year 7. The days offer parents and pupils an opportunity to meet with tutors to discuss progress. The dates of the Consultation Days are advertised in the School Calendar at the start of each year.

#### *KS4 and KS5 Parents' Evenings*

For pupils in Year 9 and above an annual parents' consultation evening is held for each year group in the Memorial Hall. The dates of the parents' evenings are advertised in the school calendar at the start of the academic year. Parents are expected to attend and have a 5-minute conversation with each of their son's teachers. It is normal that pupils attend with their parents.