

RGS Worcester
Assessment, Reporting and Recording (AR&R) Policy
2024-2025

This Policy sets out the process for constructing and publishing attainment, achievement and application grades. It is to be used by all departments in calculating such grades although there is room for departmental interpretation as some of our subjects differ so much from others. Such interpretation, however, must be clearly stated in departmental AR&R policies and no further variation will be allowed.

This Policy will be reviewed annually; feedback from staff is welcome and should be addressed on paper or via e-mail to the Academic Deputy Head or Assistant Head (Academic) for consideration.

Attainment, achievement and application grades are communicated to Parents through a series of Progress Grades, which are emailed to Parents every half-term unless there is an end-of-year assessment in that half-term. The schedule for reporting can be found in [Appendix A](#) at the end of this policy.

There are three types of reporting that occurs throughout the year:

- **Progress Grades** - which communicates the pupil's progress in each subject since the start of the year or the last reporting cycle.
- **Full Reports** - which includes Progress Grades and a full comment (c.100 words) from each Teacher.
- **Internal Examination Results** - which communicates the pupil's performance in the formal internal assessments.

The reporting schedule is communicated to all staff at the end of each term together with reminders about Reporting Guidance and a brief description of the purpose of each report for the cycle.

Section 1: Progress Grades

The Progress Grades received by Parents consist of:

- an Attainment Grade (Years Seven - Upper Sixth),
- Application Grades (Years Seven - Upper Sixth) AND
- a Target Grade (Years Nine - Upper Sixth).

How each of these grades is assigned is described below.

The Attainment Grade

For pupils in all year groups, Attainment Grades should be the outcome of a range of assessments designed to test all the relevant assessment objectives as defined in departmental handbooks/schemes of work in the proportion required by any specific subject specifications. They should normally be based on a range of assessments and homework and not on a multiple of the same assessment objective.

Years Seven, Eight and Nine

For Years Seven to Nine, reporting of the pupil's attainment will be measured using five descriptors; These descriptors are referenced against the skills that will be developed across the year by pupils.

- Outstanding
- Extending
- Secure
- Developing
- Concern

Pupils attaining the Secure Descriptor are deemed to be making the expected level of progress in developing their skills and therefore most pupils will be awarded this descriptor.

Years Ten and Eleven

Pupils will be awarded Progress Grades using numerical levels in line with GCSE reporting/grading criteria (8+ to 1). It should be noted that this is not a Predicted Grade as Progress Grades reflect a range of assessments, and not a single, terminal assessment.

To ensure the appropriate Grade is assigned, Departments should ensure that grading of work is aligned with the Public Examination expectations for grading. Assessments and marking should be standardised to ensure parity within the Department, and across Faculties. Each Department should review grading annually to ensure alignment with national expectations.

The Grading is capped for each Year Group. This is to reflect the fact that each Year Group's learning is accumulative in terms of knowledge and skills and thus, for instance, a Year Ten pupil could not achieve a Grade 9 because there is still a significant amount of the course to be covered.

The Grade capping is as follows:

Year Ten Grading - from Grade 1 to 7+*

Year Eleven Grading - from Grade 1 to 8+**

* *In each Year Group, the plus (+) represents a pupil's Grade where they are achieving above the expected level for this Year Group.*

** *For Year Eleven, we do not report Grade 9s because these represent the very top of a national cohort and thus is very difficult for us to predict from a whole-School sample.*

It should be noted that, at the start of the academic year, Grades are likely to start lower than the highest possible achievable Grade and then increase over the year on an upwards trend. Where this does not happen, Heads of Department and Heads of Year track the data and then look to input support to help the pupil to return to an upward trajectory of attainment.

Sixth Form

Sixth Form attainment grades will be measured using A Level grades of A*- U, with the A* grade only used for Upper Sixth Progress Grades and Mock Examinations.

For CTEC and BTEC, grades of Distinction*, Distinction, Merit, Pass and U will be used.

The Application Grades

Application grades are determined each half term and focus on the general pupil's approach to learning.

For Years Seven to Upper Sixth, an RGS pupil is expected at all time to demonstrate the Core Principles of:

Classroom Learning – Pupils are:

- attentive in class.
- do not shout out and always put their hand up to answer questions.
- work with focus both individually and in groups.
- do not distract others and do not disrupt the learning environment.
- work effectively without the need for reminders.
- correct/relevant equipment is brought to lessons.
- all notes, handouts etc. either in files or books are kept in date/chronological order and kept in good condition.

Independent Learning – Pupils:

- use homework time effectively to produce work tasks/assessments/assignments of a high quality.
- complete and submit homework on time, where appropriate communicate in advance of a lesson to their teacher if they are unable to submit homework.
- use time outside of the class to refine and enhance their own understanding.
- engage in the subject beyond the minimum expectation of the classroom, bringing new ideas into their work.

For Years Nine to Sixth Form, pupils will be expected to meet the following additional principle:

Resilience – Pupils are:

- looking for additional ideas/information/help when facing learning difficulties.
- ask thoughtful questions when faced with challenges, look for other ways to answer questions and do not just ask the teacher for the answer.
- demonstrate perseverance in their approach to learning and be willing to try and to make mistakes and to learn from these mistakes.

The Core Principles will be graded as follows using a range of 4 to 1, where:

- 1 Inconsistent or Requires Improvement (significant weaknesses/failings in the aspect)
- 2 Sound (demonstrating the pupil is meeting the expected requirements in relation to this aspect)
- 3 Good (demonstrating the pupil is surpassing the expected requirements in relation to this aspect)
- 4 Excellent (Outstanding approach to all aspects)

The Target Grade

A Target Grade is assigned to pupils in Years Eight to the Upper Sixth Form.

- In Year Eight, the Target Grades are for internal use only.
- In Year Nine and above, the Target Grade is also communicated to the parents.

Target Grades are assigned and reviewed by HoDs annually, following Baseline Testing on entry to the school or Internal Examinations. The process for assigning Target Grades is described below.

Baseline Testing

All pupils complete baseline assessments in Michaelmas 1 upon entry to the school in Years Seven, Ten and Lower Sixth. These assessments are provided by the Centre for Educational Management (CEM), part of Cambridge University Press and Assessment, which is widely recognised for value-added data. The assessments used at each Key Stage are:

- MidYIS: Years Seven to Nine
- Yellis: Years Ten and Eleven
- Alis: Sixth Form

Each assessment generates a Standardised Score across a range of different skill areas. The average of these scores is used to predict the statistical average grade, for a pupil with a similar profile, in each subject. Pupils can be expected to score higher or lower than this grade, and it is used to inform CEM Centre's Value-Added Analysis of External Examination results.

Assigning the Target Grade

The CEM centre predicted grade is used as the basis for assigning a Target Grade to a pupil in each subject.

Please note the Target Grade is:

- expected to be higher than the MidYIS prediction and be aspirational for pupils.
- not a predicted grade.
- reviewed at the end of each Academic Year or following any new baseline assessment. Adjustments outside these review points are rare and only made in exceptional cases. This ensures clarity and consistency in setting and evaluating pupil achievement expectations.

We appreciate that a pupil is not going to achieve their final Target Grade before they have completed the whole course. As such, we make the following adjustments to the assigning of Target Grades to pupils in the Middle School:

- Year Nine: Target Grade reduced by 3 and communicated with Internal Examinations only.
- Year Ten: Target Grade reduced by 2 and communicated throughout the year.
- Year Eleven
 - Target Grade reduced by 1 until the January Mock Examination
 - after which it is measured directly against the Expected Grade.

Tracking and Monitoring

HoY will analyse the Attainment Grades and compare against the Target Grade at each reporting window. Pupils found to be below their target may be considered for academic intervention.

Section 2: Internal Examination Results Reporting

During the Trinity Term, all Non-Public Examination year groups will sit Internal Examinations. These will vary in length depending on the pupil's year group.

Year Seven	Examinations will be 60 minutes in length except for Mathematics (90 minutes).
Year Eight	Examinations will be 75 minutes in length except for Mathematics (90 minutes) and MFL (80 minutes)
Year Nine	Examinations will be 90 minutes in length except for English Language (105 minutes), Mathematics (120 minutes), MFL (80 minutes) or if a specific GCSE component is examined.
Year Ten and Lower Sixth	Examinations will mimic external papers wherever possible.

Years Seven and Eight

For Years Seven and Eight, results will be published as level descriptors. Unlike the Progress Grade Attainment Grade descriptors, the pupil will be measured against the cohort to mimic the public examinations they will sit at GCSE and A Level (not against their individual level of expectation as with their regular reports).

The descriptors for the examination results are as follows:

Grade	Descriptor
A*	placing the pupil in the top 10% of the cohort (90th percentile and above)
A	demonstrating a very good performance with minimal areas for improvement (70-89th percentile)
B	demonstrating a solid performance but with some areas for improvement (40th to 69th percentile)
C	suggesting there are areas that require some focus and attention (10th to 39th percentile)
D	intervention and support for the following academic year is implemented (below 10th percentile)

Year Nine

The Year Nine papers will be set in line with GCSE questions, and will be marked according to Public Examination Board Mark Schemes. Grade boundaries will be set that allows the following distribution of grades.

Grade	Descriptor
6+ *	Top 4-6 pupils in a year group cohort
6	Top 10% to achieve Grade 6-6+
5	65-89 th Percentile
4	25-64 th Percentile
3	5-24 th Percentile
2-1	Bottom c. 5% of the cohort

** Please note the maximum grade is capped at 6+ for Year Nine, this is inline with the capping of attainment grades in Years Ten and Eleven.*

Years Ten and Lower Sixth

For Year Ten internal examinations, the paper set will be in line with GCSE questions, with the paper marked according to Public Examination Board Mark Schemes and then graded approximately in line with the boundaries set by the Examination Boards. The maximum grade that can be awarded will be Grade 8+.

For Lower Sixth examinations, the paper set will be in line with A Level questions, with the paper marked according to Public Examination Board Mark Schemes and then graded in line with the boundaries set by the Examination Boards. The maximum grade that can be awarded will be Grade A.

It should therefore be noted that the Grade awarded will be a Performance Grade for the pupil's performance at that stage of the course. The Grades may appear lower than the pupil's Achievement Grade during the year, but this is to be expected because they are not performing at the level expected for when the pupil is ready to sit their GCSE or A Level examination. This aligns with the Reporting Grade Capping, mentioned above.

Section 3: Full Reports

Each year group receives one Full Report per Academic Year. Generally, the report should be around 100 - 150 words and focus on the pupil's progress and behaviour in lessons since the start of the academic year, or the last reporting period. All staff are required to follow the Report Writing Style File to ensure consistency.

Sponsor : Assistant Head Academic

Created and Endorsed by the Chair of the Education Committee: September 2021,
August 2022, August 2023,

Updated: July 2023

Appendix A:

A,R&R Timetable

Year	Progress Grade	Written Report	Parents' Meetings
7	MMLLTT#T*	L	M / M / T
8	MMLLTT#T*	T	M / L
9	MMLLTT#T*	T	M / L
10	MMLLT#T*	L	M / T
11	MML**LT	M	L
L6	MMLLT#T*	L	M / T
U6	MML**LT	M	M / L

M = Michaelmas L = Lent T = Trinity

* End-of-year grade (encompasses both Trinity term examinations and assessments/grades across the whole academic year)

** Mock Examination grades as opposed to Progress Grades.

Internal Examination grade

Year Ten to Eleven, and Lower Sixth to Upper Sixth, is to be considered as a whole cycle and therefore the reporting cycle is constructed over an 18-month period as follows:

Term	Year Ten to Eleven	Lower Sixth to Upper Sixth
Michaelmas 1	Progress Grades and Parents' Evening	Progress Grades
Michaelmas 2	Progress Grades	Parents' Evening and Progress Grades
Lent 1	Progress Grades	Progress Grades
Lent 2	Reports and Progress Grades	Reports and Progress Grades
Trinity 1	Internal Examination and Parents' Evening	Internal Examination and Parents' Evening
Trinity 2	End-of-year grades	End-of-year grades
Michaelmas 1	Progress Grades	Progress Grades
Michaelmas 2	Progress Grades and Reports	Progress Grades and Reports
Lent 1	Mock Examination Results and Parents' Evening	Mock Examination Results and Parents' Evening
Lent 2	Progress Grades	Progress Grades
Trinity 1	Progress Grades	Progress Grades