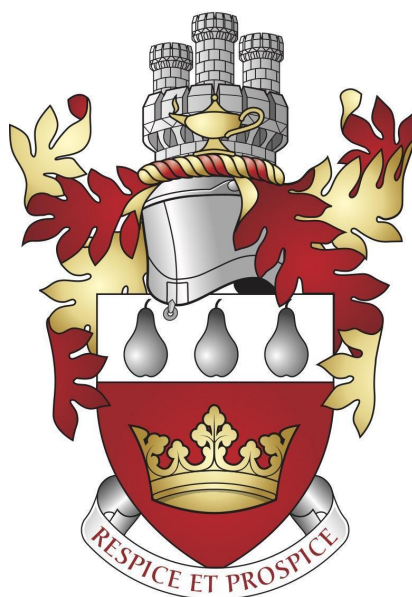




ASSESSMENT, RECORDING & REPORTING

Policy Author: Assistant Head (Academic)

Next Review Date: June 2027

RGS Worcester
Assessment, Reporting and Recording (AR&R) Policy
2026-2027

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 Ten - Upper Sixth).

** The only exception to this is the Michaelmas 1 grades for Year Ten and Lower Sixth, when only Application grades are reported home to parents.*

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
- Support Required

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 to Upper Sixth

Pupils in Years Ten and Eleven will be awarded Attainment Grades using numerical levels in line with GCSE reporting/grading criteria (8+ to U).

Sixth Form Attainment Grades will be awarded Attainment Grades using either:

- A Level examination grades of A*- U, with the A* grade only used for Upper Sixth.
- CTEC and BTEC grades of Distinction*, Distinction, Merit, Pass.
- Please note that a single grade is reported home for Sixth Form which is calculated from formal assessments taken with each teacher.

Attainment Grades in Key Stage 4/5 reflect a 'Working At' grade.

- This is the average of all summative assessments completed during the academic year to date.
- It is a live reflection of a pupil's current performance. It assumes that if a pupil sat a terminal exam covering only the content taught so far, this is the grade they would achieve.

To facilitate this:

- Each Head of Department must use a centralised spreadsheet to record raw marks for all topic tests or smaller standardised classroom-based assessments.
- The Head of Department decides which formalised assessments are used to inform the final grade.
- For examination year pupils, this assessment data bridges both years of their course.

For NEA heavy subjects such as Art, Textiles, and Design Technology specific mitigations apply to include them in this data model without losing their practical integrity:

- Teachers will score current work against specific assessment objectives (e.g. AO1 Research, AO2 Experimentation) to provide the raw data needed for the cumulative average.
- Creative departments will conduct regular internal checking of portfolios to ensure these marks are as rigorous as a written test.
- This safeguards against subjective grading and ensures an 'Outstanding' in a creative subject carries the same weight as in a core subject.

It should be noted that the Attainment Grades are not a Predicted Grade.

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.

A fine grading system (+ / = / -) is utilised across Year Eleven and Sixth Form. When entering their Attainment grade, teachers will add a modifier based on where the pupil's cumulative average sits within that specific grade boundary:

- + (Plus): For example, 7+ means securely at the top of the grade boundary with a high probability of progressing.
- = (Equals): For example, 7= means securely within the middle of the grade boundary.
- - (Minus): For example, 7- means meeting minimum criteria but at risk of dropping down without targeted support.

This provides an early warning system for Heads of Department and Heads of Year to intervene before a pupil drops a full grade.

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.

In the first half term of a new academic year, there is not enough meaningful assessment data to generate an accurate cumulative grade. To uphold the integrity of the new 'Working At' definition, grades must be backed by a reliable portfolio of formal assessment data. Therefore:

- The M1 Attainment Grade is removed for Year 10 and the Lower Sixth. Only Application grades will be communicated home for this first half term.
- Staff and Heads of Department will RAG rate pupils' attainment internally during this window. Staff should be able to explain their grading if needed for intervention purposes.

- Year 11 and Upper Sixth will continue to receive an M1 Attainment grade, which should be informed by the formal assessments completed at the end of Year 10 or Lower Sixth alongside any new M1 work.

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.

The Core Principles will be graded as follows using a range of 5 to 1, where:

5 (Excellent): Outstanding approach to all aspects.

4 (Very Good): Demonstrating the pupil is surpassing the expected requirements.

3 (Good): Demonstrating the pupil is consistently meeting the expected requirements.

2 (Variable): For pupils who are generally meeting expectations but have had an isolated lapse, such as a single missed homework or sometimes losing focus in lessons.

1 (Requires Improvement): Significant weaknesses or failings in the aspect.

For Sixth Form Students, Teacher pairings are required to consult before determining a single grade for each category. The grade should be informed by each Teacher's experience of the student across the term.

The Target Grade

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

- In Year Nine, 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 decide if a pupil is meeting expectations:

- Year Ten:
 - The Attainment Grade is expected to be around 2 grades below target at the end of the academic year.
- Year Eleven

- The Attainment Grade is expected to be around 1 grade below target until the January Mock Examination
- after which is expected to be at or exceeding the target.

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 up to a maximum of 60 minutes in length except for Mathematics (90 minutes).
Year Eight	Examinations will be up to a maximum of 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. - The Year Nine papers will be set in line with GCSE questions, and will be marked according to Public Examination Board Mark Schemes.
Year Ten and Lower Sixth	Examinations will mimic external papers wherever possible.

Years Seven, Eight and Nine

For Years Seven to Nine, 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	Proportion of Cohort
A*	placing the pupil in the top 10% of the cohort	10%
A	demonstrating a very good performance with minimal areas for improvement	20%

B	demonstrating a solid performance but with some areas for improvement	40%
C	suggesting there are areas that require some focus and attention	25%
D	intervention and support for the following academic year is implemented	5%
U	Allocated to pupils of significant concern <1% of the cohort	<1%

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. The maximum grade that can be awarded will be Grade 8+.

For Lower Sixth Internal 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.

HoDs should use examination board grade boundaries to guide their grading of Internal Exams – but boundaries should be inflated to account for the pupils learning a smaller volume of the total content.

Section 3: Full Reports

Each year group receives one Full Report per Academic Year. Generally, the report should be a maximum 100 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, July 2024, July 2025

Updated: July 2026

Appendix A:

Assessment and Reporting Timetable

Year	Progress Grade	Written Report	Parents' Meetings
7	MMLLTT#T*	L	L / T
8	MMLLTT#T*	T	M / L
9	MMLLTT#T*	T	M / L
10	M ^a MMLT#T*	L	M / T
11	MML**LT	M	L
L6	M ^a MMLT#T*	L	M / T
U6	MML**LT	M	L
M = Michaelmas L = Lent T = Trinity			

^a M1 Grades for Year Ten and Lower Sixth are internally RAG rated with only Application grades reported home to parents.

* 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	Internal RAG rating Application Grades and Parents' Evening	Internal RAG rating Application 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
