



St. Matthew's
Roman Catholic High School
VOLUNTARY ACADEMY



KS3 & KS4 Assessment & Reporting Policy

Reviewed:

December 2025

To be reviewed:

September 2026



We **Pray**
We **Care**
We **Achieve**

MISSION Statement



St. Matthew's
Roman Catholic High School

All policies and procedures are underpinned by our School Mission Statement:



WE PRAY

As a community with Christ and with the teachings of the Gospel at our centre, shown in the things we do and in the ways we worship together.



WE CARE

For everyone in our school community, respecting them as individuals created by God and recognising and celebrating talents and successes. We see caring for others in the world outside of our school as part of our Christian responsibility.



WE ACHIEVE

The best we can in all aspects of school life by learning in lessons, succeeding in examinations and committing to extra-curricular activities.



We **Pray** · We **Care** · We **Achieve**

1. Purpose of Assessment at St Matthew's

The purpose of assessment at Key Stage 3 and Key Stage 4 is to:

- Know and understand the progress pupils are making through their KS3 curriculum.
- Know and understand pupils' attainment following Pre-Public/Mock exams at KS4.
- Support pupils learning and progress.
- Identify strengths and areas for development.
- Inform planning, teaching, and intervention.
- Provide feedback to pupils, parents/carers, and staff.

2. Types of Assessment at St Matthew's and teacher response to assessments

2.1 Formative Assessment

Our formative assessment is ongoing and informs teaching and learning. Our staff use a wide variety of techniques suited to learners needs. Our formative assessment methods include:

- Knowledge retrieval at the start of every lesson
- Quizzes, low-stakes tests, and knowledge checks
- Use of mini-whiteboards
- Using technology and other methods to carry out polls
- Hinge questions and exit tickets
- Questioning using a variety of techniques
- Verbal and written feedback
- Self-assessment and peer-assessment
- Classwork and homework reviews

2.2 Summative Assessment

Our summative assessments measure pupil attainment at a planned point. They include:

- End of Learning Focus Checkpoints
- Mid-year assessments/exams
- Deeper Marked Agreed Assessment (At least one per learning focus)
- End of year exams
- Pre-Public Exams (Mock exams)
- Practical and performance-based tasks (where appropriate)
- NGRT Reading Tests

2.3 Teacher Marking and Feedback

Our teachers will mark checkpoints, or sample effective self/peer assessments of checkpoints to ensure accuracy of marking.

They will:

- Print checkpoints of yellow paper.
- Add the numerical outcomes of checkpoints to centralised trackers within their departments.
- Ensure pupils who miss checkpoints are given the opportunity to complete this summative assessment.
- Share whole class feedback on the outcome of checkpoints.

Our teachers will use a shared mark scheme / criteria to assess an agreed extended assessment. This is a deeper marked piece of work.

They will:

- Print deeper marked tasks on yellow paper.
- Provide individual written feedback to pupils on what has been achieved, and also on what pupils need to do to improve.
- Ensure adequate time is given to pupils to act on their written feedback, to be able to demonstrate improvement.
- Revisit this response to ensure pupils actions have been effective (this can be live marking)

2.4 Teacher responses to assessment outcomes

Our teachers will use the output of all assessments to inform their future teaching and learning activities.

They will:

- Use formative assessment throughout lessons to inform if learning activities have been successful.
- Recap, re-teach, or signpost support to individual pupils according to formative assessment responses.
- Use question level analysis (QLA) principles and approaches following checkpoints, mid-year assessments and end-of-year exams to understand pupils' performance and support their future teaching.
- Where there are concerns about pupils' attainment, hold discussions with relevant stakeholders including curriculum leaders, SENDCO and parents.

3. Assessment Schedule

Each department will maintain a subject-specific assessment calendar aligned with its curriculum intent and learning focus planning. However, the general framework is:

Term	Assessment	Reporting
Spring	Mid-year assessments (KS3 and Year 10) PPE 2 / Mock exam grade (Year 11)	Data report
Summer	End-of-year exams (KS3) PPE 1 / Mock exam grade (Year 10) NGRT Reading Test (Yr. 7-10)	Data report Data report Reading Age

Following mid-year and end of year assessments, teachers input raw exam/assessment scores into internal department tracking systems. It is the responsibility of the Curriculum Leader to then rank order all pupils scores in each year for their subject and make a professionally informed decision as to where the cut off points are for each single word judgement. This reflects each pupil's progression through their curriculum at this assessment point.

Mid-year and end of year assessment outcomes are then entered into Arbour, our MIS for each pupil, by their class teachers. For KS3 this is a one-word data input, derived as above and as detailed below.

4. Assessment Criteria and Judgements

At KS3 progress and attainment are measured according to how much of the taught curriculum in each subject area has been learnt. Pupils will be judged as:

- **Advanced** understanding of the planned learning
- **Secure** understanding of the planned learning
- **Some** understanding of the planned learning
- **Limited** understanding of the planned learning
- **No evidence** of understanding of the planned learning

Statement	Description
Advanced understanding of the planned learning	Student knows, understands and can remember all core knowledge of the planned curriculum. Student shows a deep understanding of the planned curriculum. Regularly shows exceptional knowledge of the planned curriculum.
Secure understanding of the planned learning	Student knows, understands and can remember most of the core knowledge of the planned curriculum. Student shows a clear understanding of the planned learning. Regularly shows confidence in the work they have learned.
Some understanding of the planned learning	Student knows, understands and can remember some of the core knowledge of the planned curriculum. Displays an incomplete understanding of expected learning.
Limited understanding of the planned learning	Student knows, understands and can remember only a limited amount of the core knowledge of the planned curriculum. Displays limited or slight understanding of what would be expected in the planned curriculum.
No learning has taken place	A student with prolonged/persistent absence which has meant no learning has taken place/no evidence of learning .

In the spring of Year 10 progress and attainment are measured according to how much of the taught curriculum, linked to the GCSE specification in each subject area have been learnt.

This will be reported as a percentage score of agreed checkpoints/summative assessments completed during the first half of Year 10 and recorded in departmental internal tracking systems. In order to give parents and pupils an understanding of how these percentages could relate to final GCSE grades, guidance will be provided on the percentage score for each subject at each grade boundary, considering subject differences and tiers of entry.

In the summer of Year 10, and in spring of Year 11, attainment is measured according to GCSE Grades. Pupils will be judged as the following, with a comparison to what might be a more familiar measure for parents.

GCSE (Old)	GCSE (New)	BTEC / Vocational Grade
A*	9	L2 Distinction*
A*	8	L2 Distinction*
A	7	L2 Distinction
B	6	L2 Merit
C	5	L2 Merit
C	4	L2 Pass
D	3	L1 Distinction
E	2	L1 Merit
F / G	1	L1 Pass
U	U	Unclassified (U)

In the spring of Year 11 staff will be asked to record a professionally informed predicted grade (PIP) for each pupil, based on their spring term PPE but also taking into account any other summative assessments. This will be recorded as a **fine grade** using +, =, or -.

5. Feedback and Marking

Effective feedback will:

- Be in pupil friendly language, linked to core knowledge and skills
- Be timely, clear, and specific
- Identify what was done well and what can be improved
- Include pupil response or action (where appropriate)

Departments may use varied marking methods (e.g., whole-class feedback, live marking, digital platforms) as long as they align with school policy and support progress.

6. Data Tracking and Intervention

- Data is collected termly and analysed to identify trends, gaps, and underperformance.
- Senior Staff (SLT) Curriculum Leaders (CLs) and Pastoral Leaders (DoY/HoY) will review data after each collection.
- Targeted interventions (academic and pastoral) are implemented as needed.
- Pupils who are not making expected progress receive timely support.

7. Pupil Involvement

Pupils will:

- Be aware of their current performance.
- Be involved in reviewing feedback and setting improvement goals.
- Understand how assessments link to future learning.

8. Reporting to Parents and Carers

As well as attainment data, Parents/carers will receive the informed judgements that classroom teachers have made on the effort and engagement shown by pupils throughout each term. This is summarised through 2 questions:

- Does the pupil make 100% effort with classwork and homework?
- Does the pupil follow the St Matthew's Respect Agenda?

The St Matthew's Respect agenda is to; Respect your learning, Respect the learning of others and Respect anything an adult reasonably asks you to do

- Each of the questions have been graded between 1 and 4 :
- 1 – Always 2 – Usually 3 – Sometimes 4 – Rarely or never

9. Quality Assurance

- SLT and Middle Leaders will conduct regular work scrutiny, lesson visits, and data reviews.
- Assessment materials and grading will be moderated within and across departments.
- CPD will be provided on effective assessment and feedback strategies.

10. Roles and Responsibilities

Role	Responsibility
Class Teachers	Plan, deliver and assess learning; provide feedback; track progress through their curriculums; adapt teaching based on assessment outcomes.
Curriculum Leaders	Ensure consistent assessment practice; quality assurance; support staff
SLT	Monitor whole-school assessment practice; data oversight; strategic planning
SENCO	Ensure assessments are accessible and inclusive; coordinate support
Pupils	Engage with feedback and take responsibility for progress
Parents/Carers	Support learning at home and engage with school reports and events

Review Cycle: This policy will be reviewed annually by the Assessment Lead(s) and ratified by the Senior Leadership Team (SLT).

Policy Owner: Deputy Headteacher – Curriculum

Next Review Date: September 2026



St. Matthew's

Roman Catholic High School
VOLUNTARY ACADEMY

Contact

St Matthew's RC High School
Nuthurst Road
Moston
Manchester
M40 0EW

Tel: 0161 681 6178

Web: www.smrchs.com

Email: contact@smrchs.com

Headteacher: Mr A Nightingale



DIocese of  SALFORD

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