



At Penistone Grammar School, assessment is integral to the quality of education that students receive, as it is information derived from well-designed, purposeful assessment which improves teaching and learning. We have highly skilled teachers and an ambitious well-sequenced curriculum in all subjects, so that students can make progress against clearly defined end points of what we want students to know, understand and do. Teachers will provide actionable feedback to students so they know what they are doing well and how they can improve further.

The main principles of our assessment strategy:


- To always improve students’ learning and inform teachers’ teaching.
- To ensure formative assessment (ongoing, frequent and adaptive) takes precedence over summative assessment (high stakes, cumulative and larger in design)
- Assessment Review Points (ARPs) are meaningful, informative, and provide a clear indication of student progress and attainment at set points in their education
- Feedback is an essential part of teaching and learning and takes many forms; teacher marking is only one form and therefore is not relied upon to improve learning.

Targets: All students have an expected GCSE outcome based on KS2 SATS Scores and the performance of similar students each year (DfE national data sets). We ensure that our expected GCSE outcomes for all students are ambitious, aspirational and achievable regardless of background or starting point. We use our internal data to provide contextualised pathways for each student.

Assessment Review Points (ARPs) and reporting home: Through a student’s time at Penistone Grammar School, they have 12 assessment review points (Y7-11); two in Y7, 8 and 9, and 3 in Y10 and Y11. At **GCSE level**, students receive a current grade and an effort grade. Following practice exams, students will receive a grade to represent their performance in that exam. Furthermore, at Y11 ARP3 they will also receive a predicted grade that is formulated from all evidence over the last two years. At **key stage 3** teachers input a currently working at grade, which is compared to their *expected progress pathway* at each ARP. This converts into a progress measure of either ‘working towards’, ‘meeting’ or ‘exceeding’ expectations. There is a two-sublevel range. If a student is a 3rd sub-level above or below their expected progress pathway they are *Exceeding* or *Working towards* respectively.

After an Assessment Review Point, a parents/carers evening will follow later in the term. if there are concerns over progress in particular subjects, parents/carers should make appointments for these evenings with subject teachers to discuss in more detail or if it is across subjects, they can speak to the Achievement leader for that year group at the same evening.

An Example of student ARP report:

 <p>Year 11 Progress Report</p>	Name		Mentor Group	
	Data Point	Assessment Review Point (ARP) 1	Attendance to 17th November	97.87%
	Average Effort Grade	2.40	Effort Grade Comparison	Average

See overleaf for an explanation of the grades and codes in this report

Subject	ARP1 - Week 11					ARP2 - Week 21					ARP3 - Week 27					Expected Overall GCSE Outcome
	Expected Grade ARP 1	Current Grade	Practice Exam 1	Effort	Effort Reasons	Expected Grade ARP 2	Current Grade	Effort	Effort Reasons	Expected Grade ARP 3	Current Grade	Predicted Grade	Practice Exam 2	Effort	Effort Reasons	
English Language	7D	5M	5	2												7
English Literature	7D	3M	3	2												7
Maths	7D	4S	4	2												7
Science	7D	5S		2												7-6

Assessment Calendar:

Our assessment calendar has been carefully planned to ensure that assessment data is meaningful, manageable and motivating for both students and staff. The 2024-25 calendar can be found [here](#).