



London Design & Engineering UTC

Assessment, Recording and Reporting Policy

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Date Last Approved	20 November 2025
Policy Approved by	QEC Committee
Version	6.0
Next Policy Review Date	November 2027

Version Control Table

Version	Date	Amended by	Rationale
1.0	01/06/2016	Geoffrey Fowler	Original policy
2.0	08/10//2018	Victoria Webb	Policy objectives and aims updated. Procedures updated <ul style="list-style-type: none"> Learner monitoring cycle added
2.1	25/10/2020	Victoria Webb	Nomenclature updated CIO/VP, head of faculty/curriculum lead, scheme of work/curriculum plan.
3.0	12/11/2020		Version approved by Committee
3.1	10/09/2021	Victoria Webb	Information on entry for YR9 amended, and KS4 Target setting information updated. Monitoring cycle updated to include FA and SAs
4.0	11/11/2021		Version approved by the Committee
4.1	15/11/2022	Victoria Webb	Information on entry updated in line with Covid and use of Redborne data. Y9 Carousel grading updated Assessment and recording schedule updated.
5.0	23/11/2023		Version approved by the Committee
5.1	14/11/2025	Furnaz Ahmed	Information on ALP with re. TG setting added. Milestone assessment timeline and ATL added.
6.0	20/11/2025		The version approved by the Committee

Guidance on Version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2, etc, until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or, if it's a major update, 2.0. Do not worry about the numbers going up and up; it is about getting the policy right – it's all fine.

ASSESSMENT, RECORDING AND REPORTING POLICY

Policy Coverage

THE POLICY APPLIES TO OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	
Key Stage 5 (KS5) A Levels	✓	Employers	✓
Apprentices	✓	Visitors / Contractors	

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1. Policy Aims

LDE UTC is committed to engaging all staff and learners in the use of formative assessment strategies that promote learning and progress. Staff and learners will be supported by valid and easily accessible data, which will enable all learners and teachers to understand and discuss current levels of performance and which will result in actions that will raise the individual achievements of all learners.

2. Policy Principles

The following principles underpin this policy:

- i. all staff recognise the importance of 'Assessment **for** Learning';
- ii. all staff, learners and parents have access to appropriate, clear and informative assessment data;
- iii. all assessment activities are an essential part of the teaching and learning process;
- iv. all assessment information is used to inform curriculum planning;
- v. all learners are fully involved in the assessment process so that they have a clear understanding of their current levels of performance and are able to identify their individual strengths and areas for improvement;
- vi. all learning objectives are shared with the learners during lessons;
- vii. all teachers provide every learner with effective and regular feedback;
- viii. all teachers recognise that assessment has a profound influence on the motivation and self-esteem of learners, which, in turn, are crucial influences on learning;
- ix. all learners are able to assess themselves and understand how to improve;
- x. all systems for the recording and reporting of assessment data are efficient and effective;
- xi. all systems for the recording and reporting of assessment data use ICT to support staff in the input of the information;
- xii. all assessment strategies and recording and reporting systems must be regular and rigorous, identifying:
 - the skills, knowledge and understanding of learners (summative);
 - the learner's strengths and areas for improvement (diagnostic);
 - targets for the learner's learning (formative);
 - actions the learner must take to meet the targets (formative).

3. Policy Objectives

The following objectives are at the centre of this policy:

- i. to engage all teachers and learners in a regular and continuing dialogue about assessment and the setting of targets;
- ii. to develop assessment as a valued and effective teaching and learning strategy;
- iii. to ensure that assessment really does inform teaching, learning and curriculum planning;

- iv. to give all staff easy access to assessment data;
- v. to enable staff to consider and question available assessment data, in order to support the formative assessments of individual learners, subject groups, gender groups and year groups, together with groups who nationally underachieve, e.g. those from ethnic backgrounds;
- vi. to provide parents with regular and informative reports regarding individual learner achievements and progress; and
- vii. to comply with statutory assessment, recording and reporting requirements as prescribed in Section 356 of the Education Act 1996 and subsequent legislation.

4. Roles and Responsibilities

It is the responsibility of the **Board of Directors** to establish a policy and procedure for Assessment, Recording and Reporting and to monitor the effects of the procedure. Directors should discuss with the CEO and others to ensure that the LDE UTC has effective systems in place for monitoring learner progress and is using previous results supported by recent teacher assessment to set challenging targets and to ensure that these meet statutory requirements.

The VP, in conjunction with the Leadership Team, has overall responsibility for the development, monitoring and evaluation of the assessment procedures in the College. The VP will ensure the LDE UTC meets the targets set by the Board of Directors.

Curriculum leads have responsibility within their areas for the implementation, monitoring and evaluation of the College's assessment procedures.

Curriculum leads have responsibility for ensuring that a range of assessment strategies are used as an integral part of the teaching and learning process and that subject-based assessment objectives, examination board assessment objectives and National Curriculum criteria are met at all Key Stages.

All teaching staff have responsibility for employing assessment strategies that are appropriate to the age and ability of all learners and to the particular method of assessment.

All teaching staff must share assessment criteria with learners and engage them in the application of these criteria to their work.

All teaching staff should employ assessment activities as an essential part of the teaching and learning process.

All teaching staff should ensure that assessment is used as part of the planning for teaching and learning.

5. Monitoring and Review

The Deputy Head will report on the policy to the CEO as appropriate.

The CEO will report to the Board of Directors on any relevant aspects of the working of the policy as appropriate.

The Board of Directors or a Committee will review the policy every two years.

6. Policy Procedures

The Curriculum Leads are responsible for:

- identifying the generic skills that their subject(s) is(are) developing throughout all Key Stages;
- ensuring that the assessment objectives and learning outcomes for each curriculum plan are clearly expressed;
- ensuring that all assessment data required for the College's annual reporting cycle is provided by the dates and times stated in the College calendar;
- analysing relevant assessment data in line with the College's requirements;
- monitoring and tracking the learners' overall progress in their curriculum area and taking appropriate actions that will enable them to achieve their full potential;
- adjusting teaching, having taken into account the outcomes of this analysis, ensuring that reports are of the highest quality;
- ensuring that adequate records are kept so that reports can still be produced in spite of the possible absence of a member of staff;
- establishing banks of exemplar work for all year groups;
- allocating time for the regular standardisation and moderation of work;
- ensuring that learners are involved in the assessment process through self and peer assessment; and
- preparing their own faculty assessment policies in line with this policy of the College.

The VP will check these policies before they are implemented.

The VP is responsible for:

- close liaison with curriculum leads to ensure progression and continuity throughout all Key Stages;
- analysing relevant assessment data in line with the College's requirements;
- monitoring and tracking the learners' overall progress in the Key Stage and taking appropriate actions that will enable the learners to achieve their full potential;
- ensuring that all subject teachers and personal coaches are fully aware of their responsibilities for the recording and reporting of learner achievement and progress so that all deadlines in the calendar are met;
- ensuring that challenging but achievable targets (minimum expected levels and grades) are set for every learner;
- ensuring that reports are of the highest quality; and

- liaising with the Learning Support Faculty, which should be involved in devising and using assessment materials (particularly for targeted learners) to help ensure that the learning needs of all learners are met.
- ensuring that records are kept of a learner's personal achievements and extracurricular activities;
- analysing relevant assessment data in line with the LDE UTC's requirements;
- monitoring and tracking the learners' overall progress in their year group and taking appropriate actions that will enable them to achieve their full potential;
- ensuring that all subject teachers and personal coaches are fully aware of their responsibilities for the recording and reporting of learner achievement and progress so that all deadlines in the LDE UTC calendar are met; and
- ensuring that formal educational records are kept and updated annually.

Individual subject teachers are responsible for:

- completing, recording and discussing assessments with their learners and setting achievable targets through the cornerstone of advocacy;
- analysing relevant assessment data in line with the College's requirements;
- using the results of assessment in planning future work for learners;
- reporting and recording the progress and achievements of all learners; and
- ensuring that all report deadlines are met on time.

Appendix 1: Learner Monitoring Cycle

INFORMATION ON ENTRY

Year 9

Prior attainment data for learners entering year 9 will comprise of KS2 results, where available. In order to ensure that all learners joining LDE UTC are assessed via a common framework, all learners will undertake baseline testing using the GLAss system. To monitor the accuracy of GLAss and provide governors with an assessment of the LDE UTC, we will use the data provided by Redborne, in line with all UTCs.

Year 12

All learners entering year 12 will arrive with their GCSE results. On arrival, learners will be screened to check that they meet minimum entry requirements. Our Year 12 tracker will record learners' progress, attainment, English and Maths progress, for those who have not achieved at least a grade 4 at GCSE by the end of KS4, and retention and destinations when learners leave us.

Year 12 Initial group profiles

GCSE and KS4 Average Point Scores (APS) will be used to set an initial indicator for minimum expected achievement across the subjects being studied. This will give teachers an early indication of likely aspirational and minimum targets, informing the initial group profiles and enabling the teachers to devise challenging work across the ability range in the group.

Baseline testing

Year 9 will complete the tests as part of their induction period in order for LDE UTC to obtain information as soon as possible after joining. The GLAss learner prediction reports will be available soon after and will give predicted grade information as well as 'chances' of achieving higher or lower grades. CAT4 tests also provide information related to learners' abilities with respect to mathematics, vocabulary, learning styles and can highlight any potential learning difficulties. The progress test in English and maths tests prior knowledge and will identify gaps in learning from Year 7&8.

Year 9 entrants will sit the GLAss Cognitive Ability Test 4 (CAT4), level F and progress tests in Maths and English (PTM, PTE).

At KS4, the PTM and PTE standard age scores will be used to calculate our baseline data (A8 and P8 indicators), and in terms of P8, this will then be our 'zero'.

Target Setting

The "chances graphs" and predicted grade information will be used to generate aspirational targets for all learners.

At KS4, GLAss (GL Assessment) provides two benchmarks, a 'standard' benchmark and a 'challenge' benchmark. We input the GL data into ALPs, which generates targets. The LDE UTC uses the TG, which aligns with the top 25% in the country, to ensure we are setting aspirational targets to allow LDE UTC to sit in the red band.

For KS4 learners, the target will be the higher of the GL benchmark and the KS2 projections. Progress will be measured against the GL benchmark alone. Where there is a significant gap between the GL and the KS2 data, learners will be closely monitored in the first few weeks to identify additional support and interventions that are required. Where no KS2 projection is available, then FFT20 projections based on CATs will be used as the second grade.

At KS5, we now use the ALPS grade predictor system, which provides aspirational target grades based on national performance benchmarks and prior attainment data. ALPS generates grade estimates using national progress and attainment patterns, enabling us to set challenging but achievable expectations for all students. We will use the ALPS Minimum Expected Grade (MEG) as the baseline and adopt the ALPS 75th percentile benchmark as the aspirational target. Ongoing tracking and monitoring will be conducted against students' ALPS MEG and progress indicators.

For T-Level subjects, target grades are generated through ALPS by using subjects that maintain a close comparison with the T-Level in contention.

REPORTING

KS 4 & 5 and Year 9 core Progress Projections

Learners' progress will be assessed by the teachers twice a year. This will be derived from classwork, extended learning tasks, formative and summative assessments. All staff and learners will use the flight path to assess whether they are on track to meet, exceed or not meet their target grade. Teachers will be expected to use papers and materials provided by the exam boards, moderate their assessment between staff within the college and from our partner schools to ensure accuracy.

Progress Projection	What is your teacher projecting you to achieve?
Well above	You could achieve 2 or more grades higher than your target grade.
Above	You could achieve one grade higher than your target grade.
On	You are likely to achieve your target grade.
Below	You are unlikely to achieve your target grade.
Well below	You are unlikely to achieve your target grade by 2 or more grades.

Expected Progress charts

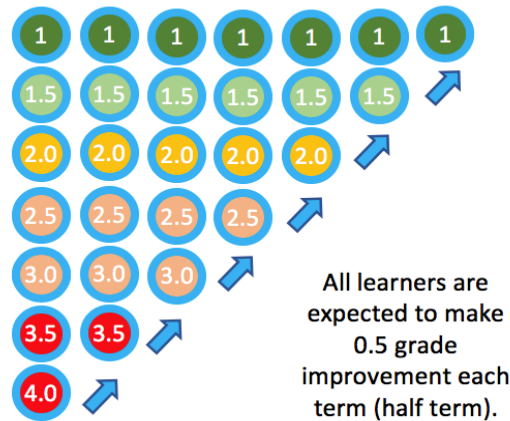
GCSE					L2 TECHNICAL					A LEVEL					L3 TECHNICAL									
				9					L2D*					A*					D*					
			9-	8				L2D+	L2D-	L2M				A*-	A				D*-	D				
		8+	8-	7				L2D+	L2D-	L2M				A+	A-	B				D+	D-	M		
	8	7+	7-	6				L2D+	L2D-	L2M				A	B+	B-	C				D	M+	M-	P
7+	7	6+	6-	5	L2M+	L2M	L2P+	L2P-	L2P				B	C+	C-	D				M+	M	P+	P-	U
6+	6	5+	5-	4	L2P+	L2P	L1D+	L1D-	L1M				B+	C	D+	D-	E				P+	P	R+	U
5+	5	4+	4-	3	L1D+	L1D	L1M+	L1M-	L1P				C+	D	E+	E	U				R+	R	U	
4+	4	3+	3-	2	L1M+	L1M	L1P+	L1P-	L1P-				D	E	E-	U					U	U		
3+	3	2+	2-	1	L1P+	L1P	L1P	L1P-	U				E+	E-	U						U			
2+	2	1+	1-	U	L1P	L1P-	U	U					U	U										
1+	1	U	U		U	U	U																	
U	U	U																						
MA1	MA2	MA3	MA4	Target Grade	MA1	MA2	MA3	MA4	Target Grade	MA1	MA2	MA3	MA4	Target Grade	MA1	MA2	MA3	MA4	Target Grade					
YEAR 1	YEAR 2				YEAR 1	YEAR 2				YEAR 1	YEAR 2				YEAR 1	YEAR 2								

Attitudes to Learning (ATL)

Teachers will also give a judgment of the learner's approach and attitudes to their studies. This is graded as excellent, good, improvement required or significant improvement required. The points behind this for calculation purposes are E=1, G=2, I=3, S=4.

Staff will base their judgement on the twelve following areas:

ATL Flightpath



ATL

<p>1. Engagement & Responsibility</p> <p><i>Focuses on participation, meeting expectations, and individual accountability.</i></p>	<ul style="list-style-type: none"> • Attending lessons - E = 97+, G = 94+, I = 90+ & S = 90- • Punctuality • Meeting deadlines • Pre-learning (going above and beyond) • Fully equipped for class • Homework quality and completion
<p>2. Participation & Collaboration</p> <p><i>Relates to how learners contribute and interact within the classroom environment.</i></p>	<ul style="list-style-type: none"> • Verbal participation • Written participation • Group participation • Supporting peers in class • Classwork quality and completion
<p>3. Conduct & Presentation</p> <p><i>Reflects behaviour, effort in presentation, and overall conduct in class.</i></p>	<ul style="list-style-type: none"> • Behaviour in class and focus • Work presentation • Self-presentation • Aiming higher

Year 9 Carousel

Learners choose their KS4 options towards the end of term 4. At KS3, they enjoy a carousel of 12 subjects over four terms. For these subjects, learners receive a mindset report at the end of each carousel.

Please note, this grade is not linked to academic ability but to the mindset of the learner in class.

Learners' mindset will be indicated through the following areas, with an average grade then calculated:

LDE Mindset	Scale from 1 – 4, with 1 being the highest			
Organisation	1	2	3	4
	The learner is correctly equipped, meets deadlines, is punctual and ready to learn.		The learner misses deadlines, is often late, slow to start learning and poorly equipped.	
Study skills	1	2	3	4
	The learner takes pride in their work, is resilient, engaged and curious in lessons. They work well independently and cooperatively		The learner is easily distracted and lacks pride in their work.	
Aptitude	1	2	3	4
	The learner demonstrates expertise and a skilful application of learning.		The learner lacks confidence in the subject and struggles to apply their learning.	

Assessment and Reporting Schedule

The data report schedule is below for each year group and represents what is reported and when over the terms. We run a six-term year, and so T1 represents term one of the courses (Sept – Oct). SA = Summative assessment, MA is milestone assessment 1 and is reported to parents. Other data drops are for internal purposes only.

	Y9	Y10	Y11	Y12	Y13	App.
T1	Mindset					
T2	PRG / Mindset	PRG+ATL	PRG+ATL	ATL	ATL +PRG (Exams only)	ATL
T3	Mindset			PRG+ATL	PRG+ATL Mock grade + %	PRG+ATL
T4	ATL+ Mindset	PRG+ATL	PRG+ATL	ATL	ATL	ATL
T5	Mindset		Mock grade %			
T6	PRG + ATL + Comment	PRG + ATL + Comment		PRG + ATL+ Comments		PRG + ATL+ Comment

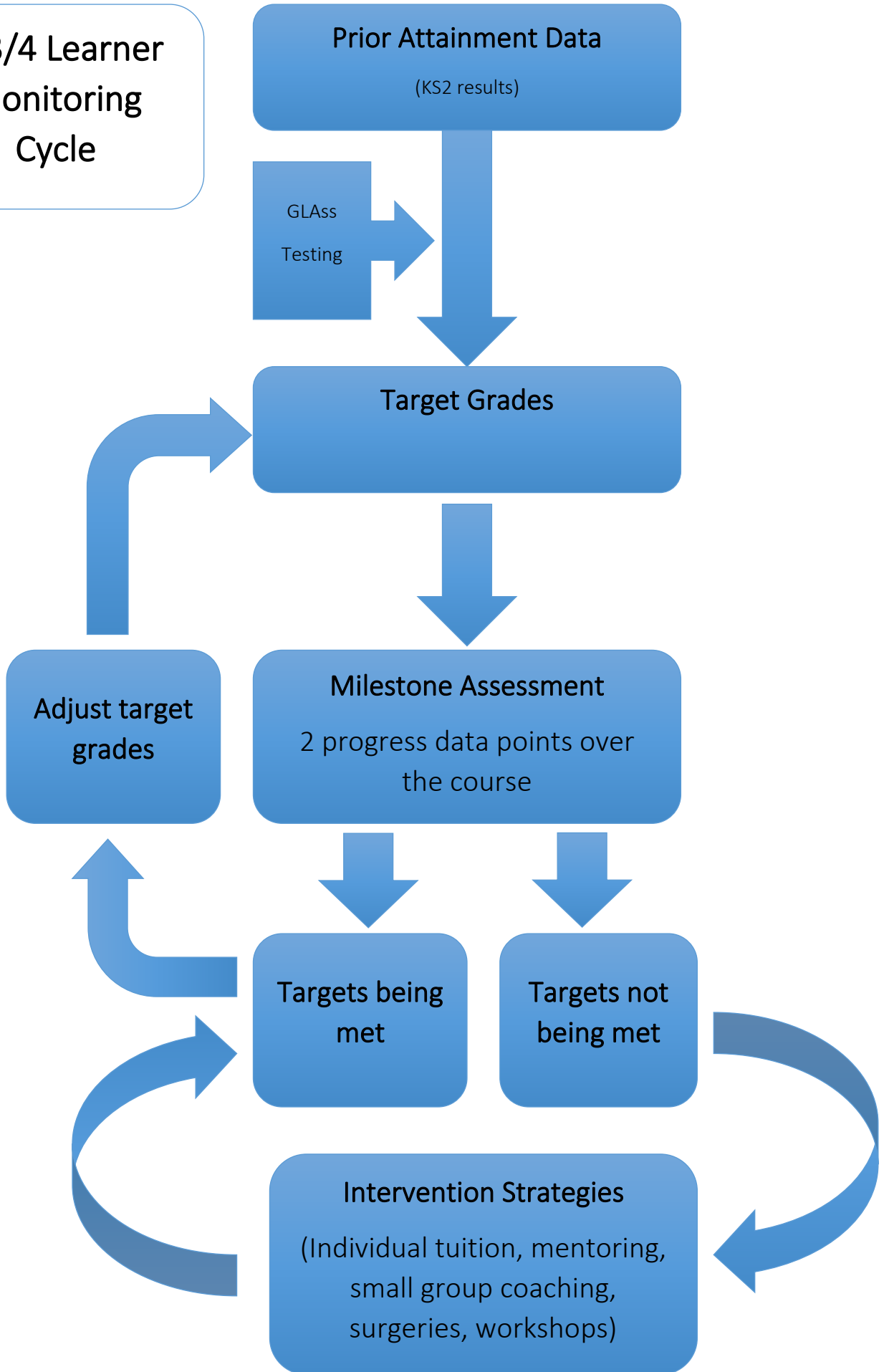
Following each report, learners will have the opportunity to discuss these with their form tutor and head of year. If learners give us cause for concern, this will be flagged up and an appropriate course of action taken [e.g. teacher intervention, coaching, phone calls home, referrals to curriculum leads, pastoral leads or SENCo, referrals to Senior team, meetings with parents].

Review and Evaluation

Internal and external data will be uploaded to Redborne for analysis and ALPs

The DfE Performance reports will be used on their release, first relevant to LDE UTC in January 2019.

**KS3/4 Learner
Monitoring
Cycle**



**KS5 Learner
Monitoring
Cycle**

