



# SILCOATES

Independent education for boys and girls aged 3-18

## Assessment, Recording and Reporting Policy (Senior School)

### Assessment

#### Introduction

*'Overall, the purpose of assessment is to improve standards, not merely to measure them.'* (OFSTED), which is the purpose of this policy at Silcoates School.

#### Aims

- To provide clear guidelines on the School's approach to assessment;
- To establish a coherent approach to assessment across all departments;
- To provide a system which is clear to pupils, staff and parents.

#### Types of Assessment

**Summative:** Assessments concerned with recording the achievement of a pupil over time, also called *Assessment of Learning*. Examples of summative assessment might include external/internal exams; MidYIS, YELLIS, ALIS; Entrance Exams; Edinburgh Reading Tests.

**Formative:** Assessments which enable pupils to recognise their successes and areas for improvement. Also called *Assessment for Learning (AfL)*, formative assessment is an essential facet of good teaching; it should happen day by day and lesson by lesson. Examples might include the marking of books with appropriate feedback, verbal feedback within lessons and reports that give guidelines on how to improve. Both teachers and pupils should have opportunities to give feedback on pupils' work.

*'...feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning...'*

— Dylan Wiliam, Embedded Formative Assessment

#### Marking Policy

Marking is an important means for pupils to learn about their progress and successes. A level of consistency of approach is therefore important within departments. Consequently, there should be a detailed marking policy in each departmental handbook, based on the following guidelines:

- Marking needs to be regular;
- Marked work should include encouragement, constructive feedback and targets;
- The grade system should be understood by pupils and parents;
- A common assessment framework should be in use. Marks out of 10 or 20, A-E grades, percentages or other different schemes are all acceptable. However, pupils and parents need to know what the marks mean, as 8/10 may be good in one subject, but less good in another;
- Best practice should include an explanation of the departmental marking policy in the front of pupils' exercise books or files;
- Each term there should be at least one summative assessment, graded A\*-U (Years 7-9 and Sixth Form) and 9-1 (Year 10 and 11), for tracking purposes. The assessment should be across a whole year group and the same assessment should be used each year, specifications allowing, ensuring consistency of grading. Cohort ability profiles are also provided to support grading.
- In line with the reporting schedule, an assessment grade, A\*-U (Years 7-9 and Sixth Form) and 9-1 (Year 10 and 11), should be entered on a SIMS Marksheet in order for the progress of a pupil to be monitored. The Marksheet also has a column for 'Attitude to Learning' (ATL). See below.
- Marking should adhere to the School's policy on Literacy across the Curriculum (see below).

### **Literacy across the Curriculum**

Pupils should be expected in all subjects to express themselves correctly and appropriately. In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions.

Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell these words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject, for example language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments.

### **Grade Cards**

The purpose of Grade Cards is to inform parents of their son or daughter's progress and each Grade Card is accompanied by a written tutor report. The reporting calendar is different for each year group and is reviewed each academic year. Each year group will have at least four Assessment/Examination Grade Cards per academic year.

#### **Grades**

**Assessment** – Grade Cards will usually have an Assessment grade. These grades, A\*-U (Years 7-9 and Sixth Form) and 9-1 (Year 10 and 11), are given following the summative assessment detailed above. Grades are inserted into the SIMS Marksheet, according to the published deadlines.

**Attitude to Learning (ATL)** – Grade Cards will usually have an Attitude to Learning grade. These grades are to recognise the extent to which a pupil fulfils, or exceeds, the required standards in this area (see 'Attitude to Learning – The Basics' below).

Pupils' ATL levels, graded 1 to 4, should be recorded using the following descriptors as a guideline. A grade 2 is awarded when students meet all of the descriptors below. Students who do not satisfy all points should be given a grade 3, and a grade 4 is awarded for regular and repeated failure to meet the requirements. Only when a student

goes above and beyond our expectations should a pupil receive a grade 1. This might be through independent learning or through supporting the learning of others, for example.

### **Attitude to Learning – The Basics**

- Listen to instructions (first time, every time)
- Equip yourself correctly
- Arrive on time
- Respect others
- Never give up
- Embrace challenge
- Remain focussed
- Submit homework in full and on time

**Marksheets** – Marksheetworks contain historical grades, ATL data and MiDYIS/YELLIS/ALIS indicators for tracking purposes. They also reference reading age, SEND, EAL and Able, Gifted and Talented (AG&T) status, where applicable. The classroom teacher, Head of Department, Tutor, Leadership Team and Headmaster have access to bespoke Marksheetworks, which aid their discussions with pupils and trigger intervention (see below). The Marksheetworks are colour-coded against minimum targets (see separate instructions) to identify whether a pupil/student is making progress.

**Examination** – Reports may also include an Examination grade. These grades are also A\*-U (Years 7-9 and Sixth Form) and 9-1 (Year 10 and 11), and are based on the appropriate subject criteria. Percentages can be misleading and, if used in the body of the text, reference needs to be made to a grade equivalence, i.e. 57% in one subject may be a D grade and in others a B grade. The examination should be across a whole year group and the same examination should be used each year, specifications allowing, ensuring consistency of grading. Cohort ability profiles are also provided to support grading.

### **Intervention**

The following section highlights the interventions that need to be applied after each Grade Card/Full Report. All interventions must be appropriately documented.

#### **Years 7-9 Pupils (Middle School)**

The grade indicated by the MiDYIS tests is stated on the Marksheetworks as a minimum target for each pupil in Key Stage 3.

#### **The Subject Teacher**

- Reviews the colour-coded Marksheet named 'Year XX Data Review – Subject name: Class Name XX/XX'. Guidance to coding is given at the top of the Marksheet;
- Enters feedback on the Marksheet for ATL of 1, 3 or 4 and for grades below the 'indicator'. Feedback is then shared with tutors for reporting;
- Gives a debrief on the examination/ assessment with each class;
- Praises good performance, e.g. with Merits;
- Gives individual feedback on assessments with targets for improvement;
- Discusses with pupils who have underperformed to ascertain the reasons;
- Discusses pupils highlighted as underperforming with the Head of Department to pursue the reasons and
  - Arranges further support – resit of assessment/examination if necessary;
  - And/or contacts tutor (this may be a trend across the board);
  - And/or contacts parents;
- Monitors and reviews progress following intervention;

- Escalates response as necessary.

### **The Head of Department**

- Reviews the colour-coded Marksheet named 'Year XX Data Review – Subject (XXXX). Guidance to coding is given at the top of the Marksheet;
- Comments on SIMS, in the review cell available, where a pupil's grade falls below the 'indicator';
- Liaises with the subject teacher regarding subject commendation, where applicable;
- Supports the subject teacher with intervention strategies for pupils;
- Liaises with parents/Pastoral Team as appropriate.

### **The Tutor**

- Reviews the colour-coded Marksheet named 'Year XX Data Review – Pastoral Overview: *Form*'. Guidance to coding is given at the top of the Marksheet;
- Summarises the action needed by the pupil if ATL is 3 or 4 and/or grade is below MiDYIS 'indicator';
- Discusses grades with each tutee;
- Identifies outstanding performance and recommends pupils for either a letter from the Headmaster or a Head of Section commendation;
- Compliments pupils whose progress has been good;
- Identifies underperformance and liaises with the Head of Section/parents where appropriate;
- Reviews and monitors progress following intervention;
- Escalates the intervention to the Head of Section as necessary.

### **The Head of Section**

- Reviews the colour-coded Marksheet named 'Pastoral Overview'. Guidance to coding is given at the top of the Marksheet;
- Identifies and coordinates letters for pupils deserving commendation from the Headmaster or Head of Section;
- Liaises with the tutor team and parents to ensure appropriate interventions are in place;
- Deals with escalated interventions as necessary, e.g. ATL report, academic/subject report;
- Reviews and monitors progress following any intervention;
- Escalates matters to the Headmaster as necessary.

### **Years 10 and 11 Students (Upper School)**

The grade indicated by the YELLIS tests is stated on Marksheets as a **minimum target** for each student on entry to Year 10.

### **The Subject Teacher**

- Reviews the colour-coded Marksheet named 'Year XX Data Review – Subject name: Class Name XX/XX'. Guidance to coding is given at the top of the Marksheet;
- Clicks 'calculate' to generate 'value added' scores for each student, and clicks 'summary' to view overall score for group;
- Enters feedback on the Marksheet for ATL of 1, 3 or 4 and for grades below the 'indicator'. Feedback is then shared with tutors for reporting;
- Gives a debrief on the examination/ assessment with each class;
- Praises good performance, e.g. with Green Slips;
- Gives individual feedback on assessments with targets for improvement;

- Identifies students who have underperformed and/or:
  - Assesses the reasons for underperformance;
  - Develops a strategy for improvement (where relevant);
  - Informs the Head of Department of the action plan;
  - Contacts parents.
- Monitors and reviews progress following any interventions;
- Escalates the response as necessary.

### **The Head of Department**

- Reviews the colour-coded Marksheet named 'Year XX Data Review – Subject (XXXX). Guidance to coding is given at the top of the Marksheet;
- Generates value added scores:
  - Clicks 'calculate' for individual student scores,
  - Clicks 'summary' for overall year group score,
  - Uses the teaching group filter for teaching group scores,
  - Uses A,G&T/SEND/EAL filter for score for these groups,
- Comments on SIMS, in the review cell available, where a pupil's grade falls below their 'indicator';
- Liaises with the subject teacher regarding subject commendation, where applicable;
- Supports the subject teacher with intervention strategies for pupils;
- Liaises with parents/Pastoral Team as appropriate;

### **The Tutor**

- Reviews the colour-coded Marksheet named 'Pastoral Overview'. Guidance to coding is given at the top of the Marksheet;
- Summarises the action needed by the student if ATL is 3 or 4 and/or grade is below YELLIS 'indicator';
- Discusses progress with each tutee;
- Identifies outstanding performance (see ATL/APS (average point score)/turquoise/green shading) and recommends students for either a letter from the Headmaster or a Head of Section commendation;
- Compliments students whose progress has been good – see ATL/APS/green shading;
- Identifies underperformance/cause for concern (see ATL/APS/yellow/pink shading) and liaises with Head of Section/parents where appropriate;
- Monitors and reviews progress following intervention;
- Escalates the intervention to the Head of Section as necessary.

### **The Head of Section**

- Reviews the colour-coded Marksheet named 'Pastoral Overview'. Guidance to coding is given at the top of the Marksheet;
- Identifies and coordinates letters for pupils deserving commendation from the Headmaster or Head of Section;
- Liaises with the tutor team and parents to ensure appropriate interventions are in place;
- Deals with escalated interventions as necessary, e.g. ATL report, academic/subject report;
- Reviews and monitors progress following any intervention;
- Escalates matters to the Headmaster as necessary.

### **Sixth Form Students**

The grades indicated by the ALIS Adaptive Test are stated on Marksheets to help students at A Level set their own targets in consultation with their teachers and tutor. Tracking booklets are used to record discussions and targets for improvement.

### **The Subject Teacher**

- Reviews the colour-coded Marksheet named 'Year XX Data Review – Subject name: Class Name XX/XX'. Guidance to coding is given at the top of the Marksheet;
- Clicks 'calculate' to generate 'value added' scores for each student, clicks 'summary' to view overall score for group;
- Enters feedback on the Marksheet, for ATL of 1, 3 or 4 and for grades below the 'indicator'. Feedback is then shared with tutors for reporting;
- Debriefs on the examination/assessment with class;
- Praises good performance e.g. with Green Slips;
- Gives individual feedback on assessments, with targets for improvement;
- Identifies students who have underperformed and:
  - Assesses reasons;
  - Develops strategy for improvement (where relevant);
  - Informs Head of Department of action plan;
  - Contacts parents.
- Monitors and reviews progress following any interventions;
- Escalates the response as necessary.

### **The Head of Department**

- Reviews colour-coded Marksheet named 'Year XX Data Review – Subject (XXXX). Guidance to coding is given at the top of the Marksheet;
- Generates value added scores:
  - Clicks 'calculate' for individual student scores,
  - Clicks 'summary' for overall year group score,
  - Uses the teaching group filter for teaching group scores,
  - Uses A,G&T/SEND/EAL filter for score for these groups,
  - Comments on SIMS, in the review cell available, where a pupil's grade falls below their 'indicator';
- Liaises with the subject teacher regarding subject commendation, where applicable;
- Supports the subject teacher with intervention strategies for pupils;
- Liaises with parents/Pastoral Team as appropriate;

### **The Tutor**

- Reviews colour-coded Marksheet named 'Pastoral Overview'. Guidance to coding is given at the top of the Marksheet;
- Summarises the action needed by the student if ATL is 3 or 4 and/or grade is below ALIS 'indicator';
- Organises follow up tutorials with each tutee;
- Monitors student use of tracking booklets/Diploma;
- Identifies outstanding performance (see ATL/APS/turquoise/green shading) and recommends students for either a letter from the Headmaster or a Head of Sixth Form commendation;
- Compliments students whose progress has been good – see ATL/APS/green shading;
- Identifies underperformance/cause for concern (see ATL/APS/yellow/pink shading) and liaises with the Head of Section/parents where appropriate;
- Holds regular tutorials to monitor and review progress, through tracking booklets, following intervention;
- Escalates the intervention to the Head of Sixth Form as necessary.

## **Head of Sixth Form**

- Reviews the colour-coded Marksheet named 'Pastoral Overview'. Guidance to coding is given at the top of the Marksheet;
- Identifies and coordinates letters for pupils deserving commendation from the Headmaster or Head of Sixth Form;
- Oversees the use of tracking booklets/Diploma;
- Liaises with the tutor team and parents to ensure appropriate interventions are in place;
- Deals with escalated interventions as necessary;
- Reviews and monitors progress following any intervention;
- Escalates matters to the Headmaster as necessary.

## **Baseline Assessment**

The School uses the following systems for baseline assessments and ongoing performance monitoring:

- CEM Centre: MidYIS (Y7), YELLIS (Y9 for Y10) and ALIS (Sixth Form);
- English, Mathematics and Reading scores from Year 6;
- Entrance examination scores in Progress in English, Mathematics and non-verbal reasoning; school reports are also used for new pupils;
- Very high scoring pupils (126+) are recorded as A,G&T on SIMS Marksheets;
- SEND/EAL pupils are noted;
- Reading ages are also added, where available.

## **Streaming/Setting**

- The baseline assessments are used for the purpose of streaming in Year 7. Top performing students are placed in teaching group A1 and the rest of the pupils are placed in parallel teaching groups A2 and A3. If there are only two classes in a year group, then just A1 and A2 are used. The setting of pupils is reviewed regularly.
- The Mathematics Department places pupils in Maths sets, from November of Year 7, following an assessment.
- The English Department places students in English sets, for transition to Year 10, following Year 9 examinations.

## **Value-added information**

The School participates in three of the CEM Centre's value-added projects, i.e. MidYIS, YELLIS and ALIS. Progress is tracked against these scores and monitored across each Key Stage.

	Beginning
MidYIS	September Year 7: MidYIS bands are available to tutors & subject teachers to monitor and track pupil progress, and to help aid streaming. Cohort Ability Profiles are provided in the Assessment Drive (K), along with other MidYIS data.
YELLIS	June Year 9: YELLIS grade indicators are provided on Marksheets to monitor and track pupil progress. Regular analysis of value added is built into tracking. A complete YELLIS report is provided in the Assessment Drive (K).
ALIS	September Lower 6th: ALIS TDA test scores, predicted grades & chances graphs are distributed to HoDs & tutors. Tracking booklets are used to monitor progress. A complete ALIS report is provided in the Assessment Drive (K).

### Use of Predictive Data

Tests evaluate a range of skills and abilities, not just confined to Maths and English ability.

Tests are proven to reliably indicate **potential** in subjects.

Tests give an **indication** of how an **average student** with a particular profile/score will perform.

There is recognition that predictive data needs to be used sensitively. However, school performance is measured using CEM data, so by using it from Year 7 we are pro-actively aiming for positive value-added outcomes.

Only when predictive data is used fully, and performance monitored, can appropriate intervention be put into place.

### Reported Grades

**Assessment Grade** – This is the grade awarded on the basis of current performance in a subject. This grade should be summative (assessing achievement at the end of a unit of work).

**MidYis/Yellis/ALIS Indicator** – This is the minimum grade which a pupil should aim for based upon MidYis, YELLIS or ALIS data.

**Tracking Booklets/Diploma** – These are used by Upper School and Sixth Form students in tutorials to aid target setting.

### Year 7 to 9

- MidYIS takes place in September of Year 7 and the resulting data is entered on to a SIMS Marksheet as a grade. Each subsequent data entry is compared to the SIMS grade for tracking purposes.
- From September 2016, the MidYiS grade will be reported home.
- The focus should be on getting the pupils in the right sets for teaching and ensuring they are fulfilling their early potential.
- Subject teachers/Heads of Department have class/subject Marksheets to look for underachievement/progress in subject areas.
- Tutors/Heads of Section have tutor group/year group Marksheets to look for trends of underachievement/progress.

## **Year 10 and 11**

- YELLIS indicators on reports are based on YELLIS data gathered in June of Year 9 and are centrally set.
- The assessment grade should be based on summative assessment/examinations.
- The focus should be on getting the pupils to their YELLIS indicator and beyond, ensuring positive value added.

## **Sixth Form**

- ALIS results are available in September in the Lower Sixth.
- This information is to support/inform teachers and tutors for target setting.
- This information must be shared sensitively by the tutor with their tutee and parents.

## **Predictive Data and Use with Pupils/Parents**

### **Year 7 to 9**

MidYIS data is available to parents from September 2016. Rankings within any year group should not be shared with pupils.

### **Year 9**

Tracking Marksheets should be used by tutors when discussing GCSE option choices at Parents Evenings.

### **Years 10 to U6**

Assessment data should form a key part of discussions with students and should be a regular part of tutor time, especially following reports. Underperformers need to be identified, including the pupil achieving an A instead of an A\*. Action for improvement should be taken at department level in the first instance, with input from Learning Support if appropriate. Tutors will need to take action if there is a trend of underperformance.

## **School Examinations**

### **Setting of Examination Papers**

- Heads of Department are responsible for the organisation and distribution of internal examination papers to the Examinations Officer. This should be done two weeks before each examination.
- Common papers should be set across all year groups at Key Stage 3.
- The papers should be appropriate for the level and reflect the work covered.

- Pupils must be fully prepared, i.e. equipped with all necessary revision material and taught the study skills appropriate for revision.
- The debriefs, an integral part of the examination process, should be detailed and helpful.
- All teaching staff are responsible for their area of tracking and monitoring (see above).

## **Timetable of Exams**

### **Autumn Term**

- Year 7 setting test in Mathematics in November.
- All year groups have assessments at subject level.
- Results are uploaded to the Parent Portal.

### **Spring Term**

- Mock GCSE examinations are held in January.
- Year 10 has an additional examination week in January/February to act as an early staging post.
- All other year groups have assessments at subject level.
- Mock A Level examinations are held in February.
- Results are uploaded to the Parent Portal.

### **Summer Term**

- GCSE and A Level examinations take place.
- School Examinations week for Years 7-10.
- Separate School Examination week for Lower Sixth.
- Results are uploaded to the Parent Portal.

### **Results**

- The results of these examinations are entered into Marksheets by subject teachers.
- A spreadsheet is produced by the Data Manager, giving an overview of year group performance for Heads of Section/SMT.
- An overview of the subject data is available in SIMS for the subject teacher/Head of Department.
- Results are produced as Grade Cards for parents and uploaded to the Parent Portal.

## **Parents Evenings**

- There are two parents evenings for each year group during the course of the academic year.
- All pupils attend with their parents.
- Details are published in the School Calendar and separately in the Academic Calendar.
- An honest, but tactful, exchange of views is anticipated. Members of staff are asked to be wary of under-selling or over-selling pupils'/students' ability, particularly those in examination classes, and are reminded that full use of lesson monitor and assessment comments must be made to alert tutors/Heads of Section to any issues.
- The Form Tutor should contact absent parents to discuss pupils' progress.

## **Communication with Parents**

- Tutors/Heads of Section/Subject Teachers/Heads of Department are urged to get into the habit of contacting parents early and frequently, to keep them informed of any academic or pastoral concerns.
- An effective parent/school partnership depends on parents being kept up to date.

- Important phone calls should be documented, with a summary sent to the Head of Section and a brief comment made in the pupil's file.
- Any parental letters and replies must be placed in the pupil's file.
- It may be necessary to invite a parent into school and it is good practice for the Head of Section/Head of Department to be present (or in some cases the Deputy Head (Academic). This helps to avoid any misunderstandings.
- All meetings with parents should be recorded and that record placed into the pupil's file. It is particularly important that the tutor is kept in the loop.

### **Review of Policy**

The policy is available in the Staff Handbook. It is reviewed annually by the Deputy Head (Academic) in consultation with Heads of Department, Heads of Section and the Senior Management Team.

Date of last review:	September 2017
Reviewed by:	R.L. Dews – Deputy Head (Academic)