Assessment, Recording and Reporting Policy (Senior School)

Assessment

The School views effective assessment as an integral part of teaching and learning, as based on the following principles:

i. Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals.

ii. Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.

iii. Assessment should recognise individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.

iv. Assessment should involve a range of techniques both formal and informal, carried out in a variety of contexts, which will allow individual pupils to show what they know, understand and can do.

Assessment can take many forms: indeed, it is the *range* and *variety* of the assessment methods used within the School which enable teachers to gain the clearest picture of a pupil's attainment.

The School naturally makes use of regular and formal assessments, such as examinations (public and internal), coursework, homework, practical work, oral work and class tests, to determine pupil's abilities.

Teachers are also involved in the continuous assessment of pupils' work during class activities and day-to-day classroom interaction, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programme of extra-curricular activities.

Pupils who are encouraged to assess their own effort and performance are often more highly motivated and develop more confidently the skills needed for effective independent study. Departments are therefore encouraged to involve pupils in the assessment process, wherever possible, such as adopting Assessment for Learning techniques. These help pupils to take responsibility for their learning because they are encouraged to understand their successes and misunderstandings and to take responsibility for improving.

Baseline Assessment

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

- Data derived from assessments done through the CEM Centre: in Year 7, this is called MidYIS, in Years 9 and 10, YELLIS, and, in the Sixth Form, ALIS;
- Pupils are placed into bands, A – D, according to baseline assessment scores; this profiling is used in progress tracking and performance monitoring/outcome for each ability band;
- English, Mathematics and Reading scores from Year 6;
- Entrance examination scores in Progress in English, Mathematics and verbal reasoning; school reports are also used for new pupils;
- SEND/EAL pupils are noted.

Use of Baseline Assessments

Streaming/ Setting	• The baseline assessments are used for the purpose of streaming in Year 7. Top performing pupils are placed in teaching group A1 (C) and the rest of the pupils are placed in parallel teaching groups A2 (I) and A3 (P). If there are only two classes in a year group, then just A1 and A2 (I) 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 pupils in English sets, for transition to Year 10, following Year 9 examinations.
Years 7 to 9	• MidYIS takes place in September of Year 7 and target grades are calculated based on the potential grade indicated for each subject/pupil and subsequent data entry is compared to the Target grade for tracking purposes. The MidYiS score is also reported home along with a guide for parents. • The focus is on placing the pupils in the right sets for teaching and ensuring they are fulfilling their early potential. • Target grades are reviewed annually, following the end of year examinations, and include historical subject attainment data for Years 8 and 9.
Years 10 and 11	• Pupils sit Yellis assessments in June of Year 9. This data is then used, alongside MidYIS (from Year 7) and historical subject attainment data, to calculate Target grades for KS4. • The assessment grade is based on summative assessment/examinations. • The focus is on getting the pupils to their Target grade and beyond, ensuring positive value added. • Target grades are reviewed following each examination session.
Sixth Form	• ALIS assessments are sat in September of Year 12. • The data provided is used to set Target grades for KS5. • Target grades are reviewed following each examination session.

School Examinations

Autumn Term
- Year 7 setting test in Mathematics in November.
- All year groups have assessments at subject level.
- Results are uploaded to Firefly.

Spring Term
- Mock GCSE examinations are held in January for Year 11.
- 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 for Year 12 and Year 13.
- Results are uploaded to Firefly.

Summer Term
- GCSE and A Level examinations take place.
- School Examinations week for Years 7-10 (end of May).
- Separate School Examination week for Year 12 (beginning of June).
- Results are uploaded to Firefly.

Marking

Please refer to the Feedback Policy.

Through assessment, pupils become aware of what they are learning and of their progress in a subject – and, most importantly, how they can progress further.

Marking is the main way of regularly communicating this awareness; it also demonstrates how their work is valued by their teacher. This, in turn, enables pupils to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress. Effective marking also highlights the quality and effectiveness of the teaching.

This approach is upheld in the following ways:

i. It would be neither reasonable nor helpful for staff to correct every single mistake that a pupil makes. However, it is expected that staff will draw attention to errors in understanding, mistakes in the use of subject-specific language and any glaring grammatical or spelling mistakes or errors in calculation (see feedback policy). The degree to which such mistakes are to be corrected on the pupil's work is a matter for individual teachers and departments to take into account in the light of the effect that the correction would have on a pupil's self-esteem or motivation – especially in the case of pupils with SEND.

ii. As assessment must be both formative as well as summative, it is essential that there is an appropriate balance of grades/marks and constructive comments. In practical subjects and, at times, in other subjects, these comments will best be given orally either to the class as a whole or to individual pupils e.g. if several pupils have written poor conclusions to an essay, it would make perfect sense to comment to them in class about how to improve a conclusion rather than writing the same comment on each essay. This would be an example of how assessment could inform future teaching. However, it is expected that, in the majority of homework, there would be at least one comment giving guidance as to how the work can be improved, and that future teaching would allow opportunities for such improvement to be demonstrated.

iii. All marks or grades given must be meaningful to pupils. It is expected that departments will, at the outset of the year, ensure that their marking and grading system is explained to all pupils. One easy way to achieve this is to have departmental policy outlined on a single piece of paper that can be placed in books or files. Pupils in classes being prepared for public examinations should have access to the marking principles used in assessing the specification they are studying. Departments will consider how best to present these to pupils.

iv. In subjects where folders and files are used, it is expected that, once each half-term, pupils would have to demonstrate to subject teachers that files/folders are organised and up-to-date.

v. Marking should be as constructive as possible (see feedback policy). Pupils benefit greatly from knowing that teachers are interested in their work and have noticed the effort that has been expended and that progress has been made. 'Positives' should therefore be actively used, as outlined in departmental and school policy, to reward attainment, effort and progress.

vi. In different subjects and year groups, pupils should know when work is to be set and when/in what form they will receive the assessment feedback. Deadlines must be clearly established, as well as interim deadlines for coursework. Assessed work should always be returned to pupils within reasonable timeframes that each department will establish and pupils should be advised if there are circumstances preventing this; respect for deadlines will best be encouraged by that respect being mutual.

vii. Marks and grades should be accurately recorded in mark books and entered into relevant department and school databases when required.

Reporting

The procedures for reporting in the School are the responsibility of the Assistant Head (Curriculum). In this task, she is assisted by the Data and Examinations Manager, the Head of Key Stage 3 and the Head of Key Stage 4 and Sixth Form.

Grade Cards

Grade Cards are to inform parents of their son or daughter's progress. Unless there is an imminent Parents' Evening, 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 in Sixth Form and 9 - 1 in all other year groups) , are given following the summative assessment detailed above.

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, are recorded using the following descriptors as a guideline. A grade 2 is awarded when pupils meet all of the descriptors below. Pupils who do not satisfy all points are given a 3, and a 4 is awarded for regular and repeated failure to meet the requirements. Only when a pupil goes above and beyond our expectations do they receive a 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 – Marksheets contain historical grades, ATL data and MiDYIS/YELLIS/ALIS indicators for tracking purposes. Reports may also include an examination grade. These grades are also A*-U (Sixth Form) and 9 - 1 (Years 7 to 11) , and are based on the appropriate subject criteria.

Interventions – Interventions will take place following the issuing of Grade Cards, particularly where performance is falling consistently behind that suggested by baseline data.

Parents' Evenings

- There are two Parents' Evenings for each year group during the course of the academic year.
- All pupils are invited to attend with their parents.
- Details are published in the School Calendar.
- The Form Tutor will contact absent parents to discuss pupils' progress.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:	Mr Dan Bright – Assistant Head (Curriculum)		
Date of last review:	March 2023	Date of next review:	April 2024