ASSESSMENT RECORDING AND REPORTING POLICY

Review: March 2023
Ratified by the Board: March 2023
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Date of next review: June 2024

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1.   INTRODUCTION

The Junior and Senior School (hereinafter "the School") is committed to ensuring that Assessment, Reporting and Recording provides students, staff and parents with information to set realistic and challenging targets for students to progress and improve their learning.

2.   AIM

The aims of the assessment Policy within the school are to improve the learning of all students and enable each to fulfil their full potential. This will be achieved by procedures which:

- ensure that methods of assessment are appropriate for the purpose for which they are intended;
- help to identify individual needs of students to ensure that appropriate teaching methods and materials are being used;
- enable the potential, progress and performance of individual students to be identified and to inform future teaching;
- offer students the regular opportunity to review progress and set personal targets for the future;
- enable teachers to use objective data to set formal targets for students
- encourage teaching staff to share and discuss assessment criteria with students and parents/carers;
- encourage students to assess and be aware of the strengths and weaknesses in both their own and other students' work;
- enable teaching staff to share views on progress with students and their parents.
- provide students with the possibility of attaining the highest grades possible according to their levels of ability in summative tests and examinations.
- help students develop their knowledge, skills and understanding to help them reach their potential (in summative tests and examinations).

3.   PURPOSE

3.1.   ASSESSMENT

The core purpose of assessment is to promote and develop the learning of each individual student.

Assessments should be designed to
- provide feedback to students that will help them to improve.
- promote student agency – students need to have the capacity to direct themselves towards their learning goals and make progress
- assist staff in evaluating teaching strategies and curriculum provision
- enable staff to plan future work for the class and for individuals.

Opportunities for assessment should be built into the programmes of study and schemes of work should be reviewed annually in the light of assessment data. The school's assessment framework aims to demonstrate achievement and progress whilst remaining sensitive to a supportive and productive learning environment for all.

3.2. RECORDING

Assessments should be recorded in such a way as to be intelligible and accessible to others. Records should provide clear information for teachers, students and parents. The format of records and the frequency of their production should be such as to allow the progress of individual students and specific groups of students to be monitored easily.

3.3. REPORTING

Reporting to parents includes Academic Review Days (ARD), discussions at pre-arranged meetings with Heads of Year, form tutors and subject tutors, as well as progress reviews and full written reports. Reports to parents, depending on the age of students, should include:

- achievement by reference to attainment and progress,
- approach by reference to skills and qualities for learning
- targets by reference to how performance can be improved.

4. PRACTICE

4.1. ASSESSMENT

The term 'assessment' includes a whole range and variety of methods and techniques, depending on the age group and nature of the task:

- Classroom observation and verbal encouragement and praise
- Assessments of skills and competencies in all subjects, whether formal (controlled assessments, oral examinations) or informal observation
- Coursework and projects
- Day to day, week by week marking of ongoing class work and homework exercises

More formally (to provide a summative score/ termly tracking data*):

- (Mid-term)subject assessments across year groups at the end of units/topics
- Mock examinations, practice papers and end of year examinations

 *see Departmental Assessment Schedules/Schemes of Work

It is generally accepted that the quality and validity of assessment is enhanced by the employment of as wide a variety of techniques as is relevant and manageable. Whatever the nature of the assessment, marking criteria should always be clear so that success can be acknowledged and specific weaknesses identified. In order to encourage pupils, praise and constructive feedback should be given on a regular basis and targets set for improvement where necessary.

4.2. BASELINE DATA

Baseline data is established using MIDYIS, YELLIS and ALIS tests from the CEM centre. These tests establish predictions and enable us to set realistic and challenging targets for the students and then to benchmark their progress against these targets.

Value added reports following the IGCSE, AS and A level examinations provided by the CEM centre allow Heads of Department to review their department's progress and the value added by the teaching with reference to their specific cohorts. These reviews are conducted following the external examinations (and internal formal end of year assessments) and discussed with the Headteacher and Director of Studies to provide an action plan for improvement as appropriate.

4.3. SELF-ASSESSMENT AND META-COGNITION

Self-assessment and meta-cognition strategies, often described as 'learning to learn', have been shown to be of benefit to learners. In order for them to have an impact, learners need to be shown how to evaluate their own performance and set suitable targets. The school recognises the importance of this process and all staff are encouraged to model best practice in this regard, giving students a range of strategies to choose from.

4.4. HEADS OF DEPARTMENT ARE RESPONSIBLE FOR ENSURING THAT

- Assessments are rigorous, ensuring that moderation and standardisation takes place as appropriate
- Programmes of study indicate where and when specific assessments should take place
- Assessments use as wide a variety of techniques as is appropriate
- The nature of the assessment is suitable for the age group and a detailed mark scheme is available
- The results are analysed and discussed after assessments for the whole year group are carried out
- Constructive feedback is given to pupils so that their learning is enhanced
- Appropriate action is taken if necessary so that schemes of work or teaching strategies are modified

4.5. MARKING POLICY

Work should be marked according to the department's marking Policy. Work should begiven back to the pupils as quickly as possible with constructive feedback – Ideally within 7 days. Whatever the nature of the assessment, the marking criteria must always be clear and should be shared with the students as appropriate, so that the mark or grade awarded reflects the accuracy of the pupil's response to the task in relation to specified levels of attainment. Since the mark or grade is objective and reflects attainment it should be accompanied by a comment which reflects effort and serves to praise, encourage and motivate as appropriate.

The school recognises that different subjects have differing demands and so departmental marking policies reflect the best practice within each subject area. Marking should be consistent within a department.

5. RECORDING

Mark books (electronic or paper-based) are used by teachers throughout the whole school for the daily and weekly recording of all types of assessments and other relevant information on a regular basis.

Entries should be sufficiently clear as to be self-explanatory to anyone needing access to this information.

Heads of Department are responsible for ensuring that:

- Marking is done on a regular basis and recorded appropriately (see each department's marking Policy).
- Subject/departmental assessment scores stemming from termly assessments and Summer examinations (see Assessment Schedules/Schemes of Work) are submitted in a timely and comprehensive way
- Target Grades for examination classes are submitted and reviewed regularly against current performance
- Assessments and records held centrally (of assessments across the year group) are up to date and available to other members of the department and to the Director of Studies and Headteacher.
- Analyses of these assessments have been discussed and acted on as necessary.

The tables below outline how and when the Senior School measures and captures individual pupil academic performance and the respective data on a baseline and subject level each academic year.

5.1.   KEY STAGE 3

Year(s)	Baseline data / assessment	Autumn	Spring	Summer
7, 8, 9	MidYIS September of Yr 7 (or Year 8/9 if new to the school) (Mathematics, literacy, developed ability)	ARD in November Progress report (Subject assessment of knowledge and skills)	ARD in March (Subject assessment of knowledge and skills)	End of Year internal examinations in all subjects (grade and percentage) Full written report (Subject assessment of knowledge and skills)

5.2.   KEY STAGE 4

Year	Baseline data / assessment	Autumn	Spring	Summer
10	YELLIS September of Year 10 (Mathematics, literacy, developed ability)	ARD in November Progress report (Subject assessment of knowledge and skills)	ARD in March (Subject assessment of knowledge and skills)	Internal examinations in all subjects (grade and percentage) **GCSE Subject Target Grades set after exams and reviewed for EoY report**
11	YELLIS September of Year 11 if new to the school (Mathematics,	ARD in November	Mock examinations January(Mock grade awarded against I/GCSE criteria)	Final public I/GCSE examinations

Year	Baseline data / assessment	Autumn	Spring	Summer
	literacy, developed ability)		**Subject Target Grades reviewed** Full written report	

5.3. KEY STAGE 5

Year	Baseline data / assessment	Autumn	Spring	Summer
12	ALIS September of Year 12 (Value-added from GCSE benchmark)	ARD in November Full written report (Subject assessment of knowledge and skills)	Mock examinations in March (Mock grade awarded against AS criteria) **Subject Target Grades reviewed**	Final public AS examinations Internal examinations in all subjects for linear qualifications (grade and percentage) **Subject Target Grades reviewed**
13	ALIS September of previous Year 12 (Value-added from GCSE benchmark)	ARD in November Apolyterion assessments in December (percentage and grade out of 20) Full written reports (Subject assessment of knowledge and skills)	Apolyterion assessments in January (percentage and grade out of 20) Mock examinations in March (Mock grade awarded against A level criteria) **Subject Target Grades reviewed**	Final public A level examinations

6. TRACKING

6.1. YEARS 11, 12 AND 13 (EXAMINATION AND REVIEW OF PUPIL PERFORMANCE)

As well as ongoing teacher assessment and mock examinations, pupil performance in these year groups is measured ultimately through public examinations. To this end pupil performance in the form of attainment grades is tracked through the examination course against I/GCSE target grades, AS forecast grades and A level UCAS forecast grades respectively.

Each of these examination year groups undertake full mock examinations to establish performance relative to previous summer examinations and forecasted target grades. All subject areas undertake an annual formal pupil performance review process in the form of an Autumn examination review. Pupil performance in public examinations is measured and reviewed against baseline data from external testing (MidYIS/YELLIS/ALIS)

scores/predictions) and against teacher predictions based on typical school learning factors (assessment, classwork, homework etc). It will also include retrospective analysis of examination results against previous cohorts and, when available, individual and departmental performance is measured using value-added data.

7.   REPORTING

7.1.   ACADEMIC REVIEW DAYS

Parents from all year groups have the opportunity to discuss their children's progress at ARD twice a year. Dates for these are published at the beginning of each academic year. Subject teachers, form tutors and Heads of Year are available and indeed encouraged to be proactive in discussing students' progress with parents throughout the academic year, as necessary.

7.2.   ADDITIONAL PUPIL PERFORMANCE MEASURING (FOR REPORTING)

In addition to the subject based quantitative pupil performance data provided by formal departmental assessment, each pupil receives a **full written report** on all their subjects once a year, including evaluation of their knowledge and skills. All pupils (except Years 11 and 13) receive a **summer grade card** detailing their end of year summer examination performance and every year group receives interim **Progress Reports** which measure attainment and approach to learning. Reports are issued to parents through the ISAMS Parent Portal.

For students who are underachieving, an intervention plan will be put in place in conjunction with the Head of Year. This may include extra support, letters home, meetings with parents, or setting individual targets. For those students exceeding their targets, teachers may want to increase their annual targets to ensure there is sufficient challenge.

Intervention plans are also put in place to carefully monitor SEN/EAL students.

Attainment and Approach descriptors are detailed below and feed into the students' annual tracking cycle.

7.3.   INTERIM (AUTUMN AND SPRING TERM) PROGRESS REPORTING

Progress reports at reflect a student's attainment across all subject areas and their teachers' appraisal of their approach to learning.

7.4.   APPROACH (ALL YEARS)

A student's approach to learning plays a crucial role in making progress and fulfilling academic potential. Equally, we recognise that a student's motivation to learn is made up of several qualities, behaviours and characteristics which we aim to encourage and instil in them as a route to fulfilment and success.
The table below aims to detail the range of factors that a teacher will take into consideration to determine a pupil's overall approach to learning in any subject area.

Approach to Learning	
Excellent	Committed to getting the most out of their learning opportunities - fully prepared and working to best of their ability in every lesson. Fully engaged, focused and attentive at all times, collaborating readily and helping fellow students to learn. Always asks pertinent questions and seeks feedback on the quality of their work. Demonstrates high levels of resilience and perseveres with challenges, showing an acute determination to succeed. Consistently takes the initiative in driving their own learning and progress. Often volunteers constructive oral or written contributions in class. Very enthusiastic, extremely conscientious.
Good	Always ready to learn, including having the correct books and equipment. Consistently high levels of focus and attention in class, motivated. Very good concentration and consistent, good participation and collaboration in a variety of tasks. Contributes regularly and constructively to class/group discussion, volunteering comments and responding well to questions. Follows instructions well and thoroughly, doing all that is asked of them and sometimes more. Sometimes demonstrates initiative for their own learning and progress. Shows interest in their learning, demonstrating resilience and taking responsibility for their own work and the completion of tasks. Tries hard in lessons. Responds well to feedback and targets.
Aspiring	Fundamentally ready to learn and generally well organised but sometimes unprepared, e.g. forgetting books/equipment. Approach to lessons and tasks is inconsistent, in terms of working to their best, either within individual lessons or in general over time. Can sometimes make good effort but this is not consistent. Generally focused and engaged in the lesson but can lack concentration during tasks and can occasionally need reminding to keep on task or be prone to distraction. Does participate and collaborate but often needs encouragement. Spends an adequate amount of time on tasks but can give up too readily when things get difficult. Does not always act on advice and feedback to improve work.
Concern	Can display a lack of willingness or readiness to learn, e.g. frequently forgetting books/equipment – fundamental lack of organisation. Rarely gives maximum effort and a lack of effort is frequently a cause for concern. Makes little apparent effort to be involved in the lesson and needs frequent reminders to stay on task. Reluctant to answer questions, participate orally or collaborate with others. Fails to act on feedback and takes little responsibility for their own learning or progress. Can display disruptive behaviour which prevents other students learning and the teacher teaching.

8.   ATTAINMENT

8.1.   YEARS 7-9

The attainment comment is determined by taking evidence from the preceding weeks into account, including any assessments, homework and class work.

The table below aims to detail the range of characteristics of a student's work that a teacher will identify to determine the overall level of attainment in any subject area.

Attainment	
Excellent	On track to do exceptionally well. Work shows exceptional independence and flair in terms of creativity or expertise. Work is always exceptionally well structured with very clear progression of reasoning. Very good understanding of more complex concepts and ideas, showing excellent depth of analysis, interpretation or problem solving as appropriate. Extremely accurate, detailed and thorough answers throughout which demonstrate consistent mastery of the skills being learnt. Strong evidence of being able to think creatively to produce imaginative and original work. Completes all homework, frequently producing work of exceptional and exemplary quality to the best of their ability.
Good	On track to do very well. Key points of the task understood very clearly and completed fully. Very well organised and logical structure to responses to tasks. Good understanding of more complex concepts and ideas with evidence of analysis, interpretation or problem solving as appropriate. Very accurate explanations and answers which are consistently thorough, detailed and demonstrate a very good application and understanding of the skills being learnt. Always completes homework to a very good standard.
Expected	On track to do well. Key points of the task are understood and completed to a good standard. Structure of responses is clear and well-organised. Work shows some evidence of analysis, interpretation or problem solving as appropriate, although more practice of complex ideas concepts may be required. Task completion is fundamentally accurate and sufficiently detailed to demonstrate a good knowledge and application of the core skills being learnt. Completes homework to a good standard.
Aspiring	Work shows promise but requires further development (to achieve a higher grade). Some of the key points of the task are understood but there are consistent and obvious errors or omissions. Struggles with more complex ideas or concepts such as problem solving or analysis. Work is completed to a basic standard and is often simplistic or lacking in depth, structure or attention to detail. Task completion is not consistently accurate and/or detailed enough to demonstrate a good knowledge and/or application of the core skills being learnt. Evidence of work being rushed, lacking development and not reaching the standard of which the student is capable.

Attainment	
	Homework usually completed but can lack depth and attention to the requirements of the task.
Concern	Finding difficulty in accessing the core curriculum. Very little understanding of the task or knowledge of the subject material. Unfocused and disorganised completion of tasks. Tasks are nearly always incomplete and/or inaccurate. There is evidence of significant gaps in knowledge and understanding of tasks and skills being learnt. Extra support is regularly needed to access the curriculum. Homework rarely completed to the standard of which they are capable.

8.2.　YEARS 10 – 13

As these students have embarked on courses of study leading to qualifications assessed by external examinations, it is important that they gain some understanding of their progress in the light of their future examination grades. To this end the attainment grades that they are awarded reflect performance against (I)GCSE or A level criteria as appropriate. These grades should not be considered as a prediction, as they are a reflection of how a student has been working most recently.

They will therefore be given a grade from 9 – 1 or A* - E (Years 10 and 11), A to E (Year 12) or A* to E (Year 13), based on their current performance.

8.3.　FULL WRITTEN REPORTING

The aim of written reports is to provide the parents (and students) with essential information regarding their child's progress in school. In principle, they should elaborate on the student's strengths and also offer ways they can improve their academic work and make further progress in all subject areas.

Reports are a formal document intended principally for parents and the tone should reflect this. The aim is to provide the parents with precise, subject-specific feedback which provides unambiguous information and targets.

While it is recognised that some comments, particularly targets, could apply to more than one student, reports should be personalised wherever possible. To this end, the subject report is in two sections:

8.4.　SECTION 1: (RECOMMENDED LENGTH 100 – 140 WORDS)

- What progress have they made? What have they achieved? What is their level of understanding?
- Where have they improved? What have they developed? (skills? knowledge? confidence?)
- Attainment? (Assessment scores/grades/levels?)

It is crucial that written comments and descriptions match the student'sattainment; e.g. a B grade is not reflective of an excellent/outstanding student.

- What type/style of learner are they? (approach? participation? motivation? commitment?)

8.5. SECTION 2: TARGET (RECOMMENDED LENGTH 20 – 40 WORDS)

- What do they need to work on? (skills? knowledge? understanding? approach?)
- What steps should they take? (practice? production? revision? collaboration? investigation?)
- Why do they need to work on the above? (to practise/ improve/ further/ enhance/ extend…)

Targets should make clear 'this is what you have to do to improve' and secondly, and perhaps more importantly, this is how to go about it.

9. APPENDIX

9.1. ASSESSMENT FOR LEARNING – FORMATIVE ASSESSMENT

In order to help children to understand any gaps in their learning and to know how to improve teachers employ formative assessment techniques. This involves less formal assessment on a daily basis during lessons and using homework.

Assessment for learning is any assessment for which the priority in its design and practice is to serve the purpose of promoting pupils' learning. It thus differs from assessment designed primarily to serve the purposes of accountability, of ranking, or of certifying competence.

An assessment activity can help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged. Such assessment becomes 'formative assessment' when the evidence is actually used to adapt the teaching work to meet learning needs.

Formative assessment is assessment that has as its express purpose moving the students learning forward. Effective formative assessment has to enable students to answer the following three questions in the relation to their learning:

- Where am I?
- Where am I going?
- How do I get there?

As such, every lesson (and lesson plan) should include clear **Lessons Objectives** that every student understands and can be revisited during each lesson as well as **Success Criteria** that allow every student to understand their own progress and what they might need to focus on in improving their performance.

It is also a process that involves the student and their peers as well as the teacher. In other words, it empowers the student to move their own learning forward through following the feedback given to them by the teacher or their peers.

The processes involved in formative assessment can be broken down into five key processes:

- Clarifying, understanding and sharing learning intentions – this is the philosophy that underpins your curriculum, it is providing a route through for the students so that they understand where they are and where they are going. Use 'What a good one looks like', model answers, modelling solutions or mark schemes to ensure that the students understand where they are going and what counts as success.
- Engineering effective classroom discussions, tasks and activities that elicit evidence of learning.
- Providing feedback that moves learners forward – not all feedback is helpful. Research has shown that **comment only marking** is the best approach to allow learners to make progress and to improve their motivation in the subject.
- Activating students as learning resources for one another – use of peer assessment – students assess each other's work using a provided mark scheme.
- Activating students as owners of their own learning – deliberately teaching students how to learn.

10.   RELATED POLICIES

This Policy should be read in conjunction with:

- Apolyterion Policy
- Teaching and Learning Policy
- Homework Policy

END