

Status:	Regulatory
Applies to:	Senior School
SLT Reviewer (initials):	JJS/BN
Committee Monitor:	Education



STOVER SCHOOL

Assessment, Marking and Reporting Policy (Nursery, Preparatory School and Senior School)

Independent Day and Boarding School for Girls and Boys aged 3 to 18 Years

Stover School

This policy applies to all pupils whilst in the care of Stover School to include provision before and after school, trips and activities.

August 2017
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Stover School

Assessment, Marking and Reporting Policy

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- Assessment for Learning

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PART 1: ASSESSMENT

1a. Rationale

Assessment is the informed, professional and skilled judgement teachers make about a child's attainment, based on obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning as well as measuring progress and attainment. Good assessment practice reveals learning potential as well as learning already completed. It is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

1b. Aims

- To help pupils progress through use of AfL (Assessment for Learning) and formative assessment;
- to recognise pupils' progress and achievements;
- to provide an evaluation of teaching and learning;
- to enable tracking and continuity and to show evidence of progression;
- to highlight the need for individualised extension or intervention as appropriate;
- to facilitate differentiation in both planning and teaching;
- to identify pupils' strengths and weaknesses, and pupils with special educational needs;
- to provide regular feedback on progress and level for pupils, staff and parents.
- to effectively use verbal assessment, as well as written.
- to encourage pupils discussion of their own work in order to involve them in self-assessment of their learning.

1c. Types of assessment and their uses

Formative Assessment is assessment for learning. It is ongoing and provides evidence for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Examples include:

- Class work
- Home work
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Research

The principles and techniques of 'Assessment for Learning' (AfL) underpin all teaching and learning in Stover School, and form an integral part of Stover's 'Research Based Learning'

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approach. See Appendix A for further details and suggestions for implementing ‘Assessment for Learning’.

Summative Assessment is assessment **of** learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. This is an essential tool for identifying progress over time.

Examples include:

- End of Topic/Unit/Module tests
- Standardised tests
- Internal school examinations
- External examinations

- **Diagnostic assessment** – finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.

- **Evaluative Assessment**- informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils’ achievements.

1d Annual Assessment Programmes

Assessment in the Nursery

“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.”

EYFS Statutory Framework 2017 p13

Principles for Observational Assessment

At Nursery level our ongoing assessments based on observation of children participating in everyday activities include both spontaneous and planned observations. Teachers take equal account of all aspects of the child’s development and learning, actively engage parents in developing an accurate picture of their child’s development and base judgements of children’s development and learning including skills, knowledge, understanding and behaviour, demonstrated consistently and independently.

The Assessment Cycle at Stover Nursery

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Formative assessment

On entry to nursery, staff will observe and assess the child's stage of development referring to the "Development Matters in the Early Years Foundation Stage" (EYFS, 2012) document. This initial entry assessment includes a written observation of the child once they have settled in. Parents are encouraged to let staff know about their child's needs and interests on our entry form. Informal discussions also take place during the settling in period.

Evaluation of the various observations include evidence of learning in the different areas of the curriculum and evidence of the characteristics of effective learning. Information from these observations is used to inform planning for future activities: our continuous skills provision Objective Led and weekly plans (planned activities).

Observations are recorded using i-pads and "Tapestry", which then form part of the child's learning journey. Parents are encouraged to contribute to their child's profile learning journey so they can share their child's achievements and development at home with staff.

Summative Assessment

Information from formative assessments of the child is used to assess which stage of development best describes the child at that point (using the EYFS development matters document, 2012). This is collated each term, along with a baseline assessment. Teachers write a summative report on children during their final year in the summer term which is shared with parents/carers and the child's reception teacher. Parents/carers and children's views are sought and included in the report.

Assessment in the Preparatory School

In addition to the ongoing formative assessment detailed above:

Term 1
Target Card writing assessment; Year 1 – Year 6 'Rising Stars' reading test Years 1-6 (Autumn 1 st and 2 nd half) 'Rising Stars' Maths assessment Years 1-6 PIPs baseline tests for Reception class-On Entry Foundation Stage Profile started.
Term 2
Target Card writing assessment; Year 1 – Year 6 'Rising Stars' reading test Years 1-6 'Rising Stars' Maths assessment Years 1-6 Foundation Stage Profile continued
Term 3

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Target Card writing assessment; Year 1 – Year 6
‘Rising Stars’ reading test Years 1-6 (Autumn 1st and 2nd half)
‘Rising Stars’ Maths assessment Year 1 -6
SATs Comprehension & Mathematics Papers; Years 2 & 6
Phonics Screening Check; Year 1
Foundation Stage Profile completed
PIPs baseline tests for Reception class-On Exit
INCAS Centre PIPS Assessments; Year 2 & 4

Assessment in the Senior School

In addition to the ongoing formative assessment detailed above:

- End of Topic/Unit/Module tests take place, as appropriate, throughout Years 7 to 13.
- The academic progress of individual pupils is discussed in regular ‘academic meetings’ which target specific Year groups, involving all staff concerned.
- Grades for Effort and Attainment are awarded at specific points throughout the school year, for each pupil in every subject; and these are discussed with Form Tutors and sent to parents (see 1f ‘Effort and Attainment Grades’ below).

Internal School examinations:

Years 7 to 9: the weeks just before or after half-term in May
Year 10: the week after Summer half term or during Spring/Summer term as designated by individual departments
Year 11: (‘trial exams’) early January
Years 12 & 13: early January unless this is deemed inappropriate by individual (‘trial exams’) departments due to the specific course structures involved.

For Years 7 to 9 examination marks are given as a percentage with the year average also included in the end of year report where appropriate.

For Years 10 & 11 examination papers are marked as far possible to GCSE standard. All marks are given as a percentage together with the equivalent GCSE grade.

For Years 12 & 13 examination papers are marked as far as possible to A Level, BTEC or equivalent standard. All marks are given as a percentage together with the relevant equivalent grade.

External Public examinations:

Year 11: GCSE terminal examinations in May/June

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Year 12: AS units in May/June
Year 13: AS resits/A2 units in May/June.

1e. Effort and Attainment Grades

A major part of the continuous assessment of pupils' progress comes from the awarding of grades for effort and attainment. Effort and Attainment Grades are given regularly, across each year group from Year 3 upwards. Class Teachers/Form Staff discuss grades achieved with all pupils and help to set target grades. Where effort and/or attainment are found to be poor pupils can be placed on a work report card, or other appropriate interventions may be made.

In the Prep School pupils are given Effort and Attainment grades once in the Autumn Term and once in the Summer Term, for selected subjects (see 'Prep School Annual Reporting Programme' below).

In the Senior School, pupils are given Effort grades in each subject four times per year, and Attainment grades in each subject three times per year:

- Autumn half term - effort grades
- End of autumn term - effort grades and attainment grades or levels
- End of spring term - effort grades and attainment grades or levels
- End of summer term - effort grades and attainment grades or levels.

Aggregate results are calculated for the certification of Silver, Gold and Best in Year 'Academic Award' certificates at the end of each term. These are distributed in end of term assemblies, based on: effort, attainment and improvement since previous grade.

Pupils are awarded effort and attainment grades based on the 'best fit' with the criteria outlined below.

Effort Grade Descriptors: Pre-Prep Years 1 and 2

Effort Grade	Descriptors
1 Excellent	<ul style="list-style-type: none"> • Works extremely hard • Always striving to improve • Undertakes extension work as appropriate • Takes the initiative in discussion/practical work • Consistently focused
2 Good	<ul style="list-style-type: none"> • Works hard • Follows advice to improve

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	<ul style="list-style-type: none"> • Participates actively in discussion/practical work • Usually focused
3 Moderate	<ul style="list-style-type: none"> • Works satisfactorily • Adequate participation in discussion/practical work • Inconsistent attention given to instructions • Inconsistent concentration
4 Poor	<ul style="list-style-type: none"> • Working below expected standard • Often lacks concentration • Does not ask for help when needed • Participates reluctantly in discussion/practical work • Does not listen to instructions
5 Very Poor	<ul style="list-style-type: none"> • Effort and commitment below that of level 4

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Effort Grade Descriptors: Prep School Years 3-6

Effort Grade	Descriptors
1 Excellent	<ul style="list-style-type: none"> • A self-motivated learner who undertakes tasks independently • Works extremely hard and always strives to improve • Participates actively in discussion/practical work • Class and homework is detailed, thorough and completed carefully
2 Good	<ul style="list-style-type: none"> • Works hard and follows advice to improve • Participates well in discussion/practical work • Work is completed fully • Hands homework in on time
3 Moderate	<ul style="list-style-type: none"> • Works satisfactorily and usually follows advice to improve • Adequate participation in discussion/practical work • Work is mostly completed, although could be more thorough • Homework is generally handed in on time
4 Poor	<ul style="list-style-type: none"> • Work needs more care • Participates reluctantly in discussion/practical work • Work is often incomplete or lacking due care and attention • Inconsistent concentration • Homework is often late
5 Very Poor	<ul style="list-style-type: none"> • Effort and commitment below that of level 4

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Effort Grade Descriptors: Senior School Years 7 – 13

Effort grades are awarded on a scale of 1 ('excellent') through to 5 ('very poor'), for four different elements:

- (i) Effort in Lessons
- (ii) Punctuality
- (iii) Organisation
- (iv) Effort with Prep

Whilst criteria for Effort are not closely defined, the levels are more or less equivalent to:

- 1. excellent
- 2. good
- 3. moderate
- 4. poor
- 5. very poor

...and the table below provides a framework for reference.

Effort Grade	Descriptors
1 Excellent	<ul style="list-style-type: none"> • Working extremely hard • Takes the initiative in discussion/practical work • Actively takes on advice and suggestions for improvement • Undertakes background reading/extension work as appropriate • Completes all tasks punctually
2 Good	<ul style="list-style-type: none"> • Working hard • Participates well in discussion/practical work • Follows advice on improving standards • Well prepared for lessons • Keeps to deadlines
3 Moderate	<ul style="list-style-type: none"> • Working satisfactorily • Limited participation in discussion/practical work • Occasionally follows advice on improving standards • Generally prepared for lessons • Meets most deadlines
4 Poor	<ul style="list-style-type: none"> • Working below the standard expected of them • Reluctant participation in discussion/practical work • Often fails to listen to instructions, follow advice or seek assistance • Poor commitment/organisation • Work often late or needing more depth and care
5 Very poor	<ul style="list-style-type: none"> • Lacks the expected concentration and focus • Rarely participates in discussion/practical work • Always fails to listen to instructions, follow advice or seek assistance

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	<ul style="list-style-type: none"> • Very poor commitment/organisation/motivation • Work rarely completed on time or to a satisfactory standard
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NB Some or all descriptors may apply to a pupil being awarded that grade for effort.

Attainment Grade Descriptors: Years 1-9

Throughout the school, from Year 1 to Year 9 (KS 1, 2 and 3), attainment is assessed using a series of internally derived stages called Stover Curriculum Levels running from a to z (and beyond) - indicating the level at which a pupil is currently working.

These levels start from someone who is a complete beginner, at Level a (usually in the Prep School), and run through the alphabet up to someone at Level z (and up to 4 levels beyond at zd). A pupil who is at Level zd is ready, right now, to start working towards an A* grade in their A Level studies. These levels are continuous through both Prep and Senior Schools, such that progress can be evidenced right through the school from Year 1 to Year 9.

Year 7, 8 and 9 Attainment Levels

Stover Curriculum Level		approximate projection from level at end of Year 9 to GCSE grade
a	usually in Year 1	
b		
c		
d		
e		
f		
g	usually in Year 6	
h		
i		
j		
k		2, 3 or 4
l		
m		4, 5 or 6
n		
o		
p	usually in Year 9	5, 6 or 7
q		
r		
s		
t		6, 7 or 8
u		8 or 9
v		
w		
x		

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y		9
z		
za		
zb		
zc		
zd		

NB the Attainment level 'usually' reached will not be the same for subjects such as German, which are not studied until the beginning of Year 7 – in which case pupils might expect to achieve levels a to f at the end of Year 7.

The criteria used for levelling assessments in each subject are set by the relevant Heads of Department/Subject Leaders across the Prep and Senior Schools. The levelling criteria, and how they specifically relate to each separate level or set of levels, are included in Departmental Handbooks and are shared with pupils at the beginning of the Autumn Term and as appropriate throughout the academic year.

Progress will be different for each individual pupil and, being human, pupils do not progress steadily and gradually along pre-determined statistical pathways. Similarly there is no direct relationship between Stover Curriculum Levels and GCSE grades, but a 'normal' expected progression can be projected as shown in the table above.

Additional Attainment Grade Descriptors Used in the Prep School: Years 3-6

During the period of transition to the Attainment level system explained above, the 'legacy' attainment descriptors shown below will continue to be used in Prep School reports until the end of the Summer Term 2019.

Grade	Descriptor
OE	Often Exceeds National Year Group Expectations
CM	Consistently Meets National Year Group Expectations
MA	Meets National Year Group Expectations with Assistance, when necessary
DT	Developing Towards National Year Group Expectations

Attainment Grade Descriptors: Years 10-11

Attainment in Years 10 and 11 is reported as a 'projected GCSE grade' running from 1 to 9. This represents the grade towards which a pupil is currently working, and may change either upwards or downwards as the course progresses.

Attainment Grade Descriptors: Years 12-13

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Attainment in Years 12 and 13 is reported as a 'projected A level grade' from A* to E. This represents the grade towards which a pupil is currently working, and may change either upwards or downwards as the course progresses.

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1f. Value Added

Evaluative testing is all based on the principle of “value added”, and the need for all pupils to make good progress according to their abilities.

All pupils are assessed using CEM tests at the start of Reception (BASELINE-ON Entry & Exit) in Year 2, 4 & 6 in the Prep School and at the start of each Key Stage in the Senior School. Results are used in conjunction with levelling, internal exam results and external exam results as a basis for ‘Value Added’ calculations for each pupil. The aim is for all pupils to achieve positive VA scores as they progress through each Key Stage and in external public examinations.

Reception PIPS	Autumn & Summer Terms
Year 2 INCAS	Spring Term
Year 4 INCAS	Summer Term
Year 6 INCAS	Spring Term
Year 7 MidYIS	Autumn Term
Year 10 Yellis	Autumn Term
Year 12 Alis	Autumn Term.

In the Senior School, Heads of Department discuss their value added figures for each pupil in GCSE and A Level examinations with members of the Senior Leadership Team in the Autumn Term of each year.

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PART 2: MARKING

2a Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

2b Marking Pupils' Work

The way work is marked depends upon the subject area, the activity's objectives and the teacher's expectation of the pupil.

Effective Marking Should:

- Inform the pupil how well they are doing in relation to the teacher's expectations.
- Provide information for assessment and planning.
- Inform parents of their children's achievements in relation to teacher's expectations.
- Be communicated in such a way that all children and their parents understand the system used.
- Show pupils that their work is valued.
- Direct pupils to what they need to do to improve their work.
- Encourage, motivate, support and promote positive attitudes.
- Provide clear and constructive feedback to pupils about the strengths and areas for development shown in their work.
- Promote higher standards.
- At times, be given as verbal feedback within the context of the lesson.
- Be based on the needs and expectations of the individual child.
- Be consistent throughout the school.

Marking Procedures:

Teachers need to follow an agreed system and consistent procedures in responding to pupils' work in order to communicate clearly with pupils, parents and other teachers about individual progress.

- Marking will be worded in a constructive and positive manner wherever possible.
- Where appropriate, comments should be written on the work for the child and/or for the teacher's reference, but this may not be necessary for all pieces of work.
- Good presentation is expected and may be marked.
- Sometimes a piece of work will be marked with a single tick that shows that it has been completed successfully. This is particularly appropriate for pieces of work which are designed to allow children to practise and consolidate learning.
- Appropriate comments or prompt questions will be written in language that the child understands. (This may assume having comments read to them for non-readers.)

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- A particularly successful piece of work may be awarded with a House point or sticker, or be sent with the pupil to the Head for recognition.
- Marking will be done regularly, in order to provide feedback as immediately as possible to the pupils.
- Wherever possible, marking will be related to a clear learning objective, which has been shared with the children. Therefore, incorrect spellings may not always be corrected.
- Where a piece of work is being re-written for display purposes, all spellings may be highlighted on the rough draft, with no written marking on the final piece.
- Pupils should be provided with opportunities to assess their own work and that of others.
- Wherever possible, time needs to be given to pupils to reflect upon marking to ensure that they benefit from it, and they should also be given the opportunity to seek further clarification if needed.

Professional Judgement

Corrections should support the child's learning and it should be remembered that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers must use their professional judgement when deciding how many corrections to make.

Monitoring the Policy

SLT/PLT, Heads of Department and Subject Leaders will regularly monitor the use of these guidelines throughout the school by sampling marked work.

Agreed Marking Codes

Whilst written marking or work has to be tailored to meet the abilities and ages of each child and the subject being marked, a common framework is helpful.

The meanings of these codes will be communicated to all pupils, parents and staff. Comments should be written whenever possible, giving targets for future work.

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Stover School Marking Codes

✓	Correct
<u>wot</u>	Basic spelling error mark. May be accompanied by correct spelling written above the work or “Sp” in the margin for pupils to self correct.
^	Omission
//	Start new paragraph
<u>michael</u>	Incorrect letter case
○	Punctuation error
?	This doesn't make sense
Jargon	Pupil rules a line through a word if it is a mistake (or use a rubber if working in pencil).
See Me	
VF	Verbal feedback given
HP	House point given
HPA if...	House point available if a pupil fulfils a target set by the teacher / makes corrections and shows these to the teacher.
HW	Distinguishes a task that was done as homework.
SG	Support given
1-1	One-to-one support given throughout the task
GW	A result of group or paired work
RBL	Research Based Learning was a focus in this lesson

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PART 3: REPORTING

3a Purpose

Reporting ensures regular and relevant communication of pupil effort, attainment and progress to pupils, teachers, parents and other appropriate external audiences; it is linked to formative and summative assessments.

Reporting should:

- provide accessible information in an intelligible form
- form a basis of dialogue between teachers, pupils and parents
- provide information to evaluate the curriculum, teaching and learning.

Marks/comments for individual assignments will be reported to pupils orally and/or in writing on the piece of work.

Tracking

all teachers monitor the work of pupils they teach. All staff have access to relevant baseline test data, including: SATS, PIPS, MidYIS, Yellis and ALIS data; and associated A Level and GCSE predictions.

All results of internal exams, tests and assessments – and the above data – are stored in central spreadsheets on the school intranet.

3b Annual Reporting Programmes

Preparatory School and Nursery Annual Reporting Programme

AUTUMN TERM
<ul style="list-style-type: none"> • Short Report at end of term, including individual pupil targets. • Years 3 - 6 Effort and Attainment Grades in English, Maths, Science and P.E. & Games. • Parents' consultation Meeting and Parents' Open Afternoon.
SPRING TERM
<ul style="list-style-type: none"> • Results of Scholarship & Entrance Exams, Year 6. • Parents' consultation meeting.
SUMMER TERM
<ul style="list-style-type: none"> • Year 2 - 6 SATs levels shared with parents on reports. (arrived at through SATS test results and teacher assessment combined). • Results of internal tests included in reports for Years 3 – 6 inclusive • Full report at end of term, including grades. Year 1 and 2 Effort Grades for English,

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Mathematics and Science. (Plus PE for Year 2).

- Nursery and reception classes receive a full report at the end of the year, detailing progress across all seven areas of the EYFS. Children are moderated as 'emerging', 'expected;' or 'exceeding' the Early Learning Goals. This marks the end of the EYFS stage.

Senior School Annual Reporting Programme

AUTUMN TERM
<ul style="list-style-type: none"> • A "1st Grade" for Effort is given prior to the half term holiday, and results are sent to parents in the form of a Report Card. • A "2nd Grade" for Effort and Attainment is given prior to the end of term. • Levelling exercises are carried out for all subjects in Key Stage 3 prior to the end of term. • Full written reports are produced at the end of term, which include the 2nd Grades.
SPRING TERM
<ul style="list-style-type: none"> • Year 11 and Year 13 Trial Exams are held in January (as appropriate), and results sheets are sent to parents. • Separate parents' meetings for each year group are held throughout the term. • Levelling exercises are carried out for all subjects in Key Stage 3 prior to the end of term. • A "3rd Grade" for Effort and Attainment is given prior to the end of term, and results are sent to parents in the form of a Report Card.
SUMMER TERM
<ul style="list-style-type: none"> • Internal exams for Years 7 and 8 are held in the weeks before the half term holiday. • Internal exams for Years 9 and 10 are held in the week after the half term holiday. • Levelling exercises are carried out for all subjects in Key Stage 3 prior to the end of term. • A '4th Grade' for Effort and Attainment is given prior to the half term holiday for Years 11, 12 and 13; and approximately three weeks before the end of term for Years 7, 8, 9 and 10. • Full written reports are produced at the end of term, which include 4th Grades, and internal exam results, as appropriate.

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All staff are involved in monitoring the performance of pupils both formally and informally.

Key Stage 3 levelling assessments are made each year, following the internal levelling schemes discussed in section 1e above as appropriate for each department. Levelling exercises are carried out during the Autumn Term, Spring Term and and Summer Term.

Grades for effort and attainment are awarded four times a year in October (effort only), December, March and June. They are reported to parents in the formal written reports and on grade sheets. Form Tutors will discuss the grades with each pupil in their form.

Grade and Examination Result summaries are collated and made available to Form Tutors, in order for them to help set targets and monitor pupils' overall progress in terms of effort and achievement.

Written reports are sent to parents in December and July for Years 7 – 13. They include, for each subject, a summary of topics covered during the reporting period, comments on progress, attitude, strengths/weaknesses, test/exam performance and targets, as appropriate. The Form Tutor writes a summative comment on progress, general character, participation in extra-curricular/House/School events and activities, and noteworthy achievements.

PART 4: RESPONSIBILITIES FOR ASSESSMENT, MARKING AND REPORTING

4a. Headmaster

- to ensure that assessment, marking and reporting aims and procedures are suitably developed, disseminated and adopted across the whole school – in keeping with the Research Based Learning approach.

4b. Deputy Head/Head of Prep School/SPS Director of Teaching and Learning

- to oversee the development and implementation of the assessment, marking and reporting systems;
- to organise and implement arrangements for regular assessments, including grades, examinations, academic monitoring and references;
- to develop and implement the use of baseline testing (PIPS/MidYIS/Yellis/Alis), and monitor their use by Class Teachers/ Subject Teachers/Heads of Department/Subject Leaders;
- to collect and store academic data for pupils;
- to liaise with Class Teachers/ Subject Teachers /Heads of Departments/ Subject Leaders /Form Tutors/SENCO regarding individual pupil progress;
- to organise and implement the arrangements for Reports;
- to monitor implementation of marking policies through targeted work scrutinies.

4c. Heads of Departments/Subject Leaders

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- to apply and embed the principles of the School's Assessment, Marking and Reporting Policy in their own departmental/subject practice;
- to ensure full integration of assessment tasks within Schemes of Work;
- to support standardised marking in departments/subjects;
- to monitor implementation of marking policies through targeted work scrutinies, and report results to Deputy Head/Head of Prep School;
- to ensure that assessment data is regularly and consistently recorded and used to inform teaching and learning as well as for regular reporting;
- to ensure that national baseline test data such as PIPs, MidYIS, Yellis and Alis are used as a matter of course by all teachers for assessment and review of teaching and learning, target setting, Value Added assessments and as a motivational tool in terms of AfL;
- to liaise with Deputy Head/ Head of Prep/ Subject Teachers/ Form Tutors/ SENCO regarding individual pupil progress;
- to monitor and evaluate all departmental assessment practice outcomes;
- in subjects which are streamed ensure pupils are placed in the correct set;
- Senior School HoDs will meet annually with the Deputy Head to discuss GCSE and A Level results and prognostications, and to evaluate Value Added performance against CEM data.

4d. Class Teachers (SPS)/Form Tutors (Senior School) and Year Heads

- to monitor the overall progress of individuals in their Tutor Group;
- to liaise with SLT/ Heads of Departments/ Subject Teachers/ SENCO regarding individual pupil progress;
- to report in writing through biannual written reports, verbally and/or by e-mail to parents as required; including at formal parent-teacher meetings;
- Class Teachers and Form Tutors proof read reports for all members of class/form and ensure any necessary alterations are made as required;
- to provide UCAS references (Head of Sixth Form/Sixth Form Tutors).

4e. Teachers

- to implement whole school/departmental policies on Marking, Assessment and Reporting;
- to compile and maintain pupil records, and provide input into the school's data collecting systems;
- to liaise with Deputy Head/ Head of Prep/ Heads of Departments/ Form Tutors/ SENCO regarding individual pupil progress;
- to ensure that national baseline test data such as PIPs, MidYIS, Yellis and Alis are used as a matter of course for assessment and review of teaching and learning, target setting, Value Added assessments and as a motivational tool in terms of AfL;
- to report to pupils, parents and staff on individual progress;
- to produce high quality written reports for each pupil, following the criteria laid down by Deputy Head/Head of Prep School, at the end of Autumn and Summer Terms;
- to carefully proof-read reports before entering them on to the Management Information System;

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- to attend Parent Meetings as required by Deputy Head/Head of Prep, and to report verbally to parents on each pupil's individual progress.

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Appendix A: Assessment for Learning (AfL)

1. Context

Assessment for Learning (AfL) is a series of teaching and learning strategies aimed at empowering individual learners and enhancing the effectiveness of teaching. The embedding of AfL principles in schools was presented as a national policy in 2008, and its value is reiterated in the *ISI Handbook for the Inspection of Schools: the Regulatory Requirements* (2016). The key aims of AfL are:

1. To provide effective feedback to pupils
2. To actively involve pupils in their own learning
3. To adjust teaching strategies in light of assessment
4. To use assessment to let pupils know where they are academically and what they need to do to improve
5. To enable pupils to make realistic assessments of their own progress.

2. Key Elements of AfL

Central to 'Assessment for Learning' is that it:

- Is embedded in the teaching and learning process of which it is an essential part
- Shares learning goals with pupils
- Helps pupils to know and to recognise the standards to aim for
- Provides feedback which leads pupils to identify what they should do next to improve
- Has a commitment that every pupil can improve
- Involves both teacher and pupils reviewing and reflecting on pupils' performance and progress
- Involves pupils in self-assessment.

3. Involving Pupils in Their Learning

This can be achieved in various ways including:

- Explaining clearly the reasons for the lesson or activity, in terms of the learning objectives
- Sharing the specific assessment criteria with pupils
- Helping pupils to understand what they have done well and what they need to develop
- Showing pupils how to use the assessment criteria to assess their own learning.

4. Target Setting

In the Prep School, teachers set individual pupil targets for Reading, Writing, Mathematics and Science. In the Senior School targets are set as appropriate on a subject-by-subject basis. Targets are shared at parent/teacher meetings, and pupils are encouraged to become involved in both the setting of targets and evaluation of progress, where appropriate.

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5. Modelling Quality: showing pupils the learning strategies and goals

This can be achieved through:

- Encouraging pupils to listen to the range of pupils' responses to questions
- Showing pupils the learning strategies
- Showing pupils how the assessment criteria have been met in some examples of work from children not known to the pupils
- Encouraging pupils to review examples from anonymous pupils that do not meet the assessment criteria, in order to suggest the next steps to meeting the assessment criteria
- Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards.

6. Giving Feedback to Pupils on Their Work

This can be achieved through:

- Focusing on the task, giving positive praise and encouragement
- Confirming pupils are on the right track and stimulating the correction of errors or improvement of a piece of work.
- Giving suggestions for improvement and act as "scaffolding" i.e. give pupils as much help as they need to use their knowledge. Do not give the complete solutions as soon as they get stuck so that they must think things through for themselves
- Helping pupils find alternative solutions if simply repeating an explanation continues to lead to failure
- Giving feedback on progress over a number of attempts rather than feedback on performance treated in isolation
- Oral feedback is usually more effective than written feedback
- Giving pupils the skills and confidence to ask for help.

7. Developing Self-Assessment and Peer Assessment

In self-assessment:

- Help pupils reflect on their own work
- Support pupils to admit problems without risk to self-esteem
- Ensure pupils are given time to work problems out
- Help pupils understand the criteria or standards that will be used to assess their work
- Give pupils the ability make judgements about their work in relation to these and any feedback from the teacher
- Help them work out the implications of this for future action.

For peer assessment:

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- Give pupils the ability to explore each other's work to allow them to see different ways of tackling the same task and, as a result, extend their own repertoire
- Help pupils work with others to look at a range of imperfections and misconceptions through which they can explore their own understanding and misunderstanding
- Help pupils to become clearer about their own expectations through trying to explain strengths and weaknesses to others. This may result in the learning of new and more efficient strategies.

Practical Strategies and Advice from Research

Sharing Criteria with Learners (as appropriate for different ages)

- Explain learning objectives at start of lesson/unit
- Give criteria in pupils' language
- Have posters of/emphasise key words to talk about learning e.g. describe, explain, evaluate
- Use planning/writing frames
- Have annotated examples of different standards to 'flesh out' assessment criteria
- Use examples of pupils' work to show pupils what criteria look like in practice
- Share marking schemes with pupils and give time to think through, in discussion with others, what this might mean in practice, applied to their own work
- Pupils often learn best from seeing work that is just a little better than the standard they currently achieve
- Pupils learn to judge quality by discussing how examples of weak work could be improved
- Give opportunities for pupils to design their own tests.

Effective questioning

The kinds of question asked, the way they are asked and the responses given influence both the self-esteem and the level of participation of pupils. We should aim to cultivate a supportive environment in which pupil contributions are valued highly.

Lead questions should be carefully thought through and planned as should the direction (to whom) and distribution (across the class or to groups) of the questions.

Prompts and cues should be used to guide pupils step-by-step towards a higher level of participation and learning.

Grouping strategies should be designed to maximise pupil involvement and minimise the feeling of intimidation which sometimes constrains pupils at whole class level.

Low order questions for factual recall may be used to check on previous learning, but these should be minimised and Socratic questioning should prevail. These are questions that probe the underlying logic or structure of our thinking and enable us to make reasoned judgements. There are six types of questions.

1. Questions of clarification

What do you mean by that? Can you give me an example?

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2. Questions that probe assumptions

What is being assumed? Why would somebody say that?

3. Questions that probe reason and evidence

What are your reasons for saying that? What criteria do you base that argument on?

4. Questions that probe implications and consequences

What might be the consequences of behaving like that? Do you think you might be jumping to conclusions?

5. Questions about viewpoints or perspectives

What would be another way of saying that? How do Hannah's ideas differ from John's?

6. Questions about the question

How is that question going to help us? Can you think of any other questions that might be useful?

Pupils must be given time to respond and the teacher should not answer their own questions. The quality of the answer is as important as that of the question. An expectation of high order answers should be the norm and pupils should be encouraged to generate further questions. Pupils should be involved in planning and negotiating learning situations. Encouraging pupils to develop their own questions for planning and self-assessment is a skill from which the more gifted will benefit.

NB common errors in teachers' questioning are:

- asking too many questions at once
- asking a question and answering it yourself
- asking questions only to the brightest or most likeable
- asking a difficult question too early
- asking irrelevant questions
- always asking the same type of question
- asking questions in a threatening way
- not indicating a change in the type of question
- not using probing answers
- not giving pupils time to think
- failing to see the implications of answers
- failing to build on answers

Feedback and Marking

- Feedback can be oral or written. Choice is dependent on context.
- Praise needs to be specific, describing what is praiseworthy, rather than generalised.
- Feedback is more effective if it focuses on the task (task-involving) rather than the person (ego-involving).

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- In terms of AfL; grades, marks, scores, ticks etc. often have little effect on subsequent performance (except as potential motivators/reinforcers). Try to also give specific pointers for praise or improvement.
- Over-frequent feedback on behaviour and presentation (e.g. neatness) can get in the way of effective feedback on quality of thinking.
- Indications of areas for improvement and possible strategies are better than total solutions (e.g. teachers' corrections of work) because pupils have to think.
- Opportunities need to be provided for pupils to improve on earlier efforts.
- There are dangers in making feedback to individuals public, but public feedback involving the whole class in general discussion is valuable.
- Mistakes should be viewed as important learning opportunities.
- If pupils' efforts are recognised they are more likely to believe they can improve (if they think success depends on innate ability they may give up to avoid failure).

Assessment Strategies to tie in with AfL and Research Based Learning.

Involving pupils in marking

Pupils can mark their own work and that of others against clear criteria and learning intentions. The criteria can be developed as a class activity; this clarifies the teacher's expectations and involves the pupils in reflecting on how far their work fulfils these expectations. The aim of the activity should be to identify ways that the pupil whose work is being marked can move forward.

Marking in groups

An alternative to marking individually is for pupils to do this as a group. The focus should be on a recently completed piece of work and the group help each other to assess the work against agreed criteria and suggest ways in which the work could be improved.

Marking against annotated examples

Groups work together to see how closely their work measures up against an 'ideal solution'. Whilst it will be important to emphasise that there could be many 'ideal solutions', group discussion should aim to help each pupil understand the extent to which their response achieves the criteria and what they can do to improve.

Individual self-assessment sheets

These can be developed for some elements of a programme and invite pupils to reflect on the extent to which their work has achieved identified criteria. In the light of this they have to indicate what they need to do to improve.

Traffic lights

This invites pupils to reflect on the current state of their learning in relation to a particular task or activity. If they feel confident that they understand a given piece of work, they add a green indicator to their check sheet. If they are not quite sure of their understanding they use

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amber. If they are very uncertain, they use a red indicator. Pupils then think about what they need to do to move from red/amber to green. Pupils indicating green could be used to advise those who used amber and the teacher can then work with those who used red.

Last five minutes

At the start of a lesson, the teacher makes the purpose of the lesson clear and during the last five minutes, one of the pupils explains what they have learned in the lesson. Others in the class question them about this.

Questions and tasks to extend understanding

At the end of a lesson or a unit of work, pupils can be invited to suggest questions that could be used to assess their understanding against the established criteria. These could become homework tasks, which could be assessed by pupils in ways described above.

Gauging self-improvement against their own past work

The same problem or task could be reintroduced from time to time, as part of a revision exercise, so that pupils can judge for themselves how much better or more sophisticated their reasoning is now than before. By returning to a problem or task and comparing current responses to those produced in the past they can develop an appreciation of their own mental growth and the development of new forms of thought and perspective.

Portfolios of past work

Pupils could be invited to produce a class or subject portfolio of completed work that illustrates the standards expected. This could be regularly added to by drawing on examples from the above activities.

Presentations

During the course of a unit of work, providing opportunities to present to the class allows individuals and groups to illustrate current understanding and progress. Self-assessment is involved in making decisions about what to include and how best to present. Feedback from teachers and peers contributes to the development of peer assessment.

Videoring group presentations

This allows pupils to reflect on and review their knowledge in the light of their own reflections and further feedback from other members of the class. Any such videoring should of course be in compliance with school ICT and mobile device policy – and carried out under direct teacher supervision in most cases.

“Plan, Do and Review”

This process was initially devised for use with very young children. At the start of any activity the teacher works with the children to decide on the focus for a session. The children engage

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in the activity or task and then at the end, time is allocated for them to work with the teacher to review what has been learned. Over time, this responsibility can be devolved to the children themselves. Useful frame-working questions for the 'review' process might include:

- Have you learned anything new?
- What were you most pleased with?
- What did you find easy?
- What did you find more difficult?
- What helped you to solve your difficulty?
- What can you do now that you couldn't do before?
- What do you need more help with?
- How would you change this activity for another group?
- Do you have any questions?

And Finally...

Remember that it is important to encourage the feeling that it is OK not to understand and be stuck. An important element of developing the skills of self-evaluation is how the teacher deals with situations where pupils find their work difficult. The language that teachers use is influential in building an acceptance that it is OK to find things difficult and that recognising this is an important aspect of learning.