

ST MARGARET'S  
SCHOOL

# Assessment, Reporting & Recording Policy including EYFS

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## **Aims and Objectives of this Policy**

Through this policy St Margaret's School aims to:

- establish clear expectations for pupils, parents/guardians and staff
- use assessment, marking and feedback to promote pupil progress
- establish a shared language for all stakeholders to understand pupil attainment
- develop academic confidence in the pupil body through an ongoing dialogue regarding their academic progress
- encourage innovation and experimentation through usage of digital assessment and online learning tools

Assessment of pupils' work should:

- foster academic confidence in pupils
- give clear guidance to allow pupils to improve their work
- inform pupils, parents/guardians, staff and the Senior Management Team about pupil progress
- engage pupils in a dialogue regarding their own academic progress
- be an integral part of teaching and learning
- be wide ranging and innovative
- support all pupils in making a high rate of progress

Assessment is an integral part of the daily life of a school and should be carried out in all subjects and in all stages of the school. Assessment will include both formative (assessment for learning) and summative assessment (assessment of learning). Alongside written notation in exercise books and workbooks, pupils may receive feedback using the assignment function on Google Classroom, or through commentary on a Google Doc.

## **Roles and Responsibilities**

Teachers are responsible for:

- understanding this policy and applying the principles within their daily practice

In the Senior School, Heads of Department and Heads of Faculty are responsible for:

- evaluating the effectiveness of teaching staff within their departments in meeting the aims of this policy
- facilitating regular work scrutiny, both of exercise books and Google Classroom
- arranging regular standardisation of summative assessment to ensure consistency
- ensuring that assessment and marking fosters academic confidence in pupils
- ensuring that pupils have access to any relevant grade descriptors
- ensuring that grading takes account of the standards applied by public examination boards

In the Junior School, the Deputy Heads, Assessment Coordinator and Nursery Manager are responsible for:

- evaluating the effectiveness of teaching staff within their departments in meeting the aims of this policy
- facilitating regular work scrutiny, both of exercise books and Google Classroom as appropriate
- reviewing EYFS learning journals and electronic evidence against EYFS goals
- arranging regular standardisation of summative assessment to ensure consistency
- ensuring that the EYFS reporting and recording regulations are followed as per EYFS framework

The SMT are responsible for:

- providing vision and leadership in respect of this policy
- ensuring this policy is implemented effectively
- ensuring this policy is kept up-to-date and clearly communicated to the school community

Governors are responsible for:

- ensuring this policy is compliant in respect of the relevant legislation
- monitoring the effectiveness of implementation of the policy

## Language Used in Reporting for both Junior and Senior School:

When commenting on pupils' effort, the following language is used:

Grade	Description
<b>Exceptional</b>	Pupils far exceed the expectations of Very Good, as well as demonstrating intellectual curiosity and seeking out new challenges. This grade is rare and pupils should not necessarily expect to maintain it.
<b>Very Good</b>	Pupils demonstrate expected attitudes towards learning consistently and seek to improve through taking on new challenges.
<b>Sound</b>	Pupils demonstrate expected attitudes towards learning most of the time, although there may be occasional, but noticeable, lapses. For example pupils may need to meet deadlines more consistently, ask more questions or contribute more to class discussion. They may accept challenges, but will not actively seek them.
<b>Inconsistent</b>	Pupils demonstrate some of the expected attitudes towards learning, but there are significant lapses. Pupils in this category may regularly fail to hand in homework on time, or to a sufficient standard. Further, they may lack sufficient focus in lessons, or be insufficiently engaged and they are reluctant to take on challenge.
<b>Concerning</b>	Pupils consistently fail to meet many of the expected attitudes towards learning and significant improvement is required. Pupils and parents will already be aware of concerns on the part of the School. Pupils in this category may be disruptive in lessons or may frequently fail to meet deadlines. They may exhibit other behaviour which substantially limits their own progress, or that of their peers.

Note: The effort grade is **not dependent** on attainment.

In EYFS Effort is not reported on. However, we do report on the characteristics of effective learning.

## Attainment Grading

### EYFS

As per the EYFS, all EYFS providers must give parents a written summary of their child's attainment against the Early Learning Goals (ELGs). For each ELG this must state whether the child is:

- not yet reaching expected levels ('emerging')
- meeting 'expected' levels
- 'exceeding' expected levels

At the end of the reception year, providers should give parents a written report that states the child's attainment against the ELGs & summarises attainment in all areas of learning.

As well as comments on general progress including the characteristics of effective learning.

- playing and exploring – engagement (finding out and exploring; playing with what they know; being willing to 'have a go')
- active learning – motivation (being involved and concentrating; keeping trying; enjoying achieving what they set out to do)
- creating and thinking critically – thinking (having their own ideas; making links; choosing ways to do things)

The following judgements are used to communicate pupil attainment:

### **Years 1-6**

Termly assessments in Mathematics, Writing and Reading are used to determine levels in line with national expectations. These also provide age standardised scores in Mathematics and Reading. The results are not reported to parents formally. Teachers use the information to track progress and to inform effort and attainment grades on biannual reports. Attainment reported to parents/guardians in the Junior School uses the terminology: Developing, Secure, Exceeding and Mastery.

### **Years 7-9**

Summative assessments and progress reports in years 7-9 are communicated using the following scale:

#### **The Attainment Scale at KS3**

Year 7	Year 8	Year 9
		7
	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1

The level a pupil is working at on this scale reflects the work a pupil is currently producing. It should not be used as an incentive to motivate or penalise a pupil, but should give a realistic indication of where they broadly sit within the context of their peers.

Year 7 pupils receive grades on a 1-5 scale, with 5 being the highest level.

Year 8 pupils receive grades on a 1-6 scale, with 6 being the highest level.

Year 9 pupils receive grades on a 1-7 scale, with 7 being the highest level.

Staff should use the full attainment scale. It is expected that some pupils will fall within the top and bottom level of each scale.

This scaling system is designed to be similar to the 9-1 grades used at GCSE. It does not form a projection of a future GCSE grade; each year's scale is self-contained, although it does build naturally towards 9-1 grading in Year 10.

These grades are designed to be read in the context of a pupil's attitude towards their learning, their 'effort grade'.

### **Years 10-11**

Pupil achievement will be reported using 9-1 grades. This is not a formal predicted grade, but a 'working at' grade reflecting their recent classwork and homework. Staff awarding these grades will make full use of the available mark schemes and grading criteria published by public examination boards, mindful of the annual shifting of grade boundaries.

## **Years 12-13**

Pupil achievement will be reported using A\*-E grades. This is not a formal predicted grade, but a 'working at' grade reflecting their recent classwork and homework. Staff awarding these grades will make full use of the available mark schemes and grading criteria published by public examination boards, mindful of the annual shifting of grade boundaries.

### **End of Year Examinations**

In the summer term of Year 12, all students will sit end of year examinations. The dates for these will be issued to parents at the start of Year 12

For a student to gain automatic entrance into Year 13 we ask that they achieve CCC or above in these examinations. Should a student not achieve this, a meeting will be held with the Director of Sixth Form or another member of the Senior Leadership Team in order to discuss next steps.

These examinations will provide the strongest evidence to support UCAS predicted grades and success in Year 13. We ask that everyone sees the end of Year 12 examinations seriously and treat them as they would do external examinations. The School therefore does not support students going on holiday around or on the time of these examinations.

Stakeholders are encouraged to talk about the meaning of individual examination results carefully with teachers - percentage marks can mean very different things in the context of different subjects.

Grade boundaries can vary hugely between subjects and examination boards. We hope these end of Year 12 examination grades, and the feedback provided by staff, give clear guidance for next steps in terms of revision and preparation for next steps.

### **Predicted Grades**

After Year 12 mock results are published, Predicted Grades are issued.

A predicted grade is the grade of qualification an applicant's school or college believes they're likely to achieve in positive circumstances.

These predicted grades are then used by universities and colleges, as part of the admissions process, to help them understand an applicant's potential.

Predicted grades are issued by academic staff based on the evidence of these exams, taking into account this year's work. Staff are asked to be realistically optimistic when making a professional judgement. These indicate the current trajectory and what the teacher believes is likely students might achieve in their final public examination. Tracking and target-setting is done against the Predicted Grade from that point.

The predicted grade will be indicated to parents in the summer term. This is the data entered on any UCAS, higher education or apprenticeship application form along with a reference and personal statement.

A predicted grade issued which is the same as the examination mark also takes into account the significant difficulty increase at Year 13, where it is an achievement to maintain progress.

The School is supportive of its students and will hold dialogue with all students and parents about predictions. It does not support a 'retake culture' and there is plenty of evidence to suggest resitting papers adversely impacts on progress into Year 13 where the difficulty of material increases.

There will not be the opportunity for students to access full 'retakes' of papers they sat during the end of year examinations.

In exceptional or mitigating circumstances, Heads of Department - in consultation with the Head of Sixth Form - may agree to a student sitting a new or single component or paper on the first day back in the Autumn Term of Year 13 if:

- they suffered prolonged absences or interrupted schooling in Year 12
- illness supported by a GP note impacted on their ability to sit papers during the timetabled examinations

- mitigating and unpreventable circumstances prevented students covering the curriculum for prolonged periods of time across the year in some way

This offers students an equal chance to access papers. It will not be offered for those who simply believe that they ‘could have done better’ without any readily apparent evidence to support this.

Sitting a new component or paper may feed into a chance to improve a predicted grade but this is not a promise or guarantee this will change the outcome.

Parents and students are asked to refer to UCAS.com’s website page on predicted grades for further context:  
<https://www.ucas.com/advisers/managing-applications/predicted-grades-what-you-need-know-entry-year>