



ASSESSMENT, RECORDING AND REPORTING (AR&R) POLICY

The Royal Grammar School
September 2023

RGS Worcester
Assessment, Reporting and Recording (AR&R) Policy
2023-2024

This Policy sets out the process for constructing and publishing attainment, achievement and application grades. It is to be used by all departments in calculating such grades although there is room for departmental interpretation as some of our subjects differ so much from others. Such interpretation, however, must be clearly stated in departmental AR&R policies and no further variation will be allowed.

This Policy will be reviewed annually; feedback from staff is welcome and should be addressed on paper or via e-mail to the Academic Deputy Head or Assistant Head (Academic) for consideration.

Attainment, achievement and application grades are communicated to Parents through a series of Progress Grades, which are emailed to Parents every half-term unless there is an end-of-year assessment in that half-term. The Progress Grade received by Parents consists of an Attainment Grade (Years Seven - Upper Sixth), an Achievement Grade (Years Eight - Upper Sixth) and an Application Grade (Years Seven - Upper Sixth). The schedule for reporting can be found in Appendix A at the end of this policy.

Section 1a: The Attainment Grade

For pupils in all year groups, these grades should be the outcome of a range of assessments designed to test all the relevant assessment objectives as defined in departmental handbooks/schemes of work in the proportion required by any specific subject specifications. They should normally be based on at least three assessments and not on a multiple of the same assessment objective.

Years Seven and Eight (Lower School)

For Years Seven and Eight, reporting of the pupil's attainment will be measured using five descriptors; These descriptors are referenced against the skills that will be developed across the year by pupils.

- Outstanding
- Extending
- Secure
- Developing
- Concern

Pupils attaining the Secure Descriptor are deemed to be making the expected level of progress in developing their skills and therefore most pupils will be awarded this descriptor.

Years Nine, Ten and Eleven

Year Nine

For the Michaelmas Term in Year Nine, pupils will be awarded Progress Grades using the Lower School descriptors. In Lent 1, Attainment Grades will be set using numerical levels in line with GCSE reporting/grading criteria as pupils will have begun their transition into GCSE standard questions and expectations.

Years Ten and Eleven

Pupils will continue to be awarded Progress Grades using numerical levels in line with GCSE reporting/grading criteria. It should be noted that this is not a Predicted Grade as Progress Grades reflect a range of assessments, and not a single, terminal assessment.

The Grading is capped for each Year Group. This is to reflect the fact that each Year Group's learning is accumulative in terms of knowledge and skills and thus, for instance, a Year Nine pupil could not achieve a Grade 9 because there is still a significant amount of the course to be covered.

The Grade capping is as follows;

Year Nine Grading - from Grade 1 to 6+*

Year Ten Grading - from Grade 1 to 7+

Year Eleven Grading - from Grade 1 to 8+**

*In each Year Group, the plus (+) represents a pupil's Grade where they are achieving above the expected level for this Year Group.

*For Year Eleven, we do not report Grade 9s because these represent the very top of a national cohort and thus is very difficult for us to predict from a whole-School sample.

It should be noted that, at the start of the academic year, Grades are likely to start lower than the highest possible achievable Grade and then increase over the year on an upwards trend. Where this does not happen, Heads of Department and Heads of Year track the data and then look to input support to help the pupil to return to an upward trajectory of attainment.

To ensure the appropriate 8+ to 1 Grade is assigned, Departments should ensure that grading of work is aligned with the 8+ to 1 grading Public Examination expectations. Assessments and marking should be standardised to ensure parity within the Department, and across Faculties. Each Department should review grading annually to ensure alignment with national expectations.

Sixth Form

Sixth Form attainment grades will be measured using A Level grades of A* - U, with the A* grade only used for Upper Sixth Progress Grades and Mock Examinations.

For CTEC and BTEC, grades of Distinction*, Distinction, Merit, Pass and U will be used.

Section 1b: The Achievement Grade

The Achievement Grade is given to pupils in Years Eight to the Upper Sixth Form.

Year Eight

For Year Eight, this Achievement Grade is only intended for internal use and reports will still continue in the same style as Year Seven reports.

Years Nine to Upper Sixth

The two key factors in constructing achievement grades for Years Eight to Upper Sixth will be

(1) the pupil's minimum attainment grade (MAG) in that subject based on an adaptive, baseline assessment and

(2) actual attainment of that pupil as shown by grades given by the teacher across the reporting period in question.

The MAG is a calculation based firmly on the MidYIS (Years Seven to Nine), YELLIS (Years Ten and Eleven) or ALIS (Sixth Form) grade for that pupil in that subject. Prior performance at GSCE can also influence a MAG for a pupil in the Lower Sixth. CEM (the Centre for Educational Management part of

Cambridge University Press and Assessment; an institution nationally used for value-added data) provides the School with a statistically generated grade expectation in each subject for each pupil.

All baseline assessments occur in Michaelmas 1: The MidYIS assessment for Year Seven pupils, YELLIS for Year Ten pupils and ALIS for Lower Sixth students.

We use this expectation grade as the MAG, as the grade reflects what, in all probability, pupils should attain if all things remain equal. If a pupil meets their MAG this means they are attaining in terms of relative performance. The MAG is not a predicted grade.

Now the achievement grade can be calculated. We use the word 'achievement' because it contains a judgement on what has been attained. The pupil's attainment grades show what he/she has done; the MAG shows what it was reasonable for us to expect. So if attainment is higher than expected then the achievement is positive; if the attainment is lower than expected then it is not. Therefore, we will express this outcome in terms of degrees above or below the MAG and the iSAMS system will allow us to colour-code that when we share the information with parents. So, attainment above MAG will be set against a green background, attainment equal to MAG will be against a white background, attainment one grade below MAG against amber and two below against red. As the system will know the MAG, then the insertion of the attainment grade will automatically generate the correct colour and in using amber and red, the school is able to quickly differentiate the different levels of under attainment and put in place appropriate interventions.

In Year Nine, achievement is based against the Year Eleven Expected Grade which has been reduced by 3 for Progress Grades and the end-of-year examination.

In Year Ten, achievement is based against the Year Eleven Expected Grade which has been reduced by 2 for Progress Grades. For the end-of-year examination, achievement is based against the Year Eleven Expected Grade minus one.

In Year Eleven, achievement continues to be based against the Year Eleven Expected Grade minus one. For the January Mock Examination, achievement is based against the Year Eleven Expected Grade. Progress Grades from this point onwards are also based against this new standard.

MAGs remain internal data for Years Seven and Eight. At the end of Year Eight, MAGs are reviewed by Heads of Department and Heads of Year and adjusted where appropriate. This renewed MAG is then published externally for each pupil in Year Nine. Following YELLIS, these MAGs will be reviewed and adjusted where appropriate. This MAG will then remain with the pupil until the completion of his/her GCSE. On entry to the Lower Sixth a new MAG is calculated using ALIS expectations and remains with the student until completion of his/her Lower Sixth Year. At the end of the Lower Sixth Year at Parents' Evening, the MAG is reviewed and a new baseline of expectation is made. Only in exceptional cases will any individual's MAG be amended outside of these review points.

Years Seven and Eight; Method:

For Years Seven and Eight, an RGS pupil is expected at all time to demonstrate the Core Principles of:

Classroom Learning – Pupils are:

- attentive in class;
- do not shout out and always put their hand up to answer questions;
- work with focus both individually and in groups;
- do not distract others and do not disrupt the learning environment;
- work effectively without the need for reminders;
- correct/relevant equipment is brought to lessons;
- all notes, handouts etc. either in files or books are kept in date/chronological order and kept in good condition.

Independent Learning – Pupils:

- use homework time effectively to produce work tasks/assessments/assignments of a high quality;
- complete and submit homework on time, where appropriate communicate in advance of a lesson to their teacher if they are unable to submit homework;
- use time outside of the class to refine and enhance their own understanding;
- engage in the subject beyond the minimum expectation of the classroom, bringing new ideas into their work.

Years Nine to Upper Sixth

For Years Nine to Sixth Form, pupils will be expected to meet these core principles as well as an additional principle:

Resilience – Pupils are:

- looking for additional ideas/information/help when facing learning difficulties;
- ask thoughtful questions when faced with challenges, look for other ways to answer questions and do not just ask the teacher for the answer;
- demonstrate perseverance in their approach to learning and be willing to try and to make mistakes and to learn from these mistakes.

The Core Principles will be graded as follows using a range of 4 to 1 where:

1= Inconsistent or Requires Improvement (significant weaknesses/failings in the aspect)

2 = Sound (demonstrating the pupil is meeting the expected requirements in relation to this aspect)

3 = Good (demonstrating the pupil is surpassing the expected requirements in relation to this aspect)

4= Excellent (Outstanding approach to all aspects)

Section 3: Internal Examination Results Reporting

During the Trinity Term, all non-Public Examination year groups will sit Summer Examinations. These will vary in length depending on the pupil's year group.

Year Seven: Examinations will be 60 minutes in length except for Mathematics (90 minutes).

Year Eight: Examinations will be 75 minutes in length except for Mathematics (90 minutes) and MFL (80 minutes)

Year Nine: Examinations will be 90 minutes in length except for English Language (105 minutes), Mathematics (120 minutes), MFL (80 minutes) or if a specific GCSE component is examined.

Year Ten and Lower Sixth: Examinations will mimic external papers wherever possible.

Years Seven and Eight

For Years Seven and Eight, results will be published as level descriptors. Unlike the Progress Grade Attainment Grade descriptors, the pupil will be measured against the cohort to mimic the public examinations they will sit at GCSE and A Level (not against their individual level of expectation as with their regular reports).

The descriptors for the examination results are as follows;

- Outstanding – placing the pupil in the top 10% of the cohort (90th percentile and above)

- Strong – demonstrating a very good performance with minimal areas for improvement (70-89th percentile)
- Sound – demonstrating a solid performance but with some areas for improvement (40th to 69th percentile)
- Developing – suggesting there are areas that require some focus and attention (10th to 39th percentile)
- Performance of concern - intervention and support for the following academic year is implemented (below 10th percentile)

Year Nine

The Year Nine paper will be set in line with GCSE questions, and will be marked according to Public Examination Board Mark Schemes. Grade boundaries will be set that allows the following distribution of grades.

| Grade | Percentile |
|-------|---------------------------------------|
| 6 + | Top 4-6 pupils in a year group cohort |
| 6 | Top 10% to achieve Grade 6-6+ |
| 5 | 65-89 th Percentile |
| 4 | 25-64 th Percentile |
| 3 | 5-24 th Percentile |
| 2,1 | Bottom c. 5% of the cohort |

Years Ten and Lower Sixth

For Year Ten internal examinations, the paper set will be in line with GCSE questions, with the paper marked according to Public Examination Board Mark Schemes and then graded in line with the boundaries set by the Examination Boards. The maximum grade that can be awarded will be Grade 8+.

For Lower Sixth examinations, the paper set will be in line with A Level questions, with the paper marked according to Public Examination Board Mark Schemes and then graded in line with the boundaries set by the Examination Boards. The maximum grade that can be awarded will be Grade A.

It should therefore be noted that the Grade awarded will be a Performance Grade for the pupil's performance at that stage of the course. The Grades may appear lower than the pupil's Achievement Grade during the year, but this is to be expected because they are not performing at the level expected for when the pupil is ready to sit their GCSE or A Level examination. This aligns with the Reporting Grade Capping, mentioned above.

Appendix A: A,R&R Timetable

| Year | Progress. Grade | Written Report | Parents' Meetings |
|------|--------------------|----------------|----------------------|
| 7 | MMLLT#T* | L | M / M / T |
| 8 | MMLLT#T* | T | M / L |
| 9 | MMLLT#T* | T | M / L |
| 10 | MMLLT#T* | L | M / T |
| 11 | MML**LT | M | L |
| L6 | MMLLT#T* | L | M / T |
| U6 | MML**LT | M | M / L |

M=Michaelmas L=Lent T=Trinity

* End-of-year grade (encompasses both Trinity term examinations and assessments/grades across the whole academic year)

* **Mock Examination grades as opposed to Progress Grades.

Internal Examination grade

Year Ten to Eleven, and Lower Sixth to Upper Sixth, is to be considered as a whole cycle and therefore the reporting cycle is constructed over an 18 month period as follows:

| | Year Ten to Eleven | Lower Sixth to Upper Sixth |
|--------------|---|---|
| Michaelmas 1 | Progress Grades and Parents' Evening | Progress Grades |
| Michaelmas 2 | Progress Grades | Parents' Evening and Progress Grades |
| Lent 1 | Progress Grades | Progress Grades |
| Lent 2 | Reports and Progress Grades | Reports and Progress Grades |
| Trinity 1 | Internal Examination and Parents' Evening | Internal Examination and Parents' Evening |
| Trinity 2 | End-of-year grades | End-of-year grades |
| Michaelmas 1 | Progress Grades | Progress Grades |
| Michaelmas 2 | Progress Grades and Reports | Progress Grades and Reports |
| Lent 1 | Mock Examination Results and Parents' Evening | Mock Examination Results and Parents' Evening |

| | | |
|-----------|-----------------|-----------------|
| Lent 2 | Progress Grades | Progress Grades |
| Trinity 1 | Progress Grades | Progress Grades |

Sponsor : Academic Deputy Head
Created and Endorsed by the Chair of the Education Committee: September 2021,
August 2022, August 2023