



## ASSESSMENT, REPORTING AND RECORDING POLICY (AR&R)

The Royal Grammar School  
September 2019

## **Assessment, Reporting and Recording (AR&R) Policy September 2019**

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 Deputy Head (Academic) or Assistant Head (Academic) for consideration.

### **Section 1: The Attainment Grade**

For Years Seven and Eight, reporting of the pupil's attainment will be measured using four descriptors:

- Outstanding
- Above expectation
- Meets expectation
- Below expectation

Pupils meeting expectation are deemed to be making a good level of expected progress and therefore most pupils will be awarded this descriptor.

For Years Nine to Eleven, Attainment Grades will be set using numerical levels from 9 to 1, in line with GCSE reporting/grading criteria. It should be noted that this is not a predicted grade. Pupils will be awarded a "working at" grade. This means that, for that particular stage in the academic year, the pupil is working at an academic standard that means he/she is likely to achieve this grade at GCSE, i.e. if the pupil continues to work in this vein, this is what they could attain.

Sixth Form attainment grades will be measured using A Level grades of A\* - U.

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.

### **The Achievement Grade**

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

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.

For Years Nine to Eleven, it should be noted that this is not a predicted. 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 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. CEM (the Centre for Educational Management at the University of Durham; the institution nationally used for value-added data) provides the School with a predicted grade in each subject based on a test currently taken by all pupils in Year Seven for MidYIS, Year Ten for YELLIS grades and an adaptive test (plus GCSE results) to provide ALIS grades in the Sixth Form. We use the predicted 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.

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.

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 MAD will then remain with the pupil until the completion of his/her GCSE. On entry to Year Twelve, a new MAG is calculated using ALIS and remains with the student until completion of his/her A Level. Only in exceptional cases will any individual's MAG be amended outside of these review points.

## **Section 2: The Application Grade**

The application grade is based on a set of Core Principles that RGS believes make up an effective learner. Each Core Principle will be measured on a 4-1 scale and will be colour coded thus allowing for easier analysis of each pupils overall performance and for the identification of particular issues.

### **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, hand outs 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.

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

Resilience – Pupils are: resilient in their studies – 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 as 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= Unsatisfactory (significant weaknesses/failings in the aspect)
- 2 = Sound (demonstrating the minimum required in relation to this aspect)
- 3 = Good (very few, if any issues in the aspect)
- 4 = Excellent (Superb approach to all aspects)

Sponsor : Deputy Head (Academic)

Endorsed by the Chair of the Education Committee: September 2019

## Appendix A: AR&R Timetable

Year	Progress Grades	Reports	Parents' Meetings
7	MMLLTT*	L	M / M/T
8	MMLLTT*	T	M / L
9	MMLLTT*	T	M / L
10*	MMLLT T*	L	M / T
11*	MML**LT	M	L
L6^	MMLLTT#T*	L	M / T
U6^	MMLLT	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 exam grades as opposed to progress grades.

# Internal Examination grade

10\*-11\*: Year Ten and Eleven is to be considered as a whole cycle and therefore the reporting cycle is constructed over an 18 month period as follows:

Year Ten: Parents Evening - Michaelmas, Report - Lent, Parents Evening - Trinity (post Exams)

Year Eleven: Report - mid Michaelmas (October) and Parents Evening - Lent (post Mocks).

L6-U6: The Sixth Form is to be considered as a whole cycle and therefore the reporting cycle is constructed over an 18 month period as follows:

Lower Sixth Form – Michaelmas, Parents' Evening, Parents' Evening – Lent, Report – Trinity, Mock Examinations, Parents' Evening, end-of-year grades

Upper Sixth Form – Michaelmas, Report, Trinity, Mock Examinations, Parent's' Evening