



Assessment, Reporting and Recording (AR&R) Policy Incorporating Marking

This Policy sets out the process for constructing and publishing attainment and effort 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. Subject specific grade descriptors are in all department handbooks and a copy of these are either in each pupils' book or folder and/or displayed on the classroom wall. Generic attainment and effort descriptors are attached to the reports that are published to parents for their reference. Subject specific AR&R and Marking Policies are also available in Department/Subject Handbooks.

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

Assessment in the Early Years Foundation Stage (EY)

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Assessments in the following areas:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning (reported on in the summer term)

- Playing and exploring
- Active learning
- Creating and thinking critically

Each child's developments and achievements are recorded centrally.

For each Early Learning Goal (ELG), practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Whole School Assessment, Tracking and Reporting

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment should be incorporated systematically into teaching strategies in order to assess progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Principles of assessment are:

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to involve children with self-assessment
- to provide feedback which leads to pupils recognising the next steps in their learning
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school and set appropriate targets at whole-school, class and individual pupil levels

Types of Assessment

Formative

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

Summative

- We use the standardised assessment tests; ART (Reading) and AMT (Maths) from Hodder to identify individual and class gaps in learning that feed directly into the next steps, individual targets and planning. By using these assessments from Hodder education it will provide a wider range of standardised information and assessment.
- These outcomes are communicated to both pupils and parents at parents evening.
- Heads of Department for Maths and English will use the whole school outcomes to identify patterns and analyse the data to inform whole school or phase training.
- The Academic Deputy Head will carry out comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond).
- Cambridge Secondary Insight Baseline (formally known as MiDYS and YELLIS) assessments are completed in Year 7 and 10 to act as Baseline Data into the Senior Section and for predictive scores at GCSE to give Value Added at Year 11.

Assessment for Learning (AfL)

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. These opportunities include:

- Mini whiteboard work
- Targeted questioning
- Marking that links to learning objectives and success criteria
- Children's comments both written and oral about their progress
- Adjusting plans to meet the needs of pupils, differentiating objectives where appropriate
- Ensure that pupils are aware of the learning objective and encourage them to evaluate their progress
- Set individual challenging targets in Maths and English
- Communicate targets to both pupils and parents

Marking plays an important role in this area of AfL and the whole school policy can be seen below:

- Marking across the school follows the same framework but some subjects will, where appropriate, mark in a more conducive way according to the nature of their subject.
- Written work is marked regularly and with a green pen using neat legible handwriting.
- Verbal feedback is given as pupils are working.
- Feedback is relevant and positive to give clear indication where improvements can be made and are comment only.
- Work being completed as part of the Assessment process may be marked using Grades according to reported grades for each section of the school (Years 5 to 9 will be graded using the language “Working Towards, Meeting, Secure or Exceeding” and Year 10 and 11 pupils will have target grades associated with GCSE marking expectations).
- Work submitted electronically is marked via Showbie using handwritten, typed or voice recorded comments.
- Pupils are given regular time, both in class and at home, to read the comments and reflect on their progress and learning as well as their next steps.

Marking criteria, including department and subject-specific expectations is included in each Department/Subject Handbook. This is shared with pupils through an explanatory sheet placed at the front of exercise books and creative portfolios, and/or displayed prominently within each department.

Reporting

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets.

Years 5, 6 & 7 have a “meet the form teacher” Parents Evening in M1, Years 8, 9 and 10 have an Effort Grade Card.

Years 5 to 10 have a subject and form tutor report at the end of M2 that includes effort and attainment grades. Year 11 receive a November Assessment Grade Card and Parents Evening.

Years 5 to 10 have a Grade Card in L1 and a subject teacher parents evening in L2. Year 11 receive a January Assessment Grade Card in L1 and then a full and final report in L2.

Years 5 to 10 have a full end of year report in T2 that also includes end of year exam grades as well as effort and attainment, progress and next steps/targets.

Other less formal events happen throughout the school year and we have a ‘pop-up’ parents evening in the Lent and Trinity term following end of year exams for older pupils.

Assessment, Tracking and Reporting (Year Five to Eleven)

The Attainment Grade

Pupils meeting ‘secure’ expectations are deemed to be making a good level of expected progress for their age.

Year 5 to Year 9 pupils's attainment is graded as follows:

- Exceeding age-related expectations (E)

- Secure age-related expectations (S)
- Meeting age-related expectations (M)
- Working towards age-related expectations (W)

Throughout the year, each girl in Years 7 to 10 is tracked on six key pieces of work. These might be tests, essays or projects. These tracked pieces of work are recorded by all teachers on iSAMS and are then compared to their Midyis (Years 7 to 9) or Yellis (Years 10 and 11) so that any girls that are significantly underperforming are highlighted and strategies are put in place to support them. Year 11 students' progress is tracked via the Mock Exams carried out during the academic year. This is discussed by all teaching staff in academic meetings.

For Years 10 to 11, Attainment Grades will be set using the Numerical Grade Descriptors 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 vain, this is what they could attain.

For pupils in those year groups, these grades should be the outcome of a range of assessments designed to test all the relevant assessment objectives as defined in Department/Subject 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 attainment grade girls receive on their report in Year 10 and 11 is based on Teacher Assessments, classwork and homework and is in line with attainment grade descriptors as shown below.

8/9	Is working towards achieving the top two grades at GCSE
6/7	Is working towards achieving a high grade at GCSE
4/5	Is working towards achieving a pass or good pass at GCSE
2/3	Is currently working below the level expected to achieve a pass at GCSE
1	Is currently working well below the level expected to achieve a pass at GCSE

The Effort Grade

For Years 5 to 11 Effort Grades will be set using letters from A to D. The generic description of each is shown in Appendix B. Some departments have amended these slightly if they felt key subject skills were missing and these can be found in department handbooks.

Appendix A: AR&R Timetable

Year	Grade Cards/Short Report	Full Reports	Parents' Meetings
EY		2 year old checks	MT
5	M2	T2	M1L
6	M2	T2	M1L
7	M2	T2	M1LT2*
8	M1M2	T2	LT2*
9	M1M2	T2	LT2*
10	M1M2	T2	LT2*
11	M2L1	L2	M2L2*

M=Michaelmas

L=Lent

T=Trinity

* 'Pop-up' parents evening

Tracking is throughout the year. Academic/tracking meetings are held every term.

APPENDIX B - Attainment and Effort Descriptors for Years 5 - 9 and Year 10/11

ATTAINMENT: YEARS 5 - 9		EFFORT: YEARS 5 – 9	
<i>These grades reflect the level of achievement consistently shown in oral and written activities during the report period:</i>		<i>These grades reflect the degree of effort and responsibility shown during the period under report; oral contribution and involvement in group work in class have been taken into account:</i>	
<u>EXCEEDING</u> Exceeding the expected age related level	Exceeding age related Expectations: Work is of a consistently high standard. Independently showing a high level of understanding.	A Excellent	Has consistently shown excellent levels of concentration and behaviour in learning environments this term. Endeavour of this nature should enable potential to be maximised.
<u>SECURE</u> Working securely at age related level	Secure age related expectations: Work is of a consistently good standard and is produced with increasing independence. Demonstrates a good level of understanding.	B Good	Has shown good levels of concentration and behaviour in learning environments this term. Endeavour of this nature should enable continued progress.

<u>MEETING</u> Working at age related level	Meeting age related expectations in most areas of the subject: Works well most of the time, with increasing independence. Demonstrates a good level of understanding.	C Satisfactory	Has shown satisfactory levels of concentration and behaviour in learning environments this term. Steps should be taken to improve consistency in these areas.
<u>WORKING TOWARDS</u> Working towards age related level	Working towards age related expectations: Working at a satisfactory level with room for greater independence. Shows some, but an incomplete, level of understanding.	D Inconsistent	Has shown below expected levels of concentration and behaviour in learning environments this term. Should this continue, actions will be put in place to support this area.

ATTAINMENT: YEAR 10/11 <i>The attainment grade girls receive on their report is based on Teacher Assessments, classwork and homework and is in line with attainment grade descriptors shown below:</i>		EFFORT: YEAR 10/11 <i>These grades reflect the degree of effort and responsibility shown during the period under report; oral contribution and involvement in group work in class have been taken into account:</i>	
8/9	Is working towards achieving the top two grades at GCSE	A Excellent	Has consistently shown excellent levels of concentration and behaviour in learning environments this term. Endeavour of this nature should enable potential to be maximised
6/7	Is working towards achieving a high grade at GCSE	B Good	Has shown good levels of concentration and behaviour in learning environments this term. Endeavour of this nature should enable continued progress.

4/5	Is working towards achieving a pass or good pass at GCSE	C Satisfactory	Has shown satisfactory levels of concentration and behaviour in learning environments this term. Steps should be taken to improve consistency in these areas.
2/3	Is currently working below the level expected to achieve a pass at GCSE	D Inconsistent	Has shown below expected levels of concentration and behaviour in learning environments this term. Should this continue, actions will be put in place to support this area.
1	Is currently working well below the level expected to achieve a pass at GCSE		

Reviewed and amended in line with new school profile: June 2026 ACC