



# Assessment, Recording and Reporting Policy

## Senior School

**Regulation ISSR: Part 1, 3**  
**Reviewed and updated by: S Pinder**  
**Approval: Full Governor Board**  
**Last Review: Autumn 2024**  
**Next Review: Autumn 2025**

This policy will be amended before the review date if necessary.

**This policy should be read in conjunction with the Senior School Feedback and Assessment Policy**

### **Rationale:**

Assessment and reporting help the pupils to:

- evaluate their progress,
- understand what is expected of them,
- clarify the problems they may be experiencing,
- motivate themselves to achieve higher standards in subsequent work,
- become more effective learners.

Assessment provides staff with an effective mechanism for evaluating their teaching methods and material and to inform future curriculum planning.

It is important for the School to have clear records of a pupil's progress in each subject area to ensure appropriate strategies are applied to enable the continuation of progress or deal with limited progress.

### **Aims:**

1. To recognise the whole range of the pupils' achievement and experience and encourage pupils' motivation and self-esteem, enabling them to aim for the highest standard and to plan for the next stage of learning.
2. To enable teachers and pupils to monitor progress, diagnose difficulties and enable pupils to become more reflective learners.
3. To be fair, consistent, comprehensive and accurate across the whole curriculum.
4. To provide accurate and systematic records which can inform teachers' plans for future schemes of work and lesson plans.
5. To provide for parents and other agencies a clear, helpful record of a pupil's progress and achievements.

## **Assessment on Entry**

We carry out entrance assessments in order to ensure that prospective pupils will be able to access our curriculum and to help ensure that pupils are placed in the correct teaching groups if they decide to join the school. These assessments also help to identify any particular areas of weakness which may need to be addressed. If a prospective pupil has known or suspected Specific Learning Difficulties, a meeting with the SENDCo will be arranged as part of the entrance assessment.

Entrance examination at 11+: prospective pupils are assessed upon entry into Senior school in Mathematics, English and Verbal Reasoning. This includes all pupils moving up into the Senior School from our own Junior School.

For entrance into all other year groups, pupils are assessed in Mathematics and English using tests appropriate to their age and educational experience. If appropriate, pupils have an interview with the Head of Science and the Head of Modern Foreign Languages in order to assess their previous experience and potential in these areas.

All prospective pupils are interviewed by the Headmistress.

### *Entry into Sixth Form*

There are no entrance tests for entry into Sixth Form. Applicants are offered places based on GCSE results and an interview which takes place between the applicant and the Head / Head of Sixth Form.

## **Baseline Assessments**

Baseline testing is carried out in the first two weeks of the Autumn Term. Year 7 pupils take the MidYIS test, Year 10 pupils take the Yellis test and LVI (Lower Sixth) pupils take the Alis test. All these tests are administered by CEM. The results of these tests are available to staff through the in the School Tracking Folder. Parents are informed of the results of baseline tests.

The results of the tests are used:

- to help identify individual pupil's areas of weakness or strength
- to highlight any student who may have been placed in an inappropriate teaching group
- to generate targets (Baseline Suggested Grades / Baseline Suggested Points) for each pupil, against which their achievement is measured at regular intervals throughout the year
- to analyse and evaluate "value added" performance at GCSE and A Level, at a variety of levels including individual pupils, groups, departments and whole school

## **Assessment of Learning**

Pupils are regularly tested on what they have learned. The results of these tests help with target setting at a variety of levels and allow teachers to monitor the effectiveness of their teaching and the progress of pupils in their classes. The PEAR grid (Parents' Evenings, Assessment and Reporting) at the end of this policy sets out the dates of the four assessment points a year.

Formal examinations take place at least once a year for Years 7 and 8 and twice a year for Year 9 and above. In addition, Assessment Points take place regularly (see PEAR grid at the end of this document). Assessments are tests or pieces of work that are set across a year group and for which the marking standards have been agreed. The results of tracking assessments are entered into the school's MIS and compared to their target grades. See the Feedback and Assessment Policy for further details.

## **Assessment for Learning**

Assessment for learning involves using assessment in the classroom to raise pupils' achievement. Pupils will improve most where they understand the aim of their learning and where they are in relation to their learning. It is a key ingredient in helping to improve independent learning and developing critical thinking skills.

Pupils should know what they are learning, why they are learning it and be able to reflect on how well they have performed. Realistic self-assessment can support and enhance pupils' work and confidence. Targets arrived at through self-assessment are powerful motivators for future learning.

Effective assessment for learning happens all the time in the classroom. It involves:

- Sharing learning goals and objectives with pupils
- using effective high-level questioning techniques
  - using information from assessments to inform future teaching and learning strategies
  - using assessment to set specific targets
- Using a range of effective, high-level questioning techniques
- Providing feedback that helps pupils set and achieve future targets
- Peer and self-assessment techniques

Pupils should be aware of the criteria against which their work will be judged and where possible of the kind of evidence by which particular attainment targets can be demonstrated. As a consequence pupils should be able to focus their efforts on important aspects of the subject and take responsibility for their own learning. Frequent opportunities should be provided for pupils to write and talk about what they have done and how they have tackled tasks in order to interest them as learners and further improve their performance.

## **Self-Assessment and Target Setting**

If pupils understand how their work is being assessed, they are more likely to know what is expected of them. Once pupils know the level of expectation they are in a better position to determine realistic and achievable targets for themselves. The confidence of pupils as learners will be enhanced by this knowledge of expectation. It is therefore desirable that, wherever possible, teachers ensure that pupils are involved in the assessment process, in particular in determining targets.

Pupils in the Senior School set their own targets as part of the mentoring programme. Each year, pupils look back at their previous end of year report with their tutor and set targets based on their previous achievements and the comments of their subject teachers. Academic mentoring takes place in subject lessons, usually after a test has been taken, and pupils are encouraged to reflect on their own performance and identify areas for improvement. The programme of mentoring and target setting continues throughout the year with form tutors helping pupils to assess their progress against their own targets.

## **Record Keeping**

Recording attainment is an important part of teacher assessment. The principal functions of keeping records are to inform the planning of future work and to enable teachers to make judgements about pupils' attainment.

Teachers keep their own mark books/ electronic mark book, recording marks for homework and tests. In addition, marks for Assessments are entered into the MIS as part of our tracking system in order to allow pupils' progress to be monitored centrally. Such results are discussed by the Heads of Department, Heads of Year, Deputy Head Academic and/or the Headmistress to ascertain appropriate levels of intervention that may be needed to support individual students.


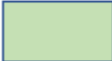


## Reporting

Parents are given regular feedback on how their daughter is progressing at school. Parents of pupils in all year groups receive an interim report and a full report each academic year and are also invited to attend at least one Parents' Evening. In addition, parents receive a grading report, not including year 7 who receive one interim report and one full report to allow for settling time in the Autumn term.

Grading Reports give the grades for Attainment and Attitude to Learning (See descriptors at the end of the policy). Interim reports include short comments on each subject alongside a target as to how a pupil can improve. Full reports include a full comment for each subject including targets set by the teacher.

The PEAR Grid shows the dates of all of the reporting points.

Where possible, the reports are linked to Assessment Points and the results achieved in Assessments are included on the report from Year 8 upwards. This mark is compared to the Target Grade for each pupil and a colour code indicates whether a pupil is working above, on or below target as follows:

	Green: working above target
	Pale Green: on target
	Amber: working below target
	Red: working well below target

### **Achievement in Years 7-9**

<b>Outstanding</b>	Achievement, both in lessons and for homework, is of an exceptional quality. Work is thorough and accurate and reflects a conscientious and committed approach to study.
<b>Very Good</b>	Achievement, both in lessons and for homework, is of a very high standard. Work is generally thorough and accurate and reflects a focused and dedicated approach to study.
<b>Good</b>	Achievement, both in lessons and for homework, is of a high quality. Work is of a sound standard and reflects a focused approach to study.
<b>Acceptable</b>	Achievement, both in lessons and for homework, is of an acceptable standard for a student at AESG. Work is of a satisfactory standard only and improvements must be made to raise the standard of work achieved.
<b>Cause for Concern</b>	Achievement, both in lessons and for homework, is not of an acceptable standard for a student at AESG. There must be immediate improvements made in order to raise the standard of work achieved.

### **Achievement in Years 10-11**

<b>Outstanding</b>	Achievement, both in lessons and for homework, is of an exceptional quality. Work is thorough and accurate and reflects a conscientious and committed approach to study.
<b>Very Good</b>	Achievement, both in lessons and for homework, is of a very high standard. Work is generally thorough and accurate and reflects a focused and dedicated approach to study.
<b>Good</b>	Achievement, both in lessons and for homework, is of a high quality. Work is of a sound standard and reflects a focused approach to study.
<b>Acceptable</b>	Achievement, both in lessons and for homework, is of an acceptable standard for a student at AESG. Work is of a satisfactory standard only and improvements must be made to raise the standard of work achieved.
<b>Cause for Concern</b>	Achievement, both in lessons and for homework, is not of an acceptable standard for a student at AESG. There must be immediate improvements made in order to raise the standard of work achieved.

## Achievement in Sixth Form

<b>Outstanding</b>	Achievement, both in lessons and for homework, is of an exceptional quality. Work is thorough and accurate and reflects a conscientious and committed approach to study. If this attainment is sustained, it is anticipated that a Grade A*/A will be achieved at A Level (or its equivalent).
<b>Very Good</b>	Achievement, both in lessons and for homework, is of a very high standard. Work is generally thorough and accurate and reflects a focused and dedicated approach to study. If this attainment is sustained, it is anticipated that a Grade A will be achieved at A Level (or its equivalent).
<b>Good</b>	Achievement, both in lessons and for homework, is of a high quality. Work is of a sound standard and reflects a focused approach to study. If this attainment is sustained, it is anticipated that a Grade B will be achieved at A Level (or its equivalent).
<b>Acceptable</b>	Achievement, both in lessons and for homework, is of an acceptable standard for a student at AESG. Work is of a satisfactory standard only and improvements must be made to raise the standard of work achieved. If this attainment is sustained, it is anticipated that a Grade C will be achieved at A Level (or its equivalent).
<b>Cause for Concern</b>	Achievement, both in lessons and for homework, is not of an acceptable standard for a student at AESG. There must be immediate improvements made in order to raise the standard of work achieved. If this attainment is sustained, it is anticipated that a Grade D or lower will be achieved at A Level (or its equivalent).

## Attitude to Learning ( All Years)

<b>Superb</b>	The attitude to learning demonstrated in lessons and for homework is exemplary. The student contributes perceptively and frequently in class discussion and is willing to complete extension materials in order to stretch her knowledge and understanding of the topics studied.
<b>Enthusiastic</b>	The attitude to learning demonstrated in lessons and for homework is excellent. The student contributes frequently in class discussion and is willing, generally, to complete extension materials in order to stretch her knowledge and understanding of the topics studied.
<b>Positive</b>	The attitude to learning demonstrated in lessons and for homework reflects a willing and positive attitude to learning. The student is willing to contribute in class discussion and does, on occasion, complete extension materials in order to stretch her knowledge and understanding of the topics studied.
<b>Inconsistent</b>	The attitude to learning demonstrated in lessons and for homework can be enthusiastic or positive but is not consistently so. The student can contribute frequently and perceptively to class discussion but does not do this on a consistent basis.
<b>Improvement Required</b>	The attitude to learning demonstrated in lessons and for homework is not acceptable for a student at AESG. The student does not contribute frequently to class discussion and shows little enthusiasm or positivity for study. Immediate improvement is required.



