



Queen Mary's Grammar School

A statement of our policy on:
Assessment, Recording and Reporting

Approved by the Pastoral and Curriculum committee of the governors November 2016

Principles

The School believes that all assessment, recording and reporting should be underpinned by the following principles:

- Clarity
- Consistency
- Pertinence
- Realism
- Regularity
- Alignment with the national pattern of examinations

Aims

It is expected that:

<i>for Teachers</i>	<i>for Pupils</i>	<i>for Parents and carers</i>
<ul style="list-style-type: none"> • Marking and monitoring should both assess completed work and inform future programmes of teaching and learning, according to the needs of individual pupils. • Teachers will set and mark work regularly. All work will be <i>monitored</i> (to check that it has been completed to a satisfactory standard; some pieces of work will be selected for more detailed and rigorous <i>marking</i> in accordance with the department's assessment pathway. • This document is the responsibility of the Head of Department and should provide clarity on the nature and timing of assessment for staff, students and parents • Regular assessment should be formative and clearly in line with the departmental expectation (as set out in the AP) • Marking will include positive statements about what has been achieved, constructive comments and suggested targets for improvement. • Work may be annotated using symbols which have been agreed either at a whole school or departmental level. • The importance of the RWC&M strands in students' work is recognised and assessed 	<ul style="list-style-type: none"> • Pupils will use information given by the teacher to assess their own performance and to formulate clear targets about what they need to do to make appropriate progress • Pupils will tailor their work to meet assessment objectives described by the teacher, and will develop an awareness of the standards required to achieve appropriate levels and grades. • Pupils will be involved in the assessment of their own, and their colleagues' work; they should have opportunities to write and talk about what they have done and how they can improve (both for selected routine assignments and on reports). 	<ul style="list-style-type: none"> • Parents and carers will receive communication about their child's attainment, progress and potential via the annual written report, parents' evening and interim reports. • Parents and carers are positively encouraged to be involved in their child's education by attending parents' evenings, monitoring entries in homework dairies and by contacting the relevant Year Tutor if they have any concerns • Parents and carers should be actively aware of their child's STAR estimates and be engaged in discussion with them on ways to improve/maintain their performance

<ul style="list-style-type: none"> • Work will be returned to pupils as soon as possible (within a working fortnight). • Teachers will encourage pupils critically to evaluate their own and others' work; opportunities for self and peer assessment will be included in the programme of routine work. • Teachers will inform pupils of the criteria by which they are to be assessed. • Teachers will assess pupils' performance under test conditions, not only in the summer and Mock exams, but also on a regular basis throughout the year, again in conjunction with the departmental assessment pathway. • HoDs will organise departmental tests to ensure consistency across the Year group. • Teachers will be aware of pupils' prior attainment and potential by noting their estimated grades using STAR • Teachers should be aware of other considerations in relation to their students (SEN, Gifted and Talented, literary support) and use differentiation (including stretch and challenge) where appropriate • Teachers will award attainment grades at the appropriate times of year and should have evidence to support their judgments (including marks recorded in Mark Books - either electronic or paper-based). • Teachers will report pupils' progress to parents at least twice annually: once in writing (in a full report) and once at a parents' evening. • For pupils who have been identified as needing extra literacy support, this will mainly be provided by the English department, but it is important that all staff are aware of these students and plan for them accordingly. The English department support may be in the form of extra-curricular groups, withdrawal intervention or in-class support 	<ul style="list-style-type: none"> • Pupils should be actively aware of their STAR estimates and be clear about ways of improving performance to be able to achieve these 	<p>N.B. If pupils or parents have any questions or concerns about arrangements for marking, assessment, recording and reporting, they should contact:</p> <ul style="list-style-type: none"> • The relevant Year Tutor • The relevant Head of Department • The Deputy Headmaster in charge of curriculum • The Headmaster <p><i>Pupils and parents should also note that there is a separate policy regarding appeals against coursework marks that are deemed to be unfair. That policy deals with enquiries about external examination results.</i></p>
<p><i>for Teachers</i></p>	<p><i>for Pupils</i></p>	<p><i>for Parents and carers</i></p>

The person with specific responsibilities for assessment, recording and reporting is:

Mr R J Langton - Deputy Headmaster

Appendix 1 - Roles and responsibilities in report writing

Subject teacher	To complete the main body of the subject report with respect to the basic guidelines of report writing: <ul style="list-style-type: none">• Checking spelling, punctuation and grammar carefully• Using capital letters for subject names• Keeping the report as one paragraph, with no lines left in between comments• Addressing the report to the parents, not to the pupil• Making each report unique to the pupil and try to find a balance between positive statements and thoughtful guidance on how to improve• Making sure comments are appropriate to the pupil's estimated grade and attainment grade• Referring to the estimated grade as this, rather than 'predicted', 'expected' or STAR grade• To be sparing in the use of comment banks, report templates or copying and pasting• To write a minimum of 85 words for each report• Keeping to deadlines
Head of Department	To oversee the completion of reports within the department to deadlines. To ensure continuity of approach in assessment and report content.
Form/group tutor	To proof read the subject reports, making minor corrections where necessary and appropriate. To advise RJL/HOY of any issues relating to subject report content. To reflect the contribution of the student to the form and in extracurricular activities.
Head of Year	To oversee the quality of form tutor reports and ensure continuity in approach. To make comments on the academic quality of the reports and to ensure written comments are consistent with estimated and attainment grades.
RJL	To oversee the technical set up of reports and liaise with all staff in making improvements to the system. To trouble shoot issues related to report quality and continuity of both subject and pastoral reports.
HM	To provide a hand written comment on each report and to ensure that all reports are portraying the ethos and aspirations of the school. To liaise with RJL in relation to making amendments to the reporting system.

Appendix 2 – Estimated STAR grades and attainment grades

	Estimated STAR grades	Attainment grades
Key stages 3/4 (years 7-11)	<p>These are calculated using three separate pieces of data:</p> <ol style="list-style-type: none"> 1. Results from Key Stage 2 examinations taken in Year 6 2. Midyis test results from Year 7 (used for Years 7-9) or Yellis test results from Year 10 (used for Year 10 & 11) 3. Predictive data from Fischer Family Trust (an educational charity) based on prior attainment <p>Each of the above pieces of data assesses pupils’ capabilities and generates predictions as to their likely performance at GCSE, assuming they continue to work at the same level, in the different subjects that they study. Our estimated grades are an average of the three pieces of data. These grades give an indication of the level that pupils should be working at in their various subjects.</p> <p>In Years 7-11 these estimates may be on an A*-G or 9-1 scale, dependant on what the student would be awarded in that subject by the end of KS4</p> <p>Reports will provide an indication as to whether pupils are above their estimated grade, working at the correct level, or working below their estimated grade (under-achievement).</p>	<ul style="list-style-type: none"> • Summative attainment grades are collated at the end of the Autumn and Spring terms and are also used to indicate performance in the end of year examinations. • The grades may be on an A*-G or 9-1 scale, dependant on what the student would be awarded in that subject by the end of KS4 • The bottom of an A grade is aligned to the bottom of a level 7, with the bottom of a C grade aligned to the bottom of a level 4 • The top 20% of those being awarded a level 7 or above nationally will be awarded a level 9 • Any grade below B or 6 is below what would be expected of a typical pupil in a grammar school • Subject teachers should award the grade which, in their professional judgment, best reflects the likely outcome at GCSE if the pupil continues to work in the way that he has during the term in question. In awarding the grade, the teacher will bear in mind the performance of the department at GCSE over recent years: the number of each grade awarded across a cohort should be broadly in line with the actual results achieved at GCSE. • The Year 7 and 8 end-of-year grades shall be made up from a series of formal assessments throughout the year, not from an end-of-year exam. Details of how these are made up should be found in each departmental assessment pathway • It is the Head of Department’s responsibility to moderate the award of grades so that there is consistency between the different members of the department.
Key stage 5 (years 12/13)	<p>Estimated grades for sixth form students are worked out based on their average point score at GCSE using the ALIS system through CEM (Centre for Evaluation and Monitoring at the University of Durham)</p> <p>These grades give an indication, based on national data, as to what grades students are most likely to achieve at A Level in each different subject area.</p>	<ul style="list-style-type: none"> • The grades used follow the pattern of A Level: A*-U. • Subject teachers should award the grade which, in their professional judgment, best reflects the likely outcome at AS or A Level if the pupil continues to work in the way that he has during the term in question • It is the Head of Department’s responsibility to moderate the award of grades so that there is consistency between the different members of the department.

Appendix 3 - The reporting year 2016-17 at a glance

Year group	Parents' evening	Reports to tutors	Reports to HOY	Reports to HM	List grades to DH	Other
7	Thu 2 Mar	Mon 12 Jun	Mon 19 Jun	Mon 26 Jun	Fri 25 Nov, Fri 3 Mar, Fri 9 Jun	Academic review Mon 12-Tue 14 Dec
8	Thu 24 Nov	Mon 13 Mar	Mon 20 Mar	Mon 27 Mar	Fri 25 Nov, Fri 3 Mar Fri 23 Jun	
9	Thu 16 Feb	Mon 26 Jun	Mon 3 Jul	Mon 10 Jul	Fri 25 Nov, Fri 17 Mar, Fri 23 Jun	Exams Mon 8-Fri 12 May
10	Thu 19 Jan	Mon 26 Jun	Mon 3 Jul	Mon 10 Jul	Fri 25 Nov, Fri 17 Mar, Fri 23 Jun	Exams Mon 8-Fri 12 May
11	Thu 13 Oct	Fri 20 Jan	Fri 27 Jan	Fri 3 Feb	Fri 2 Dec (mock exams), Fri 17 Mar	Mock exams Mon 14-Tue 22 Nov Academic review Wed 11-Fri 13 Jan
12	Thu 9 Mar	Mon 28 Nov	Mon 5 Dec	Mon 12 Dec	Fri 25 Nov, Fri 17 Mar	Exams late May/early June (dates TBC)
13	Thu 15 Sep	Mon 6 Mar	Mon 13 Mar	Mon 20 Mar	Fri 25 Nov, Fri 3 Mar	