



# STOVER

Assessment, Feedback and Reporting Policy

(Nursery, Preparatory School and Senior School)

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Independent Day and Boarding School for Girls and Boys aged 3 to 18 Years

Stover School

This policy applies to all pupils whilst in the care of Stover School to include provision before and after school, trips and activities.

August 2017  
reviewed March 2019  
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next review Summer 2023

# Stover School

## Assessment, Feedback and Reporting Policy

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## **Part 1: Assessment**

### **1a. Introduction**

Assessment is the informed, professional and skilled judgement teachers make about a child's attainment for use by both pupils and teachers to enable the review, planning and improvement of learning as well as measuring progress and overall attainment. Assessment is an essential component of effective classroom practice.

#### **Formative Assessment**

- Assessment **for** learning.
- This is ongoing and identifies difficulties, provides feedback and diagnoses future learning priorities.

The principles and techniques of 'Assessment for Learning' (AfL) form an integral part of Stover's 'Research Based Learning' approach. Appendix A has further details and suggestions for implementing an AfL approach.

#### **Summative Assessment**

- Assessment **of** learning.
- Measures performance and identifies a standard of attainment.
- This is carried out at the end of a period of learning and identifies progress over time.

#### **Diagnostic assessment**

- Investigating possible learning difficulties, attitudes, knowledge, understanding or skills that may be preventing pupils from making expected or optimal progress.

#### **Evaluative Assessment**

- Evaluates the impact of planning, teaching and the curriculum on pupils' achievements.

### **1b. Aims of assessment in Stover School**

- to help pupils make progress through use of formative assessment;
- to facilitate differentiation in both planning and teaching;
- to effectively use verbal assessment, as well as written.
- to highlight the need for individualised extension or intervention as appropriate;
- to encourage pupils' discussion of their own work in order to involve them in self-assessment of their learning.
- to recognise pupils' progress and achievements;
- to provide regular feedback on progress and level for pupils, staff and parents.
- to enable tracking and continuity and to show evidence of progression;
- to identify pupils' strengths and weaknesses, and pupils with special educational needs;
- to provide an evaluation of teaching and learning.

## 1c. Annual Assessment Programmes

### **Assessment in the Nursery**

“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.”

*EYFS Statutory Framework 2017 p13*

### **Principles for Observational Assessment**

At Nursery level our ongoing assessments based on observation of children participating in everyday activities include both spontaneous and planned observations. Teachers take equal account of all aspects of the child’s development and learning, actively engage parents in developing an accurate picture of their child’s development and base judgements of children’s development and learning including skills, knowledge, understanding and behaviour, demonstrated consistently and independently.

### **The Assessment Cycle at Stover Nursery**

#### **Formative assessment**

On entry to nursery, staff will observe and assess the child’s stage of development referring to the “Development Matters in the Early Years Foundation Stage” (EYFS, 2012) document. This initial entry assessment includes a written observation of the child once they have settled in. Parents are encouraged to let staff know about their child’s needs and interests on our entry form. Informal discussions also take place during the settling in period.

Evaluation of the various observations include evidence of learning in the different areas of the curriculum and evidence of the characteristics of effective learning. Information from these observations is used to inform planning for future activities: our continuous skills provision Objective Led and weekly plans (planned activities).

Observations are recorded using i-pads and “Tapestry”, which then form part of the child’s learning journey. Parents are encouraged to contribute to their child’s profile learning journey so they can share their child’s achievements and development at home with staff.

#### **Summative Assessment**

Information from formative assessments of the child is used to assess which stage of development best describes the child at that point (using the EYFS development matters document, 2012). This is collated each term, along with a baseline assessment. Teachers write a summative report on children during their final year in the summer term which is shared with parents/carers and the child’s Reception teacher. This report focuses on the 7 areas of development and the children’s attainment of the ELGs (Early Learning Goals). Parents/carers and children’s views are sought and included in the report.

## Assessment in the Preparatory School

In addition to the ongoing formative assessment detailed above:

<b>Term 1</b>
Cold write writing assessments; Year 1 – Year 6 'Rising Stars' reading test Years 1-6 (Autumn 1 <sup>st</sup> and 2 <sup>nd</sup> half) 'White Rose' Maths assessment Years 1-6 - end of unit and termly assessment PIPs baseline tests for Reception class-On Entry Foundation Stage Profile started.
<b>Term 2</b>
Cold Write writing assessment; Year 1 – Year 6 'Rising Stars' reading test Years 1-6 'White Rose' Maths assessment Years 1-6 InCAS assessment Years 1-6 Foundation Stage Profile continued
<b>Term 3</b>
Cold Write writing assessment; Year 1 – Year 6 'Rising Stars' reading test Years 1-6 (Autumn 1 <sup>st</sup> and 2 <sup>nd</sup> half) 'White Rose' Maths assessment Year 1 -6 Phonics Screening Check; Year 1 Foundation Stage Profile completed PIPs baseline tests for Reception class-On Exit

## Assessment in the Senior School

At the start of Years 7, 10 and 12 all pupils take the MidYIS, Yellis or ALIS adaptive baseline assessments to help inform teachers' expectations of attainment, give a basis for Value Added analysis and provide a reference for tracking of progress.

All entrants are routinely screened by the Learning Support department.

Year 7: word reading, spelling, maths computation, speed of handwriting.

Year 9: spelling, reading comprehension speed, processing speed, speed of handwriting.

In addition to ongoing lesson-by-lesson and week-by-week verbal, written and task-based formative assessment, summative assessment is carried out as follows:

- End of topic/unit/module tests take place, as appropriate, throughout Years 7 to 13.
- Grades for Effort and Attainment are awarded at specific points throughout the school year, for each pupil in every subject; and these are discussed with Form Tutors and sent to parents (see 1d 'Effort and Attainment Grades' below).
- The academic progress of individual pupils is discussed and compared across subjects in regular 'academic meetings' which target specific Year groups, involving all staff concerned.
- Internal School examinations:
  - Years 7 to 9 the weeks just before or after half-term in May
  - Year 10 early May in the weeks immediately prior to GCSE and A Level exams
  - Year 11 'trial exams' in early January
  - Years 12 & 13 'trial exams' in early January

For Years 7 to 9 examination marks are given as a percentage with the year average also included in the end-of-year report where appropriate. These are relatively informal exams/tests, and full exam concessions are not always appropriate at this stage.

For Years 10 & 11 examination papers are marked as far possible to GCSE standard. All marks are given as a percentage together with the equivalent GCSE grade.

For Years 12 & 13 examination papers are marked as far as possible to A Level, BTEC or equivalent standard. All marks are given as a percentage together with the equivalent grade.

External Public examinations:

Year 11:	GCSE terminal examinations in May/June
Year 12:	AS in May/June
Year 13:	A Level, BTEC (or equivalent) or AS in May/June.

1d. Effort and Attainment Grades

The awarding of grades for effort and attainment form an integral part of the evaluation of pupils' ongoing progress. Effort and Attainment Grades are given regularly, across each year group from Year 3 upwards. Class Teachers/Form Staff discuss grades achieved with all pupils and help to set target grades. Where effort and/or attainment are found to be poor pupils may be placed on a work report card, or other appropriate interventions may be made.

In the Prep School pupils are given Effort and Attainment grades once in the Autumn Term and once in the Summer Term, for selected subjects (see 'Prep School Annual Reporting Programme' below).

In the Senior School, pupils are given Effort grades in each subject four times per year, and Attainment grades in each subject three times per year:

- Autumn half term - effort grades
- End of autumn term - effort grades and attainment grades or levels
- End of spring term - effort grades and attainment grades or levels
- End of summer term - effort grades and attainment grades or levels

Aggregate results are calculated for the certification of Silver, Gold and Best in Year 'Academic Award' certificates at the end of each term in the Senior School. These are distributed in end-of-term assemblies, based on: effort, attainment and progress.

Pupils are awarded effort and attainment grades based on the 'best fit' with the criteria outlined below.

### Effort Grade Descriptors: Pre-Prep Years 1 and 2

Effort Grade	Descriptors
<b>1 Excellent</b>	<ul style="list-style-type: none"> <li>• Works extremely hard</li> <li>• Always striving to improve</li> <li>• Undertakes extension work as appropriate</li> <li>• Takes the initiative in discussion/practical work</li> <li>• Consistently focused</li> </ul>
<b>2 Good</b>	<ul style="list-style-type: none"> <li>• Works hard</li> <li>• Follows advice to improve</li> <li>• Participates actively in discussion/practical work</li> <li>• Usually focused</li> </ul>
<b>3 Moderate</b>	<ul style="list-style-type: none"> <li>• Works satisfactorily</li> <li>• Adequate participation in discussion/practical work</li> <li>• Inconsistent attention given to instructions</li> <li>• Inconsistent concentration</li> </ul>
<b>4 Poor</b>	<ul style="list-style-type: none"> <li>• Working below expected standard</li> <li>• Often lacks concentration</li> <li>• Does not ask for help when needed</li> <li>• Participates reluctantly in discussion/practical work</li> <li>• Does not listen to instructions</li> </ul>
<b>5 Very Poor</b>	<ul style="list-style-type: none"> <li>• Effort and commitment below that of level 4</li> </ul>

### Effort Grade Descriptors: Prep School Years 3-6

Effort Grade	Descriptors
<b>1 Excellent</b>	<ul style="list-style-type: none"> <li>• A self-motivated learner who undertakes tasks independently</li> <li>• Works extremely hard and always strives to improve</li> <li>• Participates actively in discussion/practical work</li> <li>• Class and homework is detailed, thorough and completed carefully</li> </ul>
<b>2 Good</b>	<ul style="list-style-type: none"> <li>• Works hard and follows advice to improve</li> <li>• Participates well in discussion/practical work</li> <li>• Work is completed fully</li> <li>• Hands homework in on time</li> </ul>
<b>3 Moderate</b>	<ul style="list-style-type: none"> <li>• Works satisfactorily and usually follows advice to improve</li> <li>• Adequate participation in discussion/practical work</li> <li>• Work is mostly completed, although could be more thorough</li> <li>• Homework is generally handed in on time</li> </ul>
<b>4 Poor</b>	<ul style="list-style-type: none"> <li>• Work needs more care</li> <li>• Participates reluctantly in discussion/practical work</li> <li>• Work is often incomplete or lacking due care and attention</li> <li>• Inconsistent concentration</li> <li>• Homework is often late</li> </ul>
<b>5 Very Poor</b>	<ul style="list-style-type: none"> <li>• Effort and commitment below that of level 4</li> </ul>

## Effort Grade Descriptors: Senior School Years 7 – 13

Effort grades are awarded on a scale of 1 ('excellent') through to 5 ('very poor'), for four different elements:

- (i) Effort in Lessons
- (ii) Punctuality
- (iii) Organisation
- (iv) Effort with Prep

In summary:

<b>Effort Grade</b>	<b>Descriptors</b>
<b>1 Excellent</b>	<ul style="list-style-type: none"><li>• Working extremely hard</li><li>• Takes the initiative in discussion/practical work</li><li>• Actively takes on advice and suggestions for improvement</li><li>• Undertakes background reading/extension work as appropriate</li><li>• Completes all tasks punctually</li></ul>
<b>2 Good</b>	<ul style="list-style-type: none"><li>• Working hard</li><li>• Participates well in discussion/practical work</li><li>• Follows advice on improving standards</li><li>• Well prepared for lessons</li><li>• Keeps to deadlines</li></ul>
<b>3 Moderate</b>	<ul style="list-style-type: none"><li>• Working satisfactorily</li><li>• Limited participation in discussion/practical work</li><li>• Occasionally follows advice on improving standards</li><li>• Generally prepared for lessons</li><li>• Meets most deadlines</li></ul>
<b>4 Poor</b>	<ul style="list-style-type: none"><li>• Working below the standard expected of them</li><li>• Reluctant participation in discussion/practical work</li><li>• Often fails to listen to instructions, follow advice or seek assistance</li><li>• Poor commitment/organisation</li><li>• Work often late or needing more depth and care</li></ul>
<b>5 Very poor</b>	<ul style="list-style-type: none"><li>• Lacks the expected concentration and focus</li><li>• Rarely participates in discussion/practical work</li><li>• Always fails to listen to instructions, follow advice or seek assistance</li><li>• Very poor commitment/organisation/motivation</li><li>• Work rarely completed on time or to a satisfactory standard</li></ul>

NB Some or all descriptors may apply to a pupil being awarded that grade.



## Attainment Grade Descriptors: Years 1-9

Throughout the school, from Year 1 to Year 9 (KS 1, 2 and 3), attainment is assessed using a series of internally derived stages called Stover Curriculum Levels running from a to z (and beyond) - indicating the level at which a pupil is currently working.

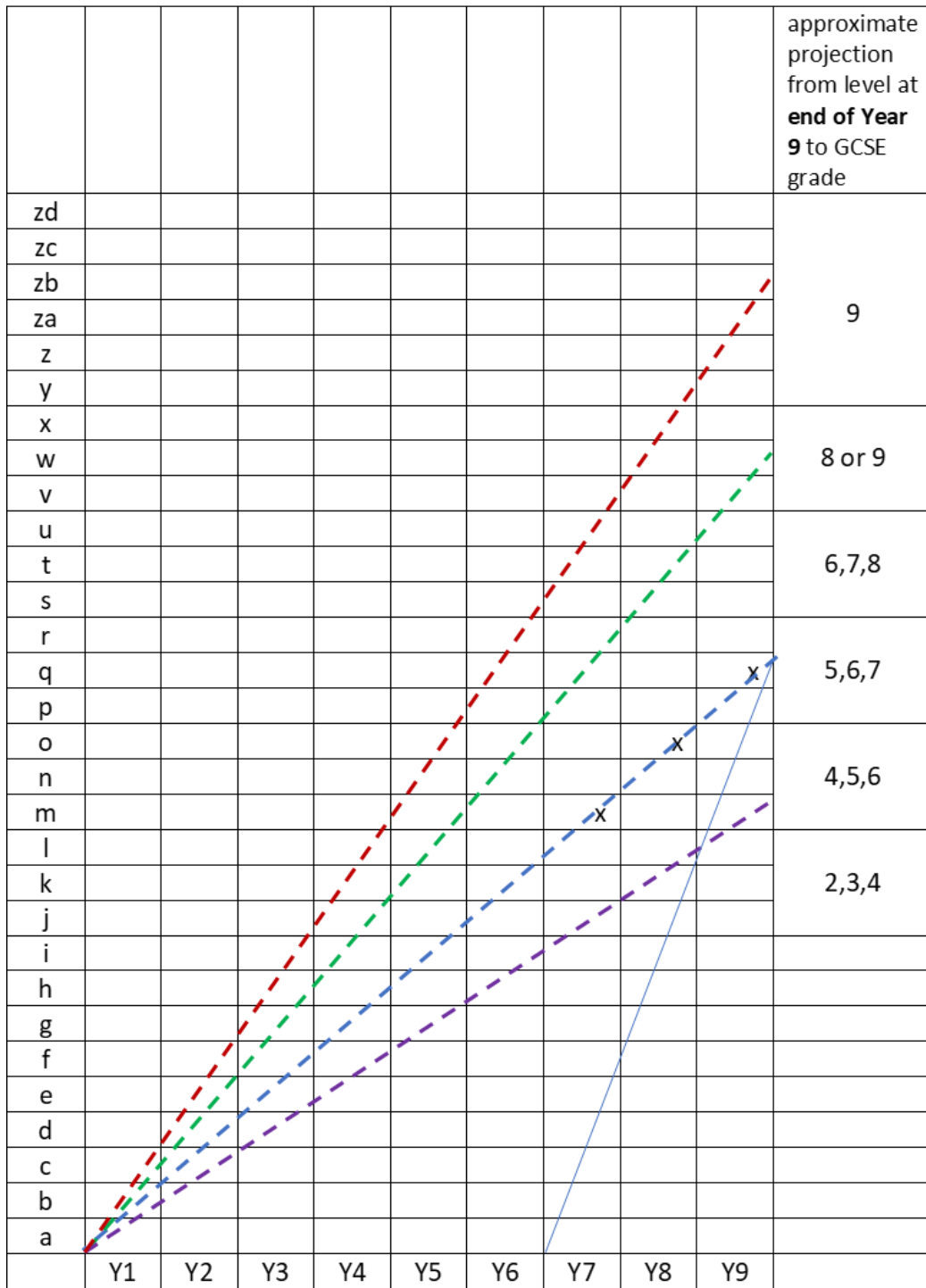
*Note that this scheme has already been implemented in the Senior School for Key Stage 3, and is currently in the process of being phased in across the Prep School. See below: **Additional Attainment Grade Descriptors Used in the Prep School: Years 3-6***

The Stover Curriculum Levels start from someone who is a complete beginner, at Level a (usually in the Prep School), and run through the alphabet up to someone at Level z (and up to 4 levels beyond at zd). A pupil who is at Level zd is ready, right now, to start working towards an A\* grade in their A Level studies. These levels are continuous through both Prep and Senior Schools, such that progress can be evidenced right through the school from Year 1 to Year 9.

### Year 7, 8 and 9 Attainment Levels

Stover Curriculum Level		approximate projection from level at end of Year 9 to GCSE grade
a	usually in Year 1	
b		
c		
d		
e		
f		
g	usually in Year 6	
h		
i		
j		
k		2, 3 or 4
l		
m		
n		4, 5 or 6
o		
p	usually in Year 9	
q		5, 6 or 7
r		
s		
t		6, 7 or 8
u		
v		
w		8 or 9
x		
y		
z		
za		9
zb		
zc		
zd		

### Approximate trajectories through KS3 levels for different GCSE outcomes



- Pupil on track for GCSE grades 4,5,6 ————
- Pupil on track for GCSE grades 5,6,7 ————
- Pupil on track for GCSE grades 8,9 ————
- Pupil on track for GCSE grade 9 ————

NB the Attainment level 'usually' reached will not be the same for subjects such as German, which are not fully studied until the beginning of Year 7 – in which case pupils might expect to achieve levels a to f at the end of Year 7.

The criteria used for levelling assessments in each subject are set by the relevant Heads of Department/Subject Leaders across the Prep and Senior Schools. The levelling criteria, and how they specifically relate to each separate level or set of levels, are included in Departmental Handbooks and are shared with pupils at the beginning of the Autumn Term and as appropriate throughout the academic year.

Progress will be different for each individual pupil and, being human, pupils do not progress steadily and gradually along pre-determined statistical pathways. Similarly there is no direct relationship between Stover Curriculum Levels and GCSE grades, but a 'normal' expected progression can be projected as shown in the table above.

At the end of the Autumn, Spring and Summer terms, attainment grades are entered into a tracking sheet, which highlights progress for each pupil across each subject.

#### **Attainment Grade Descriptors: Years 10-11**

Attainment in Years 10 and 11 is reported as a 'projected GCSE grade' running from 1 to 9. This represents the grade towards which a pupil is currently working, and may change either upwards or downwards as the course progresses.

#### **Attainment Grade Descriptors: Years 12-13**

Attainment in Years 12 and 13 is reported as a 'projected A level grade' from A\* to E. This represents the grade towards which a pupil is currently working, and may change either upwards or downwards as the course progresses.

#### ***Additional Attainment Grade Descriptors Used in the Prep School: Years 3-6***

*During the period of transition to the Attainment level system explained above, the 'legacy' attainment descriptors shown below will continue to be used in Prep School reports until the end of the Summer Term 2023.*

<b>Grade</b>	<b>Descriptor</b>
<i>OE</i>	<i>Often Exceeds National Year Group Expectations</i>
<i>CM</i>	<i>Consistently Meets National Year Group Expectations</i>
<i>MA</i>	<i>Meets National Year Group Expectations with Assistance, when necessary</i>
<i>DT</i>	<i>Developing Towards National Year Group Expectations</i>

## 1e. Value Added

Evaluative testing is all based on the principle of “Value Added”, and the need for all pupils to make good progress according to their abilities.

All pupils are assessed using CEM tests at the start of Reception (BASE on entry and exit), in Years 1-6 in the Prep School during Spring term and at the start of each Key Stage in the Senior School. Results are used in conjunction with levelling, internal exam results and external exam results as a basis for ‘Value Added’ calculations for each pupil. The aim is for all pupils to achieve positive VA scores as they progress through each Key Stage and in external public examinations.

Reception PIPS	Autumn & Summer Terms
Years 1-6 InCAS	Spring Term
Year 7 MidYIS	Autumn Term
Year 10 Yellis	Autumn Term
Year 12 ALIS	Autumn Term.

In the Senior School, Heads of Department discuss their value added figures for each pupil in GCSE and A Level examinations with members of the Senior Leadership Team in the Autumn Term of each year.

Following GCSE and A Level results, departmental and individual Value Added results are analysed and discussed with HoDs, teachers and the SENDCo - as required.

## **PART 2: Feedback**

### 2a. Rationale

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective feedback to pupils regarding their work in order to maximise progress and support pupils in becoming effective and reflective learners.

Effective feedback is an integral part of the teaching and learning processes. By empowering pupils to be actively involved in understanding how they are making progress, it helps to embed learning swiftly, enables accelerated learning and can add to the interest, self-motivation and sense of achievement of pupils.

The *Early Career Framework* (Department for Education 2019) states, ‘written marking is only one form of feedback’ and schools should carefully consider how written feedback is delivered and how it sits alongside verbal feedback. Emphasising the importance of written feedback above other forms of feedback can lead to excessive demands on teacher time (*Eliminating unnecessary workload around marking*, Department for Education 2016). *Teacher feedback to improve pupil learning* (Education Endowment Fund, 2021) states that ‘policies should not over-specify features such as the frequency or method of feedback.’

Crucially, rather than focusing on the method by which feedback is delivered, schools and teachers should ensure that all feedback fulfils the 3 main principles of effective feedback:

1. Effective feedback requires high quality initial instruction to set learning intentions and assess existing learning gaps (which feedback will address).
2. The focus of well-timed feedback should be to move learning forward. Focussing on a learner's personal characteristics or offering only general and vague remarks is unlikely to be effective.
3. Feedback only matters if learners act upon it. Teachers should use strategies that encourage learners to welcome feedback, and should provide opportunities for pupils to act on it.

Good feedback will:

- inform the pupil what they have done well and what they need to do to improve
- let the pupil know where they are at the moment and where they need to aim for
- support pupil confidence, self-esteem and interest in learning
- support formative assessment of each pupil in order to help plan and refine next steps in learning
- help develop consistent processes across the school to teach pupils to respond to feedback, self-assess and evaluate their own learning.

In summary, therefore, high-quality feedback can be written or verbal as long as it is specific and clear, and encourages further effort.

## 2b. The Nature of feedback in Stover School

Pupils' work should be reviewed by teachers at the earliest appropriate opportunity. The majority of feedback is delivered verbally and as near to the point of learning as possible. Feedback delivered during lessons is generally more effective than comments provided at a later date.

A range of methods for providing feedback are used at Stover school:

- i) Immediate feedback is used to prompt deeper or further thinking and reasoning, and to swiftly address misconceptions during lessons. This takes the form of verbal feedback and occurs through effective questioning to clarify or refocus tasks and enquiry, mini plenaries and mid-lesson adjustments. Immediate verbal feedback may also be given during a 1:1 learning conference with a pupil or in a small group setting. For younger pupils this can be noted down to record the feedback and response process.
- ii) Summary feedback is used at the end of an activity or lesson and often involves verbal feedback to whole groups or classes. This can also include light marking of work which acknowledges and recognises attainment and/or progress, success and/or completion of pupils' work
- iii) Review feedback provides specific information on attainment and success, and ideally requires a response from pupils in order to accelerate and deepen learning as well as embed the next steps to be taken. This feedback can be written or given verbally in pupil conferencing, and also provides teachers with further opportunities to assess understanding and therefore adapt future lessons to focus on known areas of need.
- iv) Self-assessment and/or peer assessment of the attainment and success of a piece of work; this is often overseen and frameworked by the teacher.

- v) Targets are set in specific lesson tasks, and in the longer term more general and overarching targets are agreed upon. These help to provide feedback of themselves, and the subsequent measured review of success or failure further triggers specific feedback and discussion.
- vi) Peer tutoring utilises the powerful mechanism of pupils working with each other and engaging in learning conversations regarding problem solving and work completed.

## 2c. Giving effective feedback to pupils

Effective feedback enables pupils to understand their next steps and how to improve on their learning outcomes. It also forms part of the formative assessment which is essential to refine teaching so that pupils can swiftly move towards desired learning outcomes.

Effective feedback can be focussed on:

- aspects of successful attainment/progress; usually relating to a specific Learning Objective or target.
- identifying where mistakes or misconceptions lie and how work can be improved.
- identifying where further understanding can be explored, to deepen learning and extend higher order thinking.
- rewarding exceptional effort or attainment; a House point or Commendation may be awarded for a particularly successful piece of work.

Feedback should focus on specific actions for pupils and provide time for them to respond to it in order to improve quality of work or reinforce learning. Pupils' responses to feedback will vary depending on a range of factors (e.g. the message the feedback contains, the age of the child etc.), so it should be individually targeted according to the needs and expectations of each pupil. It should maintain challenge yet be easily executed and brief in nature. This enables pupils to move forward, and be aware of how they are improving. Specific examples include:

- Refining a teaching point to consolidate or reinforce understanding.
- Extending understanding to deepen learning or raise to a higher level of thinking.
- Addressing/exploring misconceptions.
- Picking up errors if apparent, prioritising those related to misunderstandings.
- Addressing incomplete work and presentation issues.
- Focussing on a need for practice/revision of a particular thing.

Remember that highlighting too many 'errors' in a piece of work can overwhelm and demoralise a pupil rather than support their learning. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account.

Self-assessment tasks can be scaffolded by sharing model work with pupils and highlighting key details. Peer assessment should be well supported to ensure feedback is essentially positive, enabling and motivational.

Reflection on quality of feedback and analysis of its effectiveness occurs through pupil voice questionnaires and HoD/Subject Leader, SLT/PLT work scrutinies (for written feedback). Staff discussions, e.g. Academic Board in the Senior School and within Development meetings in the Prep School, are useful for working with colleagues to identify efficient and individualised approaches to providing effective feedback.

### Stover School Marking Codes

✓	Correct
<u>wot</u>	Basic spelling error. May be accompanied by correct spelling written above the work or “Sp” in the margin for pupils to self correct.
^	Omission
//	Start new paragraph
<u>michael</u>	Incorrect letter case
○	Punctuation error
?	This doesn't make sense
<del>Jargon</del>	Pupil rules a line through a word if it is a mistake (or use a rubber if working in pencil)
<b>See Me</b>	
VF	Verbal feedback given (NB it is not usually necessary to note this on work)
HP	House point given
HPA if...	House point available if a pupil fulfils a target set by the teacher / makes corrections and shows these to the teacher (Senior School only)
HW/Pr	Distinguishes a task that was done as homework/Prep.
SG	Support given
1-1	One-to-one support given throughout the task
GW	A result of group or paired work
RBL	Research Based Learning was a focus in this lesson

## PART 3: Reporting

### 3a. Purpose

Reporting ensures regular and relevant communication of pupil effort, attainment and progress to pupils, teachers, parents and other appropriate external audiences; it is linked to formative and summative assessment.

Reporting should:

- provide accessible information in an intelligible form
- form a basis of dialogue between teachers, pupils and parents
- provide information to evaluate the curriculum, teaching and learning.

Marks/comments for individual assignments will be reported to pupils orally and/or in writing on the piece of work.

All results of internal exams, tests and assessments – and the above data – are stored in central spreadsheets on the school intranet, and used by teachers in writing reports or for parent/teacher meetings.

### 3b. Annual Reporting Programmes

#### Preparatory School and Nursery Annual Reporting Programme

AUTUMN TERM
<ul style="list-style-type: none"><li>• Full Report at end of term, including individual pupil targets.</li><li>• Effort and Attainment Grades in all subjects bar PHSE where only Effort grades will be given.</li><li>• Parents' consultation Meeting in early Autumn term.</li></ul>
SPRING TERM
<ul style="list-style-type: none"><li>• Results of Scholarship &amp; Entrance Exams, Year 6.</li><li>• Parents' consultation meeting where results of InCAS assessments will be shared.</li></ul>
SUMMER TERM
<ul style="list-style-type: none"><li>• Full report at end of term, including grades for attainment and effort.</li><li>• Nursery and reception classes receive a full report at the end of the year, detailing progress across all seven areas of the EYFS. Children are moderated as 'emerging' or 'expected;' the Early Learning Goals. This marks the end of the EYFS stage.</li></ul>



## Senior School Annual Reporting Programme

<b>AUTUMN TERM</b>
<ul style="list-style-type: none"><li>• Effort grades are given prior to the half term holiday, and results are sent to parents in the form of a Report Card.</li><li>• Full written reports are produced at the end of term, which include Effort and Attainment grades.</li></ul>
<b>SPRING TERM</b>
<ul style="list-style-type: none"><li>• Year 11 and Year 13 Trial Exams are held in January, and results sheets are sent to parents.</li><li>• Separate parents' meetings for each year group are held throughout the term.</li><li>• Grades for Effort and Attainment are sent to parents in the form of a Report Card at the end of term.</li></ul>
<b>SUMMER TERM</b>
<ul style="list-style-type: none"><li>• Full written reports are produced at the end of term, which include Effort and Attainment grades, and internal exam results, as appropriate.</li></ul>

The written reports sent to parents in December and July for Years 7–13 include, for each subject, a summary of topics covered during the reporting period, comments on progress, attitude, strengths/weaknesses, test/exam performance and targets, as appropriate. The Form Tutor writes a summative comment on progress, general character, participation in extracurricular and School events, activities and noteworthy achievements.

### PART 4: Responsibilities for assessment, feedback and reporting

#### 4a. Headmaster

- to ensure that assessment, feedback and reporting aims and procedures are suitably developed, disseminated and adopted across the whole school – in keeping with the Research Based Learning approach.

#### 4b. Deputy Head/Head of Prep School/SPS Director of Teaching and Learning

- to oversee the development and implementation of the assessment, feedback and reporting systems;
- to organise and implement arrangements for regular assessments, including grades, examinations, academic monitoring and references;
- to develop and implement the use of baseline testing (InCAS/MidYIS/Yellis/Alis), and monitor their use by Class Teachers / Subject Teachers / Heads of Department / Subject Leaders;
- to collect and store academic data for pupils;
- to liaise with Class Teachers / Subject Teachers / Heads of Departments / Subject Leaders / Form Tutors /SENDCo regarding individual pupil progress;
- to organise and implement the arrangements for Reports;
- to monitor implementation of the feedback policy.

4c. Heads of Departments/Subject Leaders

- to apply and embed the principles of the School's Assessment, Feedback and Reporting Policy in their own departmental/subject practice;
- to ensure full integration of assessment tasks within Schemes of Work;
- to support standardised feedback in departments/subjects;
- to monitor implementation of feedback policies, and report results to Deputy Head/Head of Prep School;
- to ensure that assessment data is regularly and consistently recorded and used to inform teaching and learning as well as for regular reporting;
- to ensure that national baseline test data such as PIPs, MidYIS, Yellis and Alis are used as a matter of course by all teachers for assessment and review of teaching and learning, target setting, Value Added assessments and as a motivational tool.
- to liaise with Deputy Head / Head of Prep / Subject Teachers / Form Tutors / SENDCo regarding individual pupil progress;
- to monitor and evaluate all departmental assessment practice outcomes;
- in subjects which are streamed ensure pupils are placed in the correct set;
- Senior School HoDs will meet annually with the Deputy Head to discuss GCSE and A Level results and prognostications, and to evaluate Value Added performance against CEM data.

4d. Class Teachers (SPS) / Form Tutors (Senior School) and Year Heads

- to monitor the overall progress of individuals in their Tutor Group;
- to liaise with SLT / Heads of Departments / Subject Teachers / SENDCo regarding individual pupil progress;
- to report in writing through biannual written reports, verbally and/or by e-mail to parents as required; including at formal parent-teacher meetings;
- Class Teachers and Form Tutors proof read reports for all members of their class/form and ensure any necessary alterations are made as required;
- to provide UCAS references (Head of Sixth Form/Sixth Form Tutors).

4e. Teachers

- to implement whole school/departmental policies on Assessment, Feedback, and Reporting;
- to compile and maintain pupil records, and provide input into the school's data collecting systems;
- to liaise with Deputy Head / Head of Prep / Heads of Departments / Form Tutors / SENDCo regarding individual pupil progress;
- to ensure that national baseline test data such as PIPs, MidYIS, Yellis and ALIS are used as a matter of course for assessment and review of teaching and learning, target setting, Value Added assessments and as a motivational tool;
- to report to pupils, parents and staff on individual progress;
- to produce high quality written reports for each pupil, following the criteria laid down by Deputy Head/Head of Prep School, at the end of Autumn and Summer Terms;
- to carefully proof-read reports before entering them on to iSAMS;
- to attend Parent Meetings as required by Deputy Head/Head of Prep, and to report verbally to parents on each pupil's individual progress.

## References

Department for Education, Independent Teacher Workload Review Group (2016) *Eliminating unnecessary workload around marking*. <https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report>

Department for Education (2019); *Early Career Framework*, Standard 6 - Assessment. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/978358/Early-Career\\_Framework\\_April\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/978358/Early-Career_Framework_April_2021.pdf)

Education Endowment Foundation (2016); *A marked improvement? A review of the evidence on written marking*. [https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Marking\\_Review\\_April\\_2016.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf).

Education Endowment Fund (2021); *Teacher feedback to improve pupil learning*, <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback>