

ST MARGARET'S
SCHOOL

Assessment, Reporting & Recording Policy including EYFS

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1.1 Aims and objectives of this policy

Through this policy St Margaret's School aims to:

- Establish clear expectations for pupils, parents/guardians and staff
- Use assessment, marking and feedback to promote pupil progress
- Establish a shared language for all stakeholders to understand pupil attainment
- To develop academic confidence in the pupil body through an ongoing dialogue regarding their academic progress.
- Encourage innovation and experimentation through usage of digital assessment and online learning tools

1.2 Assessment of pupils' work should:

- Foster academic confidence in pupils
- Give clear guidance to allow pupils to improve their work
- Inform pupils, parents/guardians, staff and the Senior Management Team about pupil progress
- Engage pupils in a dialogue regarding their own academic progress
- Be an integral part of teaching and learning
- Be wide ranging and innovative
- Support all pupils in making a high rate of progress

Assessment is an integral part of the daily life of a school and should be carried out in all subjects and in all stages of the school. Assessment will include both formative (assessment for learning) and summative assessment (assessment of learning). Alongside written notation in exercise books and workbooks, pupils may receive feedback using the assignment function on Google Classroom, or thorough commentary on a Google Doc.

2 Roles and responsibilities

Teachers are responsible for:

- Understanding this policy and applying the principles within their daily practice

In the Senior School, Heads of Department and Heads of Faculty are responsible for:

- Evaluating the effectiveness of teaching staff within their departments in meeting the aims of this policy
- Facilitating regular work scrutiny, both of exercise books and Google Classroom
- Arranging regular standardisation of summative assessment to ensure consistency
- Ensuring that assessment and marking fosters academic confidence in pupils
- Ensuring that pupils have access to any relevant grade descriptors
- Ensuring that grading is in keeping with standards applied by public examination bodies

In the Junior School, the Deputy Heads, Assessment Coordinator and Nursery Manager are responsible for:

- Evaluating the effectiveness of teaching staff within their departments in meeting the aims of this policy
- Facilitating regular work scrutiny, both of exercise books and Google Classroom as appropriate.
- Reviewing EYFS learning journals and electronic evidence against EYFS goals.

- Arranging regular standardisation of summative assessment to ensure consistency
- Ensuring that the EYFS reporting and recording regulations are followed as per EYFS framework.

The SMT are responsible for:

- Providing vision and leadership in respect of this policy
- Ensuring this policy is implemented effectively
- Ensuring this policy is kept up-to-date and clearly communicated to the school community

Governors are responsible for:

- Ensuring this policy is compliant in respect of the relevant legislation
- Monitoring the effectiveness of implementation of the policy

3.1 Language used in reporting for both Junior & Senior School:

When commenting on pupils' effort, the following language is used:

Grade	Description
Exceptional	The pupil's work demonstrates understanding and maturity far above that expected.
Very Good	The pupil's work demonstrates understanding and progress that is above that expected. This level of performance is maintained consistently in class, for homework and tests / examinations.
Sound	The pupil's work demonstrates understanding and progress that is in line with that expected. The pupil may have struggled with some aspects of the subject, but achievement and progress are still encouraging.
Inconsistent	The pupil's work demonstrates understanding and progress that is below that expected. Whilst some work may be of a higher standard, this is achieved inconsistently. This may be because she finds the subject difficult or because she is making insufficient effort.
Concerning	The pupil's work demonstrates understanding and progress that is significantly below that expected. This may be because she finds the subject extremely difficult or because she needs to make substantially more effort.

Note: The effort grade is **not dependent** on attainment.

In EYFS Effort is not reported on. However, we do report on the characteristics of effective learning.

3.2 Attainment Grading

EYFS

As per the EYFS, all EYFS providers must give parents a written summary of their child's attainment against the Early Learning Goals (ELGs). For each ELG this must state whether the child is: not yet reaching expected levels ('emerging') • meeting 'expected' levels • 'exceeding' expected levels.

At the end of reception year, providers should give parents a written report that states the child's attainment against the ELGs & summarises attainment in all areas of learning.

As well as comments on general progress including the characteristics of effective learning.

- playing and exploring – engagement (finding out and exploring; playing with what they know; being willing to 'have a go')
- active learning – motivation (being involved and concentrating; keeping trying; enjoying achieving what they set out to do)
- creating and thinking critically – thinking (having their own ideas; making links; choosing ways to do things)

The following judgements are used to communicate pupil attainment:

Years 1-6

Termly assessments in Mathematics, Writing and Reading are used to determine levels in line with national expectations. These also provide age standardised scores in Mathematics and Reading. The results are not reported to parents formally. Teachers use the information to track progress and to inform effort and attainment grades on biannual reports. Attainment reported to parents/guardians in the Junior School uses the terminology: Developing, Secure, Exceeding and Mastery.

Years 7-9

Staff provide grades on a 9-1 scale. This scale mirrors the GCSE grading system, a common language with all stakeholders in the school community. These grades are not a formal prediction of a pupil's final GCSE grade; they provide a realistic judgement of a pupil's recent work, considering its standard in the light of the future expectations of an examination board.

Staff are encouraged to make full use of this scale in the light of the broad range of KS4 outcomes achieved by pupils at St Margaret's.

Staff will use 9-1 grades to monitor progress internally, entering a 9-1 attainment grade for pupils onto iSAMS. iSAMS will record these 9-1 grades, but will present them to pupils and parents within the following bands:

Band	Attainment	Descriptor
A	8-9	With continued improvement, this pupil would be expected to achieve between a level 8 and a level 9 at GCSE.
B	7	With continued improvement, this pupil would be expected to achieve a level 7.
C	5-6	With continued improvement, this pupil would be expected to achieve between a level 5 and 6 at GCSE.

D	4 or below	With continued improvement, this pupil would be expected to achieve a level 4 or lower at GCSE.
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A-D bands, rather than 9-1 grades, are used in communication with parents and pupils.

The ethos behind this system is a 'flight path' system. The School recognises that assessment varies in different subjects and that the level of precision with which such predictions can be provided will be lower where younger pupils have limited experience of subjects new to them at St Margaret's and staff have had limited opportunities for assessment. The best professional judgements of staff are crucial in shaping our monitoring of pupils' academic progress; the understanding that making such projections lower down the school is not an exact science is reflected in the broader strokes of the banding system and the publication of effort grades only in the first term of Year 7.

Years 10-11

Pupil achievement will be reported using 9-1 grades. This is not a formal predicted grade, but a **projection** of the grade they are working towards given their recent classwork and homework. Staff awarding these grades will make full use of the available mark schemes and grading criteria published by public examination boards, mindful of the annual shifting of grade boundaries.

Years 12-13

Pupil achievement will be reported using A*-E grades. This is not a formal predicted grade, but a **projection** of the grade they are working towards given their recent classwork and homework. Staff awarding these grades will make full use of the available mark schemes and grading criteria published by public examination boards, mindful of the annual shifting of grade boundaries.