

Assessment, Recording and Reporting

This policy applies to all pupils at Hollygirt School.

Assessment

Assessment enables teachers and pupils to monitor and evaluate learning and to set new targets. Its purpose is to articulate progress and shape the learning process, motivate the pupil and provide appropriate information for parents and pupils.

Clear and specific sets of criteria which cover the requirements of Hollygirt School may be found in the school's Whole School Policies and subject specific documentation. Regular assessment forms an integral part of the curriculum.

Pupils in the Nursery and Reception Class are assessed at entry. The CEM Base Assessment criteria are used together with the Foundation Stage Profile for Reception pupils.

In Year 7 pupils take part in MIDYIS testing and in Year 10 in YELLIS testing. These tests are used to predict grades at GCSE and to calculate value added. Verbal and Non-Verbal Reasoning tests are carried out on entry.

Formative Assessment

All pupils from Year 1 to 7 undergo annual diagnostic tests in reading and spelling. Pupils in Years 1 to 6 undertake an INCAS assessment to monitor and track their progress. Years 3 and 5 take Verbal Reasoning and Non-Verbal Reasoning tests to assess underlying ability and to inform planning.

The learning which takes place throughout the school is assessed frequently to ascertain progress and to inform planning.

Summative Assessment

Summative Assessment is carried out in all academic subjects in Years 3 to 10 by means of examinations in the Summer Term. Juniors (1-6) will undertake end of unit tests throughout the year.

Mock GCSE examinations take place early in the Spring Term of Year 11.

GCSE examinations take place in the Summer Term of Year 11. GCSE controlled assessments where appropriate are planned throughout the course and timings are communicated to parents at the start of the academic year by the Deputy Head.

Assessment and Marking Policy

Rationale

Marking should be a powerful, manageable and useful on-going diagnostic record of pupils' achievement that informs future planning. It is also a very effective medium for providing feedback to pupils about their progress. This policy sets out the parameters to ensure that all pupils have their work marked in such a way that will help and improve their learning and develop their self-confidence as learners.

This Senior School policy guides those of each department. Each department should establish an assessment and marking policy which reflects the needs of the individual subject, but which does not conflict with the school's overall policy.

Assessment at Hollygirt School is both formative (on-going) and summative (end of unit/term/year). The core aims of marking pupils' work are to:

- provide opportunities to give praise and encouragement and to show that we value pupils' work
- motivate pupils to want to produce high quality work and make progress
- reinforce the standards being aimed for
- show pupils the standard attained
- teach pupils to recognise what they do well
- help pupils to improve their work through the setting of challenging, but achievable targets
- allow pupils and their parents to build up a realistic picture of their strengths and weaknesses
- see if teaching has been effective and inform the next steps of planning
- provide a record of past interactions for outside audiences

With these aims in mind, assessment and marking at Hollygirt School:

- is an integral part of teaching and learning
- maximises pupils' progress
- gives helpful feedback for pupils and their parents
- helps to identify clear targets for improvement
- reflects a wide range of pupils' learning
- recognises achievement and effort and does not confuse the two
- impacts on the planning and development of lessons

Broad Guidelines

Good marking occurs when it is:

- clearly related to the aims of the lesson or section of work
- meaningful for the individual pupil
- positive with appropriate praise given
- constructive with future targets identified
- used to inform future planning
- encourages a dialogue between pupil and teacher

Feedback may take the following forms:

- written feedback which is learner specific, related to learning objectives and focused on what the pupil has done well and what he/she needs to do to progress
- oral feedback for individual pupils or for the whole class which stimulates thinking in a particular and enabling direction, summarises pupils' progress and indicates ways forward having gauged where pupils are

- whole class feedback which provides for collective opportunities to interpret and apply assessment criteria
- self-assessment where each pupil is familiar with the appropriate criteria and is able to assess his/her own work
- peer assessment which involves pupils playing an active part in the assessment process using familiar and understood criteria;
- in both self and peer assessment the accuracy of marking should be checked and a written acknowledgement made by the teacher afterwards.
- Where 'see me' is written, teachers should tick and initial when this has taken place.

Approaches to Marking

Marking should be undertaken as quickly as possible. Marking may sometimes be done in the classroom with the child or a group so that dialogue can take place and areas of difficulty be promptly dealt with. It is not necessary to mark every piece of work in detail. Often, a *check* is all that is required. Checking of work simply indicates that work has been seen. It can be done as you move around the room through a simple tick.

Its principle purpose is:

- to show you are aware of the quality of work
- to challenge incomplete or untidy work
- to record an occasional comment to recognise outstanding effort
- to identify pupils who may need more help or challenge

Pupils and parents both need to see evidence of this.

Principles for Marking

Marks awarded at the end of a piece of work have their place, but should not dominate. Pupils should be taught to reflect on and respond effectively to teacher comments. Time should be allowed for pupils to reflect on teachers' comments. Correcting every mistake can be demoralising (see section on Quality of Written Communication). Teachers should write legibly and model good practice. When marking, staff should note where pupils are missing important work and instruction to obtain this should be given.

The Marking Process

Before a piece of work is undertaken pupils should be clear what is going to be assessed. When assessing work, comments together with an attainment grade should be given according to departmental mark schemes. Comments should include clear indications of what has been done well (so that pupils can recognise this) and specific targets for improvement/further progress. It can be useful for pupils to keep a record of these targets so trends can be recognised and focused upon. Marks should be recorded in the teacher's mark book/planner.

Before the next piece of work is undertaken, it is sometimes appropriate to revisit the targets from the previous piece of work.

Frequency

This will be laid down in each department's marking policy, but would usually involve the marking of a pupil's work in each subject according to the above principles at least once every week. Assessment of work using the Above (1), Expected (2), Working Towards (3) and Below (4) criteria should be done at the end of unit and at least once every half term.

Quality of Written Communication (QWC)

Marking should always be for a specific purpose and this purpose, at times, will need to indicate the "Quality of Written Communication" of a pupil's work. When appropriate, teachers will mark for: legibility; spelling, punctuation and grammar (SPaG) and clarity of communication. Structure and use of specific terms will also be credited in some subjects (according to departmental policy).

Departments may like to use the following common symbols:

sp	spelling error
gr	grammar error
//	error in paragraphing
∧	an omission
P	punctuation error
T	target
☺	What you have done well

Reporting to Parents

Junior School

Each year group has two Parents' Evenings, one in the Autumn Term and one in the Spring Term. Each year group has one report sent home on the last full week of the Autumn and Summer Terms.

At the end of the Summer Term, Reception pupils will have completed their EYFS profiles. Parents are invited to discuss these.

Senior School

Each year group has one Parents' Evening. In addition there is a 'Meet the Staff' event for parents of Year 7 pupils early in the Autumn Term and an Options Afternoon for parents of Year 9 pupils early in the Spring Term. Years 7 to 10 have one full end of year report sent home at the end of the Summer Term. Year 11 have one full report sent home at February half term.

In Years 7 to 11 a report is written for each subject studied by a pupil and by the Form Tutor. In Years 7 to 10 reports, each report will also include the end of year examination result (expressed as a percentage), a year group end of year examination mean, an effort letter grade and a measure of Summer Term attainment. In Year 11, each subject will also include the mock GCSE examination result (expressed as a grade) and an effort letter.

In addition to one full report per year, pupils in Years 7 to 10 have report cards sent home using the following schedule:

Years 7 to 11 have a report card sent home on the last day of the first half of the Autumn Term, i.e. at October half term.

Years 7 to 11 have a report card sent home on the last day of the Autumn Term, i.e. at Christmas.

Years 7 to 10 have a report card sent home on the last day of the Spring Term, i.e. at Easter.

The following is the format of report cards:

October Half Term	Year 7:	Effort data and Form Tutor comment
	Years 8 and 9:	Attainment and effort data only
	Year 10:	Effort data only

	Year 11:	Attainment and effort data only
End of Autumn Term (Christmas)	Years 7 to 10:	Attainment and effort data, Form Tutor comment
	Year 11:	Attainment and effort data only
End of Spring Term (Easter)	Years 7 to 10:	Attainment and effort data only

On Years 7 to 9 report cards, an “attainment” (Above (1), Expected (2), Working Toward (3) or Below (4)) is reported which is the level expected for the year group. Subject teacher’s opinion of the work a pupil has done over the assessment period and based on marks and assessment done in class and for homework. The level of attainment is reported against age related expectation for a pupil in that year group.

On Years 10 and 11 report cards, an “attainment” (Excellent (++), Good (+), Satisfactory (=) or Poor (-)) is reported which is the teacher’s opinion of how a pupil has performed in relation to their baseline GCSE grade (obtained from Yellis testing taken online in the first half of the Autumn Term of Year 10).

On Years 7 to 11 report cards, we will report an “effort” (Excellent E, Good G, Satisfactory S or Causing Concern CC) which is the subject teacher’s opinion of the effort a pupil has put into their work and compared to the statements of effort on the bottom of the report card.

In School Tracking

Staff will be expected to monitor progress in conjunction with the Senior Teacher (Curriculum).

GCSE Results

Pupils are issued with their results in August. The Examinations Officer prepares a statistical breakdown for each subject and calculates the overall percentage of A*-C grades / 9-1 where applicable. The results are discussed at a meeting of the Trustees in September and are made available to Independent Schools Council (ISC), The Department of Education (DfE) and The Independent Schools Association (ISA).

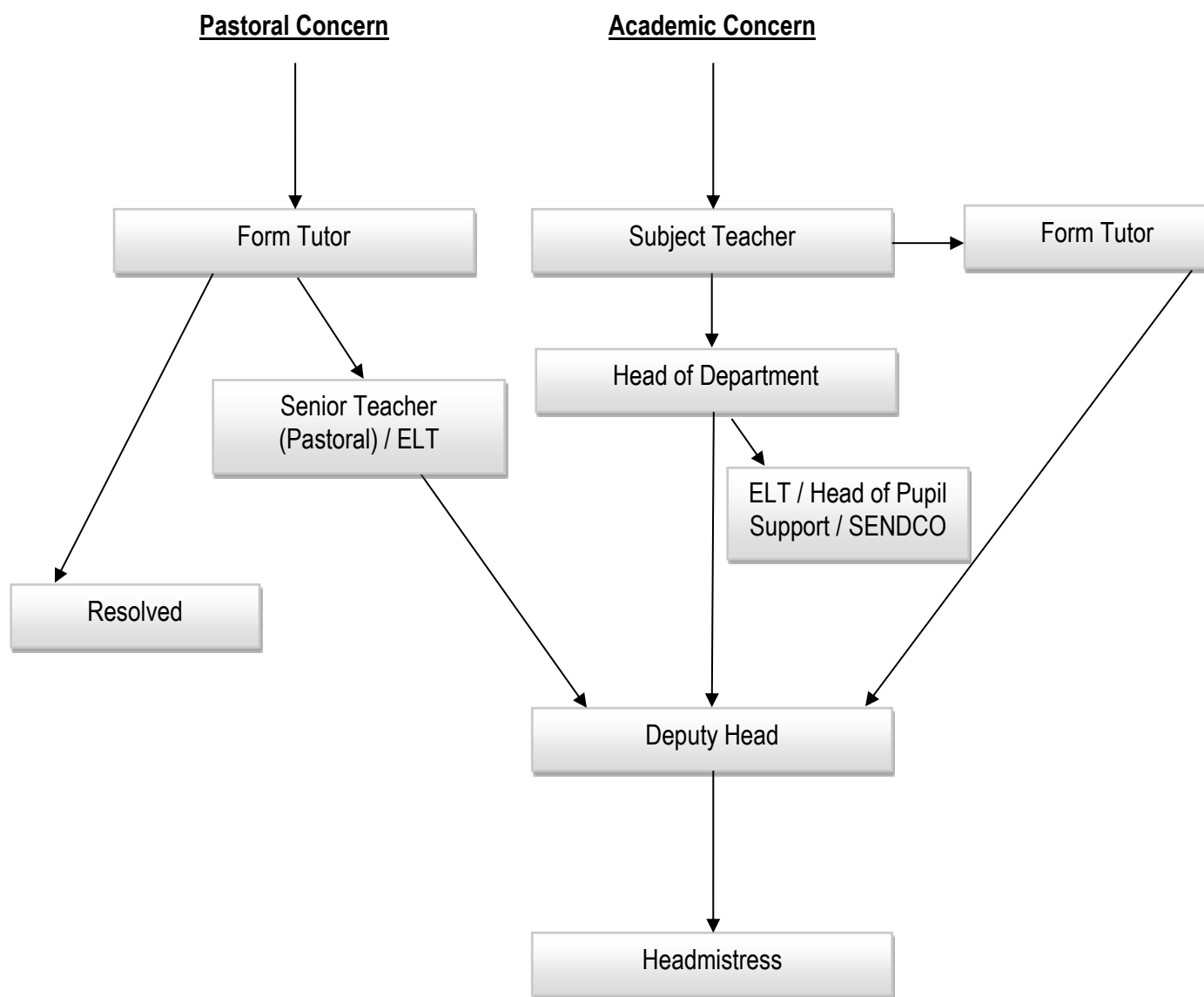
Records of Achievement

Records of Achievement are presented with GCSE certificates at Prize Giving to pupils who left Year 11 in the preceding summer.

Updated July 2020

PUPIL REVIEW

Senior School



PUPIL REVIEW
Junior School

