



Assessment Recording & Reporting Policy 2021-2022

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**MORE
HOUSE
SCHOOL**

KNIGHTSBRIDGE

Assessment and the Aims of the School

Assessment of girls' work is seen as a vital part of helping them to make progress in their time at school. It is seen as part of what the Aims of the School describe as "[encouraging] intellectual curiosity and pride in achievement," though it must always be done with respect to the first Aim, i.e. within "an environment where pupils and staff are valued and supported as individuals and where their rights and dignity are maintained." Assessment can contribute in the aim "to develop the spiritual, academic and cultural potential of each pupil to the full at every stage of her school career."

The Assessment Structure

Assessment can only contribute in this ambitious way if girls can know and feel that their work is being assessed fairly and that they can learn from the comments and marks that are given. Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement at More House School.

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each child. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement, and raising attainment.

Definitions

Assessment of learning

Assessment **of** learning is a summative assessment to ascertain the level a student has reached which could be termly or annually or at the end of a key stage. An example of a summative form of assessment at More House is the Assessment Points process we undertake at six junctures throughout the school year. **Assessment Points are explained in greater detail at the end of this policy.** Summative tests also include formal public examinations, CEM Baseline Assessments and other CABT tests, MENSA, etc.

Assessment for learning

Assessment **for** learning is the ongoing day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how future teaching will be adapted to account for this. Effective ongoing day to day assessments at More House would include effective questioning; Individualised, departmental specific assessment descriptors; our comment only marking through the feedback areas of our bespoke exercise books; The use of explicit and measurable Intended Learning Outcomes, observations of children during teaching and while they are working; holding discussions with children; traffic lights or thumbs up for pupil self evaluation, analysing work and reporting to children; peer and self assessment against mark schemes; conducting tests and giving quick feedback and engaging children in the assessment

process. This process will make use of Peardeck, Kahoot, Quizlet, Google Forms etc as digital tools that allow teachers to effectively assess a classes understanding of a topic and adjust their lesson accordingly.

Aims and Objectives

- to support learning by identifying the strengths and weaknesses of a student's work and encouraging her to evaluate her progress and reach her highest possible level of attainment;
- to enable students to demonstrate what they know, understand and can do in their work;
- to help students understand what they need to do next to improve their work;
- to enable teachers to identify the needs of each student, including additional support if required;
- to allow teachers to plan work that accurately reflects the needs of each student;
- to provide a method of monitoring and developing the curriculum;
- to help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching;
- to evaluate the success of the teaching;
- to provide meaningful communication between school and parents, that provides them with information about their daughter's achievements and progress, on a regular basis;
- to provide the Heads with information that allows them to make judgements about the effectiveness of the school;
- to 'close the gap' between a pupil's potential and actual performance.

Principles of Assessment:

In order to satisfy the above aims, the school policy is based on:

- formal assessment that is planned and conducted on a frequent and consistent basis around the Assessment Point structure of the school year as a reflective process after completion of each Assessment point task.
- a shared understanding between girls and teachers of the criteria which will be used in the assessment of learning (departmental and exam board specific mark schemes)
- students being actively and explicitly involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be self-critical or in setting realistic targets for subsequent pieces of work;
- teachers using the results of their assessment to set work which challenges and stretches their pupils;
- effective planning for teaching and learning which recognises the full range of achievements of all girls by focusing on how students learn;
- recognising assessment as central to classroom practice;
- assessment being regarded as a key professional skill for teachers;
- sensitive and constructive practices because any assessment has an emotional impact;
- taking account of the importance of learner motivation;
- promoting commitment to learning goals and a shared understanding of the criteria by which students will be assessed;
- providing constructive guidance for students about how to improve;
- developing the girls' capacity for self-assessment and recognising her next steps and how to take them;

Planning for Assessment

We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each unit of work. This is shared on the school's website with parents and is updated yearly through consultation with colleagues.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of his or her students. These learning objectives are mapped out in Schemes of Work. These Schemes of Work are unified across departments and follow a common format. We strive to ensure that all tasks set are appropriate to each student's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

Recording and Tracking

The purpose of our recording is to provide information on each student's achievements, skills, abilities and progress throughout the curriculum. It should:

- Update information to reflect current achievements in each subject at each Assessment Point;
- Show the progress of each girl as she re-takes assessments;
- Share the Predicted Grade for each child (Years 10-13 only)

We report to parents and determine intervention strategies for each student on the basis of the data generated at each Assessment Point, identifying patterns and adjusting our practice accordingly. Individual teachers maintain detailed records of many classroom elements of assessment information. It is unnecessary to retain and report on all facets of a student's progress - we record and respond with alacrity to the specific information that affects future learning/attainment.

Responsibilities

Teaching Staff

- To adhere to the requirements of this policy in planning the learning for the groups of pupils for whom they are responsible
- To involve and inform teaching assistants, and others working with pupils, of the role they need to have in the assessment of children's learning.
- To keep records as to inform and contribute to the agreed curriculum map, records and reporting formats
- To be active in seeking out the expected learning objective for all pupil tasks
- To be aware of the teacher's expectations regarding specific assessment activities
- To contribute to the ongoing discussions regarding students' progress
- To consider the next steps for students' learning and be proactive in discussing with teaching staff how they may best support the children with whom they work
- To contribute to the assessment of the children with whom they work
- Enter accurate data on iSAMS for each AP
- Enter a minimum of each AP result into Pupil Progress tracker

Deputy Head Academic, Senior Teacher Academic and Heads of Department

- To know current levels of pupils' attainment in their subject/area of the school;
- To know strengths and areas for improvement within their subject (HODS)
- To be responsible for the monitoring and identification of the above (HODS & STA)
- To report the outcomes of monitoring/Intervention activities to the Heads, DHA and STA

- To plan strategies for subject improvement and development
- To be responsible for the standardisation, moderation and management of assessment and reporting activities
- To undertake informal monitoring activities to assess standards in their subject. This may include all or some of the following:
 - Google Classroom checks
 - Pupil interviews
 - Lesson observations
 - Discussions with staff
 - Use of Pupil Progress data

Head

- To be aware of the assessment and reporting activities taking place within the school
- To receive reports regarding predicted grade progress and performance of pupil groups
- To confirm agreed targets for the school

Parents

- To participate in the opportunities offered by the school to be involved in discussions regarding their child's progress
- To raise any concerns they may have about their child with the form tutor at the earliest opportunity

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the form tutor if they have concerns about any aspect of their child's work.

Two evenings per year we offer parents the opportunity to meet their child's teachers through SchoolCloud. Details of the reporting schedule are found on the school's online calendar. The July summer report outlines a progress summary of all four Assessment Points from the year and includes an end of year examination percentage grade.

Assessment Points and Marking Explained

What are Assessment Points?

There are four Assessment Points evenly spaced throughout the three terms. Assessment Point 4 is the school's traditional end of year exam week. Each assessment point entails a short test/examination in each subject based upon the topic studied. Marks are awarded as percentages (with the exception of girls in Years 11 and the Sixth Form, who receive grades). This information is then shared with parents, teachers and the school's Leadership Team.

What is assessed at each Assessment Point and how is progress monitored?

In Years 7-10, each Assessment Point will last **15 minutes**, with the exception of AP4 (the summer exam). Extra time is available for those who qualify for this. Girls are tested on how well they have learnt and understood the core **knowledge** required for the topic studied. The final mark is awarded **as a percentage**.

At each Assessment Point, girls retake **previous APs**. So at AP2, they will spend 15 minutes on AP2, and then another 15 minutes retaking AP (**30 minutes in total**).

| Assessment Point | How long? | What? |
|------------------|-----------|-----------------------------------|
| 1 | 15 mins | AP1 |
| 2 | 30 mins | AP2 + AP1 (retake) |
| 3 | 45 mins | AP3 + AP2 (retake) + AP1 (retake) |
| 4 | Various | Summer Exam |

At the end of the year, pupils are awarded a final mark for each subject. This is calculated using **the average mark from each Assessment Point**, in addition to the mark awarded for AP4. This means that the more progress a pupil makes over the year, the higher her final mark will be.

In **Year 11 and the Sixth Form**, assessments are longer and will usually take the form of practice exam questions. Marks are awarded **as a grade** (9 - 1 for GCSE; A* - E for A Level). Pupils are not expected to retake any previous APs, although this is at the discretion of the teacher.

Assessment Point Reports for girls in Years 7-10 look like this:

| Subject | Teacher | Attempt | AP1 | AP2 | AP3 | AP4 | FINAL |
|---------|---------|---------|-----|-----|-----|-----|-------|
| Maths | PI | 1st | 52 | 63 | 40 | 60 | 61 |
| | | 2nd | 43 | 66 | 50 | | |
| | | 3rd | 50 | 70 | | | |
| | | 4th | 66 | | | | |
| Music | FF | 1st | 53 | 64 | 68 | 75 | 72 |
| | | 2nd | 42 | 74 | 86 | | |
| | | 3rd | 62 | 81 | | | |
| | | 4th | 88 | | | | |

Assessment Point Reports for girls in Years 11 and the Sixth Form look like this:

| Subject | Teacher | AP1 | AP2 | AP3 | AP4 | PREDICTED |
|---------|---------|-----|-----|-----|-----|-----------|
|---------|---------|-----|-----|-----|-----|-----------|

| | | | | | | |
|-------------------------|----|---|---|---|---|---|
| Biology | JS | 5 | 5 | 6 | 7 | 7 |
| Chemistry | ST | 5 | 6 | 7 | 8 | 8 |
| English Language | PH | 6 | 7 | 6 | 8 | 8 |

Predicted grades are based on AP results, work done in class and at home, and teacher discretion. They may change throughout the course of the year depending on a pupil's performance.

Mock examinations

Girls in Year 11 and the L6 sit formal mock examinations during the Christmas and the Spring term. These are an essential part of the preparation for exams and provide important information for tracking and intervention measures. Study Leave is granted for the duration of the mock examinations and girls are issued with an examination timetable. Girls in Year 11 are expected to wear full school uniform.

The results of these examinations are scrutinised by the relevant member of the SLT, along with HODs and subject teachers. At GCSE, results are used to inform intervention measures, including the Academic Monitoring of girls who are 2 or more grades below their Predicted Grades. In Sixth Form, girls who do not achieve a C grade in any of their subjects are required to complete a re-sit paper at the start of the Upper Sixth year. If this latter paper is again unsuccessful in gaining a C grade, then a meeting is scheduled with the Head of Sixth Form to discuss future pathways. In Year 11, girls who achieved two grades below their Yellis prediction in AP4 of Year 10 will re-sit the paper at the start of Year 11. If this latter paper is unsuccessful in approving their grade, then a meeting is scheduled with the STA and HoD to discuss planned interventions.

Parents' evenings

Parents' evenings are a useful part of the assessment process. Parents have the opportunity to meet their daughter's teachers through the SchoolCloud platform, to ask questions that might not otherwise be asked and to discuss matters that might not otherwise be aired. For teachers, the evenings allow a direct conversation with parents that can save misunderstandings and, even, long correspondence.

- Girls should attend all Parents' evenings with their parents. This usefully allows for openness between parents, staff and students about their attainment in school.
- The pattern of Parents' evenings dovetails with Assessment Points and the formal school reports cycle and is outlined in the Assessment Recording and Reporting Policy
- There are at least two Parents' evenings for each year group, running from 4.30 to 6.30. Afternoon tea is provided for all staff attending Parents' evenings.
- Part time staff should attend relevant Parents' evenings even if they are not their regular days of attendance.

Parents' Evenings - Advice for Staff

- **Use index cards.** The secret to success is meticulous organisation. Have index cards for each student with bullet points summarising her strengths and targets for development. Be honest and fair.
- **Remember it's a two-way process.** Parents need time to talk too, so allow them to raise questions or add comments as their insights can often confirm or enlighten your views.
- **Use real examples.** It can be very useful to have a student's work available so that when you make a point during your discussion, you can back it up with an illustrative example. Parents will usually understand your points more readily if you can illustrate them with examples.
- **Be prepared for unusual reactions.** It can be hard for parents to hear that their child is not doing well in some areas no matter how sensitively and fairly you put it.
- **Follow up requests.** If a parent makes a reasonable request, be sure to meet it. For example, if a parent tells you that her daughter finds it hard to see the board, move her closer to the front of the class as well as recommending an eye test
- **Stay calm.** No matter how heated the situation may get, remember to Always Be Calm (ABC). Recognise when a parent is showing signs of anxiety or upset, and change your approach accordingly. If they become really upset, then you need to openly say that you recognise they are uncomfortable or upset and suggest a way forward. If things are beyond your resolution, call for help from an appropriate member of the senior management team.

Report Writing - Guidance for Staff

All reports are produced electronically using the school's information management system (ISAMS). Reports may be written on-line at school or at home. Alternatively, comments can be written in Word and then pasted in at school.

Ensure reports to parents are subject-specific, contain suitable information about the progress pupils have made and, crucially, include targets for improvement.

Reports should address the following points: **Knowledge, Progress and Next Steps.**

Each report should start with a brief statement detailing the knowledge and skills that the girl has gained based on the course description; what she knows, understands and can do.

An indication should be given of the progress that has been made since the last report, from the beginning of the term, or the beginning of the year, whichever is relevant. Assessment Point grades achieved can be detailed if they help to clarify what is being said.

Finally, comments should be made on the girl's progress through the term. This is a suitable time to discuss skills that are being developed and levels of effort, perhaps with reference to successes. **Set one (or more) specific targets to help the development of the girl's potential during the next term.**

It is critical that report comments are personalised. Pasting in the same general comments for every girl in a class would not be appropriate. It is expected that you will know your pupils well and can make specific reference to their qualities and achievements.

Please be mindful of the grades that have been awarded in Assessment Points when making comments. Any grades issued to the girls should not be in conflict with the comments made. i.e. if you awarded a low grade, it would be inappropriate to say that a pupil has worked well throughout the term. There are clearly areas of concern that your comment should address.

In writing your comment, please bear in mind:

1. The report is a formal document between the School and the parents and it forms the major part of each girl's record while she is at school. It is sometimes sent to other schools. It is regarded as a quasi-legal document.
2. As this is a formal document, use the girl's registered name- no abbreviations or nicknames.
3. Beware of common spelling mistakes, involving words such as "practice" or "practise", "independent", etc.
4. The most common grammatical mistake is the use of a singular verb with a plural subject (or vice versa).
5. Abbreviated forms ("doesn't, shouldn't") may not be used, apart from "exam" for "examination."
6. Don't say "Well done, Gertrude!". You are writing the report to the parents and not to the girl.
7. When word-processing, there is no gap *before* punctuation. After punctuation, leave one gap, and two gaps after a full stop.
8. Check carefully for errors that will not be picked up by a spell check.
9. GCSE and A (as in level) should be written without full stops.

Procedure

- Once you have finished a set of reports, please pass to a colleague in your dept. to 'buddy check'.
- Once the reports have been buddy checked, tick the list on the staff board
- TR/MK will print your reports and place the corrected reports in your pigeon hole
- Once you have made corrections on ISAMS please tick the relevant box on the staff board
- Once all boxes are ticked, TR will publish the reports to the school's Parent Portal:
<https://parents.morehouse.org.uk/api/login/?ReturnUrl=%2Fapi%2Fhomepage%2F>

COVID-19 - Special arrangements for assessment

- The school will follow the traditional cycle of four annual Assessment Points as scheduled in the school calendar.
- It may be necessary to make a number of adjustments to the existing assessments, depending on the nature of the subject. The STA will coordinate with HODs any changes necessary.
- In the event of school closure, we will continue with Assessment Points remotely.