

Founded 1642



New Hall School

Whole School Assessment, Recording and Reporting Policy

Reviewed by	Senior Leadership & Management Team
Date	August 2018
Authorised by	Board of Governors of New Hall

WHOLE SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

This assessment policy is based on the principles embedded in the school Mission Statement. Students should be educated in an environment where academic excellence, relative to ability, is achieved. Assessment is important in the learning process and an effective, open and supportive partnership between teachers, students and parents is essential in order to maximise the students' progress. Assessment feedback should encourage students to take an even greater responsibility for their own learning in order to attain their maximum potential.

This policy complements the Whole School Curriculum Policy and the Preparatory Division's Learning & Teaching Policy

1 Principles of Assessment

1. Assessment should be an integral part of curriculum planning and delivery.
2. The assessment and recording procedures should be understood by the students.
3. Assessment should be formative, so as to provide high quality feedback to facilitate learning, to inform lesson planning and as a basis for future realistic targets.
4. Assessment should be summative to provide a comprehensive picture of overall achievement.
5. Students should be involved in self-assessment and monitoring and encouraged to take responsibility for their own progress.
6. Assessment should be diagnostic:
 - i) so that a student's areas for development can be identified and intervention actioned, when necessary;
 - ii) so that student progress can be tracked effectively;
 - iii) as a means of reviewing and evaluating the curriculum and the effectiveness of teaching strategies;
 - iv) and wherever possible, should be linked to external benchmarks.
7. Assessment should be consistently applied across all subjects, departments and Key Stages.

2 Principles into Practice

2.1 Assessment

Each curriculum area and teacher will need to use the forms of assessment that are most appropriate for their subject or subject being taught respectfully. This will be outlined in Department Handbooks and Preparatory Division's Subject Policies.

All students, whatever their ability, should be given assessments which enable them to demonstrate some success.

Teachers, therefore, should employ some form of differentiation to cover the full range of ability in each group (see whole school Differentiation Policy).

- Students of similar ability should have the opportunity to be assessed on the same targets.
- Departments and curriculum areas are encouraged to continue to forge inter-departmental/curriculum links where there is an overlap in subject matter and assessment.
- Care should be taken when using the school's grading system to ensure a consistent standard throughout the school (see Appendix A).
- For public examinations, all students should have access to a course statement or simplified syllabus. All GCSE and A Level students should have access to a copy of the specification or summary specification.
- Students will be expected to undertake self-assessment, both academic and pastoral. Staff assistance will be necessary if this is to be successful. It should be recognised that this dialogue and target-setting is good practice.
- Assessment levels should be comparable, as far as possible, with an approved system of national benchmarking.

Summary

1. Assessment criteria should be explicitly built into departmental handbooks and schemes of work.
2. All teachers in a curriculum area should have a shared interpretation of assessment criteria and these criteria should be linked to external benchmarks.
3. Students should understand the assessment criteria and be encouraged to engage in self-assessment.
4. Students should understand how to make the desired progress through the setting of next-step targets.

2.2 Marking

The marking of students' work has a unique place in the general process of assessment. Teachers' marks and comments alongside students' work will lead to a written record of progress and assessment, owned by the student. Peer marking of students' work will also provide a written record of assessment. (Peer marking should be carried out in a different colour to the colour used by a teacher.)

Marking can motivate, praise achievement or comment on a particular feature such as grammar, spelling or presentation. However strong the quality of teaching or high the level of interest generated during lessons, work left unmarked becomes devalued in the eyes of students. Conversely, students will perceive regular marking as showing interest in them and their achievements as well as a clear indication that standards must be maintained.

- It is essential that individual teachers and departments develop strategies for marking that allow students to achieve a proper balance of time and effort. This can be achieved by employing an appropriate variety of study and classwork tasks.
- Research and reading can be examined orally in class. A focus should be established for marking. What is important is that the student is informed as to this focus.
- Marking can be used for both formative and summative assessment.
- Where marks or grades have been allocated to a piece of work it should be clear to the student how this has been derived, what it means in terms of knowledge, skill and understanding and what they need to do to progress.
- There should be uniformity of marking within a department, curriculum area, Key Stage and Whole School. Samples of students' work may be kept in a department or by a Head of Key Stage to help with moderating assessment between different teachers within that department/Key Stage. This could be in the form of a portfolio of work which may be of

use when moderating work at each Key Stage level (Foundation to 3) or coursework/controlled assessment at GCSE and A Level.

Summary

1. Marking is important.
2. Work should be marked regularly and returned promptly. It is the responsibility of the Head of Department (HoD)/Head of Division to ensure that this takes place.
3. No student's work/study should be left completely unacknowledged.
4. Marking should be seen as an aid to assessment and should include a comment about improvement.
5. Marking should enable students to see their strengths and weaknesses and to take appropriate action to progress.
6. The student should understand the marking system.
7. There should be uniformity of marking in a subject and across a Key Stage.
8. All staff must be aware of the needs to maintain standards of spelling, punctuation, grammar and numeracy.

2.3 Monitoring progress

The tutor/Class Teacher is the key member of staff in the monitoring of students' progress since s/he has an overview of all subjects. Tutors/Class Teachers will receive information from a variety of sources.

- There are many ways of monitoring progress, some formal, others more informal.
- The tutor/Class Teacher will discuss progress with the students. This should motivate and encourage the student by highlighting and praising both success in and a diligent approach to their work; it should also make clear that poor attitudes will not be ignored. If necessary the parents will be informed and involved in the discussions.
- Formal meetings take place between the individual teachers, tutors and Heads of Year (Senior Divisions) to monitor the students' progress.
- Formal meetings take place between the Class Teacher (Preparatory Divisions), Head of Learning Development and the Heads of Divisions to monitor the pupils' progress.
- In the Preparatory Divisions, every term an attainment level is given for Mathematics, Reading and Writing, along with an Effort Grade. Other subjects are reported in the Trinity Term.
- For Years 1 to 6, examination results are reported in Mathematics, English, French (Years 3-6) and Latin (Year 6 only), in the Trinity Term. Verbal Reasoning is reported for Years 4 and 5.
- For every subject in the Senior Divisions, each student is given a half termly Effort and Attainment Grade. For every subject, each student in Years 7 -11 is given an examination result level unless an exemption has been previously authorised (see 6.1.1).
- Effort and Attainment Grades and examination results are entered onto a Grade Sheet Report on iSAMS for each student. Copies of Grade Sheet Reports are then made available to parents via Firefly.
- Heads of Year keep a record of each term's grades for the whole of each year group. Tutors will keep a record of the Effort and Attainment Grades, predicted grades and module examination results (where applicable) for their tutees. Heads of Divisions and Subject Leaders (Preparatory Divisions) keep a record of pupils' grades for the Key Stage/Subject.

- Information is available to assist analysis of student progress and to enable SLT/SMT to analyse results in relation to national public examination results and National Curriculum achievement.

There are staff meetings to discuss year groups at appropriate times in the year; these will take place in the week of, or prior to, a Parents' Meeting.

Summary

The tutor/Class Teacher has the overview of a student's progress. Senior Division Tutors are supported in this by the Heads of Year and Head of Boys' & Girls' Division. Preparatory Divisions Class Teachers are supported by the Heads of Divisions and Subject Leaders.

Monitoring includes:

- Meetings of the staff involved
- Half-termly Effort and Attainment Grades (Senior Division)
- Termly Effort and Attainment Grades for Years 1-6 (Preparatory Divisions)
- Examinations

2.4 Record Keeping

Record keeping should be manageable. Members of staff are expected to use their professional judgement in deciding what should be recorded. Results of tests, examinations and examples of significant progress and achievement should be recorded and retained.

- Records from previous teachers should be used in the planning of work for any class, so it is essential that adequate records are retained. These should include mark books (particularly from staff who leave) and former schemes of work.
- Effort and, where required (see Section 3 above for more details), Attainment Grades are required for the reports each half term / end of term. (See Appendix A).
- All records must be kept up-to-date. Achievement should be recorded by the subject/Class Teacher, and kept in a format which is standardised throughout the department/Key Stage. Records should be in an easily accessible format for use by HOD/Director of Studies or other appropriate staff.
- Subject/Class Teachers should also record the core skills that their Department/Key Stage has agreed to assess.
- The records kept by the teacher should be used as a basis for their comments on the report. Such comments should be formative and achievable targets should be set.

2.5 Reporting

Reporting on a student's progress at New Hall represents part of the continuous discourse that takes place between Class Teacher/subject teacher/tutor, student and parents. The aim is to guide each student towards realising their full potential.

2.6 Reports

- All reports should conform to a common format, using the guidelines provided. The teacher comment should be addressed to the parents but should aim:
 - to promote the development of the student.
 - to set targets, which should be positive, specific and constructive.
 - to pinpoint areas that need improvement and areas of particular success.

- to include evidence in support of the comments where possible.
- See Appendix B for advice on report writing.
- Parental feedback is encouraged and parents are invited to contact the school at any time.

Senior Divisions

- Full Reports or Grade Reports are issued half-termly and are summative in nature. In addition to these, the parents of each student have the opportunity of receiving at least one verbal report each year, at Parents' Meetings.
- Following assessments in Years 10-13, it will be appropriate to comment on the kind of GCSE, AS and A2 grade that would be equivalent to the marks achieved. The predicted grade should relate to the expected grade in the public examination.

Preparatory Divisions

- Interim Reports are issued for the Michaelmas and Lent Terms; a full report is issued at the end of the Trinity Term. In addition to these, the parents of each pupil have the opportunity of receiving at least two verbal reports each year, at Parent consultation evenings.

3 Examinations

Examinations are an essential part of the learning and assessment processes. Students therefore need to be trained to cope with examination conditions and to behave appropriately. It is therefore essential that, as far as possible, internal examinations are conducted as strictly as public examinations.

3.1 Timing of examinations overview

It is expected that regular testing will take place as part of the normal teaching process:

- In Reception, regular assessments take place. In Years 1-6, termly teacher assessments take place at the end of each term or at the end of each unit of work. In the Trinity Term, Years 1 and 2 are formally assessed in Mathematics and English. Years 3-6 are formally assessed in Mathematics, English, Science and French. VR is formally assessed in Years 4 and 5.
- In Year 6, mock Senior Division entrance examinations take place in September in VR/NVR, English and Mathematics.
- In Year 6, children sit the national SATs tests in May.
- In Years 7-9, annual examinations are set for each subject, unless an exemption has been previously authorised by SLT. Exemptions must be re-authorised annually.
- In Years 10-11, annual examinations are set for each subject.
- For each subject, students in Years 12 and 13 are set a mock examination for the module paper, which they have been working towards. There may be exemptions for some subjects in Year 12 if it is not possible for them to conduct a mock examination during the Year 12 mock period.

The actual dates for examinations will be published annually but the following table gives an overview:

Year	Month	Notes
All Years	September then ongoing	On-entry baseline assessments are conducted using ASPECTS, InCAS, CAT4, MidYIS, YELLIS and ALIS as appropriate.
6	September	Mock Senior Division entrance examinations
6	November	Senior Division entrance examination
1, 2, 3, 4, 5, 6	November/December	Teacher assessment in Mathematics, Reading and Writing
11	November/December	Mock GCSE examination
13	January	Mock A Level examinations
1, 2, 3, 4, 5, 6	March	Teacher assessment in Mathematics, Reading and Writing
Pre-Reception	May/June	ASPECTS follow-up assessments for all pupils
6	April/May	Mock SATs and SATs
10, 12	May/June	End of year examinations
1, 2, 3, 4, 5, 6	June	End of year examinations for relevant year groups in VR, Mathematics, English, French, Science and Latin (Year 6 only)
7, 8, 9	June	End of year examinations

In the Senior Divisions, papers are agreed within departments and left in the LD Office at least one day prior to the examination. The first invigilator/teacher on the invigilation list must collect papers from the LD Office. Invigilation lists are emailed in advance and need careful attention.

In the Preparatory Divisions, papers are externally sourced and kept in a secure area until the examination day.

3.2 Years 11 and 13 Public Examinations

For all subjects, it is expected that Year 11 and 13 support lessons will run up until the date of the final examination, unless otherwise arranged by the Head of Boys' & Girls' Division or Head of Year 13 respectively.

3.3 'Examination Preparation' time (Senior Divisions)

- 'Examination Preparation' time will be organised by the Head of Sixth Form/Heads of Year 11/Deputy Principal.
- Lessons continue to run during the examination period for external examinations, until each examination takes place.
- The expectation is that students will attend these lessons unless they opt out of them once they have gained parental consent to do so.

3.4 Internal Examination regulations (Years 5-11)

Staff should ensure that:

- The students line up alphabetically in the area assigned.
- The students must bring with them all necessary equipment including pen, pencil, ruler, rubber, approved calculator, mathematics instruments (if needed). Pencil cases should be transparent.
- On entering the examination room the students should locate their allocated desk
- Students must check that they have the correct question paper when asked to do so.
- Candidates head their paper according to instructions given on the whiteboard i.e.:
Subject, Name Date Class and Group.
- Before each exam starts, the students will be given the rules of the examination and any special instructions about the paper. They may ask questions at this point.
- At the end of the exam, when told to stop writing students will assemble their work and tag them together
- Papers are collected.
- Students will be dismissed row by row in silence from the examination by the invigilators
- Staff must be familiar with invigilation regulations. These are contained in the day book which is always available in the examination room.
- An important function of internal school examinations is to train candidates for their public examinations. It is therefore essential that students display the same high standards of organisation and behaviour as would be expected for public examinations and the Invigilators will provide instructions at the beginning of each exam.

3.5 Advice for Invigilators of Public Examinations

The regulations above apply unless they clash with the following:

The Centre Number for ALL boards is **16301**

Consult the Examinations Manager about procedures, some of which are listed below:

- Take the attendance register at the beginning of each examination. Make a note of any absentees or changes made to the seating arrangements and sign the prepared seating plan.
- Read any instructions for Invigilators which may have been left by the Examinations Manager. Make sure that any special arrangements are noted.
- Ensure that invigilators are aware of the instructions on the front of the examination papers being given to the candidates
- Do not open the examination paper bags until the candidates are present. Where there are large numbers of candidates present this may need to be done just before students arrive to prepare the room within the timeframe allowed. In this case they must not be left unattended at any time.
- Ensure that there is a current copy of the Instructions for the Conduct of Examinations present in the main exam room or in the vicinity of smaller satellite rooms.
- Ensure that candidate's bags, outdoor clothing, notes and revision materials and electrical technology including mobile telephones are left outside the exam room. .
- All candidates' watches must be removed and placed on the desk in plain sight of Invigilators. iWatches and similar devices will be treated as mobile phones and are not permitted in the exam room.

Invigilators should position themselves around the exam room so that all areas can be observed. It is necessary to move around at intervals in accordance with the regulations of the appropriate Board, but this should be done as quietly as possible. Invigilators mobile phones which are used as a method of contacting the Examinations Manager must be on silent and any

conversation about exams must be conducted quietly. Keep dialogue to a minimum and out of sight of candidates. Be vigilant and deal with candidates who raise their hands during an exam, promptly.

There are a number of reasons that some students have special arrangements at the time of the exams

- There may be students who have exam clashes. The order and timings of clash papers will be notified to the Invigilators by the Exams Manager and you must not allow other students to come into contact with any of the exam papers involved unless other students are sitting the paper at the correct time.
- Exam papers must remain confidential at all times and be returned directly to the Exams Office once the exam sitting is complete where they will be stored securely
- Some candidates who have clashes will need to be isolated between exams so they do not have opportunity to discuss the contents with students who may not yet have sat a paper. These students will be indicated on the seating plan and must be escorted to the designated location immediately after the examination.
- All present invigilators should be made aware of any special arrangements and act accordingly
- Students with extra time will be indicated on the invigilators' table and be identified by a red card on their examination desk. It is up to the students how much of their extra time they use and all will be asked to sign-out before they leave the exam hall.
- At the end of the examination all scripts, question papers and rough notes should be collected in. They must not be left unattended at any time and returned to the Exams Office immediately.
- Candidates may only leave the exam room during the exam if they are taken ill or if they need to visit the toilet. In both instances they must be escorted by an Invigilator and this is the condition of re-entry to the exam room. If a student who is ill needs treatment but recovers sufficiently to continue with the exam they will be allowed the full time. Students needing a toilet break do so within the time of the exam and will not be given extra time on their return.
- The Exams Manager should be consulted by invigilators if a student or invigilator has a query which cannot be answered without further clarification and if necessary halt the exam for that student until such time as the answer is provided. A mobile telephone may be used by an invigilator outside of the exam room to make contact.

3.6 Examinations and Fire Alarms:

3.6.1 Internal Examinations

- Note the time and leave the papers on the desks.
- Take the entire group out in the same order as they are sitting - in absolute silence. Years 1-10 should line up in tutor groups/classes in the normal way.
- For mock examinations (Year 11), they should line up alongside the Sixth Form, well spaced apart. The invigilators should remain with them.
- Ensure that the candidates remain in silence.
- On return to the examination room, candidates must return to the same seat. They should be allowed the full examination time.

3.6.2 Public Examinations

- Note the time.
- The entire group should be filed out in row order and in absolute silence. They should be kept apart from the rest of the school and the invigilators should remain with them.
- The attendance sheets should be taken out and checked against those present. The names must be given to the appropriate Heads of Year (HoY).
- Silence must be maintained and if necessary take the names of those students not willing to comply.
- On return to the examination room, candidates must return to the same seat. The invigilator must indicate on each script the point where the interruption occurred. They should be allowed the full examination time.

A full report will be sent to the Examination Boards.

3.7 Public Examination entries

Deadlines for final examination entries are published by the Examinations Manager. HoDs are responsible for informing the Examinations Manager of examinations entries and amendments within the deadlines. It is also important that the Examinations Manager is kept informed of any changes of examination specification.

Where a parent wishes the student to be entered for an examination different from that which the teacher has advised, request must be made by the Parent to the HoD in writing. A copy of this should be sent to the Examinations Officer who will make the change. The HoD concerned should keep the Principal informed in such cases.

3.8 SEND & EAL students

From Year 10 onwards, some students with specific learning difficulties are permitted up to 50% extra time both in their internal and their public examinations. A list can always be found on the Invigilators' table. Invigilators are asked to ensure that these students are permitted their full time entitlement if they require it. Candidates who are allowed extra time will have a red name card placed on the desk for the examination.

Students for whom English is an Additional Language **may** be permitted the use of a translation dictionary in their examinations, except in language examinations (other than the written element). A list of those concerned can always be found on the invigilators' table and invigilators are asked to check if they are in any doubt. It is unlikely that extra time will be granted for these candidates based solely on English as a Second Language unless they have no

prior knowledge of English. A list of those concerned can always be found on the invigilators' table and invigilators are asked to check if they are in any doubt.

This policy is reviewed annually. Changes may take place in line with new developments. As assessment is an integral part of curriculum planning and delivery, the policy will evolve in line with changes in this area.

4 Learning Difficulties and/or Disabilities/Special Educational Needs (SEN)

See also SEN and Disability Policies.

All teachers have a responsibility to identify students who may need special educational help and guidance. Subject teachers/Class Teachers should refer these students to the Head of Learning Development (Whole School).

All students entering New Hall are given tests in Mathematics and English. The main entrance examination takes place annually in November, but students are accepted throughout the year. On the basis of these results, an interview with the Principal or a member of the Senior Leadership and School Management Team, information from feeder schools and any assessments e.g. from Educational Psychologists, a decision is made as to whether to offer a place at New Hall. Following these initial tests, should results appear low or anomalous, or if there is concern about learning difficulties, the student involved is invited to attend the Learning Development Department to undergo further diagnostic tests to determine the nature and levels of such difficulties and hence whether New Hall is in a position to provide the necessary resources in accepting the student. Statemented students or students with an Education, Health and Care Plan (EHC plan) are accepted at New Hall. Additional provision may be written into the Statement/EHC plan (to be provided by the Local Authority) or resourced by the school.

Once at New Hall the students who have learning/emotional/physical difficulties that affect their progress are placed on the appropriate stage of the Special Educational Needs and Disability (SEN) Register which is distributed to Senior Managers, Heads of Department, Heads of Year, Class Teachers, Housemistresses, Housemasters and Health Centre staff. The SEN Register is updated termly. Information on each student is also available on iSAMS. Students who are studying English as an Additional Language (EAL) are placed on the EAL register. They remain the responsibility of the EAL Department, unless, after following a period of intensive teaching of English, a student remains in obvious difficulty.

A Statemented student or student with an EHC plan has to be assessed annually through a formal Annual Review Meeting: a legal requirement in all schools educating Statemented/EHC plan students. For these students, progress is assessed through the termly reporting cycle and the main objectives for the following twelve months are discussed and recorded during the second half of the Annual Review Meeting. A statutory Transition Review takes place when a Statemented/EHC plan student is in Year 5/6 and 9 upwards. All documentation regarding the procedures in conducting all reviews is forwarded to the relevant LA within three weeks of the date of the meeting.

4.1 Screening

- **Senior Divisions**

At the start of Year 7 (or on first entry in Years 8 and 9), it is particularly valuable to obtain a baseline level for each student so that a measurement of the effectiveness of education at New Hall can begin to be quantified. In addition, one cohort of student can be compared with earlier and later cohorts, the less able and the more able can be identified and student potential better

understood. The MidYIS test provides the school with the necessary information. Durham University offer a service whereby GCSE predictions are made on the basis of MidYIS test results and New Hall students can be compared to others nation-wide. New students in Year 10 take the Yellis test as a predictor for GCSE and in Year 12 ALIS is used as a predictor for A Level results.

- **Preparatory Divisions**

In the Foundation Stage (Pre-Reception and Reception), it is particularly valuable to obtain a baseline level for each pupil, so that a measurement of the effectiveness of education at New Hall can begin to be quantified. In addition, one cohort of pupils can be compared with earlier and later cohorts, the less able and the more able can be identified and pupil potential better understood. The results in all years will be used, in part, to identify the most able and talented pupils. *See Most Able and Talented Policy*. Development Matters, which tracks progress towards Early Learning Goals, along with the ASPECTS tests provide the school with the necessary information.

- **Reporting**

Intake test scores and information derived from internal screening are not normally communicated to parents. This information remains confidential to the school. Where further tests are conducted by the Learning Development Department in the Senior Division, the results in reading, comprehension and spelling are communicated as part of the introductory dialogue between parent, student and school. It may be that there is a recommendation that a student studies no modern foreign language and /or Latin and that time is made available for Learning Support lessons to tackle literacy/numeracy skills. In many cases, placement on a Reading Programme to improve reading skills is advised.

The progress of students on SEN Support is reviewed at least every six months in Key Stages 3&4 and three times a year in Early Years and Key Stages 1 and 2.

Parents and pupils attend every Review Meeting in the Preparatory Divisions. In the Senior Divisions, Review Meetings are held with the student every six months; the parents attend one of these. At all meetings a new Individual Education Plan (Senior)/Pupil Profile (Preparatory) is generated, which contains targets agreed with the student concerned to address in the forthcoming six months.

5 Glossary

Terms used in assessment are often interpreted in different ways. The following terms have been used as shown below:

- **Formative assessment**

This provides helpful and detailed feedback about an individual's progress. It is used as a basis of communication about individual student/pupils to parents and other teachers. It can take place at any time; some may use it as a base line at the beginning of a course but it is best used during the course.

- **Summative assessment**

This is aggregated assessment information, obtained usually at the end of a course via external examinations.

- **Diagnostic assessment**

This is testing used to identify an individual's strengths or, more usually, weaknesses. It is often used after screening and is usually performed by a specialist teacher or an educational psychologist.

1. Grade Sheets

In the Senior Divisions, Effort and Attainment Grades will be awarded half termly and recorded on the student's Grade Sheet or Full Report (*See Appendices B and C*).

In the Preparatory Divisions, Interim Reports in the Michaelmas and Lent Terms will include attainment levels and an Effort Grade.

1.1 Preparatory Divisions Grading System

- **Foundation Stage**

Pupils are graded using the Foundation Stage Profile.

- **Years 1–6**

- **Attainment**

Attainment Grades reflect the standard of work currently being achieved by the pupil and refer to the curriculum at this level.

The following grades will be used in all subjects except the core subjects where attainment level will be given as the attainment grade.

1. Work demonstrates excellent range and depth of knowledge and understanding. All requirements have been met. Work is of a consistently high standard.
2. Work demonstrates a good range and depth of knowledge and understanding. The major requirements have been met.
3. Work demonstrates knowledge and understanding. The major requirements have been met.
4. Work demonstrates knowledge and understanding of some topics/aspects.
5. Work demonstrates simple knowledge and understanding.

- **Effort**

Effort Grades indicate how hard the pupil is working.

A - Extremely conscientious and makes maximum effort.

B - Usually conscientious and hard working.

C - Makes an adequate effort most of the time but requires occasional prompting.

D - Effort is variable and/or frequent reminders are required.

E - Makes little effort.

1.2 Senior Divisions Grading System

- **Attainment:**

Attainment Grades reflect the standard of work currently being achieved by the student and refer to the expectations for this year group.

Exceptional – The student's attainment is in the top 5% of their cohort

Excellent – The student's attainment is above average for their cohort

Good - The student's attainment is average within the cohort

Satisfactory - The student's performance is below average for their cohort

Requires Improvement - The student's attainment is below our minimum expectations

In cases of prolonged absence i.e. sickness/injury, grades may sometimes not be awarded

From Trinity Term of Year 10, these attainment grades are replaced by 'Working At' grades based on the GCSE grading system in each subject.

In Years 12-13 students are given 'Working At' grades that are based on the A Level grade scale. The parents are also given a 'Minimum Target Grade' based on their ALIS prediction.

- **Effort:**

Attitude to Learning grades indicate how hard the student is working and are given separately for work in class and work in study.

- * This student is **going beyond the call of duty** and is demonstrating an outstanding attitude to learning with their study and work in the classroom.
- + This student is displaying a **positive attitude** with regards to their study and work in the classroom.
- = There are **no significant areas of concern**, although there is room for improvement.
- This student's approach to learning **has not lived up to expectations** either in lessons and / or with study on some occasions.

If a '-' grade is awarded by a teacher then an additional comment will be included by a teacher to explain why this was given.

1.3 Examination Grades

- **For Years 1-6:**

For French (Years 3-6), Latin (Year 6 only) and Verbal Reasoning (Years 4-5), examination results are given as a percentage. For Mathematics and English, a standardised score is awarded.

- **For Years 7-9:**

Examination marks should be presented as a percentage and will be shown alongside the Year group median and their class median. The students' rank in the year group is also sent home where a student is in the top 10

- **For Years 10-13:**

In Years 10-13, students will be given an 'examination grade' based on their examination syllabus and content. This grade relates to the standard achieved in the examination and does not necessarily suggest the grade which may eventually be achieved.

1.4 Predicted Grades for GCSE, AS and A2 Level

- **GCSE**

The predicted grade given relates to the standard expected in the final examination. A GCSE predicted grade will be given for Year 11 students in the Lent Term. This will be the GCSE grade that the student is likely to achieve if s/he continues to work at the same standard and should include any completed coursework.

- **A Level**

Preliminary predicted grades will be given for Year 12 students in the Trinity Term, and final predicted grades are confirmed for Year 13 students in the Michaelmas Term as part of the UCAS process. The predicted grade can be expressed as a borderline between two grades however the School will always use the higher grade for UCAS applications. The prediction is the grade the student is expected to achieve in the final examination.

1.5 Grades for shared groups

- **Effort, Attainment and Predicted Grades**

Where two or more teachers share the teaching of a group of students, they may collaborate to award effort and attainment grades to a particular student. Only one predicted or examination grade is issued per student per subject.

2. Guidance for Writing Reports (Senior Divisions):

2.1 General points

- Two types of report are written – Full Reports and Grade Sheet Reports. A Grade Sheet Report consists of the Grade Sheet, Tutor Report and Housemistress/master (HM) Report (where appropriate). A Full Report consists of a Grade Sheet, separate subject reports, HoY Report and HM Report (where appropriate).
- Reports are also produced in the Michaelmas and Trinity Terms for students undertaking paid Music and Tennis activities.
- HoDs are responsible for ensuring that new members of staff in their department are familiar with the reporting system.
- Report deadlines are published every term and these must be met.
- Reports are addressed to parents and are official school documents, so formal grammar and vocabulary should be used.

2.2 Full Reports

Guidance for writing Full Reports is outlined below. They should:

- Be written in formal continuous prose, adhering to the administration guidelines.
- Comprise one report per subject per student. Teachers that share a class should each contribute to the report.
- Comprise three paragraphs: the first should be positive and include comments on the general approach to the subject; the second should comment on skills/application (it should not describe or comment on curriculum content); the third should refer to the target(s) for the following term.
- Comprise at least one target in the third paragraph that is contained within the continuous prose, rather than as a freestanding sentence.
- Be 100-250 words in length.
- Be written in the first instance in Microsoft Word as this will enable all spelling and grammar tools to be utilised.
- Be proofread by a nominated person in the designated department.
- Be copied and pasted from Microsoft Word onto iSAMS, into the comment box, after proofreading corrections have been made.

2.3 Tutor Reports

Guidance for writing Tutor Reports is outlined below. They should:

- Be written in formal continuous prose, adhering to the admin guidelines.
- Comment on non-academic matters, e.g. co-curricular activities, tutorial work, participation in house events, appearance, punctuality etc. Comments on the academic reports are encouraged, although this should not form the sole content of the report.
- Be 100-250 words in length.
- Be written in the first instance in Microsoft Word as this will enable all spelling and grammar tools to be utilised.
- Be proofread by the HoY.
- Be copied and pasted from Microsoft Word onto iSAMS, after proofreading corrections have been made.

2.4 The Role of the Tutor in the Reporting Process

The tutor is responsible for checking the accuracy of Grade Sheets and Reports for his/her tutees. Guidelines for how to complete these processes are outlined below.

2.5 Common Errors in Reports

A list of the most common errors in full reports is outlined below. Staff should take note of these before they embark on writing their reports, to improve the accuracy of reports produced.

- Full stops missing from the end of sentences
- Lines missing between paragraphs
- Only one space after a full stop, instead of two
- Two or more spaces after a comma, semi-colon or colon, instead of one
- Use of English name instead of Chinese name for Chinese students
- Misspelling of unusual Christian names
- Use of capital letters where not needed, e.g. House, Year, Reading, Speaking
- Lamda rather than LAMDA
- Targets standing alone, rather than in body of report
- Targets addressing the student rather than in the third person
- Use of 'homework' instead of 'study'
- Use of 'due to' instead of 'owing to'
- Use of 'exam' instead of 'examination'
- Use of 'mock(s)' instead of 'mock examination(s)'
- Use of commas with 'however', which should follow the formats below:
- Sarah, however, should always
 - However, Sarah
 - Sarah has worked well this term; however, she
- Not using single inverted commas for titles of texts or projects (e.g. 'Hamlet' or 'Transitions' as the title of an Art project)
- Use of commas in general; they should be added wherever a pause is needed or to identify a move between clauses e.g.
 - In class, Tom
 - During this term, Tom
 - When undertaking practical work, Tom
 - If she can maintain this approach, then she should be
- Split infinitives, e.g. 'she must remember to thoroughly check', rather than 'she must remember to check thoroughly'

3. Guidance for Writing Reports (Preparatory Division)

3.1 General points

- Two types of report are written – Full Reports and Interim Reports. An Interim Report consists of the attainment results for Mathematics, Writing and Reading, a form tutor comment and targets for the next term. A Full Report consists of subject reports with Teacher Assessment, test results, attainment results, form tutor comment and targets for core subjects.
- Heads of Division are responsible for ensuring that new members of staff in their Division are familiar with the reporting system.
- Report deadlines are published and these must be met.
- Reports are addressed to parents and are official school documents, so formal grammar and vocabulary should be used.

3.2 Full Reports

Guidance for writing Full Reports is outlined below:

- Reports should be written in formal continuous prose, adhering to the administration guidelines.
- Each core subject should be at least 100 words and foundation subjects 50 words. Reports should be written positively and include comments on the general approach to the subject. There should be a comment on skills/application (it should not describe or comment on curriculum content) and should refer to target/s for the following year.
- Reports should be written into the template ready to be merged and returned to the Office.

3.3 Common Errors in Reports

A list of the most common errors in full reports is outlined below. Staff should take note of these before they embark on writing their reports, to improve the accuracy of reports produced.

- Full stops missing from the end of sentences
- Lines missing between paragraphs
- Only one space after a full stop, instead of two
- Two or more spaces after a comma, semi-colon or colon, instead of one
- Misspelling of unusual Christian names
- Use of capital letters where not needed, e.g. House, Year, Reading, Speaking
- Targets standing alone, rather than in body of report
- Targets addressing the student rather than in the third person
- Use of 'due to' instead of 'owing to'
- Use of 'exam' instead of 'examination'
- Use of 'mock(s)' instead of 'mock examination(s)'
- Not using single inverted commas for titles of texts or projects (e.g. 'Hamlet' or 'Transitions' as the title of an Art project)
- Split infinitives, e.g. 'she must remember to thoroughly check', rather than 'she must remember to check thoroughly'

4. Celebrating Achievement

4.1 Preparatory Divisions

It is important that pupils receive encouragement for achievement, whatever their ability. Key means by which this is done include:

- Immediately - by the Class Teacher verbally, or by written comment on the work with 'stickers'/'stamps' which are collected towards house points
- Showing work to the Head of Divisions
- Comments to parents in Homework/Reading diaries
- Weekly - by entries in the 'Golden Book', read out in Friday's Assembly
- Bronze, Silver and then Gold certificates presented for milestones in collecting house points (5, 10, 20)
- Annually - by prizes at Prize Giving/Celebration of Achievement

4.2 Senior Divisions

It is important that all students receive encouragement for achievement, whatever their ability. This will generally be by means of normal teacher-student dialogue, but can be achieved in the following ways:

- End of Term Certificates
At the end of the Michaelmas Term, certificates may be awarded based on the performance of students towards the New Hall Learning Habits. Teachers are asked to nominate those students who they feel have successfully demonstrated each habit. Attainment, Attitude to Learning and Progress Certificates may be awarded at the end of the Trinity term, to all students based on the grades they have been awarded that academic year.
- Prizes for Academic Achievement
Following the End of Year examinations, the Principal's Award for Outstanding Academic Achievement is awarded during Prize-Giving to those students who have achieved the highest grades throughout the year in each Year group. This award is based on work over the whole year and not just who came top in the examination. Where students in each year have previously won this award, they will receive the Principal's Award for continuing Academic Excellence; this is awarded to students who have sustained their academic achievement throughout the year and previous year(s).
- Prizes for Sustained Effort and Progress
Additionally students from each Year (Years 7-9) can be awarded a Prize for Sustained Effort and Progress.
- Other Prizes
There are also a number of trophies to be awarded at The Years 7-9 Prize Giving and Years 10-13 Prize Giving.