TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL

Approved by Governing Body: May 2018
To be reviewed by: May 2021

ASSESSMENT, RECORDING AND REPORTING POLICY

ETHOS
Tunbridge Wells Girls' Grammar School's whole school assessment policy puts pupils first, in a system designed to engage them in the assessment process and help them understand how to progress and improve their own learning.

AIMS
- Pupils have a common experience in assessment across the school, with consistent grading and comments from all subject areas.
- Assessments are both formative and summative in nature to gain a rounded understanding of pupil attainment.
- Assessment is well matched to grading criteria established by each department at KS3, and to the examination specification requirements at KS4 & Sixth Form.
- Assessments are devised that match all abilities and foster self-esteem, but stretch and challenge pupils to achieve the very best outcomes.
- Dedicated Feedback Time (DFT) is at the core of all assessment, giving pupils time to reflect upon their achievements and recognise how they can improve and make progress (see Marking and Feedback Policy).
- Self and peer-assessment is encouraged in all subjects with cross-school sharing of good practice to enhance the pupil experience.
- Target setting is aspirational, and pupils are involved in the process of target setting.
- Communication with parents is clear, understandable, and regular, thereby fostering confidence in the school assessment policy and encouraging a partnership.
- Monitoring and evaluation of pupils goes beyond attainment to recognise specific areas in which pupils can make progress.
- Members of staff are appropriately trained and informed about the assessment policy and procedures, and they value the methods of assessment used.

ROLES AND RESPONSBILITIES
Senior Leadership Team and Governing Body
- The Headteacher and Governing Body are responsible for ensuring that the educational needs of all pupils are met as far as possible.
- The Headteacher and Assistant Head with responsibility for Assessment work closely with Directors of Achievement, Form Tutors, subject staff and external agencies to ensure that the needs of all pupils are met.
- The Assistant Head for Assessment is responsible for training new staff on Assessment procedures. Training is to include KS3 & 4 grading systems, interim grades, Assessment for Learning (**AfL**) within lessons, report writing and how to use the Aim High reporting system.
- The Assistant Head for Assessment is responsible for liaising with Directors of Achievement to help identify underachieving pupils and to set up intervention strategies to help these pupils.

Directors of Achievement and Curriculum Leaders
- Directors of Achievement work closely with the SENCO and the Assistant Head for Assessment in identifying those pupls with educational needs, and they work with teaching staff, liaising on the level of assistance required.
- Curriculum Leaders are responsible for assessment, recording and reporting within their subject areas in line with All Staff Assessment Delivery (see procedures). They should ensure that regular marking of work takes place and that assessment information is recorded and accessible for staff. Curriculum Leaders should also ensure that all members of staff in their departments apply differentiation strategies so that pupils can work to their full potential. Moderation of work should take place to ensure consistency, as should monitoring of assessment standards within the department, including book scrutiny. Curriculum Leaders are responsible for ensuring that

all pupils are fully aware of their target grades and that pupils are given information to help them achieve their target grade.
- Curriculum Leaders are responsible for training new staff how to assess work within their department, including use of grades and AfL.

All Teaching Staff
- Teaching staff are responsible for the learning (which includes assessment) of every pupil they teach. They should keep clear and detailed records in order to monitor progress. They liaise with the Curriculum Leader, Form Tutor and Director of Achievement as necessary. Early identification of problems is essential if pupils are to achieve their potential. Information should be communicated to parents, by the subject teacher/Curriculum Leader and/or Director of Achievement. Directors of Achievement must be kept informed of a pupil's progress, as their behaviour and well-being may be affected.
- Teachers and parents are encouraged to work in partnership. Early communication with either home or school regarding pupil progress is essential, particularly if the pupil is having problems. Communication should be through the student planner in accordance with the progressive intervention procedure.

Pupils
- Pupils should learn to take responsibility for their assessment. They should review their academic progress regularly through the use of target setting and Directed Feedback Time. Target setting sheets in the planner should be filled in by the pupil. Pupils in Years 8,9,10, 11 and the Sixth Form should take responsibility for filling in their target setting sheets at parents' evenings.

PROCEDURES

All Staff Assessment Delivery
- Lesson delivery by all staff at all key stages has assessment of learning at its heart. Directed Feedback Time is delivered across the school as explained in the Marking & Feedback policy. Consistent grading should occur across departments to ensure pupil experience is consistent. AfL is embedded in all teaching.
- Regular assessment of pupil progress should take place in departmental and tutor team meetings and any pupils causing concern should be referred to form tutors or Directors of Achievement, either verbally or using a referral sheet. Following this, discussion will take place with the pupil and/or the pupil's parents. Ongoing or extended problems will always be referred to parents in a timely fashion.
- Assessments of progress are both formative and summative in nature (including internal examinations in all subjects) to provide a rounded understanding of pupil attainment. They should be well matched to grading criteria established by each department at KS3, and to the examination and specification requirements at KS4 & Sixth Form.
- Twilight INSET delivery and departmental time is dedicated to Assessment at set intervals on the school calendar. Cross department and cross school sharing of good practice in assessment, marking and feedback is actively encouraged.

Target Setting
- All pupils in Year 7 are given Cognitive Ability Tests. These are used to project **Progress Pathways** for pupil attainment through KS3 & 4. They can also be used to highlight strengths and weaknesses, and they are a useful tool for staff when analysing performance and achievement. Form tutors and subject staff are given this data with KS2 SAT results, and also set baseline grades for Year 7. Form Tutors are given CAT scores. The CAT results also include indicators for KS4 grade outcomes in all subjects.
- Year 7 baseline assessments are conducted by each department and should be well linked to the newly devised grading criteria developed by each department. These baseline grades will be incorporated into each pupil's Progress Pathway.
- Every pupil in Years 8, 9, 10 and 11 is given a sheet with her targets on for the year early in the first term. Targets are copied into the pupil's planner and monitored by the Form Tutor throughout the year during registration/assembly time. The target grade sheet is taken home for parents to see.

- GCSE target grades are statistically generated using a mixture of CATs, KS2 projections from Fischer family Trust Aspire, in school assessment at the end of Year 9, and pastoral and SEN considerations, to inform the decision making.
- Lower Sixth pupils are informed of their minimum projected grades by Form Tutors once targets are published following all GCSE appeals. Form Tutors and teaching staff review these targets with pupils to set aspirational outcomes.
- In future, when pupils move into a new Key Stage, information regarding progress will be passed on to the appropriate Director of Achievement and new subject teacher.

Recording/Tracking/Intervention (See Tracking and Intervention Procedures Appendix 2)
Senior Leadership Team and Governing Body
- SLT and the Governing Body are responsible for providing a recording, tracking, and intervention system that monitors progress for every pupil in the school effectively against their Progress Pathway via SIMS Assessment Manager. This identifies under achievement swiftly and stimulates appropriate intervention for the pupil involved. Those pupils achieving well above their target grades should be actively targeted for challenging and extended material, not just confined to lessons. A traffic light system is in operation to inform staff of any pupils who are under achieving / making limited or no progress, and performing well / making outstanding progress.
- SLT and the Governing Body are responsible for the implementation and effective usage of the assessment, recording and tracking software. The Assistant Head with responsibility for Assessment will ensure that the SIMS software meets the specific requirements of the school, and is submitted to a rigorous review each academic year to identify and implement any necessary changes.
- Examination results and end of year grades are updated annually on SIMS, when results are fully known, in order that pupil′ progress can be tracked effectively, and Progress Pathways can be adjusted.

Directors of Achievement and Curriculum Leaders
- Directors of Achievement are to use the SIMS Assessment Manager traffic lighting system throughout the year (see Appendix 4) to identify pupils who are not achieving their potential. Interviews with pupils and their parents are to be conducted in order to set up appropriate support. The Director of Achievement for the Sixth Form will use GCSE data, AS Level data, and Minimum Projected Grades to identify pupils who need extra support.
- Year 11, Lower Sixth and Upper Sixth pupils are all interviewed by the Directors of Achievement by the end of Spring Term in order to assist them with their preparation for their final examinations.
- Directors of Achievement review intervention procedures and outcomes with the Assistant Head for Assessment. Any necessary changes are made to reach the best solutions of pupils.
- Curriculum Leaders are responsible for ensuring that effective pupil tracking occurs within their department, including the use of SIMS Assessment Manager departmental tracking spreadsheets that are consistently used by all members of the department.
- Curriculum Leaders are responsible for ensuring the quality of pupil monitoring by department staff.
- Curriculum Leaders are responsible for administering the Intervention policy for their department (see Appendix 2).

All Teaching Staff
- All staff are responsible for recording pupil progress for their classes, completing SIMS Assessment Manager department pupil tracking spreadsheets for these groups, and monitoring pupil performance against Progress Pathways for each pupil once they are in place.
- All staff are responsible for ensuring key summative assessment outcomes at all key stages are reported for recording on central records via SIMS Assessment Manager.
- All staff are responsible for reporting any concerns on pupil progress to their Curriculum Leader and / or Director of Achievement as appropriate to stimulate Intervention.
- Mentoring sessions take place with form tutors during form periods and PSHE. Form tutors work with pupils to set targets and to discuss any issues of concern.

Reporting to Parents (Report Writing Guidelines see Appendix 3)

Senior Leadership Team and Governing Body
- The Assistant Head for Assessment communicates with parents to ensure that they understand how Assessment occurs at TWGGS and that they understand the grading system. This is conducted through special evenings for parents, and with letters sent with interim grades and reports.
- Currently three reporting cycles take place for each pupil in Year 9, 10, 11, 12, and 13, consisting of interim grades in December, reports, and parent's evenings. Four reporting cycles operate for each pupil in Year 7 and 8, with addition of end of year grades to those already mentioned, due to gap between report publication and the end of the year.

Directors of Achievement and Curriculum Leaders
- Reply slips from interim and full reports are collected by the relevant Director of Achievement, and any comments from parents are followed up as quickly as possible. Curriculum Leaders and subject staff are informed if a pupil is having difficulties with a subject in order that they can help them. Pupils who perform very well are congratulated and awarded merits. Pupils who do not perform as well as expected are interviewed with their parents in order to find ways to support them.

All Staff
- Telephone contact with parents via subject staff, Directors of Achievement and the Assessment co-ordinator occurs to highlight problems and suggest ways to solve them. These conversations should be recorded on a green form and passed to Curriculum Leaders / Directors of Achievement as appropriate. Use of email to contact parents should be done as indicated in the Staff Handbook.
- Parents' evenings allow staff to give specific feedback about progress and behaviour.

TRAINING
The Headteacher and Governing Body, through the Assistant Head for Assessment, will ensure that appropriate, high quality training on all aspects of assessment, reporting and recording is provided to support the implementation of the policy.

REVIEW
The Assistant Headteacher for Assessment, in consultation with the staff, will undertake systematic monitoring and conduct regular reviews (every year while new grading systems take effect) of the assessment, reporting and recording procedures in order to evaluate them and ensure that the operation is effective, fair and consistent. The Assistant Headteacher for Assessment will keep the Governing Body informed.

APPENDICES
1. Exemplar Assessment Schedule
2. Tracking and Intervention Procedures
3. Report Writing Guidelines
4. Exemplar SIMS Assessment Manager Marksheet

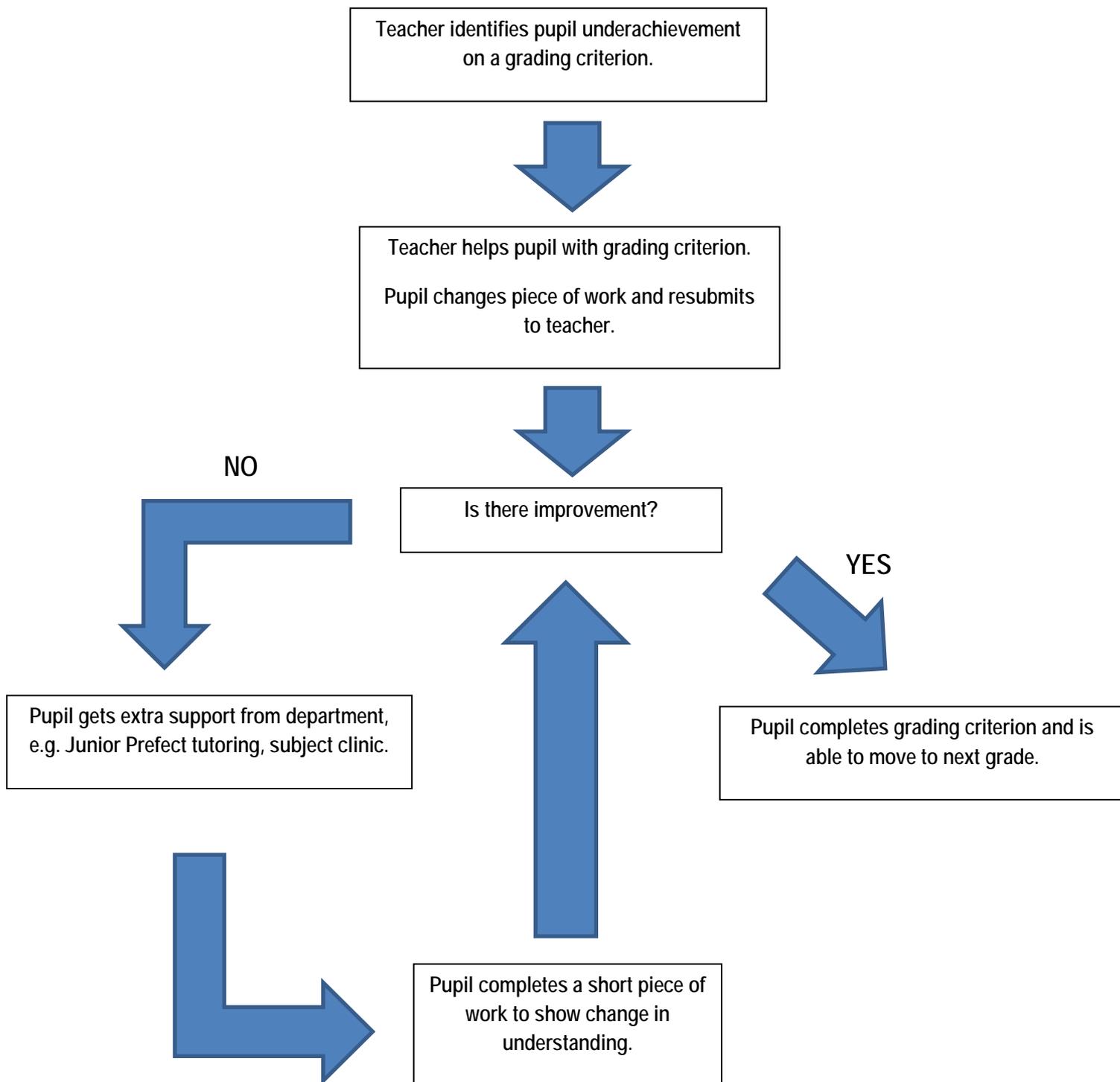# APPENDIX 1 EXEMPLAR ASSESSMENT SCHEDULE 2017/18

Assessment Schedule 2017/18

Year	Autumn Term	Spring Term	Summer Term
7	Yr 7 Tutor Eve 4/10/17 Baselines entered onto Yr7 SIMS mark sheets by 16/10/17 CATS tests 13/10/17 **Interim report grades entered onto SIMS mark sheets by 23/11/17**, to DOA 28/11/17, to FT 11/12/17 to parents 12/12/17	Parents' evening 24/1/18 – Please enter Spring WAGs onto SIMS mark sheets by 19/1/18 Exam week – 26/2 to 1/3/18 - please enter % and Exam WAG onto SIMs mark sheets by 15/3/18 – these will be used in the Year 7 reports. Reports to CL 15/3/18 to FT 19/34/18, to DOA 26/3/18	Reports home 20/4/18 KS3 Awards 16/7/18 **Please enter EOY Grades by Summer WAGS by 11/7/18**
8	Target grade sheets handed to girls in September **Interim report grades entered onto SIMS mark sheets by 23/11/17**, to DOA 28/11/17, to FT 11/12/17 to parents 12/12/17	Parents' evening 1/3/18 – Please enter Spring Term WAGs onto SIMS mark sheets by 26/2/18. Exam week – 19/3 to 23/3/18 .	Please enter Exam % and Grades on to SIMS mark sheets by 20/4/18 as this will be lifted for the reports Reports to CL 20/4/18, to FT 24/4/18, to DOA 1/5/18, home 11/5/18 KS3 Awards 16/7/18 **Please enter EOY Grade by 11/7/18**
9	Target grade sheets handed to girls in September **Interim report grades entered onto SIMS mark sheets by 23/11/17**, to DOA 28/11/17, to FT 11/12/17 to parents 12/12/17	Parents' evening / options evening 18/1/18 **Please enter Spring term WAGs by 12/1/18**	Exam week 08/05 to 11/5/18 Please enter Exam % and Grades on to SIMS mark sheets by 23/5/18 as these will be lifted for the reports. Reports to CL 23/05/18 to FT 25/5/18, to DOA 14/6/18, home 28/6/18 KS3 Awards 16/7/18
10	**Interim report grades entered onto SIMS mark sheets by 23/11/17**, to DOA 28/11/17, to FT 11/12/17 to parents 12/12/17 Projected grades issued and **pupil led target grades** set following discussions in lessons on 9-1 A/S/F scale - **onto SIMS by 31/10/17.**	Parents' evening 6/2/18– Please enter Spring Term WAGs onto SIMS mark sheets by 01/2/18	Exam weeks– 4/6 to 13/6/18 Please enter Exam % and Grades on to SIMS mark sheets by 27/6/18 for the reports and EOY grades. Reports to CL 27/6/18 to FT 29/6/18, to DOA 06/7/18, home 18/7/18
11	Options evening 11/10/17 Parents' evening 9/11/17 – **Please enter WAGs onto SIMS mark sheets by 6/11/17** Review of targets for end of Yr11 with pupils in lessons.	Art Mock 10&11/1/18 Written Mock Exams 3/1/17-17/1/18 **Please enter Exam WAGs by 29/1/18 – these are part of the reports.** Reports to CL 29/1/18 to FT 1/2/18, to DOA 7/2/18, home 01/03/18 Interviews with NIH March	GCSE Drama examinations April 2018 GCSE examinations start 14/5/18 GCSE Results Day 23/8/18
12	**Interim report grades entered onto SIMS mark sheets by 23/11/17**, to DOA 28/11/17, to FT 11/12/17 to parents 12/12/17 Minimum projected grades and targets set in lessons. Teacher assessed target grades entered onto SIMS mark sheets.	Interviews with GIF January / Feb AS MFL Mock Orals March 2018 AS Mock Exams 12/3/18 Parents' evening 27/3/18– Please enter Spring WAGs for full A Level pupils & and Exam % and Grades for AS pupils onto SIMs marksheets by 23/3/18 so they can be printed for P Eve.	AS examinations L6th Internal Exams 4 days 4-7/6/18 **Please enter Internal Exam % and Grades on to SIMS mark sheets by 21/6/18 as these will be lifted for the reports** Reports to CL 21/6/18 to FT 25/6/18, to DOA 02/7/18, home 12/7/18 A Level Results Day 16/8/18
13	Revised predicted grades for UCAS to JC 13/09/17 Parents' evening 21/11/17 – **Please enter WAGs onto SIMS mark sheets by 15/11/17**	Mock Exams 10&11/1/18 **Please enter Exam % and Exam WAG onto SIMS by 24/1/18** 26/1/18 Mock Results home Interviews with GIF January A Level MFL Mock Orals March 2018 Mock Exams 5&6/3/18 **Please enter Exam % and Exam WAG onto SIMS by 16/3/18** Reports to DoA 20/3/18 Reports Home 28/3/18	Mock Exams 16&17/4/18 **Please enter Exam % and Grades on to SIMS mark sheets by 2/5/18** 8/5/18 Mock Results Home AS and A Level Exams A Level Results Day 16/8/18

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APPENDIX 2 TRACKING AND INTERVENTION PROCEDURES

- On entry to the school in Year 7, each department should make a **baseline assessment** for each pupil and hand this information to the administration office. The majority of pupils should improve by a whole GCSE grade each year at KS3, but this will depend on their Progress Pathway. If a baseline is set it is easier to track progress. **Baselines should be set as GCSE grade with sub grade – A/S/F (Advanced/Secure/Foundation).**
- Year 7 pupils sit CATS which are then compared with SATS scores and Interim report grades to identify any pupils who may be under achieving. Any pupils having difficulties with their work are identified and a meeting is set up with them and their parents and the Curriculum Leader **(High Level Intervention - HLI)**.
- At KS3, Interim grades are compared with pupil's end of year report and progress throughout the year. Any pupils not performing as well as expected will be interviewed with their parents by the Director of Achievement in order to suggest ways of improving (HLI).
- Year 7 are predicted a **Progress Pathway** through to their final GCSE projected grade. This pathway will be re-evaluated, particularly in the transition from Year 9 to 10 given the pupil's KS3 performance. If a pupil achieves in excess of the predicted pathway in a subject, then this pathway will be re-evaluated to define a new target.
- Year 10 projected grades for GCSE are calculated statistically, as indicated earlier, and given to DoAs and CLs so that they can monitor progress. The Interim report indicates progress early on in Year 10 and anyone under achieving will be interviewed with their parents by the Director of Achievement. (HLI)
- In the Sixth Form, minimum projected grades are calculated statistically from average GCSE point score and passed to staff. Any pupils not performing as well as expected are reported to the Director of Achievement (6th Form) and interviewed with a view to helping them improve (HLI). The Interim report also indicates progress.
- Curriculum Leaders should collect in all the Interim reports and monitor the use of grades by staff. They also note any pupils who are under achieving and plan an action plan for those pupils. Curriculum Leaders should ensure consistency in the use of Interim grades and full school report grades, by departmental moderation
- Staff who have concerns about any pupils must report them firstly to the Curriculum Leader to prompt **Low Level Intervention (LLI)**, then to the appropriate Director of Achievement or Assistant Headteacher for Assessment as early as possible.
- After the examinations teachers enter the grades onto SIMS which transfers these grades to the school reporting system. All grades and examination results are recorded in SIMS in order that the progress of pupils can be tracked effectively. Curriculum Leaders should use the grades from the previous year's examination to assess progress or regression
- At the start of the year pupils fill in target setting sheets for the following year. Form Tutors spend time going through these targets individually during the exam period when there are no assemblies. If staff need extra time to complete the process, they liaise with their Director of Achievement as to when they may miss assembly.
- Year 8 and 9 pupils set targets for the end of Key Stage 3. During lessons they discuss their current level of achievement and set a target of what they hope to achieve at the end of Year 8 and Year 9. Target grade sheets are sent home to the parents at the start of the year and pupis record their targets in their planner.
- Year 11 and Sixth Form pupils are given their projected grades for GCSE and A Level examinations as worked out statistically. Pupils take this sheet of information to the parents' evening and mutually agree with staff a target grade that they are aiming to achieve
- Departments analyse value added by comparing the projected grade with the actual grade achieved.
- **Monitoring of Groups** – whole school pupil tracking includes careful monitoring of all groups, with particular attention paid to disadvantaged groups, pupil premium pupils, those with English not as a first language, ethnic minorities, and in the future an examination of younger pupils within year groups, and new pupil entrants in the Sixth Form.
- Curriculum Leaders are responsible for ensuring groups of pupils are identified on departmental tracking sheets, and that all department staff know which pupils in their classes are in these groups, carefully monitoring their progress. All groups are identified to staff through SIMS Assessment Manager.
- Individual staff are responsible for noting those pupils in pupil groups in their planner.

Low Level Intervention Cycle in a Mastery System

The new GCSE grading system at KS3 & 4 adopts a mastery approach for each subject. This means that all requirements for each grade must be met before pupils can move onto the next. This helps identify where a pupil is struggling and prompts 'low level intervention' to help a pupil move onto the next grade.

Teacher identifies pupil underachievement on a grading criterion.

Teacher helps pupil with grading criterion.

Pupil changes piece of work and resubmits to teacher.

Is there improvement?

NO

YES

Pupil gets extra support from department, e.g. Junior Prefect tutoring, subject clinic.

Pupil completes grading criterion and is able to move to next grade.

Pupil completes a short piece of work to show change in understanding.

APPENDIX 3 REPORTING TO PARENTS – GUIDELINES FOR WRITING REPORTS

Guidance and Tips for Writing Reports
THIS DOCUMENT CAN BE FOUND ON THE SHARED AREA IN A FOLDER CALLED 'WRITING REPORTS'
Please ensure that you follow these instructions, otherwise you could have several reports returned to you.
If you have any questions regarding reports, please ask a member of SLT.

Please keep to deadlines as published on the Assessment Schedule. The deadline is the end of the lunch hour on the date stated in order that reports can be printed off during the afternoon.

To maintain consistency in report writing please use the following guidance:

- Name on the report should not include nicknames or shortened versions. The **nm** formula on Aim High is to be used to ensure consistency
- Write in full sentences complete with REAL verbs, and in the **third person** (i.e. she has…)
- Comments to be positive or qualified negative where it would be misleading not to do so
- Check your reports very carefully for spelling mistakes and grammatical and punctuation errors
- It is too late to complain if she has not attended your lessons; this should have been dealt with as it happened
- Read the pupil's personal statement to help you write the **Form Tutor comment**. Ask pupils to make a note of their responsibilities and extra-curricular activities on a form list for your information
- Share good practice within the department. New members of staff will receive training at the start of the year but this should be followed up by the Curriculum Leader at report writing time

1. Please use "pupil" rather than "student".

2. Use capital letters for:

- Subject names – Geography, Biology, French, PE, RS
- Year groups – Year 10, Year 11, Year 7
- Sixth Form
- Form Captain
- Form Tutor
- A Level
- Parents' Evening
- Controlled Assessment/Target Grade/Level/Projected Grade/Listening, Reading, Writing, Speaking - if they are being used as a stand-alone title, but lower case if being used as a general term in the body of your text. E.g. Target Grade A/her target grade, Level 6A/achieve her level
- If you are referring to a level that a pupil has achieved, please ensure capital 'L' and capital 'A, B, C' for the sub-level eg Level 6A

3. Do not use capital letters for:

- Teams
  Eg: cricket team, netball team, A team, debating team etc

4. No abbreviations (a few examples):

- Do not, **NOT** don't
- Cannot **NOT** can't
- She is **NOT** she's
- Quotation **NOT** quote

- Vocabulary **NOT** vocab

5. Consistency:

- Please use exam or examination, Maths or Mathematics, but only one or the other throughout your reports, and never both
- Only use a double space after a full stop
- Bullet points may be used in the 'Target for Improvement' box
- Please write in the third person throughout the report. An exception to this is at the end of the report where it is acceptable to write – "An excellent year's work. Well done." **OR** – "Well done,………………. *name of pupil*"

6. Do not end sentences with prepositions:

"…. she should attain the results for which she has been working."
NOT
"…. she should attain the results she has been working for."
OR
"………to which she aspires."
NOT
"……….the results she aspires to."

7. Do not split infinitives:

"She must aim to focus fully on her work……."
NOT
"She must aim to fully focus on her work…."

The action is put first and how it is done second.

8. The dreaded apostrophe:

If it is plural, it is after the s - "Parents' Evening"

If it is singular, it is before the s – "Sophie's marks"

9. 'However'
The word *however* is a very useful one in report writing, but difficult to punctuate.
Here are some examples:
Incorrect:
"She has submitted a number of homework tasks, however very often they were done in a rush."
"Her written work however shows gaps in her understanding of the present tense."
"She has struggled with her punctuation, however this is improving."
Correct:
 "She has submitted a number of homework tasks. However, very often they were done in a rush."
"Her written work, however, shows gaps in her understanding of the present tense."
"She has struggled with her punctuation; however, this is improving."

A tip that sometimes helps is that if you are using the word *however* in report writing, if you haven't got a punctuation mark (full stop, semicolon or comma) before it and a punctuation mark (comma or full stop) after it you have probably not punctuated it correctly.

10. 'Practice' or 'Practise'

Practice is a noun – "violin practice"
Practise is a verb – "…..she should practise her violin….."

11. Some 'notorious' spellings:

committed	commitment	commit	endeavour
favourite	achievement	skilful	acquired
benefited	fulfil	accommodate	environment
both focused and focussed are correct		demeanour	

12. Please check any statement banks that you use to ensure that they are correct. If you make up new statements please check them with your Curriculum Leader first.

Writing reports - Extra tips

► Ensure reports reflect the whole year of work in the top box and only the exam in the middle exams box

► Do not bring down the whole report because of a poor exam result - this is demotivating

► Do not write about the controlled assessments in the exam box

► No touting for business in terms of pupils choosing A Level or GCSE options. Equally, in L6th reports, avoid making comments about U6th

► Type up statement banks in Word first, and then use the spell check to pick up mistakes

► Do not exceed the word allowance

► The grade reflects the whole year. If there is an inconsistency between the grade and comment, explain that the comment details how a pupil is working currently. E.g. her current work demonstrates….

► Print off and return **all** corrections, especially if they appear on several reports to avoid them being returned for a second time by the DoA

Teacher comment on pupil progress

Motivation | E | **Achievement** | 2

The focus for Year 9 Drama is on different performance styles. ██ is a cheerful member of the group who can always be relied on to work well both in class and at home. She understands the core principles but struggles a little with harder concepts. She is now beginning to include the level of detail required to achieve a Level 8, and is on track to achieve her target grade by the end of the year. Well done, ██.

Teacher comment on pupil progress

Motivation | E | **Achievement** | 2

██ has made excellent progress this year, across each element of the GCSE course. Her speaking and listening skills have developed significantly as a result of her noticeably increased levels of self-confidence. ██'s writing style is clear and concise, which has enabled her to produce high level responses to her first two controlled assessment pieces. The standard of the work has been high with her marks averaging out to a Grade A.

Examination comment

Result 71%   **Mean 72.8%**   **Range 24-98%**

Listening: 17/25   Reading: 17/25   Writing: 20/25   Speaking 22/25

This is a promising set of results. ██ should now focus especially on developing her receptive skills and ensure that she is always prepared before future controlled assessments.

GUIDELINES FOR WRITING L6th REPORTS

Provisional Predicted Grade - This should be a **single grade**. (It may be amended next term if necessary, but the UCAS website will not accept a split grade)

Progress and Attainment

This is the section that will form the basis of the UCAS reference and record of achievement and should, therefore, be positive in tone. However, teachers may include qualified negative statements where it would be misleading not to do so. This section of the report should be **no longer than 200 words**. The report should concentrate on discussion of skills that form the core of the syllabus and, where appropriate, comment on wider skills such as the ability to research material, think conceptually and write a well-structured essay. Comment on a pupil's degree of motivation should also be included. Ideally, from the report the reader should be able to gauge the standard of the pupil without reference to the grade. In support of the points made in the report, teachers should refer to specific examples of good work. This would help to give the report more individuality. Please refer to the skills that they have shown. If the pupil is the **best pupil** you have ever taught, or is in the **top 5%,** please mention this. **The report must be written in the third person.** Bland, unsupported statements must **not** be included.

Recommended Course of Action

This section of the report should be exactly what it says: practical advice as to how the pupil can improve. The length of this section should be as long as is required, but **no more than 100 words**. Information from this section will **not** be used in the compilation of a pupil's UCAS reference – teachers may, and should, be as hard-hitting as is appropriate in order to help the pupil achieve the best grade possible.

APPENDIX 4 – EXEMPLAR SIMS ASSESSMENT MANAGER MARKSHEET

Target grades for the end of the academic year and the GCSE are provided to measure against pupil performance.

Working at Grades are provided as part of the reporting cycle. From these calculations are created to measure pupil progress against their target grades.

Four columns of calculations measure pupil progress (from left to right):

1. Their progress against their end of year performance from the previous year (in steps of progress, e.g. 3S to 3A is one step of progress).

2. A measure if a pupil has made a step in progress in the subject as would be expected each half term.

3. How many steps of progress a pupil has made from their Year 7 baseline.

4. Progress against their end of year target.

1 Marksheet

Result Date 30/09/2016   Group Membership Date 30/09/2016   Refresh Summary Narrow Reveal

Group Filter

CAT Mean SAS	Geo CAT Indicated Grade	Gg TG Y8 Year 8	Gg TG Y11 Year 11	Gg WAG Y7 Base Year 7 Baseline	Gg WAG Y7 Sum Year 7 Summer	Gg PG Y7 Sum Year 7 Summer	Gg WAG Aut Year 8 Autumn	Gg Steps Prog in Yr Aut Year 8 Autumn	Gg Prog Indicator Aut Year 8 Autumn	Gg Steps Prog from Y7 Aut Year 8 Autumn	Gg On Target Indicator Au Year 8 Autumn
130	A	4S		2S	3F		4A	5	P+	7	T+
116	A/B	3A		1S	2S		3S	3	P+	6	T-
112	B	4A		2S	3S		3S	0	P-	3	T-
125	A	4S		2A	3F		3S	1	P	2	T-
126	A	4F		2F	2A		2S	-1	P-	1	T-
116	A/B	5F		2A	3A		3S	-1	P-	2	T-
116	A/B	4F		1S	2A		3F	1	P	5	T-
112	B	4S		2A	3F		4S	4	P+	5	T
118	A/B	5S		2S	4F		4S	1	P	6	T-
125	A	4S		1A	3F		3S	1	P	5	T-
117	A/B	5S		2F	4F		4A	2	P+	8	T-
		4F		2F	2A		3A	3	P+	5	T-
120	A/B	4F		1A	2A		3A	3	P+	6	T-
134	A*/A	4A		2F	3S		3A	1	P	5	T-
106	B/C	4F		1A	2A		2A	0	P-	3	T-
108	B/C	3S		1A	2F		2A	2	P+	3	T-
103	C	4S		2F	3F		2S	-2	P-	1	T-
130	A	5F		2A	3A		3A	0	P-	3	T-
121	A/B	4F		1A	2A		2A	0	P-	3	T-
134	A*/A	4S		1S	3F		3F	0	P-	5	T-
128	A	3A		1A	2S		2S	0	P-	2	T-
105	B/C	3S		1S	2F		2F	0	P-	2	T-
104	B/C	3A		1F	2S		2A	1	P	5	T-
116	A/B	4S		1S	3F		3F	0	P-	5	T-
117	A/B	4S		1S	3F		3S	1	P	6	T-
130	A	4S		2S	3F		3A	2	P+	4	T-
118	A/B	4F		2A	2A		3S	2	P+	2	T-
118	A/B	4F		2S	2A		3S	2	P+	3	T-

	CAT Mean SAS	Geo CAT Indicated	Gg TG Y8		Gg WAG Y7 Base	Gg WAG Y7 Sum		Gg WAG Aut	Gg Steps Prog in Yr	Gg Prog Indicator	Gg Steps Prog from Y7	Gg On Target Indicator
Number of Results	27	27	28		28	28		28	28	28	28	28
Number of Results with value	27	27	28		28	28		28	28	28	28	28
Mean	118.7	48.78	11.71		4.79	7.71		8.82	1.11	0.61	4.04	0.07
Median	118.0	49.00	12.00		5.00	8.00		9.00	1.00	1.00	4.50	0.00
Mean Grade		B	4F		1A	2A		3F		P-		T-
Median Grade		A/B	4S		2F	3F		3S		P		T-

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