MONITORING, ASSESSMENT, RECORDING, REPORTING & ACCOUNTABILITY POLICY

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Policy Statement (1)

1) AKS Lytham has a framework in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that all pupils can make good progress and, where possible, over-perform, in relation to national and school-based norms, and expectations based on their ability.
2) The teaching staff of the school have a good understanding of the aptitudes, needs and prior attainments of pupils, and ensure these are taken into account in the planning of lessons and modify provision, as required.
3) Each department area has specific assessment policies and procedures in place, in support of the whole school strategy.
4) The school employs a wide range of assessment procedures, in order to ensure that assessment is effective, supports pupil progress and successfully brings out the best in everyone. Information about a pupil's progress and attainment is sent to the parents of every registered pupil in accordance with the reporting schedule set out in Appendix 7. For further information on assessment accommodations for SEND pupils, please see the SEND policy.

Policy Statement (2)

1) This policy applies to all members of the AKS school community, including those in our EYFS setting.
2) AKS implements this policy through adherence to the procedures set out in the rest of this document.
3) This policy is made available to all interested parties in accordance with our *Provision of Information* policy. It should be read in conjunction with our *Curriculum, EAL, SEND and Teaching & Learning* policies.
4) The school is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's *Equal Opportunity* policy document.
5) This policy is reviewed at least annually, or as events or legislation changes require, by the Whole School Leadership Team and the Local Governing Body. The deadline for the next review is no later than 12 months after the most recent review date indicated above.

Key Personnel

1) David Harrow: Headmaster
2) Allan McKeown: SS Senior Deputy Head
3) Kat Fitzpatrick: SS Curriculum and Organisational Manager
4) Chris Jessop: SS Assistant Head (Teaching & Learning)
5) Phil Hayden: SS Deputy Head (Pastoral)
6) Amanda Ilhan: Head of Nursery and Preparatory School
7) Martin Avis: Prep School Deputy Head
8) Adam Worthington: Prep School Assistant Head for Assessment

9) Melissa Jennings: EYFS Co-ordinator (cover)

Useful Definitions

1) **Summative assessment** is the process of evaluating (and grading) the learning of pupils at a point in time. Summative assessment is testing which often occurs at the end of a term or course, used primarily to provide information about how much the pupil has learned and how well the course was taught.
2) **Formative assessment** is evaluation of pupil learning that aids understanding and development of knowledge, skills and abilities without passing any final judgement (via recorded grade) on the level of learning. Formative assessment is testing that is part of the developmental or ongoing teaching/learning process. Formative assessment is designed to provide learners with feedback on progress and inform development, but does not contribute to the overall assessment. (*See Appendix 2*)
3) **Assessment for Learning (AfL)** means using evidence and feedback to identify where pupils are in their learning, what they need to do next and how best to achieve this. In practice, this means: obtaining clear evidence about how to drive up individual attainment; understanding between teachers and pupils on what they need to improve; and agreement on the steps needed to promote sound learning and progress.
4) **Criterion-referenced assessment** compares an individual pupil's attainment against a set standard, as in GCSE grades for example.
5) **Norm-referenced assessment** compares an individual pupil's attainment with that of his/her peer group, such as standardised scores in internal examinations.
6) **Ipsative assessment** compares an individual pupil's attainment with his/her own prior attainment, which enables progress to be monitored.
7) **Ephemeral assessment** differs from recordable assessment in so far as it is not easily quantified or qualified, although it may nonetheless be identified by a teaching professional. Examples may be how quickly a certain pupil tends to answer questions, how a pupil interacts in group work, a pupil's general attitude and mindset and the like.

Attainment/Effort Grades and Standardised Scores

Throughout AKS, effort and attainment grades are included as part of the school's reporting procedures.

The Preparatory School effort grades are understood as follows:

Effort Categories

Attitude to Learning	This covers a pupil's behaviour and attitude towards all areas of learning, including being organised, punctual and prepared for

	lessons and assessments, taking pride in the presentation of work and reviewing and reflecting on any feedback given. It may also include attitude towards effort given to homework, where appropriate.
Class work	This covers a pupil's motivation, application, commitment and participation shown towards work in class.

Effort Descriptors

Exceptional	Consistently goes above and beyond what is expected of an AKS pupil. This is very much an aspirational grade and the number of these grades given out are be limited to a very small number in the class.
Excellent	Effort is consistently very high, with effort being made to complete additional tasks.
Good	At the high standard expected of an AKS pupil.
Inconsistent	Some elements are good but there are inconsistencies, which require improvement to be at the high standard expected of an AKS pupil
Requires Improvement	The standard falls well below that expected of an AKS pupil and therefore significant action is required.

The Preparatory School attainment grades are understood as follows:

Attainment Grades and Descriptors

Above Expected	Knowledge, understanding and skills have real depth and are consistently applied in a wide range of areas.
Age Related	Knowledge, understanding and skills are at the expected level when compared to national standards for the age group.
Working towards Age Related	Knowledge, understanding and skills are lower than expected when compared to national standards for the age group. These children may achieve age related during this academic year.
Below Age Related	Knowledge, understanding and skills are well below expected when compared to national standards. Children with this grade find accessing work for their year group difficult and are often following an individual learning programme.

The Senior School effort grades are understood as follows:

Exceptional	Consistently goes above and beyond what is expected of an AKS pupil. This is very much an aspirational grade and the number of these grades given out would be limited to a very small number in the class.
Good	At the high standard expected of an AKS pupil
Inconsistent	Some elements are good but there are inconsistencies, which require improvement to be at the high standard expected of an AKS pupil
Poor	The standard falls well below that expected of an AKS pupil and therefore significant action is required.

There are three categories for effort in the Senior School, which all use the descriptors and descriptions as above:

Attitude to Learning	This covers a pupil's behaviour and attitude towards all areas of learning, including being organised, punctual and prepared for lessons and tests, taking a pride in the presentation of work and reviewing and reflecting on any feedback given. Staff will be mindful of individual learning profiles for pupils on the learning support register.
Class work	This covers a pupil's motivation, application, commitment and participation shown towards work in class.
Homework	This covers a pupil's commitment to completing homework to the best of their ability and meeting deadlines.

The Senior School attainment grades are understood as follows:

Outstanding	Knowledge, understanding and skills have real depth and are consistently applied in a wide range of areas. Work indicates a potential GCSE grade range of 8-9.
Very High	Knowledge, understanding and skills are substantial and are applied to most areas. Work indicates a potential GCSE grade range of 7-8.
High	Knowledge, understanding and skills are secure and can be applied when required. Work indicates a potential GCSE grade range of 6-7.
Satisfactory	Knowledge, understanding and skills are developing and can be applied with guidance or direction. Work indicates a potential GCSE grade range of 4-5.
Low	Knowledge, understanding, skills and application are limited, even with guidance or direction. Work indicates a potential GCSE grade range of 3-4.

Notes:

a) Parents are informed of the above descriptors whenever the information is reported.

b) The ***effort grades are personal to each individual*** pupil and the full range may be applied across pupils of all academic abilities. It is, therefore, possible for a weaker pupil to be gaining a low attainment grade, but a high effort grade. Similarly, an able, but lazy, pupil may achieve an upper band attainment grade, although their effort grade will clearly indicate that their attitude is unsatisfactory.
c) The ***attainment grades are***, however, ***criteria-referenced against the national cohort*** of pupils.
d) There must be, in each department, a common understanding as to what level of knowledge, understanding and application equates to respectively 'outstanding', 'very high', 'high', 'satisfactory', or 'low' attainment, at each reporting stage in KS3. However, it is expected that ***staff will use all available assessment data to inform their judgement, and there is no requirement or expectation for each attainment report to be preceded by a standardised assessment***.
e) In the Senior School, United Learning's Key Performance Indicators (KPIs) at KS3 complement 'd', and the school commits to deliver the content of the KPIs as a minimum requirement of the overall KS3 provision, although the timescale of any specific delivery is that of the school, in accordance with existing curriculum planning and development.
f) Each subject area has responsibility for ensuring that all staff apply the attainment grades with reasonable consistency and accuracy, and this is monitored by the Head of Department and senior management.
g) In KS3, Standardised Assessment Marks (SAMs) are reported home, alongside other attainment and effort grades (see appendix 7 for the difference between core subjects and all subjects). These marks are generated by each respective department, using in-house standardisation tools, and any relevant assessments over a period may inform the final mark. It is not intended that the SAM should reflect solely a pupil's attainment on one, single class-based assessment; instead, the SAM should reflect, as much as is possible, a student's overall progress and attainment in that subject, relative to their AKS peers. Internally, these SAMs may enable useful comparison against internally-standardised baseline results, to check that there are no sudden and unexplained variances in a pupil's attainment, relative to their year-group cohort. For parents, the SAMs can allow comparison between subjects of their child's relative attainment, although caution is advised for smaller cohorts, where applicable. Guidance to parents is given as follows:
    - *The school will also report on standardised scores for your child. This number reflects your child's attainment and progress in that subject relative to their year-group cohort. A score above 120 indicates that attainment is towards the top end of the peer group; a score around 100 is about average for the peer group; a score around 80 is towards the lower end of the peer group.*

      This information is of interest to parents, since it allows tracking of your child's attainment in any subject throughout Years 7, 8 and 9. For example, if your child gains a 'Good' for Effort in English and a Christmas standardised score in English of 105, then it means they are working well and are achieving just above the middle of the year group. If the Summer standardised score is similar, somewhere between 100 and 110, then your child's progress in English looks steady and consistent, as we would expect. In Year 8, if the

standardised scores remain around this level, parents will know that this rate of progress is continuing. If, however, the Year 8 scores dip and begin to register around 85, it is clear that something has happened and this would warrant a closer look, at home and at school.

This information also allows pupils to consider their attainment in different subjects. Raw percentage scores from school assessments may not reflect how relatively difficult or not any particular assessment was. However, the standardised score removes this possible uncertainty. For example, pupils may have taken a particularly tough geography paper and your child may have scored 45%; on the face of it this may seem low and of potential concern. If the standardised score is 115, though, it shows that this score was actually one of the better ones in the year group and therefore commendable in its own right.

Similarly, pupils can also compare their attainment between subjects far more accurately and meaningfully. For example, if your child is attaining standardised scores in most subjects between 105 and 115, and then achieves 90 in a particular subject, this flags that additional attention should be given to that subject to find out why, relative to all other subjects, your child appears to be attaining less in it.

h) Academic under-achievement is identifiable when internal attainment grades and standardised scores are clearly at odds with baseline ability profiles.

Practice – EYFS to Year 6 (Assessment)

- Teaching staff have electronic access (ISAMS, IConnect and Insight) to pupil lists at the start of term detailing:
    a) Pupil name
    b) Pupil form
    c) Pupil gender
    d) Pupil date of birth
    e) SEND listed (including AG&T)
- Teaching staff should use this information to inform initial planning and classroom management, for example:
    a) Pupil gender: planning should consider boys' and girls' learning styles, which may be facilitated by mixed gender seating arrangements from the outset
    b) Pupil DoB: planning should consider potential maturity of individual pupils
    c) SEND listed: colleagues should refer to the pupil's ILP (Individual Learning Profile), when available, on the school network and/or liaise directly with the school SENCO
    d) Intervention strategies are used throughout the Early Years and Prep School. Prep children can also work in the Beehive classrooms with a Teaching Assistant/SEND staff.

3) Assessment strategies include the following core components:

Early Years

The school follows the assessment arrangements of the EYFS statutory framework. Details include:

a. All year continuous gathering of information -photo/video/notes/verbal- use of online tool including teacher assessment, IConnect, to track progress
b. Individual Learning Journals in Reception.

AKS ensures that there is a progress check of the prime and specific areas for children between 0-2 and 3-4 years, contained in a short, written report sent to parents (see below). In addition, a Good Level of Development (GLD) assessment is completed for all children in the final term of the year in which they reach 5. Each child's development is assessed against the Early Learning Goals and then shared with the parents, including an explanation of how and when the GLD assessment can be discussed with the teacher who completed it. Year 1 teachers are given a copy of the GLD assessment together with the summer Reception reports.

Key Stage 1

Attainment information is collated on Insight.

Writing

- Termly Writing Assessment using KPIs

Reading

- Phonic screening (Year 1)
- Individual chart progressing onto use of the Accelerated Reader system
- RWI Phonic Assessment
- GL Assessments in the Autumn and Summer Terms reported to parents
- KPI/NGR Assessments in Spring Term

Maths

- GL Assessments in the Autumn and Summer Terms reported to parents
- KPI/ NGRAssessments in Spring Term

Key Stage 2

- Spelling and multiplication tables assessment
- Reading record (Accelerated Reader)
- Termly writing assessmentsGL/CAT Assessments for English, Maths and Science in the Autumn and Summer Terms reported to parentsKPI/ NGR Assessments in Spring TermSenior School entrance examination (Assessment Day in January) Year 6

Practice – EYFS to Year 6 (Recording)

1) Records must be accurate, accessible, and regularly maintained on IConnect for EYFS and Insight for KS1 and KS2
2) Information is analysedand can be easily accessed by teaching staff and/or reviewed over a period of time to examine trends and patterns.
3) The EYFS Co-ordinator (cover) and the Prep Assistant Head for Assessment are responsible for collating such information and making it available to teachers (EYFS to Year 6).
4) Exemplifications to assist with assessment moderation across the school, between classes and in United Learning.

Practice – EYFS to Year 6 (Reporting)

Reporting Cycle

Written comments, Effort and Attainment Grades will be distributed via iSAMS Portal.

October
Nursery to Year 6- Parents Evening.

December
Nursery- written report on all EYFS areas.
Reception to Year 6- Effort and Attainment Grades for all subjects with a written target for Reading, Writing and Maths, and a brief form comment.

February
Nursery to Year 6- Parents Evening.

April
Reception to Year 6- Effort and Attainment Grades for all subjects with a written target for Reading, Writing and Maths.

May
Nursery to Year 6- Parents Evening.

June/ July
Nursery- written report on all EYFS areas
Reception to Year 6 Full Report- Effort and Attainment Grades and a written comment for all subjects, plus form comment.There is now a set format for written comments on the end of year report.

Reports and Parents Evenings will cover information on:

a) Academic progress
b) Application and attitude to learning
c) Co-curricular involvement

d) Pastoral matters
e) Targets for pupil achievement
f) An indication of effort and attainment
g) Recommendations for improvements and strategies for the future

Practice – Year 7

1) Teaching staff have access to pupil lists at the start of term detailing:
    a) Pupil name
    b) Pupil form
    c) Pupil gender
    d) Pupil date of birth
    e) SEND listed (where information is available)
2) Teaching staff should use this information to inform initial planning and classroom management, for example:
    a) Pupil gender: planning should consider boys' and girls' learning styles, which may be facilitated by mixed gender seating arrangements from the outset
    b) Pupil DoB: planning should consider potential maturity of individual pupils
    c) SEND listed: colleagues should refer to the pupil's ILP (Individual Learning Profile), when available, on the school network and/or liaise directly with the school SENCO.
3) Departmental SoWs (Schemes of Work) ensure curriculum progression. Awareness of KS2 curriculum and related KPIs is incorporated into the planning of English, maths and science.
4) Pupils sit a MidYIS cognitive ability test in early September (*Appendix 4*).
    a) The results of the MidYIS test are made available in detail on the Pupil Database.
    b) The results of the MidYIS test are maintained in professional confidence and are not shared with pupils or parents.
    c) The MidYIS score provides a baseline statistic to enable teaching staff to set appropriate expectations of individual pupil attainment.
5) In accordance with the assessment schedule (*Appendix 7*) and the deadline dates in the annual school calendar, attainment and effort grades are reported home electronically, along with SAMS (standardised assessment marks).
    a) "Core subjects" for Year 7 are: English, Maths, Science, one of French/Spanish/German, Geography, History.
    b) "All subjects" for Year 7 are: English, Maths, Science, one of French/Spanish/German, Geography, History, Computer Science, RS, Art, D&T, Drama, Music, Sport, Learning2Learn, PSHE.
6) In October parents are invited to meet with core subject teachers, only for an in-person Review Evening.

a) All core subject areas must be available for consultation, including Learning Support. The discussions particularly at KS3 and KS4 need to be structured to make the most of the time available and should take the following general 3-step pattern or structure:

1. Staff should start and lead the discussion and it is expected that the following, at least, would be discussed initially:
    - Comment on the pupil's general attitude, effort, progress, participation in class and the most recent progress grades (if relevant)
    - Guidance on how the pupil could improve

2. Pupils are invited to accompany their parents at Review Evenings, and pupils should always be encouraged to share their thoughts and opinions:
    - Ask the pupil on how they feel things are going. If they are not that forthcoming, move on as time is precious.
    - (Sixth Form only) More discussion could take place with the pupil to gain insight into:
        I. what they are enjoying / feel relatively confident with / have done well
        II. what they feel less confident with / would like to do better
        III. what they will do as a next, constructive step / where they could get extra support

2. Parents should also be encouraged to engage actively in the discussion and staff should ask whether the parents have any questions. The meeting should never be such that the pupil and parents just listen to the teacher.
3. At different stages of the school, there will be times when more specific discussion needs to take place for e.g. in Year 9 and the suitability of pupils for GCSE courses and again in Year 11 for the suitability of pupils for A level course.
4. On the vast majority of Review Evenings, pupils will have just received progress grades and these will obviously form a major part of the discussion.

7) In March, parents are invited to a second meeting (online) with all subject teachers. All subject areas must be available for consultation, as above.
8) A formal assessment period, where pupils are taken off timetable, is to be used by all academic subjects where a paper-based assessment is appropriate.
9) This formal assessment is an end of year examination, and should be synoptic, assessing progress on at least the year's work, and may include previous years' work, where appropriate.
10) The % results are reported home to parents, along with the standardised score.
11) Parents also receive an individual written report comment (350 characters) for: English, Maths, Science, on of French/German/Spanish Geography, History, RS, Art,

D&T, Drama, Music, Computer Science, Learning2Learn, PSHE, PE & Games and Learning Support.

a) The PE & Games comment is completed by the member of staff with greatest contact time with an individual pupil, who is, therefore, in the best position to advise on progress and future development.
b) The Learning Support comment pertains only to pupils on the SEND register.

12) Learning2Learn, PSHE and PE & Games report Effort Grades only, when 'all subjects' report.

Practice – Year 8

1) Teaching staff have access to pupil lists at the start of term detailing:
   a) Pupil name
   b) Pupil form
   c) Pupil gender
   d) Pupil date of birth
   e) SEND/MAGAT listed
   f) MIDYIS score from Yr7
   g) Assessment data from Yr7
2) Teachers use this information to set appropriate expectations of their pupils, as well as to support monitoring of progress during the year.
3) In accordance with the assessment schedule (*Appendix 7*) and the deadline dates in the annual school calendar, attainment and effort grades are reported home electronically, along with SAMS (standardised assessment marks).
   a) "Core subjects" for Year 8 are: English, Maths, Science, one of French/ German/Spanish, Geography, History.
   b) "All subjects" for Year 8 are: English, Maths, Science, French, German/Spanish, Geography, History, Computer Science, RS, Art, D&T, Drama, Music, Sport, L2L and PSHE.
4) In January, parents are invited to meet (online) with subject teachers.
   a) All subject areas must be available for consultation, including Learning Support. The discussions particularly at KS3 and KS4 need to be structured to make the most of the time available and should take the following general 3-step pattern or structure:

   1. Staff should start and lead the discussion and it is expected that the following, at least, would be discussed initially:
      - Comment on the pupil's general attitude, effort, progress, participation in class and the most recent progress grades (if relevant)
      - Guidance on how the pupil could improve

2. Pupils are invited to accompany their parents at Review Evenings, and pupils should always be encouraged to share their thoughts and opinions:

- Ask the pupil on how they feel things are going. If they are not that forthcoming, move on as time is precious.
- (Sixth Form only) More discussion could take place with the pupil to gain insight into:
  I. what they are enjoying / feel relatively confident with / have done well
  II. what they feel less confident with / would like to do better
  III. what they will do as a next, constructive step / where they could get extra support

3.Parents should also be encouraged to engage actively in the discussion and staff should ask whether the parents have any questions. The meeting should never be such that the pupil and parents just listen to the teacher.

3. At different stages of the school, there will be times when more specific discussion needs to take place for e.g. in Year 9 and the suitability of pupils for GCSE courses and again in Year 11 for the suitability of pupils for A level course.
4. On the vast majority of Review Evenings, pupils will have just received progress grades and these will obviously form a major part of the discussion.

5) A formal assessment period, where pupils are taken off timetable, is to be used by all academic subjects as in Year 7; requests are made to the Examinations Officer, according to internal deadlines. This formal assessment is an end of year examination, and should be synoptic, assessing progress on at least the year's work, and may include previous years' work, where appropriate.
6) The % results are reported home to parents, along with standardised scores.
7) Parents also receive an individual written report comment (350 characters) for: English, Maths, Science, French, German/Spanish, Geography, History, RS, Art, D&T, Drama, Music, Computer Science, Learning2Learn, PSHE, PE & Games and Learning Support.
   a) The PE & Games comment is completed by the member of staff with greatest contact time with an individual pupil, who is, therefore, in the best position to advise on progress and future development.
   b) The Learning Support comment pertains only to pupils on the SEND register.
8) Learning2Learn, PSHE and PE & Games report Effort Grades only, when 'all subjects' report.

Practice – Year 9

1) Teaching staff have access to pupil lists at the start of term detailing:
   a) Pupil name
   b) Pupil form

c) Pupil gender
d) Pupil date of birth
e) SEND/MAGAT listed
f) MIDYIS score from Yr7
g) Assessment data Years 8 and 7.

2) Teachers use this information to set appropriate expectations of their pupils, as well as to support monitoring of progress during the year.
3) In accordance with the assessment schedule (*Appendix 7*) and the deadline dates in the annual school calendar, attainment and effort grades are reported home electronically, along with SAMS (standardised assessment marks).
    a) "Core subjects" for Year 9 are: English, Maths, Biology, Chemistry, Physics, French/German/Spanish, Geography, History.
    b) "All subjects" for Year 9 are: English, Maths, Biology, Chemistry, Physics, French/German/Spanish, Geography, History, Computer Science, RS, Art/ D&T, Drama, Music, Sport and PSHE.
4) In January parents are invited to meet (online) with subject teachers. All subject areas must be available for consultation, including Learning Support. The discussions particularly at KS3 and KS4 need to be structured to make the most of the time available and should take the following general 3-step pattern or structure:

1. Staff should start and lead the discussion and it is expected that the following, at least, would be discussed initially:
    - Comment on the pupil's general attitude, effort, progress, participation in class and the most recent progress grades (if relevant)
    - Guidance on how the pupil could improve

2. Pupils are invited to accompany their parents at Review Evenings, and pupils should always be encouraged to share their thoughts and opinions:
    - Ask the pupil on how they feel things are going. If they are not that forthcoming, move on as time is precious.
    - (Sixth Form only) More discussion could take place with the pupil to gain insight into:
        I. what they are enjoying / feel relatively confident with / have done well
        II. what they feel less confident with / would like to do better
        III. what they will do as a next, constructive step / where they could get extra support

3. Parents should also be encouraged to engage actively in the discussion and staff should ask whether the parents have any questions. The meeting should never be such that the pupil and parents just listen to the teacher.

4. At different stages of the school, there will be times when more specific discussion needs to take place for e.g. in Year 9 and the suitability of pupils for GCSE courses and again in Year 11 for the suitability of pupils for A level course.
5. On the vast majority of Review Evenings, pupils will have just received progress grades and these will obviously form a major part of the discussion. The pupil's suitability for study at GCSE level, if applicable. **However, no colleague must try to recruit a pupil for their subject, or make any comment about another subject.** The advice must be professional and objective, indicating whether the pupil would have a reasonable chance of securing a 9 - 4 pass in the subject, or possibly a 9 -7 pass.

5) The GCSE Options Evening takes place shortly thereafter, completing the package of information for parents and pupils to make informed GCSE option choices.
6) A formal assessment period, where pupils are taken off timetable, is to be used by all academic subjects as in Year 7; requests are made to the Examinations Officer, according to internal deadlines. This formal assessment is an end of year examination, and should be synoptic, assessing progress on at least the year's work, and may include previous years' work, where appropriate.
7) The % results are reported home to parents, along with standardised scores.
8) Parents also receive an individual written report comment (350 characters) for: English, Maths, Biology, Chemistry, Physics, French/German/Spanish, Geography, History, RS, Art/D&T, Drama, Music, PSHE, PE & Games and Learning Support.
    a) The requirement to set a subject-specific target in the report comment is waived, if it is known that a pupil is not continuing with the subject to GCSE level.
    b) The PE & Games comment is completed by the member of staff with greatest contact time with an individual pupil, who is, therefore, in the best position to advise on progress and future development.
    a) The Learning Support comment pertains only to pupils on the SEND register.
9) PSHE and PE & Games reports Effort Grades only, when 'all subjects' report.

Practice – Year 10

1) Teaching staff have access to pupil lists at the start of term detailing:
    a) Pupil name
    b) Pupil form
    c) Pupil gender
    d) Pupil date of birth
    e) SEND/MAGAT listed
    f) Assessment data from Years 9, 8 and 7, as applicable

2) Teachers use this information to set appropriate expectations of their pupils, as well as to support monitoring of progress during the year.
3) In September all pupils take the YELLIS baseline assessment test (*Appendix 4*).
    a) The results of the YELLIS test are made available in detail on the Pupil Database.
    b) The results of the YELLIS test are maintained in professional confidence and must not be shared with pupils or parents.
    c) The YELLIS score provides a baseline statistic to enable teaching staff to set appropriate expectations of individual pupil attainment.
4) In accordance with the assessment schedule (*Appendix 7*) and the deadline dates in the annual school calendar, Expected and Target grades are reported home electronically (*Appendix 5*) with Effort Grades. A Test grades will also be reported home from the June of Year 10 through to the end of Year 11 and this is based on the latest test/assessment that pupil has sat.
5) It is the responsibility of respective HoDs to ensure that departmental assessment strategies are in place and effective.
6) In December (in-person), parents are invited to meet with subject teachers. All subject areas must be available for consultation, including Learning Support. The discussions particularly at KS3 and KS4 need to be structured to make the most of the time available and should take the following general 3-step pattern or structure:

    1. Staff should start and lead the discussion and it is expected that the following, at least, would be discussed initially:
        - Comment on the pupil's general attitude, effort, progress, participation in class and the most recent progress grades (if relevant)
        - Guidance on how the pupil could improve

    2. Pupils are invited to accompany their parents at Review Evenings, and pupils should always be encouraged to share their thoughts and opinions:
        - Ask the pupil on how they feel things are going. If they are not that forthcoming, move on as time is precious.
        - (Sixth Form only) More discussion could take place with the pupil to gain insight into:
            I. what they are enjoying / feel relatively confident with / have done well
            II. what they feel less confident with / would like to do better
            III. what they will do as a next, constructive step / where they could get extra support

    3.Parents should also be encouraged to engage actively in the discussion and staff should ask whether the parents have any questions. The meeting should never be such that the pupil and parents just listen to the teacher.

4.At different stages of the school, there will be times when more specific discussion needs to take place for e.g. in Year 9 and the suitability of pupils for GCSE courses and again in Year 11 for the suitability of pupils for A level course.
5.On the vast majority of Review Evenings, pupils will have just received progress grades and these will obviously form a major part of the discussion.

7) Parents also receive a full, written comment (500 characters) at the end of the Spring term. Comments are entered by English (jointly for Lang/Lit), Maths, Sciences (separate comments per science discipline for Triple Scientists as well as Double Award scientists), Options, PSHE, PE & Games and Learning Support.
    a) The PE & Games comment is completed by the member of staff with greatest contact time with an individual pupil, who is, therefore, in the best position to advise on progress and future development.
    b) The Learning Support comment pertains only to pupils on the SEND register.
8) PSHE and PE & Games reports Effort Grades, when 'all subjects' report.
9) At the end of the Summer Term, a formal assessment period, where pupils are taken off timetable, is to be used by all option subjects; requests are made to the Examinations Officer, according to internal deadlines. This formal assessment is an end of year examination, and should be synoptic, assessing progress on at least the year's work, and may include previous years' work, where appropriate.
10) Parents are invited to meet again (online) with subject teachers at the end of the Summer Term. The focus of the Review Evening is to:
    i. Review the end of year examination
    ii. Provide guidance for work which needs to be completed over the summer break ahead of Year 11.
11) If applicable, study leave is granted for any external assessments on an individual subject-specific basis, following consultation with the Senior Deputy Head. Usually, if the examination is in the morning, pupils would arrive in school in time for the examination. If the assessment is in the afternoon, pupils are entitled to the morning off school. Wherever possible, disruption to normal lessons should be kept to a minimum.

Practice – Year 11

1) Teaching staff have access to pupil lists at the start of term detailing:
    a) Pupil name
    b) Pupil form
    c) Pupil gender
    d) Pupil date of birth
    e) SEND/MAGAT listed
    f) Baseline predicted GCSE grade

g) Assessment data from Year 10 YELLIS

2) Teachers use this information to set appropriate expectations of their pupils, as well as to support monitoring of progress during the year.
3) In accordance with the assessment schedule (*Appendix 7*) and the deadline dates in the annual school calendar, Expected and Target grades are reported home electronically (*Appendix 5*) with Effort Grades. A Test grade is also reported home from June in Year 10 and this is based on the latest assessment of test that the pupil has sat.
4) New Year 11 synoptic class-based assessments have been introduced into the assessment schedule in November and these will act as a major progress check in the first term. It is the responsibility of respective HoDs to ensure that departmental assessment strategies are in place and effective. Details of the assessment and what is to be covered should be shared with the students prior to October half term.
5) In December (following the assessments), parents and students are invited to meet with subject teachers (in-person). All subject areas must be available for consultation, including Learning Support. The discussions particularly at KS3 and KS4 need to be structured to make the most of the time available and should take the following general 3-step pattern or structure:

1. Staff should start and lead the discussion and it is expected that the following, at least, would be discussed initially:
    - Comment on the pupil's general attitude, effort, progress, participation in class and the most recent progress grades (if relevant)
    - Guidance on how the pupil could improve

2. Pupils are invited to accompany their parents at Review Evenings, and pupils should always be encouraged to share their thoughts and opinions:
    - Ask the pupil on how they feel things are going. If they are not that forthcoming, move on as time is precious.
    - (Sixth Form only) More discussion could take place with the pupil to gain insight into:
        I. what they are enjoying / feel relatively confident with / have done well
        II. what they feel less confident with / would like to do better
        III. what they will do as a next, constructive step / where they could get extra support

3.Parents should also be encouraged to engage actively in the discussion and staff should ask whether the parents have any questions. The meeting should never be such that the pupil and parents just listen to the teacher.

4.At different stages of the school, there will be times when more specific discussion needs to take place for e.g. in Year 9 and the suitability of pupils for GCSE courses and again in Year 11 for the suitability of pupils for A level course.

5.On the vast majority of Review Evenings, pupils will have just received progress grades and these will obviously form a major part of the discussion.
6.Potential suitability to study the subject at A level, if applicable. **However, no colleague must try to recruit a pupil for their subject, or make any comment about another subject.** The advice must be professional and objective, indicating whether the pupil would have a reasonable chance of securing a 9-6 pass in the subject, or potentially a strong pass at A level.

7) In late January/early February, parents are sent a full, written comment (500 characters). Comments are entered by English (jointly for Lang/Lit), Maths, Sciences (separate comments per science discipline for Triple Scientists as well as Double Award scientists), Options, PSHE, PE & Games and Learning Support. It is expected that specific and individual guidance will be given regarding strategies for maximising success in GCSE examinations.
    a) The PE & Games comment is completed by the member of staff with greatest contact time with an individual pupil, who is, therefore, in the best position to advise on progress and future development.
    b) The Learning Support comment pertains only to pupils on the SEND register.
8) PSHE and PE & Games reports Effort Grades, when 'all subjects' report.
9) After Spring half term, a formal mock GCSE assessment period, where pupils are taken off timetable. Results are reported home in accordance with the annual schedule.
10) In March, parents are invited to a second meeting (online) with subject teachers.
    a) All subject areas must be available for consultation, including Learning Support.
    b) It is expected that the following, at least, would be discussed:
        i. Teacher assessment of pupil progress and attitude.
        ii. Guidance to help the pupil set meaningful SMART targets for development, including independent study opportunities to consolidate and extend learning
        iii. Specific guidance on how the pupil could maximise their attainment at GCSE level
        iv. Confirmation of potential suitability for A level study in respective subjects.
11) Subject areas maintain flexibility and availability throughout to provide additional help, support, tuition, and guidance to students, as requested or required.
12) All further procedures relating to formal GCSE examinations, including results in August, are detailed in examination-specific documents and internal guidance.

Practice – Year 12

1) Teaching staff should record (*Appendix 3*) at the start of term the following information about students in their classes:

a) Student name
b) Student form
c) SEND/MAGAT status
d) GCSE grade

2) Teachers use this information to set appropriate expectations of their students, as well as to support monitoring of progress during the year.
3) Departments have in place effective strategies of formative and summative assessment within the department, to enable student progress to be monitored throughout the year (*Ref. Departmental MARRA Policies*).
4) Since assessment may be formal or informal, not all assessment requires recording. However, staff should record sufficient evidence such that student progress may be monitored effectively (*Appendix 3*). However, more formalised tests will take place in the Autumn and Spring terms, which will have a bearing on progress grades.
5) Students sit an ALIS test in mid-September (*Appendix 4*).
    a) The predicted A level grades from the ALIS test are made available in the Student Database.
    b) The results of the ALIS test are maintained in professional confidence and should not be shared with students or parents without authorisation from the Head of Sixth Form.
    c) The ALIS prediction provides an additional baseline statistic to enable teaching staff to set appropriate expectations of individual student attainment.
7) In accordance with the assessment schedule (*Appendix 7*) and the deadline dates in the annual school calendar, Expected, target and test grades are reported home electronically (*Appendix 5*) with Effort Grades and target comments (apart from the first grade collection, which is just Effort Grades).
8) Parents are invited to meet with subject teachers in November (in-person).
    a) All subject areas must be available for consultation.
    b) It is expected that the following, at least, would be discussed:
        i. Student self-assessment as an initial basis for discussion.
        ii. Teacher assessment of student progress and attitude.
        iii. Guidance to help the student set meaningful SMART targets for development, including independent study opportunities to consolidate and extend learning
        iv. Specific guidance on how the student could maximise their attainment at A level
9) In January, Year 12 will sit a series of formal tests in all subjects, where appropriate.
10) Parents receive a full, written report at the end of the Spring term (up to 750 characters per individual teacher, although 500 is recommended), along with the latest set of progress grades.

11) At the end of the Summer Term, a formal assessment period, where students are taken off timetable, is to be used by subjects; requests are made to the Examinations Officer, according to internal deadlines. This formal assessment is an end of year examination, and should be appropriately synoptic, assessing progress at least at 'AS' level, and potentially beyond if applicable.
12) Parents are invited to meet (online) again with subject teachers at the end of the Summer Term. The focus of the Review Evening is to:
    i. Review the end of year examination
    ii. Provide guidance for work which needs to be completed over the summer break
    iii. Discussion over possible September resits
    iv. Discussion over predicted UCAS grades
    v. Possible university application for specific subjects

Practice – Year 13

1) Teaching staff should record (*Appendix 3*) at the start of term the following information about students in their classes:
    a) Student name
    b) Student form
    c) SEND status
    d) ALIS A level prediction
    e) UCAS prediction (*Appendix 5*)
2) Teachers use this information to set appropriate expectations of their students, as well as to support monitoring of progress during the year.
3) For those pupils who underachieved in the end of year examinations in Year 12, there will be an opportunity to resit examinations at the start of September in a bid to show staff what they are truly capable of in terms of UCAS predictions.
4) UCAS predictions are sent home at the start of term following the resit opportunities for students.
5) Departments have in place effective strategies of formative and summative assessment within the department, to enable student progress to be monitored throughout the year (*Ref. Departmental MARRA Policies*).
6) Since assessment may be formal or informal, not all assessment requires recording. However, staff should record sufficient evidence such that student progress may be monitored effectively (*Appendix 3*). However, more formalised tests will take place in the Autumn and Spring terms, which will have a bearing on progress grades.
7) In accordance with the assessment schedule (*Appendix 7*) and the deadline dates in the annual school calendar, Expected, target and test grades are reported home electronically (*Appendix 5*) with Effort Grades and target comments.
8) In November, Year 13 will sit a series of formal tests in all subjects, where appropriate.

9) Parents are invited to meet with subject teachers in November after the internal examinations.
    a) All subject areas must be available for consultation – HoDs may decide at their own discretion which colleague(s) is/are most appropriate and will give the best advice/guidance.
    b) It is expected that the following, at least, would be discussed:
        i. Subject specific guidance
        ii. General targets for improvement
10) Parents receive a full, written report in late January/early February (up to 750 characters per individual teacher, although 500 is recommended) in advance of the mock examinations. It is expected that specific and individual guidance will also be given regarding the forthcoming A level examinations.
11) After Spring half term, a formal mock A level assessment period, where students are taken off timetable and a week's study leave is granted, is to be used by subjects who wish to; requests are made to the Examinations Officer, according to internal deadlines. Results are reported home in accordance with the annual schedule.
12) Parents are invited to meet (online) with subject teachers at the same time.
    a) All subject areas must be available for consultation, including the tutor.
    b) A list of subjects, teachers and space for notes will be provided for each student, to be collected by parents at the start of the evening.
    c) It is expected that the following, at least, would be discussed:
        i. Student self-assessment as an initial basis for discussion.
        ii. Teacher assessment of student progress and attitude.
        iii. Guidance to help the student set meaningful SMART targets for development, including independent study opportunities to consolidate and extend learning
        iv. Specific guidance on how the student could maximise their attainment at A level
13) Before study leave, all Year 13 pupils will receive a final, valedictory tutor report, which will focus on their co-curricular involvement and character development.
14) Study leave is granted to Year 13 students, in accordance with the school's published calendar, for the duration of the formal A level examination period.
15) Subject areas maintain flexibility and availability throughout to provide additional help, support, tuition, and guidance to students, as requested or required.
16) All further procedures relating to formal A level examinations, including results in August, are detailed in examination-specific documents and internal guidance.

Accountability and Monitoring Pupil Progress – Senior School

1) Managing accountability is primarily the responsibility of Heads of Department, Heads of Year and the Whole School Leadership Team, although all teaching staff are professionally accountable for the quality of education of their pupils.

2) Assessment data is collated after each Attainment/Effort report, and compared against prior performance and baseline scores, using the school's MIS (iSAMS).
3) United Learning attainment targets of GCSE YELLIS +0.5 and A Level ALIS +0.2 are considered, and progress towards these are closely monitored at various levels, as appropriate.
4) The Senior Deputy Head meets regularly with respective Heads of Year (with the Assistant Head – T&L) and Heads of Department to review individual pupil and subject performance.
5) Action is taken as appropriate, where there are any concerns. Typical intervention strategies include:
    a) Meeting by Senior Deputy Head with HoD, if concerns are subject-based, and requirement for action plan.
    b) Initial monitoring of pupil progress by form tutor.
    c) Initial monitoring of pupil progress by HoD.
    d) Monitoring/Report Card period with HoY.
    e) Coaching/mentoring of pupil by a designated member of staff (*see Appendix 6*)
6) Departmental performance equal to and/or higher than MidYIS/YELLIS/ALIS predictions would signify positive value-added.
7) The Senior Deputy Head receives a detailed analysis of GCSE and A level results in September and instances where pupil attainment is significantly different to baseline predictions prompt further investigation.
8) The LGB Education Committee meeting takes place in the Autumn Term after VA data has been received from MidYIS/YELLIS/ALIS feedback.
9) Quality of pupil attainment in an individual teacher's classes may be included in the Performance Development Review.

Reporting – Senior School

Comprehensive details of the Senior School's reporting procedures are set out in the *Reporting* Guidance Document.

Updated	7th July 2026
Reason for changes	Annual review and update
Name of the owner	Allan McKeown – Senior Deputy Head/Amanda Ilhan – Head of Nursery and Prep School
Audience	Staff/School community
Location	Whole School Team and School website
Review date	July 2027

APPENDIX 1 – Marking (Preparatory School)

The aim of our marking is to enable continuous improvement in children's work. Marking conversations are carried out in partnership with children, to encourage them to be reflective and resilient learners who will take the next steps in their learning. Pupils are encouraged to develop a high standard of presentation.

The purposes of our marking are:

- To value children's work.
- To provide useful feedback about current work.
- To allow for self-assessment so that children can recognise mistakes and misconceptions and move forward.
- To be a valuable part of the plan-teach-evaluate cycle.
- To ensure consistency and efficiency through the school.

Marking is characterised in four ways:

- Highlighters are used to give feedback:
    a. Pink is used to highlight relevant areas challenging children to think and respond with a correction, answer or improvement.
    b. Children respond in purple 'polishing pen.'
- Feedback can be coded as follows;
    - VF, verbal feedback given
    - HP, House point awarded
    - WS, with support
    - SP, spelling correction needed
- A tick indicates a correct answer.
- Peer to peer marking, where children mark each other's work, e.g. in weekly spell checks.

As appropriate to our Growth Mindset strategies,mistakes and misconceptions are seen as a learning opportunity and tackled as soon as possible to the original activity, and 'gap-filling' procedures will be employed.

Rewarding pupils

Children with particularly good work can be sent to the Head of the Nursery and Preparatory School. Children may have their efforts rewarded with praise, certificates, stickers, postcards sent home and House points.

APPENDIX 2a – Marking – General Principles (Senior School)

1) Each department agrees upon a limited and set range of clear mark schemes, according to the tasks being marked (e.g. a single number scale or a grade for open-ended tasks, a score for closed tasks etc.).
2) Mark schemes should clearly and discretely recognise *effort* as well as *attainment*. Effort grades should mirror the Senior School's scale.
3) The mark schemes must be applied by all staff within the department.
4) The mark schemes must be understood by pupils:
    a) Pupils should be given an explanation of the mark scheme, in written form to be kept in pupil files or books, at the start of the year.
    b) Departmental mark schemes must also be displayed in departmental classrooms.
    c) Pupils must be able to understand their mark within the context of knowing how to improve upon it. This may be in an explicit written comment or given verbally, on an individual basis (*see later*)
5) Where appropriate, pupils' work in preparation for external examinations should be marked using the specification marking criteria.
6) Pupils' work should be marked reasonably frequently (see HoDs toolkit document for more guidance), such that progress may be accurately monitored. The Head of Department should establish which frequencies are appropriate to the department and guidelines should be included in departmental policies. However, the minimum requirement is no less than once a month.
7) Examples of work to be marked include written homework tasks, notes taken in class, oral presentations and the like, although different activities may require different levels of marking in terms of demands upon staff time and guidelines should be included in departmental policies.
8) Although pupil-pupil marking is appropriate on occasions, the notable majority of marking should be carried out by staff. Any pupil-pupil marking should still be reviewed by the staff after the event and initialled to show that this has taken place.
9) Project-based activities should also be marked regularly, even if a whole project may extend over a lengthy period of time.
10) Comments should be given if there is good pedagogical reason to do so. Comments should, where possible, be positive and constructive and should ideally suggest strategies for improvement. Overly negative comments should be avoided. Pupils should be encouraged to value comments as much as marks (*see later*).
11) Pupils should also be encouraged to complete corrections and guidance may be given as to which corrections are the most essential.
12) Marking should recognise the correct use of spelling, punctuation, grammar and presentation (*Ref: Literacy Policy*), although professional sensitivity should be exercised for SEND pupils.

13) Any work for corridor or classroom display must be fully marked, including teacher comments and corrections as appropriate. Display work may be marked in pencil, for example, for aesthetic reasons.
14) The Head of Department should ensure that the departmental policy is being adhered to by all staff, which includes departmental Work Review exercises and monitoring as part of lesson observations.
15) Additionally, SSMT arrange work reviews every half term, focusing on a different year group and also with individual departments.

APPENDIX 2b – Marking and Feedback (Senior School)

Introduction

Effective marking and feedback is an essential part of the education process. At its heart, it is an interaction between the teacher and the student: a way of acknowledging students' work, checking the outcomes and making decisions about what teachers and students need to do next, with the primary aim of driving student progress.

Principles of Effective Marking and Feedback

The 3 principles of effective marking and feedback are:

- **Motivating:** Marking and feedback should help to motivate students to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. Giving effort grades, where they match the school descriptors are a sensible way of doing this.

- **Meaningful:** marking and feedback varies by age group, subject, and what works best for the student and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

- **Manageable:** marking and feedback is proportionate and considers the frequency and complexity of written feedback, as well as the time-effectiveness of marking in relation to the overall workload of teachers.

If the teacher is doing more work than their students, this can become a disincentive for students to accept challenges and take responsibility for improving their work.

As general guidance, if all of our students can answer the following questions about their learning, we are doing the right job:

- What am I doing well in this subject?
- What do I need to do to improve my work in this subject?

Marking and Feedback at AKS: The Details

	Essential	Recommended
Feedback in general	All students should receive some form of feedback on their progress **every lesson*:** for e.g. what they do and do not understand and how to improve. The nature of this could be: • Whole class verbal feedback • Individual verbal feedback/comment • Self or peer assessment/reflection (DIRT) • Written feedback *With the obvious exception of tests or extended pieces of work	
Regularity and nature of high-quality individual formative feedback	Students should receive at least one piece of formative feedback per 6-9 lessons (as per HODs toolkit). This could be in the format of: • Written feedback on their work • Recorded audio or video feedback • An out of lesson meeting (sixth form)	No stipulation that every page should be acknowledged by the teacher.
Motivating (effort grades)	All departments **must** use the current effort grades when awarding effort for work; however, departmental policy can dictate the logistics of how this is done.	Give an effort grade when books are collected in to be marked, as it builds evidence of effort grades over time, ahead of progress grades being sent home.
DIRT (Designated Improvement and Reflection Time) This should not be an onerous or time-consuming task for the teacher… just a shift in	DIRT should be used regularly as part of the marking and feedback process. Mistakes and errors, in each piece of work, should be	This could be as part of a homework task. A strong suggestion will be using DIRT.

mindset. *If this becomes a 'tick box exercise', we are not doing it right.* DIRT may take more time than the teacher is used to. **It is perfectly reasonable to include DIRT as part of homework.**	corrected (not necessarily by the teacher) If asked, students should be able to answer the following questions about their learning: • What am I doing well in this subject? • What do I need to do to improve my work in this subject or how can I progress further in the subject?	Students DIRT work should be completed in a different colour pen to their typical 'FAIL (First Attempt In Learning)' work. How this is done will be up to individual teachers and departments. **Example DIRT include:** • Do Now follow up activity at the start of some lessons • Areas for reflection and reflective comment • Use of departmental template which is common to the department

For more details of Marking and Feedback, please see the standalone **Marking and Feedback Guidance Document** and the new **HoDs Toolkit document on Marking and Feedback** – these are both found in the Guidance Documents.

APPENDIX 3 – Recording (Senior School)

1) All teaching staff must maintain a systematic record of pupil marks in an appropriate format, to which the Head of Department and/or WSLT may, on request, have access at any time. This may be in paper form, such as in a Planner, or digital, using the school's MIS (iSAMS).
2) The date and nature of each assessment should be noted next to the marks.
3) If no mark is awarded, an explanation may be noted (e.g. L for 'late', ND for 'not done', AS for 'absent when set', AH for 'absent when handing in' etc.)
4) Additional observations may also be noted, especially if useful for targeting further pupil development (e.g. P for 'poor presentation', S for 'spelling concerns')
5) All marks should be recorded adjacent to other assessment information, such as Baseline scores, summative scores from previous years, in order to facilitate successful monitoring of pupil progress and attainment. Baseline scores must be maintained in professional confidence and not shared with parents or pupils.
6) A record of pupil attendance/absence should also be maintained for each lesson and missed lessons, which give rise to concern, should be followed up appropriately.
7) Colleagues are reminded that records of pupil marks constitute personal data, and due care should be taken with any such lists, in accordance with the school's *Data Protection* policy.

APPENDIX 4 – MidYIS, YELLIS & ALIS (Senior School)

1) The MidYIS test results are reported as individual scores per test, as well as an overall score, which is standardised to have a national mean of 100 and standard deviation of 15 (Standard Age Score – SAS). Stanines (1-9) are also reported (see below)
2) The MidYIS test results also show pupil attainment on a scatter chart in various quadrants, which indicates whether individual pupils have specific ability strengths or weaknesses.
   a) The **Verbal Score** assesses pupils' ability with verbal classification (eg. identify words in the same category), sentence completion (eg. complete a blank in a sentence that makes sense) and verbal analogies (eg. 'old' is to 'new', as 'wet' is to…). On its own this can provide a strong indicator of later academic achievement. It correlates well with subjects such as **English, History and MFL** amongst others. However, a pupil for whom English is not their first language may score disproportionately poorly on this section.
   b) The **Mathematics Score** is well correlated with most subjects, but particularly well with **Maths, Physics and Chemistry**. The section assesses pupils' ability with number analogies (eg. '2-3' '9-10' '6-?'), number series (eg. identify which number would come next in a sequence) and equation building (eg. use 3 given numbers and 2 functions to create an equation which gives one of the following numbers as its answer).
   c) The **Non-Verbal Score** assesses pupils' ability with figure classification (eg. identify which shape has similar properties to 3 given shapes), figure analogies (eg. if shape A changes in such a way to become shape B, how would the same change affect shape C?) and figure analysis (eg. what would shape A look like if viewed through a mirror and turned upside down?). This score correlates well with **Maths, Geography, Art, Drama, Science and Technology subjects**, since it provides a measure of the pupil's ability in 3-D visualisation, spatial aptitude, pattern recognition and logical thinking. It is a suitable indicator of ability for pupils with English as a second language.
   d) The **Skills Score** is non-language specific and may confirm; or indicate otherwise unidentified; intellectual ability in a more general sense.
   e) The results are standardised nationally:
      i. SAS 127+ identify pupils in the top 4% nationally (Stanine 9)
      ii. SAS 119-126 identify pupils in the next 7% nationally (Stanine 8)
      iii. SAS 112-118 identify pupils in the next 12% nationally (Stanine 7)
      iv. SAS 104-111 identify pupils in the next 17% nationally (Stanine 6)
      v. SAS 97-103 identify pupils in the next 20% nationally (Stanine 5)
      vi. SAS 89-96 identify pupils in the next 17% nationally (Stanine 4)
      vii. SAS 82-88 identify pupils in the next 12% nationally (Stanine 3)
      viii. SAS 74-81 identify pupils in the next 7% nationally (Stanine 2)

ix. SAS <73 identify pupils in the lowest 4% nationally (Stanine 1)

3) Stanine 9 is “very high”, Stanines 7,8 “above average”, Stanines 4,5,6 “average”, Stanines 2,3 “below average” and Stanine 1 “very low”.
4) The Y10 YELLIS test operates in a similar way to the Yr7 MidYIS test, except that a predicted GCSE grade per subject is provided.
5) The ALIS process provides predicted grades at A level per subject, based upon GCSE performance and/or the actual ALIS test itself. The prediction based upon GCSE scores is considered by CEM (who set the baseline tests) and ISI as the more accurate indicator of potential attainment.
6) A difference of 2 grades or more between the ALIS prediction based upon GCSE scores and that based upon the ALIS test may be identified internally and indicates that the baseline prediction should be treated with greater caution.
7) The results of MidYIS/YELLIS/ALIS baseline tests are not shared with pupils or parents; WSLT and Heads of Year are the only staff authorised to decide exceptions to this.

APPENDIX 5a – Expected Grades (Senior School)

1) Expected Grades operate in KS4 and the Sixth Form.
2) Expected Grades will be a single grade from A*-E for Years 12 and 13 and a single number from 9-1 for Year 10 and 11.
3) Class teachers will decide upon the Expected Grade per pupil, based upon whatever assessment information and evidence, in whatever form, they have. It is assumed that each Expected Grade will be informed by a variety of relevant assessment results, collated over a period. No Expected Grade will ever be allocated on the basis of one, single assessment result. If pupils are taught by more than one teacher, the Expected Grade must be discussed and agreed prior to entry by one of the colleagues.
4) It is the HoD's responsibility to ensure that robust assessment strategies are in place in KS4 and Sixth Form, to support this.
5) Expected Grades are consistent with our Controlled Assessment policy, since feedback on Controlled Assessment tasks can be given in grade form, where applicable.
6) The Expected Grade should be considered as such: "*If a pupil continues to work and make progress as they are doing, it is a reasonable expectation that the pupil will ultimately gain the following grade at GCSE/A level*".
7) The Expected Grades are not a guarantee of attainment; they are a best-guess and best-fit indicator of what we think a pupil is on line to achieve in the summer of their respective final assessment, reflective of a pupil's combined work, evidence and effort thus far.
8) The Expected Grades in KS4 and Sixth Form will be collated in iSAMS.

APPENDIX 5b – Target Grades (Senior School)

1) Target Grades operate at GCSE and at A level.
2) Target Grades are whole grade targets only; there are no split-grade Target Grades.
3) The Target Grade is intended to be exactly what the name suggests and may be considered as such: *"A pupil has the potential to aim for and achieve this grade".* The Target Grade is a combination of external baseline predictive data, as well as subject teachers' own knowledge of their individual pupils and their belief in what they think pupils should be aiming for, given their ability and effort.
4) At GCSE level, Target Grades per subject per pupil should normally be <u>at least</u> the YELLIS predicted grade. If the YELLIS prediction is a split grade, this should be rounded <u>up</u> to the nearest whole grade.
5) Where possible, we aspire to exceed YELLIS predictions for our pupils; colleagues are encouraged to be ambitious, while still realistic, in deciding upon their Target Grade.
6) In some circumstances, it may be considered justifiable for a Target Grade to be lower than YELLIS, based upon all other relevant assessment information available and professional judgement. However, any such instance will require explanation to senior managers and should be reviewed carefully.
7) At A level, Target Grades per subject per pupil should normally be equal to or greater than the ALIS prediction to the nearest whole grade, at least. Clearly, an ALIS prediction of A* cannot be bettered and, thus, will remain as an A* for the Target Grade.
8) In some circumstances, it may be considered justifiable for a Target Grade to be lower than ALIS, based upon all other relevant assessment information available and professional judgement. However, any such instance will require explanation to senior managers and should be reviewed carefully.
9) Ideally, the Expected Grade should be the same as the Target Grade, since this indicates that a pupil is currently working towards achieving their potential at this stage. If the Expected Grade is lower than the Target Grade, we would discuss what needs to be done to bring ongoing progress in line with considered and appropriate aspirations. Target Grades will <u>*never*</u> be less than the Expected Grade, since we would not say to a pupil that their potential attainment is actually lower than their current attainment.
10) If a <u>*significant*</u> difference and concern persist between an individual pupil's Expected Grades and their Target Grades, the pupil may be withdrawn from any co-curricular activity which requires them to miss academic lessons. Any such decision will always be taken in the best long-term interests of the pupil, after careful consideration of individual priorities.

APPENDIX 5c – Test Grade (Senior School)

This is included in the progress grades for Year 10 (from December of Year 10) and Year 11 and Sixth Form pupils and is the latest test grade that the pupil achieved, which gives a very real picture of their progress under assessment conditions.

APPENDIX 5d – Target Comments (Senior School)

With all Sixth Form progress reports, target comments are included for all pupils to help them ensure that they are channelling their efforts in the right direction.

APPENDIX 5e – UCAS Predictions (Senior School)

Initial Predictions

1) Predictions are made during the first week of the Autumn Term.
2) If two or more colleagues teach a particular class, they should discuss and agree upon the predicted grades first.
3) One colleague then enters the predictions on the central administration system (iSAMS), as per instructions issued at the time.
4) UCAS predicted grades must be whole grade predictions only; there are no split-grades.
5) Predicted grades will include professional consideration of the following:
    a) Performance in the end of year examination in Year 12
    b) Attainment and effort during Year 12
    c) ALIS predictions
6) The UCAS predicted grades will be academic Target Grades for pupils throughout the year and should, therefore, be aspirational by nature and within the reasonable realms of possible attainment. If the original UCAS grade is increased by agreement, this becomes the new Target Grade.
7) UCAS predicted grades are reported home at the start of September and pupils who have underachieved in the end of year examinations in Year 12 will have the opportunity to resit examinations at the start of September in a bid to show staff what they are truly capable of in terms of UCAS predictions.
8) Note that internal monitoring of pupil progress will bear in mind if the UCAS prediction is inflated against professional judgement, as below, and is not a reasonable academic target.

Changes to Predictions

1) Changes to initial predictions may be made during the Autumn Term.
2) The following colleagues should always be informed of any change:
    a) Head of Department
    b) Head of Sixth Form
    c) UCAS Co-ordinator
3) If colleagues find themselves pressured by pupils and/or parents to increase a prediction, which, in their professional opinion, takes the predicted grade *beyond* the reasonable realms of possible attainment:
    a) Rather than simply refuse, colleagues should explain clearly to the pupil and the parents that such a prediction is not the one they would advise or recommend.
    b) Pupils and parents should be made aware that a high prediction will inform directly any offers made by universities, and an offer which is beyond a pupil's realistic chances will only result in disappointment next August.

c) If the predicted grade is increased, pupils and parents should be strongly advised to ensure that other universities are included on the application, which will generate more realistic 'insurance' offers.

4) Instances where predictions are increased against our better judgement should be kept to a minimum.
5) Colleagues listed in (2) above should be informed briefly of this context to the change.

APPENDIX 6 – Interventions (Senior School)

If a teacher has concerns about a pupil's academic progress, after initial actions have yielded no resolution via the class teacher and Head of Department. The matter should be raised directly with the HoY by the respective Head of Department.

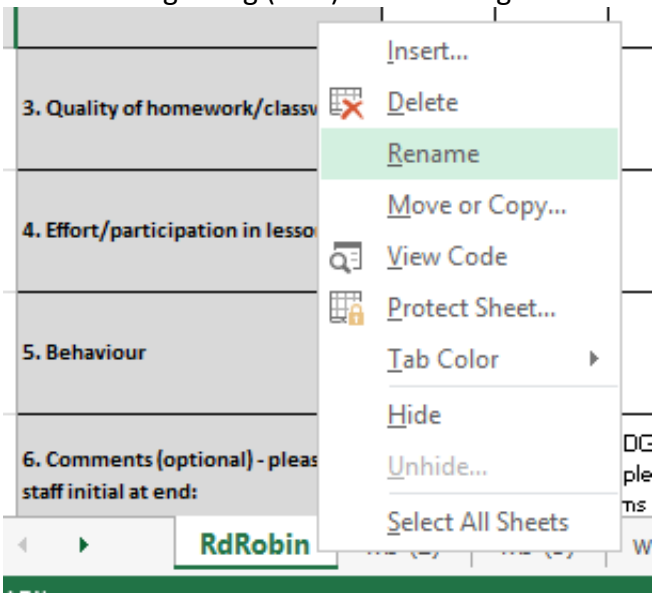
The procedure is:

1) The HoY may seek feedback from all the pupil's teachers.
2) The SDH/AH (T&L) then decides if the problems are subject-specific or across a range of subjects.
3) If the concerns are subject-specific, the SDH/AH (T&L) delegates the matter to the respective HoD to resolve, as considered most appropriate.
    - The subject teacher logs the concern in iSAMS>Academic Concerns and monitors how the situation progresses.
    - The HoD contacts the pupil's parents and discusses the concerns, preferably by telephone.
    - Updates must be entered in iSAMS>Academic Concerns> by the HoD.
4) If the concerns affect several subject areas, the SDH/AH (T&L) discusses the matter with the respective HoY, and agrees a level of intervention. These are:
    - Level 1: tutor discussion with the pupil, raising their awareness of the concerns and encouraging/guiding the pupil to agree some improvement actions. This initial conversation should be logged in iSAMS>Academic Concerns by the Tutor. After 2/3 weeks the tutor should seek brief email feedback from the pupil's teachers to check whether improvements have been made and, if so, this should also be logged in iSAMS as above.
    - Level 2: Head of Year, or as delegated (including tutor), discusses concerns with the pupil and their parents. A period on Monitoring Card or alternatively weekly e-monitoring is arranged, as may achieve the best outcome for the individual pupil. If the tutor is not managing the process, they should be kept sufficiently updated on progress and outcomes. iSAMS is updated throughout, for the record.
        - The Monitoring Card (mainly Year 7 & 8) is a physical booklet, which the pupil keeps with them and presents to each teacher at the start of the lesson, collecting it at the end. Monitoring with the HoY is daily, as arranged. This may be appropriate for less-mature individuals, where very evident adult-judgement/approval is required for a period. However, it does not readily encourage independence or mature responsibility for progress and development and, for this reason, should not be used for a long period.
        - E-monitoring has the same content as the Monitoring Card, but is in electronic spreadsheet format and teachers are asked once weekly to complete it. A useful conversation can then be had with the pupil, asking them to speculate what their teachers may have put in each subject and why, before considering the actual facts. This method gives the pupil more space and opportunity to make their own improvements and take personal responsibility, but adult judgements still feature centrally in the process. Templates for e-monitoring are

available in the 'Pupil Progress' folder on the staff Shared Area (see '6' below).

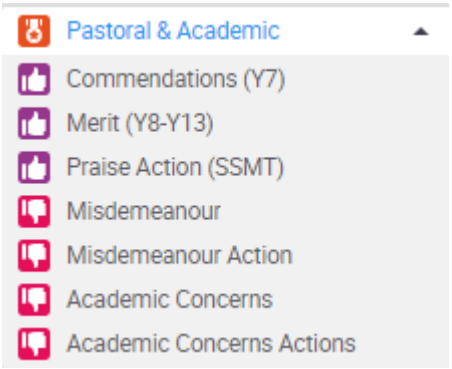
- Level 3: Coaching/mentoring. The coach/mentor is, by default, the form tutor of the pupil, unless:
  - The concerns are on-going and the pupil is already working constructively with another colleague
  - The form tutor would have too many coaches/mentees (it is intended that a form tutor should have no more than 1 or 2 coachees/mentees at any time)
  - The context of some of the concerns may suggest that the coachee/mentee may respond more effectively to someone of the same gender
  - The concerns are of an escalated level and a higher office/trained coach needs to be involved (ref. the *Coaching Policy* for details of staff with professional training and qualifications in coaching)
- The coach logs the concern in iSAMS>Academic Concerns, and monitors how the situation progresses.
  - The Coach contacts the pupil's parents and discusses the concerns, preferably by telephone.
  - The Coach logs a record of each meeting and any other relevant notes in iSAMS>Academic Concerns.

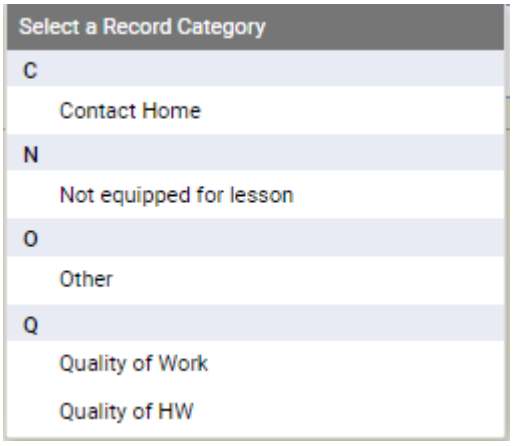
5) If Coaching/mentoring does not resolve the matter, the concern is escalated to the SDH/AH (T&L) for further consideration/action, in consultation with the DH (P).
6) A master template of the SS Round Robin is held in the 'Forms & Templates' folder on the BiE Cloud, as well as on the staff area: Pupil Progress>Intervention>MASTER copy of Round Robin form. To create a Round Robin for a pupil:
   - Place a copy of the master template in the 'Round Robins' folder.
   - Re-name the Excel spreadsheet clearly: Pupil X_9K_Round Robin_220920.
   - On the spreadsheet itself, 'rename' the first date tab at the bottom to match the week beginning ('wb') date. Use right click as below:

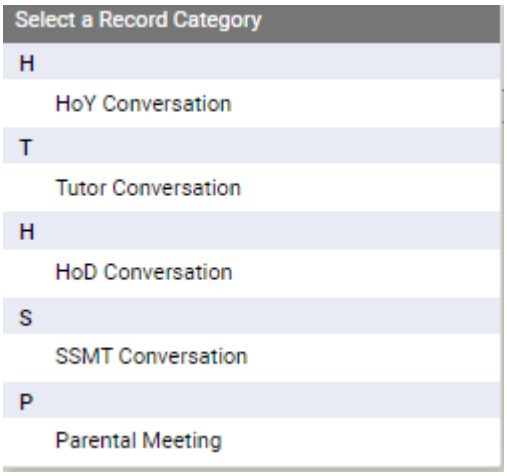


- At this stage, rename at least 4 of the subsequent tabs for future 'wb' dates; alternatively, each tab could be renamed/dated as required on a weekly basis.
- Email the pupil's teachers (through iSAMS) and ask them to complete the Round Robin by a given time and date, allowing at least 2 days. (An email through iSAMS does not allow a hyperlink to the school folder, so the text of the email must remind where the Round Robin is to be found on the shared area).

Logging Academic Concerns in iSAMS:







The overall record of academic concerns is monitored and reviewed weekly by the Senior Deputy Head and Assistant Head (T&L). The record is available to all staff in iSAMS.

Coaching/mentoring:

The purpose of the coaching/mentoring is to support the pupil in improving their performance, and the improvements in performance must be demonstrable and evidenced.

Coaching is a positive and constructive process, which aims to help pupils to be more aware of where they are, take responsibility and ownership for aspects that are in need of improvement, identify where they could be, and changing their habits/behaviours for the better.

"If I give you my advice and it fails, you will blame me. I have traded my advice for your responsibility and that is seldom a good deal." (J Whitmore)

Core principles and practices of coaching in this specific context include:

a) Helping the pupil to identify their strengths and the feelings they associate with them
b) Helping the pupil to identify and describe what is not going well and how that effects their feelings
c) Ensuring that the pupil's perception of their performance matches staff perception of pupil performance, through scheduled Round Robin checks (as above):
d) Discussing any differences in perceptions and helping the pupil to reflect on possible reasons/obstacles/blockages
e) Helping the pupil to set SMART targets <u>in incremental steps</u> (i.e. to move from 4 to 1, we must travel through 3 and 2 first)
f) Giving praise where appropriate and ensuring that agreed targets are met
g) Giving time to the pupil
h) Maintaining a consistent belief in the pupil's potential to make improvements, and encouraging the pupil to believe in their own potential to achieve more than current performance would indicate
i) Encouraging judgement, where applicable, to be pupil self-judgment, rather than teacher judgement; maintaining, as much as possible, a positive coach persona
j) Encouraging the pupil to be more aware of themselves, what they are doing, what their personal goals are, and what they need to do to get there
k) Encouraging the pupil to exercise greater self-control/self-discipline
l) Encouraging the pupil to do the significant majority of the talking, using questions (occasionally challenging as required) to ensure correct self-reflection and analysis
m) Listening carefully, mindful also of the pupil's choice of words, phrases and their body language
n) Offering advice and suggestions only if effective questioning is not able to elicit a way forward, or the pupil genuinely does not know what options to consider
o) Maintaining brief notes in iSAMS (as above) <u>after every meeting</u> and ensuring that communication with colleagues, as agreed, is effective
p) Doing no harm, and recognising if the content of any coaching conversation is beyond the coach's professional expertise and requires additional colleague support
q) Abiding by all applicable school policies, particularly Child Protection and Safeguarding procedures
r) Sanctions should not be used to motivate actions during a coaching process; if sanctions are believed to be necessary, since pupil behaviours are evidently unacceptable, the situation should be handled by a senior colleague only in liaison with the Deputy Head (Pastoral) and the Senior Deputy Head.
s) The Coach upholds the high standards and expectations of the school at all times, and must make every effort to ensure that targets/goals/outcomes are appropriately rigorous and challenging.
t) Coaching is not a 'soft option'; its sole purpose is to raise performance and enable improvement. However, it aims to make the pupil the key to any solutions, developing better intrinsic motivation and life-long learning attitudes.

u) Depending upon the age of the pupil and their respective maturity and mindset, practice may reflect 'mentoring' more than 'coaching' if a greater degree of advice, guidance, and suggestion is required from the coach/mentor in order to progress improvements.

Questioning:

"*Telling or asking closed questions saves people from having to think. Asking open questions causes them to think for themselves.*" *(J. Whitmore)*

Key open questions words include:

- What
- When
- Where
- Who
- Why

However, the coach must be mindful not to use these questions in an obviously judgemental or even aggressive way, for example:

- "what did you do that for?"
- "why didn't you ask for help?"
- "what should you do?"

These questions would be better as:

- "can you explain to me your thinking which led you to do that?"
- "when you were struggling, where could you have found additional support?"
- "what could you do?"

Key questions may include:

- "tell me how this last week has been"
- "which aspects are you most pleased with?"
- "is there anything that you feel did not go quite as well?"
- "talk to me specifically about (English) and meeting deadlines"
- "what rating would you give for the quality of your homework in (mathematics) this last week, and what do you think your teachers have given?"
- "can you help me to understand what the problems are here, in your thinking?"
- "on reflection, is there anything you could have done differently if you were to have that moment again?"
- "what options do you think you have here?"
- "how do you think of those in order of priority and what is your reasoning behind this?"
- "what are you going to do?"
- "can we agree some specific targets for this time next week?"

Listening:

"Good listening demands that we make a conscious effort to listen." (J. Starr)

The coaching meeting should guarantee, as much as possible, 10-15 minutes of uninterrupted space to talk, helping the coach to give complete attention to what the pupil says. Good listening includes:

- Facing the pupil, possibly at a slight angle, and with space (not furniture) between the coach and the pupil
- Letting the pupil speak and showing that the coach is listening to what they say and how they say it, showing empathy as appropriate (although, the coach should maintain professional, emotional detachment from the situation)
- Not referring to one's own or to other pupils' experiences in the conversation
- Not interrupting
- Not being distracted by other things or people
- Not letting the coach's mind 'wander' while the pupil is talking, but being completely mindful of all the pupil says

In summary: listen with the ears (tune out interference); listen with the eyes (majority communication is non-verbal); listen with the heart (how things are being said)

"The quality of a person's attention determines the quality of other people's thinking." (N. Kline)

APPENDIX 7 – Senior School 2026-2027 Overview

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Sep	Internal MidYIS Year 7 Induction Evening			Internal YELLIS Year 10 Induction Evening		Internal ALIS Year 12 Induction Evening	Resit examinations UCAS Predictions
Oct	Effort/Attainment report (core subjects) Review evening (core subjects) (In-person)	Effort/Attainment report (core subjects)	Effort/Attainment report (core subjects)	Effort/Grades report	Effort/Grades report	Effort/Grades report	Effort/Grades report
Half Term							
Nov					Sixth Form Options Eve In-class November synoptic assessments	Review Evening (In-person)	November Examinations Review Evening (In-person)
Dec	Effort/Attainment report (all subjects) SAM report (core subjects)	Effort/Attainment report (all subjects) SAM report (core subjects)	Effort/Attainment report (all subjects) SAM report (core subjects)	Effort/Grades report Review Evening (In-person)	Effort/Grades report Review Evening (In-person)	Effort/Grades report	Effort/Grades report
Christmas Holiday							
Jan		Review evening	Review evening Options evening			January Examinations	
Feb					Written report	Effort/Grades report	Effort/Grades report Written report
Half Term							
Feb					Mock examinations		Mock examinations
Mar	Review evening Effort/Attainment report (all subjects)	Effort/Attainment report (all subjects)	Effort/Attainment report (all subjects)	Effort/Grades report Written Report	Effort/Grades report Review Evening (In-person)	Effort/Grades report Written Report	Effort/Grades report Review Evening (In-person)
Easter Holiday							
Apr							
May					GCSE exams begin		Tutor Report A level exams begin
Half Term							
Jun	End of Year exam	End of Year exam	End of Year exam	End of Year exam Effort/Grades report Review Evening		End of Year exam Effort/Grades report Review Evening	

Jul	Effort/Attainment/%/ SAM report (all subjects) Written report	Effort/Attainment/%/ SAM report (all subjects) Written report	Effort/Attainment/%/ SAM report (all subjects) Written report				