The St Marylebone Church of England School
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ASSESSMENT AND REPORTING HOME POLICY

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1. Whole-school assessment and reporting home

1.1 All assessment and feedback should be done with a view to improving learning. This is 'assessment for learning'. This policy outlines the expectations of The St Marylebone CE School ('the School') for whole-school assessment and reporting home.

2. Assessment and monitoring progress

2.1 The School Information and Management System (SIMS) is used for whole-school attainment-tracking and reporting home. Each Head of Learning (or delegated other) is expected to review attainment data after it is collected as part of their evaluation of students' progress, prompting intervention and standardisation where appropriate.

2.2 Each teacher and each department will want to keep more detailed, subject and class-specific records of students' progress, as detailed in points 2.3 and 2.4 below.

2.3 All teachers keep records of the progress of all the students they teach. This may be kept in a written register or electronically in (for example) an Excel spreadsheet or Google doc. Each department will have its own department-wide tracker of students' progress in that subject. By using Excel or Google docs, this tracker can be easily updated by teachers who keep Excel-mark-sheets for their own classes. Data from here can also be exported to SIMS and vice versa.

2.4 Heads of Learning (HoL), Heads of Year (HoY) and teachers who are in charge of particular Key Stages or subjects, will review and analyse assessment data after it is collected. From this, students making slow or no progress can be identified and effective action taken. Teachers will be required to indicate in discussion with their HoL how they intend to intervene effectively to support students who are not making progress.

Where HoLs have specific concerns about a students' progress, they will liaise with the appropriate HoY. If necessary the student will be discussed at the bi-weekly Referral, Assessment and Support meeting (RAS). At this meeting appropriate intervention will be decided upon.

2.6 The Service for Improved Schools' Results Analysis (SISRA) is also widely used by staff to track and monitor students' attainment and progress against individual targets across the curriculum.

3. Principles of assessment and feedback

3.1 When formally assessed, a student's attainment is recorded in the following ways:

- Key Stage 3 and 4 students are assessed using the GCSE graded number system from 1-9. 1 is the lowest grade and 9 is the highest. These are referred to as Teacher Assessed Numbers (TANs)
- Key Stage 5 students are assessed using A level grades from A*- E. These are referred to as Teacher Assessed Grades (TAGs).

3.2 Every year students will complete a minimum of three formal assessments in all subjects. These will inform their Teacher Assessed Number (TAN) or Teacher Assessed Grades (TAGs) which will be issued by staff each term.

3.3 Each department has its own subject-specific systems for formal assessment of work AND for students' tracking of their own progress in that subject.

3.4 Between formal assessments, teachers will also review students' work and give personalised feedback to support their sustained progress. This takes place as prescribed by each department.

3.5 Teacher feedback has the potential to make a significant impact on students' progress. We know this from our own experience, from what students tell us and from external research.

3.6 High quality teacher feedback will:

- Aim to improve students' knowledge, skills and understanding, rather than, necessarily, improving the individual piece of work
- Be specific and clear, identifying strengths as well as areas for improvement
- Be timely
- Give the opportunity for students to address their areas for development
- Take a range of forms, and is likely to differ between subjects
- Be efficient, with an impact on learning that justifies the time spent

4. Reporting to parents

4.1 Students receive three reports home yearly. One of these is written, the content of the other two reports vary according to the significant landmarks for each year group.

4.2 At the end of the year every student receives an Academic Reflection Report (ARR). This is a summary of their attainment numbers/grades over the year in each subject, attendance and punctuality, and praise and concern data. It also gives the students an opportunity to reflect on their academic targets and set goals for the new year ahead.

4.3 All reports and attainment data for reports are recorded by teachers in SIMS.

4.4 For each Year group the full report-writing cycle is three weeks:

- week 1: Subject teachers and Heads of Learning
- week 2: Pastoral
- week 3: Senior Leadership Team.

4.5 In order for reports to be timely and relevant, it is very important that deadlines are met. Deadlines are set out in the Academia. Staff are expected to plan their time ahead to ensure they have sufficient time for report-writing.

4.6 **Heads of Learning** check the reports written by their department, for accuracy, subject-specificity and personalisation. There is a tick box to indicate that checking has been done.

4.7 **Pastoral team** add a pastoral comment which includes information about the student's approach to form and house activities, extra-curricular participation, attendance, punctuality and uniform. They may also note the student's development of specific learning processes.

4.8 **SLT** give an overview, offer further important messages regarding progress and attainment and/or reinforce teachers' praise or concern (including attendance and punctuality).

4.9 SIMS is also used for the collection of teacher-assessed numbers (TANs) in KS3 and KS4 and teacher-assessed grades (TAGs) in KS5. It is also used to record KS4 and KS5 mock results, teacher predicted numbers/grades and targets. These are published in short reports to parents. Deadlines for these are also in the Report Cycle in the Academia.

5. Writing reports - what does a full report include?

5.1 In **Key Stage 3** the following data is included in full reports:

- **Teacher Assessed Number (TAN):** this is the student's overall attainment across all their work in the subject so far. This includes progress and attainment demonstrated through classwork, homework, assessments and participation in lessons. It is not the grade/number achieved in one particular assessment or piece of work.
- **Average TAN:** this is the average graded number achieved by students in each subject.
- **Target TAN:** this is the graded number that the student should achieve by the end of the Year, calculated according to their prior attainment in KS2.

5.2 In **Key Stage 4** the following data is included in full reports:

- **Teacher Assessed Number (TAN):** this is the graded number the student is currently achieving according to GCSE criteria.
- **Teacher Predicted Number:** this is the teachers' prediction of the graded number the student will achieve by the end of Year 11, based on their Year 10 results and current attainment.
- **Target MEN (Marylebone Estimated Number):** this is the graded number that the student should achieve by the end of Year 11, calculated according to their prior attainment in KS2.

5.3 In **Key Stage 5** the following data is included in full reports:

- **Teacher Assessed Grade (TAG):** This is the grade the student is currently working at.
- **Predicted Grade**: this is the subject teachers' prediction of the grade the student will achieve at the end of Year 13, based on previous results and current performance.
- **Minimum Estimated Grade (MEG)**: this is the minimum grade that the student should achieve by the end of Year 13, calculated according to previous attainment at GCSE.
- **Independent Study Level**: this is a measure of how effectively the student is working outside the classroom

5.4 All reports contain **'Actions to Improve' (two per student):** these are written in the second person, using an imperative, e.g.: *Join at least one extra-curricular PE club/Use a thesaurus to expand your vocabulary*. Action points do not use the infinitive ("to make") or the second person pronoun ("you"). Action points should not be written in bullet points and should not have a line-space in-between each point. Action points should be personalised, precise, clear, realistic, time bound and, most importantly, useful. They should not exceed more than 4 lines in length as they are written into SIMs.

5.5 All reports contain **'Behaviour for Learning' grades (BFL):** A BFL grade from A-D is issued to each student. There is a short criteria for each grade. This means staff do not need to comment on these things in the 'Actions to Improve' as well, unless it needs particular attention.

Drop down label:	Grade:
Behaviour for Learning	A = Excellent learning behaviour; highly motivated; participates fully in all activities; always aims for excellence; independent, resilient and well organised; diligent completion of homework B = Good learning behaviour; participates well in most activities; demonstrates good levels of effort; often able to show independence and good organisations; completes homework C = Inconsistent learning behaviour; Participates to a reasonable degree in most activities; demonstrates some effort and occasional independence; inconsistent organisation for lessons; inconsistent completion of homework D = Poor learning behaviour; lacks motivation and focus; minimal participation in activities; often unprepared for lessons; rarely completes homework

5.6 All reports contain **Pastoral & SLT comments:** these comments focus on the areas previously stated in points 4.8 and 4.9

5.7 Further guidance and support for staff, regarding report writing, can be found in the Academia and on the staff portal.

6. Face-to-face reporting

6.1 At three times during the year parents are invited into school to discuss their child's progress. This provides parents with the opportunity to speak directly to different members of staff about all aspects of their child's education.

- **Parent's Evening** – This takes place once a year for each student. Parents and students have the opportunity to speak to individual subject teachers about progress, attainment and behaviour for learning.
- **Academic Review Day (ARD)** – This takes place twice a year for each student. Individual appointments are made giving parents and students the opportunity to discuss their overall educational progress with their form tutor.

This policy is available on request and will appear on the School's website: www.stmaryleboneschool.com.