



5-3 Assessment, Recording and Reporting

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Policy Statement

Effective assessment is a key way in which Guildford High School can achieve its aim of maximising the potential of every pupil. Guildford High School uses a variety of internal and external assessments and regularly and systematically uses them to plan and modify provision for pupils to enable outstanding pupil progress. Guildford High School aims to evaluate pupil performance with reference to the school's stated aim of providing a first-class education to academically able girls and with reference to national norms (e.g. performance in public examinations). The school is committed to assessing pupils' work regularly and thoroughly. Each department within the school must implement the policy in their own area. In the Senior School, parents are given half-termly reports on their daughter's progress (through record cards, formal reports or parents' evenings). In the Junior School, parents are given half-termly or termly reports on their daughter's progress (through record cards, formal reports and parents' evening). In the EYFS setting, staff follow the statutory EYFS assessment framework.

This policy applies to all members of our school community, including those in our EYFS setting. Guildford High School seeks to implement this policy through adherence to the procedures set out in the rest of this document. The school is fully committed to ensuring that the implementation of this policy is non-discriminatory, in accordance with the UK Equality Act (2010). Further details are available in the school's own Equal Opportunities Policy.

This document is available to all interested parties on the school's website and on request from the School Office. It should be read in conjunction with the following documents:

- *The Curriculum Policy*
- *The Generic Teacher/Head of Department Responsibilities*
- *GHS Reporting Guidelines (for teaching staff)*
- *Departmental Marking Policies*

This document is reviewed annually by the Deputy Head (Academic) or as events or legislation change require. The next scheduled date for review is June 2018.

To provide effective assessment of pupils at Guildford High School staff are required to apply the following procedures:

Assessment Procedures

- Assessment of pupils' work must be **regular** and assignments should be **regularly set and marked**. Work should usually be returned to pupils within a week of submission.
- The assessment of pupils' work should be **thorough** and, where appropriate, **constructive comments** or clear explanations of the grading should be included in the marking of a piece of work. This helps pupils to raise the standard of their future work.
- Assessment of pupils' work should be **used to inform planning** on a regular basis and to **modify provision** for pupils, including those with learning difficulties such as dyslexia.
- Each department has its own marking policy and the head of department ensures that this is understood and adhered to by all members of the department. Standards of marking are consistent within each department.
- The Junior School also has its own 'green and pink' marking policy which is implemented by all staff.
- The meaning of the grades or numbers used and the criteria by which they are awarded are clearly explained to pupils.
- Teaching staff should mark the work of their own group for all interim assessment material, such as end of unit tests, to inform their own planning and to ensure a thorough knowledge of the pupils that they teach. For summer and mock examinations, departments are free to choose whether they use this system or one where different teachers are responsible for marking different papers or parts of papers.

In the EYFS, staff complete the EYFS profile in the final term of Reception in which each child's development is assessed against the early learning goals. This is shared with parents at the end of the academic year.

Use of baseline testing in assessment

- As part of their assessment of pupils, staff use data provided by PiPS (Junior School), MidYIS (Years 7-8), Yellis (Year 10), Alis (Lower Sixth) and a reading and spelling screener. This data, whilst not conclusive, can give valuable information regarding a pupil's performance over the year and can give an insight into whether a pupil is making appropriate progress. The data is available through the intranet for teachers. This data must inform teaching and lesson planning.
- Heads of department and heads of year must review the progress of pupils against baseline data. Internal and external examination results are compared with the data in order to evaluate academic pupil performance in line with the school's aim of enabling each pupil to reach their potential. This data also allows results to be compared to national norms for schools.
- Pupils in Years 7 and 9 sit an annual dyslexia screener. Their results are analysed by the Senior Teacher (Pupil Progress) and pupils are referred to English Department. If necessary, pupils are invited to SPAG (Spelling, Punctuation and Grammar) clinics or given appropriate reading support through the Reading Mentor scheme (run by the English Department with Sixth Form volunteers).

Recording

All teaching staff are expected to:

- Keep a record of marks and grades awarded to pupils throughout the year in a planner, electronic or otherwise. Many staff use iDoceo on their iPads for this purpose. All iPads must be set up with a secure password to ensure that such sensitive data as pupil results does not fall into the wrong hands. HoDs or SMT can request to inspect a planner or electronic record during the school year.
- Complete progress reports on pupils requested by Heads of Year or SMT.
- Use pupil notes on iSAMS to record any academic concerns and use ePraise to award house points for high achievement.
- Write a written report and record cards for the pupils' they teach which will be sent to parents termly
- Attend Parents' Evenings to discuss the progress of the pupils they teach.

Reporting & Record Cards

Each girl will receive an annual full written report as well as record cards at regular intervals during the course of the school year. All record cards will include subject grades on a five-point scale and brief subject comments, as well as a tutor comment about extra-curricular contribution and involvement in the life of the school and form.

Reporting Schedules

The schedule for record cards, reports and parents' evenings for the Senior School is laid out in the table below:

Year	Michaelmas 1 st Half	Michaelmas 2 nd Half	Lent 1st Half	Lent 2nd Half	Trinity
7	Record card	Record card	Record card	Parents' evening	Full Report
8	Record card	Record card	Record card	Parents' evening	Full Report
9	Record card	Extended Record card for options	Parents' evening	Record card	Full Report
10	Record card	Record card	No reports	Parents' evening	Full Report
11	Record card	Parents' evening	Record cards	Full report	Valedictory report
L6	Record card	Full report	Parents' evening & internal grading	Extended record card	Record card
U6	Record card	Record card	Parents' evening & internal grading	Extended record card	Valedictory Report

The schedule for the Junior Schools is detailed below:

Year	Michaelmas 1 st Half	Michaelmas 2 nd Half	Lent 1 st Half	Lent 2 nd Half	Trinity
Reception- Yr 6	Parents' evening	Record card	Parents' evening	Record card	Full report

Reporting Descriptors

In the Junior School, the following descriptors are used for both Attainment and Effort:

E = Excellent (work and/or effort are consistently of an excellent standard)

VG = Very good (work and/or effort are consistently of a very good standard)

G = Good (work and/or effort are meeting the high standard expected)

SC = Some concerns

Sig C = Significant concerns

In the Senior School, the following assessment grades are used on record cards and reports:

The grade descriptors for **Effort & Engagement** in Years 7-U6 are as follows:

1 = Excellent 2 = Very Good 3 = Good 4 = Some concerns 5 = Significant concerns

Key Stage 3 (Years 7-9) Attainment grades:

1 = Excellent 2 = Very Good 3 = Good 4 = Some concerns 5 = Significant concerns

If girls are getting 3s and above in a subject, they are doing well by GHS standards.

Key Stage 4 (Year 10 & 11) Attainment grades.

At Key Stage 4, the **attainment** grades have a predictive element and are designed to give pupils and parents some indication of *current* progress towards public examinations.

1 = secure A* or 8/9 2 = A*/A or 7/8 3 = A or 7 4 = B or 6 5 = C or below or 5 or below

Key Stage 5 (Sixth Form) Attainment grades

In the Sixth Form, the **attainment** grades have a predictive element and are designed to give pupils and parents some indication of *current* progress towards public examinations.

1 = A* (or high A at AS) 2 = A 3 = B 4 = C 5 = D or below

The grade descriptors for **Organisation** in Years 7-U6 are as follows.

Fine

Needs some attention (this then needs to be *briefly* referenced in the comment to explain whether the issue is homework, punctuality, or other)

Notes:

1. Effort and Engagement grades should take into account a pupil's classwork and the effort that goes into their homework. In evaluating lesson 'engagement' teachers should consider how focused and involved in their work a pupil is. This does not necessarily mean that a pupil should always participate orally in lessons; some pupils are naturally more reserved and should not be unfairly penalised.
2. Organisation – the 'default' grade is Fine. If you give a 'needs some attention' grade then the pupil needs to have demonstrated a clear *pattern* of organisational issues, whether regular failure to submit homework on time, persistent failure to be punctual to lessons (check there are no mitigating circumstances), or clear issues with the way in which they organise their work in some other way.

Parents' Evenings

The purpose of parents' evenings is for parents to receive some face-to-face feedback on their daughter's progress from her teachers and to engage in dialogue about her progress. It is an opportunity for parents to ask questions as well as for teachers to provide more detailed feedback than is sometimes possible in a report. From Year 9 upwards girls attend with their parents as the parents' evening provides an important opportunity to discuss option choices and progress towards public examinations. We warmly encourage all parents to attend parents' evening every year. The school does not usually provide alternative feedback if parents are unable to attend unless there are exceptional circumstances.

In the Junior School parents meet their daughter's form teacher as well as her Maths and/or English teacher (if these are different) twice a year. Appointments are made in advance via parent mail and parents usually have a choice of two evenings. Appointments are strictly ten minutes long and a bell sounds at the end of each appointment. They take place in the Junior School Hall. Parents also have the opportunity to view their daughter's work in her classroom and the school warmly invites parents to do this.

In the Senior School parents meet their daughter's subject teachers once a year. They also have the opportunity to meet her Form Tutor and/or Head of Year at this event. Appointments are made by the pupils with their subject teachers and are five minutes long. Parents' evenings take place in Stocks Hall.

If parents and teachers are unable to cover all of the relevant issues during the appointment, teachers may invite parents to come back in for a further meeting, or arrange a telephone conversation with them. Teachers are expected to keep an eye on the time to ensure that appointments do not overrun.

Should a member of staff be unable to attend a parents' evening due to unforeseen circumstances, they will be expected to write a report on the pupils whose parents had requested appointments.

Parents of both Junior and Senior School pupils are also invited to an annual Reception for their daughter's year group. This is a social occasion and not an opportunity to discuss academic progress but parents will have an opportunity to meet key members of staff: in the Senior School, their daughter's tutor and Head of Year and the Senior Management Team; in the Junior School, their daughter's Form Teacher and the Head and Deputy Heads of the Junior School.

