

FINBOROUGH SCHOOL ASSESSMENT, MARKING AND REPORTING

Introduction

This policy sets out how we will assess, mark and report at Finborough across the Prep and Senior Schools from September 2015.

The objective is to provide a simple standardised approach that is easy for pupils and parents to understand with a significant focus on what all pupils need to do to improve and make best progress.

Only percentages (%) are to be used for all assessed work in the Prep and Senior School. In the Prep School levels are not to be used or referred to, %'s to be used as the academic summative assessment in reports.

In the Senior School GCSE grades will be used as the academic summative assessment for all year groups in reports. Legacy or new grades will be used or a combination of both depending on the cohort.

Across the whole school a 'Learnability' rating of bronze, silver, gold and platinum will accompany the academic summative assessment (see assessment descriptors).

Summative assessments will be recorded six times during each school year, every half term. Every pupil will receive three reports, two interim (short) reports relating to the preceding term using the most recent summative academic assessment and 'Learnability' rating. In addition they will receive a comprehensive full report that will also use the most recent summative academic assessment but will relate to the whole school year.

Targets and Tracking

At the start of the school year pupils will be set target %'s in all subjects derived from baseline assessments (CAT 4) and prior attainment these will be clearly recorded in the front of their books. Class / subject teachers are responsible for week-to-week tracking. At every summative Assessment point (every half term) the Headteacher and Head of LEAD will meet with the Deputy Headteacher (Prep) and the Deputy Headteacher (Senior – Academic) respectively to analyse the performance of every pupil. Academic attainment will be directly compared with the target set alongside 'Learnability'. Meeting the target will be categorised as 'good' progress, exceeding the target as 'excellent' progress. Whilst a pupil may not meet or exceed their target right from the start of the academic year, **if they fall 20% or more below target in term one, 15% in term two and 10% in term three it will be a cause for concern** as they will be making significantly less progress than expected and a 'recovery' plan will be required including a meeting with parents and weekly tracking and review of improvement actions until the gap has been closed.

Standardised Assessment Approach

%'s awarded for all assessed work

Y1-6

Maths, English

1 x % Assessment per week (6 per ½ term) □ Average calculated = % for the ½ term (see conversion table for link to legacy levels)

All other academic subjects

1 x % Assessment per fortnight (3 per ½ term) □ Average calculated = % for the ½ term / term (see conversion table for link to legacy levels)

Y7+8

Maths, English, Science

1 x % Assessment per week (6 per ½ term) □ Average calculated = % for the ½ term □ grade (see conversion table)

All other academic subjects

1 x % Assessment per fortnight (3 per ½ term) □ Average calculated = % for the ½ term □ grade (see conversion table)

Y9

Maths + English

1 x % Assessment per week (6 per ½ term) □ Average calculated = % for the ½ term □ grade (see conversion table)

All other academic subjects (including Biology, Chemistry and Physics which are individual subjects)

1 x % Assessment per fortnight (3 per ½ term) □ Average calculated = % for the ½ term □ grade (see conversion table)

Y10+11

All academic subjects

1 x % Assessment per week (6 per ½ term) □ Average calculated = % for the ½ term □ grade (see conversion table)

The assessments can take a wide range of forms which will be subject specific and should be designed around % Scores. The two conversion tables can be used to support accurate assessment via both legacy levels and GCSE grades.

Alongside the % score for the assessment, students must receive high quality feedback (green for 'growth' – see later) that they are able to fully understand, engage with and action.

Prep School Conversion Table

% Score	Y1	Y2	Y3	Y4	Y5	Y6
	KS1 Legacy Level	KS1 Legacy Level	KS2 Legacy Level	KS2 Legacy Level	KS2 Legacy Level	KS2 Legacy Level
100	2a	3a	4a	5b	6c	6a
95	2b	3b	4b	5c	5a	6b
90	2c	3c	4c	4a	5b	6c
85	1a	2a	3a	4b	5c	5a
80	1b	2b	3b	4c	4a	5b
75	1c	2c	3c	3a	4b	5c
70	P8	1a	2a	3b	4c	4a
65	P7	1b	2b	3c	3a	4b
60	P6	1c	2c	2a	3b	4c
55	P5	P8	1a	2b	3c	3a
50	P4	P7	1b	2c	2a	3b
45	P3ii	P6	1c	1a	2b	3c
40	P3ii	P5	P8	1b	2c	2a
35	P3i	P4	P7	1c	1a	2b
30	P2iii	P3iii	P6	P8	1b	2c
25	P2ii	P3ii	P5	P7	1c	1a
20	P2i	P3i	P4	P6	P8	1b
15	P1iii	P2iii	P3iii	P5	P7	1c
10	P1ii	P2ii	P3ii	P4	P6	P8
5	P1i	P2i	P3i	P3iii	P5	P7

Senior School Conversion Tables

Legacy KS3

% Score	Y7	Y8	Y9
	KS3 Legacy Level	KS3 Legacy Level	KS3 Legacy Level
100	7b	8c	8a
95	7c	7a	8b
90	6a	7b	8c
85	6b	7c	7a
80	6c	6a	7b
75	5a	6b	7c
70	5b	6c	6a
65	5c	5a	6b
60	4a	5b	6c
55	4b	5c	5a
50	4c	4a	5b
45	3a	4b	5c
40	3b	4c	4a
35	3c	3a	4b
30	2a	3b	4c
25	2b	3c	3a
20	2c	2a	3b
15	1a	2b	3c
10	1b	2c	2a
5	1c	1a	2b

GCSE

% Score	Y10/11		Y9		Y8		Y7	
	Legacy Grade	New Grade	Legacy Grade	New Grade	Legacy Grade	New Grade	Legacy Grade	New Grade
100	A*+	9A	A+	8A	B+	7A	C+	6A
95	A*	9B	A	8B	B	7B	C	6B
90	A*-	8A	A-	7A	B-	6A	C-	5A
85	A+	8B	B+	7B	C+	6B	D+	5B
80	A	7A	B	6A	C	5A	D	4A
75	A-	7B	B-	6B	C-	5B	D-	4B
70	B+	6A	C+	5A	D+	4A	E+	3A
65	B	6B	C	5B	D	4B	E	3B
60	B-	5A	C-	4A	D-	3A	E-	2A
55	C+	5B	D+	4B	E+	3B	F+	2B
50	C	4A	D	3A	E	2A	F-	1A
45	C-	4B	D-	3B	E-	2B	G+	1B
40	D+	3A	E+	2A	F+	1A	G	0A
35	D	3B	E	2B	F	1B	G-	0B
30	D-	2A	E-	1A	F-	0A	H+	-1A
25	E+	2B	F+	1B	G+	0B	H	-1B
20	E	1A	F	0A	G	-1A	H-	-2A
15	E-	1B	F-	0B	G-	-1B	I+	-2B
10	F+	0A	G+	-1A	H+	-2A	I	-3A
5	F	0B	G	-1B	H	-2B	I-	-3B

AS / A Level

% Score	AS/A Level Grades
100	A*+
95	A*
90	A*-
85	A+
80	A
75	A-
70	B+
65	B
60	B-
55	C+
50	C
45	C-
40	D+
35	D
30	D-
25	E+
20	E
15	E-
10	U
5	U

Marking

Prep School Expectations

Y1-6

All books marked every week

Senior School Expectations:

Y7+8

Maths, English, Science

Work marked once per week

All other academic subjects

Work marked once per fortnight

Y9

Maths + English

Work marked once per week

All other academic subjects (including Biology, Chemistry and Physics which are individual subjects)

Work marked once per fortnight

Y10+11

All academic subjects

Work marked every week

Keep marking very simple and focused on identified assessed work.

Marking in GREEN (for growth)

% + EBI / Growth Comments

Spelling / Grammar corrections as appropriate

Pupils given dedicated time (min 15 minutes) when books / work is returned after marking to engage with EBI/Growth comments, understand what they need to do to improve (and record it, see 'My Progress Summary') and make improvements / corrections where appropriate

Progress sheet in exercise books (record title of assessed work, % and EBI / Growth Comments

My Progress Summary: (Subject)			
Date	Title	%	EBI / Growth Comments

Self-assessment / Peer assessment can be used, it can be an excellent learning strategy, however caution is required as it has been shown to be only accurate 60% of the time!

Learnability

'Learnability' is a descriptor-based assessment of pupils' learning behaviour. There are five 'Learnability' ratings: Unacceptable (U), Bronze (B), Silver (S), Gold (G) and Platinum (P). Assessment of 'Learnability' is a complete fit approach. A pupil can only achieve a rating if they 'fit' every descriptor for the rating. This will set both high expectations for learning behaviour alongside identifications of deficits to allow focused improvement actions.

Examinations

Pupils will sit formal **tailored** examinations across the range of their curriculum in the summer term of years 2, 4, 6, 7, 8, 9, 10 and 12 (Linear A Levels). The Prep School examinations will be set by the Deputy Headteacher (Prep), with Senior School exams set by subject staff and collated / checked by the Deputy Headteacher (Academic). Standardised English and Maths tests are used where appropriate.

Students in the final year of GCSE or A levels (Linear), usually years 11 and 13 will take mock examinations in all their subjects in the penultimate week of the autumn term. There is also an option of a second mock examination in the penultimate week of the spring term.

Report Writing

Providing our students and parents with a consistent excellent summary of their progress in each subject set aside their next steps for improvement of both academic achievement and learnability. As a small school with small classes we are in the fortunate position to be able to make every report fully bespoke so they provide positive affirmation alongside high quality next step (improvement) comments.

In all reports a high standard of concise and accurate English is required. Individuals who write reports are responsible for correct data (achievement and learnability), spelling, and grammar, quality of writing and gender accuracy.

In order to ensure professional standards are achieved colleagues may check each other's reports, as they will be held accountable for errors found by SLT and administrative staff when reports are checked immediately after the published deadlines.

Report writing windows are clearly published to ensure adequate time is available for writing and peer checking before the deadline.

Missed deadlines and poor quality reports will be treated as a serious professional standards issue with appropriate disciplinary action and additional training being required.

To ensure consistency in what we report the following framework should be used:

All reports will include a % (Prep School) / grade (Senior School) and a learnability rating (Bronze, Silver, Gold or Platinum)

Short (Interim) Subject Reports

- An opening sentence that positively summarises achievement, progress and learnability.
- An achievement and progress next step (improvement) comment
- A learnability next step (improvement) comment

Long (Full) Subject Reports

- One or two positive sentences regarding academic achievement and progress.
- One or two positive sentences regarding learnability.
- Two or three bullet pointed achievement and progress next step (improvement) comments
- Two or three bullet pointed learnability next step (improvement) comments
- A positive concluding sentence rounding up their year studying the subject

High quality reporting will ensure a positive reflection of learning with the development of a growth mindset in students of all abilities.

Reporting / Parents Consultation Schedule

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N1	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
N2	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
R	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
Y1	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
Y2	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
Y3	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
Y4	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
Y5	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
Y6	Meet the Teacher Evening	Interim		Interim / Parents Evening		Full / FF Home
Y7	Meet the Form Tutor Evening	Interim		Interim / Parents Evening		Full / FF Home
Y8	Meet the Form Tutor Evening	Interim		Interim / Parents Evening		Full / FF Home
Y9	Meet the Form Tutor Evening	Interim	Options Evening (Jan)	Interim / Parents Evening		Full / FF Home
Y10	Meet the Form Tutor Evening	Interim		Full		Interim/ Parents Evening / FF Home
Y11	Interim / Meet the Form Tutor Evening	Post 16 Options Evening (Nov)	Interim (Jan) / Parents Evening		Full / Parents Evening / FF Home	
Y12	Interim / Meet the Form Tutor Evening	Interim		Full		Interim / Parents Evening / FF Home
Y13	Interim / Meet the Form Tutor Evening		Interim (Jan) / Parents Evening		Full / Parents Evening / FF Home	

(N1, N2 and R will have their 'Learning Journey documented through 'Tapestry')

Reason for Review/Amendments	Last review August 2018
Details of changes	<ul style="list-style-type: none"> • Policy reviewed to ensure current legislation and practices are included. • Policy updated with minor reporting schedule changes
Date of next review	Annual review August 2019 (Curriculum, Assessment + SEN Governance)

Name	Position	Responsible for	Signature	Date
J Sinclair	Principal	Governance/ oversight		
L Sinclair	HR Director	Recruitment/ Staff policies		
S Clark	Headmaster	Document Control and Implementation (academic staff)		
K Walmsley	Headmaster's PA / Admissions	Document Administration (non-academic staff)		