

Assessment, Recording & Reporting Policy

This policy applies to:

Francis Holland Regents Park Francis Holland Sloane Square Francis Holland Prep

Where there are differences between the schools these have been clearly highlighted.

Policy owner	RP: Deputy Head Academic SSq: Senior Deputy Head Academic Prep: Deputy Head (Operations, Assessment and Tracking)
Type of policy	Regulatory [Regulation number: Part 1 3(g) Demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching to that pupils can progress
Last reviewed / approved by / date	SLTs: 29 th November 2023
Next school review due	Autumn 2025
Next council review due	n/a
This version published	April 2024
Circulation	<input type="checkbox"/> Trust Website <input checked="" type="checkbox"/> Schools' Websites <input checked="" type="checkbox"/> Schools' Sharepoints <input type="checkbox"/> FHS People All policies are available from the Trust Office, Francis Holland Schools Trust, 35 Bourne Street, London, SW1W 8JA
Linked Policies	Non-Examination Assessment Policy Exams: Internal Appeals Procedure

Revision History	
This section should be completed by the reviewer each time this policy is reviewed	
Changes made [Brief description of edits]	Date
Full review and revamp of policy	Autumn 2021
Updates to Appendices	Autumn 2023

POLICY STATEMENT

Assessment, recording and reporting are central to the development of learning and are a part of good teaching practice. They enable each girl to develop and perform to the best of her ability and to strive for high academic standards. They should be constructive and informative, useful to the girl herself, her teachers, and her parents. Positive achievement will always be recognised. In the few cases where a girl is not yet meeting the required standard, this is noted and guidance is always given on how improvement can be achieved. Records of assessment are kept, centrally and departmentally; pupils' progress is monitored and tracked, and information is communicated to parents at regular intervals.

PURPOSES

- To ensure students have a strong sense of their academic progress and potential;
- To monitor progress and to collect evidence to record pupils' achievement over time;
- To identify strengths and weaknesses in pupils' learning and to plan, with them, further steps for individual development;
- To provide constructive advice about how to improve;
- To evaluate teaching and learning strategies in order to assist with planning for future learning;
- To motivate pupils and enhance their learning by recognising achievement and providing on-going feedback;
- To inform parents of achievement, progress, areas of weakness and strategies for improvement;
- To ensure progression of learning and achievement as the pupil moves through the school.

For public examinations please refer to the Non-Examination Assessment, Internal Appeals and other relevant examination policies which are kept distinct from the Assessment, Recording and Reporting policy that deals with internal school matters.

Appendix: Assessment, Recording & Reporting Procedures at Sloane Square

AIMS of the Whole School Marking Policy

The whole school marking policy and guidelines aims to be:

Girl-centred... so that girls' learning and well-being is the main focus for discussions about prep, marking and feedback.

Coherent... so that where internal FHS grades are used, they are held in common across departments and applied consistently in marking and feedback throughout the school, enabling girls to easily access feedback.

Effective... so that marking and feedback enables girls to make excellent progress

Straightforward... for girls to understand and for colleagues to use.

Manageable for colleagues... and realistic about staff work load.

Useful... for monitoring the consistency of marking and feedback across the school.

MARKING AND FEEDBACK

MARKING

The aim of marking is both summative (testing current performance) and formative (contributing to continuing development). However, often pupils are pre-occupied with **current performance** to the detriment of their **continuing development** and this in turn can reflect a fixed rather than a growth mindset. In order to develop the latter, therefore, it is necessary to take significant steps to focus the girls' attention upon feedback.

There are a range of different ways in which girls can be encouraged to reflect on their continuing development and these include **peer and self-assessment** - both of which require mark schemes and/or assessment objectives and are especially useful with examination classes – as well as **marking by the class teacher**.

At what frequency and level should work be marked? - All prep tasks should be set on Assignments in MS Teams and the Digital Champions, led by the Director of Digital Learning, are able to support colleagues with this.

The school distinguishes between **two levels of marking: Level 1: quick checking** for monitoring purposes and **Level 2: deeper marking** to support girl's continuing development.

The marking of prep should alternate between level 1 and 2 so that colleagues are able to manage their marking load in a way that enables them to offer high quality written feedback when level 2 marking takes place. The quantity of level 2 marking will vary from subject to subject depending upon the number of lessons and the frequency with which the subject appears on the prep timetable. These guidelines are important for managing expectations in relation to **marking and feedback reviews** which will be conducted annually within each department and at a whole school level to ensure effective feedback is being provided. This is to be understood in relation to the quantity of prep set in each subject, as explained below. **It is possible to mark at level 2 through comment only marking without giving grades, though The School would expect that grades should be awarded regularly (At least twice a half term).**

FEEDBACK

It is important that feedback is given *as near to the completion of a piece of work as possible*. Often highly effective feedback is given during lesson time whilst pupils are working and this high quality feedback is frequently over-looked. To avoid this problem, the school uses 'VF:' as a symbol, in order to enable girls to quickly record their teacher's verbal feedback. VF may also be used by girls to record verbal generic feedback to a whole class. In order to make marking more efficient for staff and clearer for pupils a set of **whole school marking symbols** will be used across departments and these are explained below.

To support a *growth mindset* Years 7 & 8 will have **comment only marking** for the first half of the autumn term. This is intended to help shift their focus from **current performance** to **continuing development**, though teachers will still record grades for girls' work.

In order for feedback to be meaningful and valued by the girls, it ought to be of a high quality. Whilst **regular checking** of work is necessary for monitoring purposes, **the main objective of marking is to provide specific and detailed comments which facilitate pupils' continuing development.** Such feedback will avoid being generic in nature and will, ideally, *interact with specific aspects of each pupils' work in a way that is sincere and personal*. Such interaction is an essential way in which teachers can show *respect* for the approach of their pupils as well as supporting their progress.

GROW (Girls reflect on work) time should be incorporated into the start of a lesson whenever work has been marked at level 2. During this time, girls will respond to their teacher's comments and questions in **green pen**, making corrections and additions as appropriate. This is an important way of enabling girls to reflect on their work and to respond immediately to feedback.

Given that the central purpose of feedback is to enable girls to learn from their mistakes, departments will want to devise ways of helping girls to avoid repeating the same mistakes on multiple occasions, re-visiting comments from previous work before starting their next significant written piece.

A learning culture that **fosters risk** is to be actively encouraged and, as such, teacher's comments should be framed in such a way as to **make girls feel safe to take a risk and fail**. As such, there should always be positive reinforcement as well as constructive critical feedback and formative feedback should include an *appreciative comment* about an aspect of the work as well as an area for **continuing development**.

PREP

• **What is it for?**

Well-conceived prep tasks form a vital part of pupils' learning. In order to be effective, it is essential that girls are aware of the point of each task, how it fits into a series of lessons and how it complements the work done in the classroom. *Prep should never be set simply because it is on the prep timetable, but should be an integral part of each teacher's planning.*

The purpose of prep also includes:

- preparation for the next lesson (using the principles of the Flipped Classroom)
- Specific revision for a test
- Consolidation or extension of a topic that has been introduced and explored in the lesson.
- Creating self-motivation, independence and a sense of responsibility in each girl.
- Practice leading to proficiency. This is especially important for subjects like music and languages where frequent practice is essential.
- Allowing time and space for deep reflection so that girls can absorb and synthesise ideas raised during a lesson.
- Contributing to dynamic and collaborative problem solving in lessons by ensuring that girls are proficient in their use of terms, ideas and arguments.
- Enabling the school to make the most effective use of teacher presence and expertise by girls completing work outside of lessons for which the teacher's presence is not essential. This will in turn mean that effective use of teacher expertise and guidance can be made during lessons.
- Developing enthusiasm & engaging interest, in recognition that lesson time alone is inadequate to develop proficiency in any single area.
- Developing an understanding of what is required to attain the top grades.
- Within the overall purpose of prep there will also be subject specific aims.

• **What kind of tasks?**

It is vitally important that the principles of Assessment for Learning (AfL) are used when setting work and, in particular, that pupils understand clearly **what they need to do** for a particular piece of work in order to achieve each grade. This should be explained clearly when the work is set and HoDs may often consider it appropriate for significant **whole cohort pieces of work** to provide a handout explaining what is required to achieve each of the grades.

Exam groups must be helped to think of work in terms of the exam board **assessment** objectives.

It is often appropriate for prep tasks to be **differentiated**. This may be achieved by producing additional **scaffolding** for weaker pupils, **extension** tasks for the more able, or simply offering pupils a **choice** of prep tasks which are of differing levels of challenge.

Central to any prep task must be pupil progress and, as such, the effectiveness of tasks should be judged according to the way they facilitate pupil progress. This will render some tasks inappropriate. Research projects may be useful, but these will require *careful monitoring* and *clear feedback* offered to pupils at key points in the development of the project.

• **How much prep should girls receive?**

Prep should be set in the context of girls' co-curricular and wider commitments in acknowledgment of the fact that the *hidden curriculum* is an essential dimension of girls' education. As such **prep for Y7 - 9 is tapered** with year 7 receiving 60 minutes a night (3 x 20 minutes); year 8 receiving 75 minutes a night (3 x 25 minutes) and year 9 receiving 90 minutes a night (3 x 30 minutes). For longer pieces of prep the task can either begin in the lesson and be finished at home, or two preps can be used. Alternatively, teachers can *negotiate* with their colleagues who are also scheduled to set prep that night to allow girls slightly more time for a significant

task. However, it is important that during the course of a term there is parity in the quantity of prep for each subject. In Y 7 – 9 *it is important that The School begin to think about prep with a focus on the girls, by considering what is an acceptable amount of prep each evening.*

For GCSE and A-Level subjects, it is important that sufficient prep time is allowed to support the completion of specifications in time for an adequate revision period, whilst at the same time support pupils' mental well-being.

At GCSE: Two 30 minute pieces of prep per subject per week: 540 minutes a week for the norm of 9 GCSEs (9 hours of prep each week)

At A-Level: 5 hours of private study per subject per week in the lower sixth, increasing to 6 hours in the upper sixth, as guided by the sixth form handbook. This should include individual consolidation and on-going revision and is not to be used solely for prep tasks set by the teacher. For example, departments should make expectations clear about independent study tasks at the start of the year and they will want to make use of MS Teams in this process.

It is important that girls stop their prep after the specified time and that colleagues set prep that is appropriate to the age and ability of their pupils. Adequate time should also be allowed for revision, with most prep time for Y9, 10 and 12 after Easter being given over to preparation for FHS internal examinations.

It should also be recognised that more time needs to be spent in some subjects, but this should flow from passion not formal expectations. The widely accepted 10,000 hours principle should warn any school about the dangers of how being overly prescriptive can foster mediocrity.

PARENTS & GUARDIANS

Parents should not play any direct role in the completion of prep since this prevents teachers from accurately assessing the level at which girls are performing. The girls themselves also need to develop independence which such help can hinder.

However, parents might helpfully monitor their daughters' prep. Whilst not completing the prep for them, parents might helpfully be involved in creating a suitable environment for the completion of prep as advised by the Head of Academic Mentoring in the Learning to Learn programme. In particular, the avoidance of distraction caused by mobile devices during prep and guidance about the proper use of the internet will be important. Parents should also be informed about the meaning of FHS internal grades and expectations about the amount of time that their daughter should spend on each piece of prep. The school will communicate such expectations to parents as appropriate.

At present MS Teams and the prep diary will be used in conjunction in the setting of prep and parents and tutors both continue to play an essential role in checking the prep diary to ensure the prep timetable is being adhered to and that girls are developing as independent and organised learners. Particular thought should be given to the way in which prep is set for girls with individual needs and the advice of the Learning Support department should be sought here.

CREATIVITY SPACE

Given the importance of co-curricular involvement and the space required for creativity, there may be *some weeks during the year when the prep timetable is temporarily suspended.* However, this will **not be for more than one week each term** and will be designed to dovetail with significant co-curricular events such as a drama production or major school concert. During these periods teachers will encourage girls to read more widely around their subjects.

Years 7 – 9 should not be set additional work for the weekend, beyond the prep timetable for a Friday night. As the prep timetables states: *The prep timetable indicates the night that prep should be completed by the girls. Teachers will set prep during the lesson prior to the day of completion.*

At the weekend girls should be given space to think, explore and create. In particular, tutors should encourage girls to **read, play music and sport as well as spending time with friends & family.**

In years 10 – 13 some weekend work may be required, though clear guidance must be given about when the prep is due. In general, prep should be completed on the night when it is set, and MS Teams will be used to support prep organisation.

A **rest principle** should be encouraged in the minds of the girls so that they have *at least one full day each week which is free from the pressure of completing school work.*

For years 7 – 9 there is a policy not to set prep over holiday periods. In addition to normal prep tasks years 10 and 12 should also be given time to re-visit topics covered during the term and prep tasks may be structured to facilitate this. From time to time the Deputy Head Academic may issue further guidance as appropriate.

Finally, and in order to support colleagues work load, Level 1 prep should be set when reports are being written. One example of this would be a research task that constitutes prep for a lesson and which colleagues are able to check in the lesson and offer verbal feedback on.

GRADES AND SYMBOLS

INTERNAL GRADES

FHS has chosen to continue with a 5 tier grade structure, though in order for the grades to be meaningful the full range of grades should be used. The guidance below on grade distribution details this more fully.

A move away from letters has been considered necessary to encourage girls and their parents to refer to the internal descriptors, as well as avoiding confusion with public exam marks and misconceptions arising from parents' own educational experience. Although GCSEs deploy numerical grades, these numbers are the reverse of the GCSE grades where most FHS girls will think in terms of 9, 8, 7, 6, 5 and so confusion will be avoided.

For **approach** the following symbols will be used:

O - Outstanding

E - Excellent

G - Good (School Standard)

V - Variable

U - Unsatisfactory

Approach grades can be awarded for anything that girls have complete control over.

Self-assessment should often be incorporated into the awarding of approach grades since the girls are best placed to assess the extent of their own approach, though of course teachers must monitor this and challenge where appropriate.

For **attainment** the following numbers will be used:

1, 2, 3 (School Standard), 4, 5

No half grades are to be awarded from years 7 – 11.

GRADE DESCRIPTORS

A combination of **whole school generic descriptors** and **department specific descriptors** are important so that consistency across departments can be achieved whilst allowing departments freedom to decide on suitable subject specific descriptors.

Grade distribution

- **Attainment grades**

- These should be distributed along the lines of a bell curve for subjects where there is a *whole cohort*. So for all subjects in Y7-9 and for core subjects in Y10. This is important and maintains the integrity of the new grades, helping to avoid grade inflation. (1: 5%; 2: 20%; 3: 50%; 4: 20%; 5: 5%).
- Having said this, there is *no requirement* that a grade 5 will *always* be used, though it *should be used where necessary*.
- Where a subject places girls in sets according to ability, the bell curve distribution will be across the year group rather than in each class.
- However, for small self-selecting options groups in Y10 it may be harder to maintain a bell curve distribution.
- Having said this, please still **guard against grade inflation** and be guided by the generic and departmental attainment grade descriptors in the awarding of grades.

It may be helpful to say that the average number of points which girls at FHS achieved at GCSE is approximately 7.7 which equates to all subjects at grade 7 as the *average* across the whole cohort at GCSE. Please note that this includes all girls in all subjects and there is also some variation from cohort to cohort. However, it may be helpful as a guide to understand that those achieving at the school standard of '3', should be expected to achieve mostly grades 7 at GCSE, though attainment grades are *not* predictions and must not be viewed as such.

- **Approach grades can be more flexible, though the following principles should still guide:**

- There is no need to give a certain percentage of V or U grades.
- At the same time, *do use the full range of grades as appropriate* – including V and even U on occasion.
- The number of O and E grades *must not exceed* the number of G grades which should still be the default position.
- For approach grades be guided by the descriptors rather than the bell curve.
- O grades should still be **rare**.
- Please also remember to factor in the profile of SEND pupils when giving approach grades.

Symbol	Meaning
Sp	Spelling
G	Grammar correction required
P	Punctuation
ECF	Error Carried Forward
C	Calculation error
^	Missing word
RTQ	Read the question
NAQ	Not answering the question
Eg	Provide an example
... ?	develop your point
VF:	Verbal Feedback
TV	Too vague
NP	New Paragraph
Girls should respond to these symbols and other comments in green pen during GROW time at the start of the lesson when feedback has been received.	

At some stages it may not be appropriate for FHS internal grades to be used. For example, exam groups will benefit from marking that refers explicitly to assessment objectives provided by the examination boards. Departments will have the freedom to use appropriate exam board specific approaches to marking. In years 10 – 13 it is important that there is consistency of grading *within* each department. This is the importance of department marking and feedback reviews. Departments might usefully conduct **moderation of marking** by taking a number of pieces of work and marking them individually and then comparing standards and application of grade descriptors.

MONITORING AND REPORTING

The advice on grade distribution also applies to reports. This will avoid grade inflation which ultimately renders internal grades meaningless. Pupils are not necessarily expected to progress up the attainment grades during the course of the year. So, for example, if a girl performs to a consistently good standard throughout the year, her progress will have been good and this is commendable. The internal FHS grades indicate the performance of each girl relative to the cohort as a whole.

The report grade should be based on classwork and prep throughout the relevant time period (see below). They should not be based upon a single test prior to reports. For reports in the first half of the autumn term there may be a higher proportion of the school standard grade (G/3) awarded which is the default grade in the absence of sufficient evidence to justify a different grade.

Every year group has two TCMs each year as well as one grade report. Grade sheets will also be produced as detailed in the annual reporting schedule.

TCM – Teacher Consultation Meetings. Each TCM is to be followed by an academic review week during which girls record and teachers check their **GROW** steps.

Grade Reports: grades with comments from tutor and HM.

NB: Tutor comment for these reports will need to be detailed, with a sufficiently large word limit and will include input from subject teachers. Co-tutors to proof read each other's reports. Exemplars for these reports are available.

Grade Sheets: grades only – distributed at TCMs. When reviewing these reports tutors should pro-actively contact parents/guardians where there are serious concerns about a girl's attainment. This will enable the TCM to be as useful as possible.

Grade Sheets+: grades with a brief one line tutor comment.

On both types of grade sheet the HoS will review the reports but need *not* write a comment.

Recording of **GROW** steps:

- During TCMs girls will record areas for development, as directed by their subject teachers. This will encourage girls to take responsibility and to engage with the comments.
- Girls will then discuss these areas for development with their parents and decide on three GROW steps.
- Life Skills time will be allocated for tutors to supervise girls as they enter their GROW steps and write a reflective comment in response to these. This will take place during the academic review week. The tutor will then review and confirm through a tick box.
- If a TCM appointment is missed, the subject teacher will give next steps directly to the girl who will record them in the usual way.
- GROW steps will be published to parents on the portal as well as girls being able to view them.
- Tutors will encourage girls to review their GROW steps regularly.

Why **TCMs** rather than written subject reports:

- Issues with written reports: vague, huge work load for colleagues disproportionate to their effectiveness, lack of opportunity for parents to respond.
- Advantages of TCMs: Immediacy of dialogue, 3 way partnership, popular with parents, effective – often leading to an immediate change.
- The approach to next steps mentioned above should increase girls' engagement, independence and sense of responsibility for their own learning; it should join up the academic and pastoral target setting and it is in line with the school's approach to GROW.

The following report grades will be used:

- FHS internal grades will be used for all Y7 – 10 reports.
 - The exception to this is the Y10 Grade Report after summer internal exams. At this point girls will receive: Current performance, aspirational (both GCSE level) and approach (FHS internal) grades with an exam percentage.
- The summer term reports for year 9 will include an exam percentage which will be accompanied by a **median**. Pupils in year 7 – 8 will receive either an exam percentage or a continuous assessment percentage, which will also be accompanied by a **median**.
- **Y11:**
 - Current performance, aspirational (GCSE grades) and approach (internal FHS) grades throughout the year.
- **Y12:**
 - No grade sheet at the first TCM to avoid an early demoralising current performance grade
 - Grade reports will include current performance and aspirational grades. This is important to support realistic expectations for the UCAS process. There will also be an approach grade.
 - The Grade Sheet for the summer term TCM will include: current performance, **predicted** and approach grades with an exam percentage.
- **Y13:**
 - Current performance, predicted (following review of initial predicted grade from the summer term) - both A-Level grades - and approach (internal FHS) grades throughout the year.
- For Y11 and 13 mock exams girls will receive an exam percentage, current performance and aspirational grades.

Wherever aspirational grades are awarded these should be *optimistically realistic* and for Y12 the principles associated with *UCAS predicted grades should inform the grades awarded*.

Current performance grades should be a reflection of where girls are currently performing by GCSE or A-Level standards. If there is a problem with a girl's performance this is an important opportunity to indicate it,

remembering our guiding principle for Y11 and 13 of **no surprises in the summer**. Where appropriate these grades should reflect performance in internal end of year or mock exams.

The **aspirational grade** should reflect what The School think a girl is capable of achieving in the summer given detailed revision and exam focus; aspirational grades should still be realistically achievable. There should be one aspirational grade given for each subject.

Where classes are shared evenly between two or more colleagues, girls will receive a single set of grades.

Report grades indicate pupil performance over the following time periods:

- **Grade Sheets** are a snapshot of the time since the last report grade was awarded. These enable tutors to quickly identify emerging issues in girls' academic performance.
- **Grade Reports** indicate performance during the period since the last Grade Report or TCM.

There will be one detailed report for each year group in each term which will be either a TCM or a Grade Report. Where a class is shared in Y7 – 11 grades should be agreed by both colleagues and the report writing should be divided between the teachers, ensuring that both colleagues contribute to every report.

Whilst routine marking will retain an approach grade and an attainment grade, grade reports will be given greater nuance by reporting on three distinct areas of approach: to others, to lessons and to prep.

Suggestions of areas to be covered by approach grades:

Approach to others may include aspects such as: group work, listening to others, courtesy and leadership.

Approach to lessons may include initiative, active involvement, attentiveness, following instructions.

Approach to prep may include punctuality, organisation, engagement with GROW.

DEPARTMENTAL MONITORING

All departments carefully monitor the work of the girls they teach and have their own internal systems for doing so. Heads of Departments have access to the results of the baseline MidYIS, and ALIS tests, together with the resulting GCSE predictions. They also receive the GCSE and A level Value-Added Analysis for their subject.

WHOLE SCHOOL MONITORING

At suitable intervals, progress between published grades is tracked and colour coded and these sheets are published internally, to enable Form Tutors, Heads of Year, Heads of Section, Head of Data for Teaching and Learning and the Deputy Head Academic to track progress. Pupils who have performed well or poorly, or who have shown significant change since the previous report, are seen by a Head of Year or Section Head. At the end of the academic year, marks and year group positions are compared with baseline scores and with year group positions in the previous year. Any significant underperforming students are noted and acted upon by the head of Year and Section Heads; high performing pupils or those who have demonstrated outstanding effort are nominated for attainment or effort prizes.

In the sixth form, the focus is on the 'current performance' grade, and the progress from reports is monitored by the individual tutors and the Heads of Sixth Form.

MONITORING OF STANDARDS

In addition to informal communication about pupils' performance and standards, the following members of staff all take a part in monitoring the performance of pupils:

- **Form tutors, Heads of Section, Heads of Year and the Deputy Head Academic.**
In the first instance these are the staff who are usually approached, in an informal way, if a pupil is falling behind in her work or failing to achieve at an acceptable standard. Minor penalties and detentions are also monitored by the Form tutors, Heads of Year, Heads of Section and SLT.
- **Heads of Department**
Each department has its own system for keeping academic records and monitors internally the performance of pupils in their subject, and, in subjects where setting takes place, ensures that pupils are placed in the correct set.
- **The Head**
She sees all sets of examination marks and all reports. Each Form Tutor meets with the Head once a year at report time to discuss the performance of individuals in his or her form.
- **All staff**
Prior to a TCM, the pupils in the relevant year groups are discussed individually at a staff meeting, with the relevant pastoral lead having collated the key data in advance.

Appendix: Assessment, Recording and Reporting Procedures at Regent's Park

ASSESSMENT

Each department has its own arrangements for assessment, which should be in line with school policy. In the subjects where streaming takes place, Heads of Department ensure pupils are placed in the correct division. It is the responsibility of each teacher to assess work in accordance with the relevant school and departmental policies; Heads of Department are responsible for ensuring that departmental policies are in place, and for monitoring the work of members of their departments. There should be regular opportunities for moderation at department meetings to ensure consistency of standards.

Each department has systems for monitoring progress, which are suited to the subject involved e.g. across-year unit tests, assessment tasks, set pieces, practicals etc. In appropriate subjects, practical or oral assignments may also be assessed.

All departments should be involved in the assessment of spelling, punctuation and grammar, and monitor study and communication and other key skills.

FREQUENCY AND FORM OF ASSESSMENT

Written work, including classwork, homework and tests, should be marked regularly by the subject teacher according to department policy. Students should have work marked in detail at least once a fortnight and preferably more often. Work should be returned within one week of completion. Other work completed by the pupils must be assessed by either the teacher or by the student herself or a peer, in which case it should be acknowledged by the teacher.

The assessment of work during the term should essentially be formative.

- The work set must be linked to the learning outcomes of the lessons and the assessment criteria should be clear to students and their parents.
- Teachers should comment on at least one point where the student has done well and one point explaining what the student needs to do to improve.
- Where oral feedback is given, students should note one point where they have done well or improved and one point on how to improve further.
- Students should be given time in class to reflect and act upon comments given.
- These comments should form part of the department's target setting process so that pupils have a clear understanding of their strengths and areas for development.

Feedback may also be given orally, and as an on-going process within the lesson, or on work in progress, without a formal grade.

Peer and self-assessment can be used, where appropriate, to inform learning and encourage effective independent learning. Schemes of work should refer to specific opportunities and strategies for peer and self-assessment.

MARK SCHEMES AND GRADING

Departments should grade lower school work using the following achievement grade descriptors: Exceptional, Very Good, Good, Modest, Concern. This corresponds to the grading used for the Progress Reports. This ensures consistency across departments and aligns the grading with the Progress Report grades, helping students to understand their achievement levels and progress. The distribution of homework/class work achievement grades mirrors that of the progress report achievement grades. If work is graded as 'Concern', the teacher must discuss this with the student and his/her Head of Department and put in place strategies for improvement.

A dual marking system may be used to denote achievement and effort. Each department should make their interpretation of the grading system known to and set out for the girls, to ensure that it is clearly understood. From Lower Fifth upwards, grades should relate to GCSE and then A-Level or Pre-U marking criteria. Marks and grades should be accompanied by a constructive comment and target for improvement.

MONITORING OF MARKING

Heads of Department are responsible for the quality and frequency of the marking of every member of their department. They must ensure that all work is marked according to the department and school policies through formal monitoring of each teacher's marking. The marking of each teacher should be monitored at least once a year, this may be in addition to the work scrutiny conducted as part of the professional review process. New members of staff should have their marking reviewed during their first term at the school.

When monitoring the quality of marking, Heads of Department should consider:

- Are the comments supportive and challenging?
- Are the comments analytical and detailed and specific to the work set?
- Does the marking give each pupil written feedback on what she has done well and what she needs to do to improve?
- Does the marking address misconceptions?
- Does the marking encourage differentiation or further creativity?

HOMEWORK

Homework is a central part of assessment of a pupil's academic progress. It is set because academic success relies on a pupil acquiring and maintaining a steady routine of independent work undertaken outside lessons and generally at home. Homework may take various forms, for example, learning, reading, research, note-making, written exercises and essays. It is designed to support the girl's learning and augment her academic progress. The amount set should reasonably be completed in the recommended time, although girls naturally work at different speeds.

Aims

- To encourage girls to acquire responsibility for their work;
- To help them to acquire good study habits;
- To foster research and reinforce skills and knowledge taught in the lessons;
- To encourage independent study and thinking.

Procedures

A copy of the homework timetable is sent home at the beginning of the academic year. This should be adhered to, and homework should be set unless there is a school decision not to do so. Subject specific guidelines will be issued to girls in the Sixth Form. Teachers will set clear deadlines for the completion of homework.

Each girl is given a homework diary at the start of the academic year. It is essential that this is kept up-to-date and well organised. The diaries are checked regularly by Form Tutors. At the Form Tutor's discretion, a parent may be asked to check and sign their daughter's homework diary regularly for a specified time.

Under special circumstances, a girl may be given dispensation regarding homework, which can be negotiated with the subject teacher or Form Tutor. In the first five years of school, this should be supported by a letter of explanation from parents. If a girl is absent, she is responsible for finding out what was set and completing the work, where relevant, after discussion with the subject teacher. In the LV, UV and Sixth Form, coursework may be required in certain subjects. The girls are given clear information summarising the coursework requirements for the year, to assist in planning deadlines through the year.

Procedures for dealing with incomplete or late homework

If a girl produces work of an unacceptable standard, she may be asked to repeat it. A girl in the Thirds to Upper Fifth inclusive may be put into Lunchtime Supervision in order to complete her work. If work is not completed by the specified time, a blue slip is issued via ISAMS. In the Sixth Form if work is not completed by the specified time, a blue slip is issued via ISAMS.

Homework Timetable (times in minutes, per week)

All girls are expected to read in addition to formal homework.

Lower School	III	LIV	UIV
English	45	50	60
French	25	25	35
Geography	25	30	35
History	25	30	35
Language Option	n/a	25	35
Latin/ Class. Studies	25	25	35
Mathematics	30	40	50
Music	20	20	20
ICT	20	20	25
Art	20	20	20
Religious Studies	25	30	35
Sciences(Bio,Chem,Phys)	3 x 20	3 x 20	3 x 25

PSHE homework may be spread over the week i.e. 5 minutes per night.

Upper School	LV	UV
English	70	80
Mathematics	70	75
Sciences	3 x 50	3 x 55
Modern Language(s)	60	70
Option subjects	60	70

Sixth Form - As a general guide, girls are expected to work for at least six hours per week on each A level subject outside formal teaching time.

INTERNAL EXAMINATIONS

All year groups will take annual internal examinations. Mock examinations for Upper Fifth and Upper Sixth will take place in the spring term; internal examinations for other year groups will be held in the summer term.

Years 7 to 9

Examinations will be marked as a percentage, according to a set departmental mark scheme. Girls and parents will be informed of the median for the year group on the full reports. As a guideline, the top 15% of girls in each examination may be awarded Honours; the lowest 10% may be identified, for internal purposes, as causes for concern. However, departments may vary this percentage according to the ability and attainment of the group.

Years 10 to 13

Examinations will be marked and graded according to GCSE/A Level criteria; girls will be given a grade.

Coursework and controlled assessment

Please see the separate Non-Examination Assessment and Internal Appeals policies

Examination Appeals (Appeals in relation to Internal Assessment of Work for External Qualifications)

Please see the separate Non-Examination Assessment and Internal Appeals policies

RECORDING

Marks for classwork and homework should be recorded in the mark books of the individual teachers. Examination results should also be recorded there and in ISAMS. The subject teacher is responsible for this, overseen by the Heads of Department.

Copies of reports and assessment grade sheets are kept on the central database (ISAMS). The Headmaster's files contain any confidential or particularly significant information about each girl. Each Head of Year will maintain more general files. When a girl leaves the school, these files, should be combined, rationalised and stored confidentially, in accordance with the school's data protection policy.

TRACKING AND MONITORING

Progress reports detailing approach to organisation and deadlines, participation and effort in class, attentiveness in class and effort in homework, as well as academic achievement are completed each half term. This is to enable academic tracking to take place in addition to informing parents of their daughter's progress. Additional internal reports may be requested for a variety of reasons, such as a request for an impending special meeting with parents, identification of difficulties through pupil monitoring or at a Staff Meeting, for references for UCAS or another school, or a means of monitoring work/behaviour.

MONITORING

The Internal Exams Coordinator arranges for MidYIS testing for all Thirds plus any girls who enters the school at a later stage. YELLIS testing is completed in the LV. GCSE target grades are devised using MiDYIS and YELLIS data. ALPS target grades, based on GCSE results, are used for tracking and monitoring in the Sixth Form. It is the responsibility of the subject teacher and the Head of Department to monitor a girl's progress within the subject. All monitoring data is on ISAMS. Students' overall performance is monitored, and concern may be signalled, in the following ways:

1. Pupil monitoring/Tracking

The Academic Deputy Head liaises with the Heads of Department and Heads of Year to monitor academic progress and track results from all available sources. These include the base-line test data; the progress reports, the written reports, the assessment grade sheets, the mock examination results for the GCSE and final A Level years, the end of year examinations for the Thirds to Lower Fifth and Lower Sixth and the external examination grades for the GCSE and A Levels.

All Heads of Department have access, via ISAMS, to the results of the Thirds (Year 7) MidYIS testing and LV (Year 10) YELLIS testing, together with the GCSE targets. When they are available, they also can access the GCSE Value Added Analysis for their subject. Similarly, the ALPS targets, based on GCSE results, are also available for the Sixth Form. Any anomalies between the MidYIS, YELLIS or ALPS target results and the girl's subsequent progress are flagged up for action by Heads of Department, Form Tutors, Heads of Year or the Academic Deputy Head, whichever is the most appropriate. Action by Heads of Year or the Academic Deputy Head includes communication or meetings with the girl and/or her parents and the putting in place of strategies to support individual pupils. This is relevant to both negative and positive anomalies, flagging up not only causes of concern, but also where girls have made considerable progress and need congratulating to consolidate this development.

Examination results of individuals are reviewed following mock examinations or the end of year internal examinations. Annual evaluation of GCSE and A Level results takes place between the Head and Heads of Department early in the autumn term.

2. Meetings

'Girls' is a standing item on all meetings' agendas (normally the first item). Individual girls may be raised at Briefing, Staff, Senior Tutors' (Heads of Year), Heads of Department, Pastoral or Departmental meetings, and appropriate action taken.

3. Rewards

The school believes in positive reinforcement. Merits are awarded by academic or pastoral staff during the year for academic or pastoral work, effort and contribution. Commendations are awarded by individual members of staff for outstanding academic work, effort or contribution to the school. Students who achieve five merit awards are also awarded a commendation.

Certificates for Contribution, Achievement and Effort are awarded each term to students in each year group. The Head of Year and Form Tutor decide on one girl per form to receive each certificate. They are presented in the end of term assembly. At the beginning of Lower Sixth, special certificates for outstanding GCSE results are awarded to all those for whom it is deemed appropriate.

4. 'Blue' Slips and Homework slips

Blue Slips are entered electronically on the school database (ISAMS) and used to pass on concern about work habits or behaviour to the girl's tutor. Some may result in either lunchtime supervision to catch up on work or after-school detention for Thirds to Upper Fifth and gating for Upper Fourth to Upper Sixth.

Homework slips are entered electronically on the school database (ISAMS). They are issued for late, incomplete or unsubmitted homework. Students may be required to attend lunchtime supervision to complete outstanding work. Tutors monitor homework slips in the same manner as Blue Slips. Students who receive a number of homework slips may be put on homework report to help them improve their organisation.

5. On Report

Girls may be placed 'On Report' to follow their progress more closely and may be monitored on a daily basis.

6. Referral

Girls may be referred to the Learning Enhancement Department.

REPORTING

PROGRESS REPORTS

Students receive a number of progress reports and one written report each year. The schedule for progress and written reports is included below.

Progress grades are awarded for Organisation and Deadlines (III to UIV) or Independent Learning (LV to UVI), Engagement in lessons and Effort in Homework as follows:

Grade	Description
Exceptional	Student demonstrates an outstanding level of interest and enthusiasm, and an exceptional approach to learning
Very Good	Student demonstrates a high level of enthusiasm for her studies and extends her own learning beyond the curriculum (For participation and homework only)

Good	This is the standard the school expects for all students: students complete and submit all work on time, are ready for the start of lesson, participate actively in class and perseveres when faced with challenges, collaborate effectively with peers, engage well with set homework tasks and activities, follow up on the feedback given and seek help when necessary.
Inconsistent	Standards sometimes fall short of the criteria for 'Good'
Concern	There are serious concerns about an aspect of the student's performance. This has been followed up with senior staff and parents.

Progress grades are awarded for achievement as follows:

Thirds to UIV

Grade	Description
Exceptional	Student likely to get the very top grades at GCSE
Very Good	Very good achievement; in the top quartile at FHS
Good	In line with the grade the School would expect from a pupil at FHS. In the second or third quartile of the cohort.
Modest	Below average for FHS; there is room for improvement. Student is in the bottom quartile of the cohort.
Concern	Performance is a cause for concern

LV, UV and Sixth Form:

Students in the Lower Fifth, Upper Fifth and Sixth Form are given a "working at" grade based on their current progress through their GCSE or A level course. These are not a prediction of the final grade likely to be achieved but a report on the work done on the course thus far. These courses are graded 9-1 for GCSE and A* to E for A level. Students in the Lower Fifth and Lower Sixth are not given achievement grades in the first half term of their GCSE or A level courses.

TARGET SETTING

Target setting forms are completed four times a year (twice in the autumn term and once in the Spring and Summer terms), along with the progress reports or summer examination grades. Students are encouraged to discuss their reports with their parents and propose targets. These are discussed and agreed with their form tutors the following week, during the scheduled 1:1 discussions.

GRADE SHEETS

Grade sheets are completed for the Upper Fifth and the Sixth Form in the spring term. These list the grades obtained by the students in each of their GCSE or A level subjects in the mock examinations, and are emailed to parents shortly after the mock examinations.

PARENTS' EVENINGS

There is one parents' evening scheduled for each year group with the exception of the Lower and Upper Sixth, who have two parents' evenings. Other evenings concerning careers, Higher Education, social or pastoral matters take place during the year. Pupils accompany their parents to the parents' evenings from Upper Fifth upwards.

Parents' evenings for the Upper Fourth and Upper Fifth not only discuss pupils' progress, but also choice of subjects for the next stage in their education. A Higher Education Evening is held in the Spring Term for the Lower Sixth girls and their parents to give information and advice about the applications process to universities and other Higher Education establishments.

THE TIMING OF REPORTS, PARENTS' EVENINGS AND ASSESSMENT SHEETS

Thirds to UV

	Thirds and Lower Fourth (Years 7 and 8)	Upper Fourth and Lower Fifth (Years 9 and 10)	Upper Fifth (Year 11)
Autumn 1	Progress report	Progress report	Progress report
Autumn 2	Progress report; Parents' evening (LIV)	Progress report Written Report (UIV) Parents' evening (LV)	Progress report Written Report
Spring 1	Progress Report; Parents' evening (III)	Progress report; Parents' evening (UIV)	Grade sheet and parents' evening (in person)
Spring 2	Progress Report	Progress report Written Report (LV)	Progress report
Summer 2	Grade sheet and written report	Grade sheet	

Sixth Form

	Lower Sixth (Year 12)	Upper Sixth (Year 13)
Autumn 1	Progress report	Progress report and parents' evening (in person)
Autumn 2	Progress report and parents' evening	Progress report
Spring 1	Progress report	Grade sheet and parents' evening
Spring 2	Progress report and Written Report	Progress report and Written Report
Summer 2	Grade sheet and parents' evening	

Appendix: Assessment, Recording & Reporting Procedures at Francis Holland Preparatory School

ASSESSMENT GUIDELINES

Both formative and summative data is tracked from entrance to ensure progression and inform teaching to promote achievement of potential. Assessment data is shared with Class Teachers and is discussed upon entrance into each year level. Assessing pupil progress at Francis Holland Prep is ongoing.

HOMEWORK

Frequency and expectations of homework varies according to year group and these details are outlined during curriculum meetings at the start of each academic year. The homework is designed to support the girls' learning and augment academic progress through consolidation and revision of key skills covered in school during lesson time. Occasionally girls may be asked to complete independent research linked to a specific class topic, and this will be guided by the appropriate class or specialist teacher. No homework is set at the weekend apart from in Y6 and some of Y5. Key Stage 2 girls are expected to write their homework in their homework diary and record their daily reading in their reading journal. Younger pupils will have teachers and parents recording their reading. Girls should read for 20 minutes each day on top of the following homework times:

Year Group	Number of minutes for homework
Reception	10 minutes
Year 1	15 minutes
Year 2	20 minutes
Year 3	30 minutes
Year 4	40 minutes
Year 5	50 minutes
Year 6	60 minutes

FORMATIVE ASSESSMENT

This takes place through:

- Termly pupil progress meetings with the Class Teacher, FHP Head and Assessment and Tracking Leader to coincide with reports;
- Observations of children working;
- Questioning the children;
- Discussions with the children;
- Target setting;
- Marking of children's work – *see below for the FHP marking guidelines.*

SUMMATIVE ASSESSMENT

This takes place through:

- **Standardised testing:** Y3-6 sit Cognitive Abilities Test (CATs in September) and The School are trialling CATs in Year 2. All standardised scores are in teacher planning folders for all years. Reception use their own baseline in September to inform their teaching. All Year 3, and any new girls above, take the Dyslexia Screening assessment. The results of these tests are used to inform class teaching and to indicate possible specific student needs.
- **Summer term exams:** Y4 and Y5 sit end of year exams in core subjects, Verbal Reasoning (VR) and Non-Verbal reasoning (NVR). Parents receive these marks via the Class Teacher.
- **Attainment grades:** these are based on classroom half-term or end-of-module assessments and are recorded on our electronic Year Group Tracking spreadsheets.
- **Informal and formal internal assessments throughout the year:** for example, end of topic tests.

RECORDING

- The staff in Reception record each girl's progress through observation and collate a file of each girl's work. This culminates in the Foundation Stage Profile of Assessments at the end of the year.
- The staff in Key Stage 1 use recorded work in books and observations during any practical tasks as evidence of children's progress.
- The staff in Key Stage 2 keep clear records of marks and grades awarded for class work, homework and tests.
- Test results for all year groups are recorded electronically.

REPORTING

- At the beginning of each academic year, parents are jointly invited to a meeting with their daughter's new Class Teacher, the Head of FHP and some specialist teachers. The parents are informed of the timetable, the curriculum in that particular year and the expectations of their daughters.
- Parents receive a written report with individual subjects, on their daughter's progress, effort and attainment three times a year, two shorter interim reports are received in November and March and a more detailed full report is received at the end of the year.
- Progress grades are awarded as follows:

Working Beyond	Independently applies knowledge and skills of the FHP Curriculum; accessing challenging tasks to greater breadth and depth.
FHP Standard	Working at the expected level of this year group's FHP Curriculum*
Working Towards	Working towards the FHP Curriculum standard for this year group.

*Our Francis Holland Prep School Curriculum is generally one year ahead of the National Curriculum in Key Stage 2 and making accelerated progress towards that in EYFS and KS1.

- Effort grades are awarded as follows:

Outstanding (O)	The pupil has exceeded the highest expectations of effort. There is abundant evidence of initiative, and the girl moves significantly beyond the expectations of the FHJS Code of Conduct.
Excellent (E)	The girl has met the highest expectations of effort. There is clear evidence of initiative, and the girl consistently demonstrates the highest expectations of the FHJS Code of Conduct.
Good (G) (School Standard)	The girl has met the expectations of effort and the FHJS Code of Conduct.
Fair (F)	The girl could work more consistently to meet the expectations of the FHJS Code of Conduct.
Unsatisfactory (U)	There are concerns about the engagement and effort of the girl with the FHJS Code of Conduct.

TEACHER CONSULTATION MEETINGS(TCMs)

- There is a formal time for Teacher Consultation Meetings (TCMs) in the autumn and spring terms for Years R – 6, where they are given individual appointments to discuss their daughter's progress.
- Parents can meet informally or formally with their daughter's Class Teacher or the FHP Head at other times if requested by parent or teacher. Formal meetings are organised through the FHP Head's PA.

11+ MEETINGS

- Y4 parents are invited to an information morning in the spring or summer term with the Head of the Senior School, Head of the FHP and Class Teachers.
- In Y5, individual parent meetings with the Class Teacher and FHP Head happen in the autumn term to discuss specific school choices.
- In Y6, individual parent meetings with the Class Teacher, the FHP Head and the English and Maths specialists happen early in the autumn term to finalise school choices and discuss each girl's progress, prior to the 11+ assessments towards the end of the autumn term.

FRANCIS HOLLAND PREP SCHOOL MARKING GUIDELINES

AIMS OF FHP MARKING AND FEEDBACK:

- Help pupils to identify what they have done well and how they might improve.
- Promote pupil independence, ownership, confidence, and self-esteem.
- Promote accelerated learning and progress.
- Indicate the extent to which pupils have met the learning objectives.
- Support teacher assessment to inform future lessons.
- Create, across the school, consistent processes to move learning forwards.
- To facilitate a written or verbal response from the pupil to the marking.

EXPECTED PRACTICE:

English
• Deep marking is evident once per week, in addition to standard marking.
• Work to be marked by the class teacher in red pen.
• Class work clearly dated with learning objective.
• Success criteria for all writing pieces; pupils self-assess (or peer assess) against success criteria.
• Best sentence / example from pupil work is highlighted in yellow.
• Teachers highlight in green, the focus for growth or improvement. A green box summarises next steps.
• Incorrect answers shown with a dot.
• Opportunities for verbal feedback are acted upon throughout the lesson.
• Common incorrect spellings to be corrected. Spelling mistakes are written for the pupil to copy three times.
• Key punctuation errors (appropriate to age range) are corrected.
• Corrections recorded next to the incorrect answer.
• Evidence of self or peer assessment (green pen).
• Evidence of challenge when pupils have answered consistently correctly.
• Teacher comments are linked to the learning objective / success criteria / pupil targets.
• Adult support is recorded.
• Rewards for particularly impressive work are given in line with Behaviour for Learning policy.

Maths
• All work is marked, either by the teacher / TA (red pen) or by the children (green pen).
• Each lesson follows the format: Fluency, Problem Solving and Reasoning, with a challenge on a separate sheet.
• The Fluency, Problem Solving and Reasoning sheet has the Learning objective and date clearly written at the
• Fluency can be differentiated by Fluency A or Fluency B or by the teacher selecting different starting points
• Mastery approach – children are exposed to the same Problem Solving and Reasoning questions.

<ul style="list-style-type: none"> • There is a challenge available for every lesson, which allows the children to demonstrate a greater depth of
<ul style="list-style-type: none"> • Teachers may sometimes highlight in green the focus for growth or improvement. A green box summarises next steps for pupils. This only needs to be implemented when a pupil has a misconception or needs stretching. It is not expected otherwise.
<ul style="list-style-type: none"> • Incorrect answers shown with a dot.
<ul style="list-style-type: none"> • Opportunities for verbal feedback are acted upon throughout the lesson. It is expected that teachers / TAs
<ul style="list-style-type: none"> • The meaning and spelling of key mathematical vocabulary should be highlighted by the teacher.
<ul style="list-style-type: none"> • Corrections recorded next to the incorrect answer.
<ul style="list-style-type: none"> • Evidence of self or peer assessment (green pen).
<ul style="list-style-type: none"> • Where necessary, teacher comments are linked to the learning objective / Fluency, Problem Solving,
<ul style="list-style-type: none"> • Adult support is recorded, as is use of concrete apparatus.
<ul style="list-style-type: none"> • Rewards for particularly impressive work are given in line with Behaviour for Learning policy.

MARKING CODES

•	Incorrect
√c	Corrected Work
NS	Next Step
VF	Verbal Feedback
WS	With Support
^	Missing Word
○	Capital Letter or Punctuation Error (circles)
//	New Paragraph
Sp.	Spelling Mistake
√V	Successful ...
.....	Example of a Good Sentence (highlighted in yellow)
.....	Next Step / Link to Comment (highlighted in green)
Response	Children's responses in Green