ASSESSMENT, RECORDING, REPORTING AND MARKING POLICY

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Governor Approval:	Approved by the Governing Body on
Suggested review date:	
RESPONSIBLE:	
Prepared by Senior Leader:	Debbie Allen
Signed Headteacher:	
Signed Chair of Governors:	

<u>**RATIONALE:**</u>

Assessment is vital for achieving high standards and eradicating unacceptable differences in the outcomes of education. When used well, assessment provides invaluable information on how we can continue to improve teaching and learning. (Report of the Expert Group on Assessment – May 2009)

"The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard and by encouraging teachers to focus on how to improve the learning of individual pupils" (Ofsted, March 2003, "Good assessment in secondary schools").

<u>**INTRODUCTION**</u>

Every member of staff with responsibility for teaching pupils is accountable for the progress of those pupils and for the accuracy of the assessment data provided throughout the academic year. Every member of the teaching staff also, of course, contributes to the achievement of whole school targets.

Assessment data provided by teaching staff is used in a variety of different ways, and presented at different times to different audiences: in pupil reports to parents; to pupils themselves; to Faculty/Subject Leaders and Senior Leadership for tracking and monitoring purposes and to inspectors during an Ofsted inspection.

Regular, effective assessment is a key requirement in ensuring pupils' success and the accuracy of predicted outcomes across the curriculum and at every stage and level. The timeliness, accuracy, frequency and robustness of assessments made, is crucial.

This policy sets out the actions that must be undertaken by every member of our community in order to achieve the dual aims of moving pupils forward, and providing robust assessment information, which informs tracking and monitoring at every level.

<u>**Principles:**</u>

The main aim of assessment is to contribute to the learning process that helps pupils learn effectively and achieve their very best. Its specific purposes are:
For the **PUPIL:**
- to ensure they know how well they are doing and what they need to do to improve
- to provide awareness of what is being learned
- to determine the level of development of skills, concepts and the acquisition of knowledge
- to provide challenge, targets and strategies as a basis for further learning and raising expectations
- to develop independent learners
- to celebrate what has been achieved

For the **TEACHER**
- To evaluate the effectiveness of teaching and learning
- To assist development of good teaching and learning practices
- To support short-term planning that is adjusted adequately in line with learners' needs
- To detect and intervene where progress is below expectation
- To monitor achievement in relation to pupil potential

For **OTHERS**
- To inform parents of their child's progress against predictions
- To provide monitoring data for other external agencies eg. Local authority, Department for Education, OFSTED, etc.
- To record pupil achievement to support access to future stages of education or employment

<u>**Guidelines:**</u>

To achieve these aims we believe **good assessment** should:
Promote and support learning:
- Identifies what learners know, understand and can do
- Enables consistent monitoring of pupil progress

- Identifies individual learning strengths and weaknesses
- Encourages progression in learning
- Supports evaluation of teaching and learning strategies

Inform teaching:
- assists lesson planning
- promotes a variety of teaching strategies
- encourages self-reflection and evaluation of teaching and learning strategies
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Be both formative and summative:
- promotes a shared learning culture
- provides clear and regular feedback
- diagnoses learning difficulties
- identifies clear and shared targets for improvement
- promotes differentiation
- informs subject choice and career decision making
- informs regular reporting to parents

Use appropriate and diverse strategies
- is both formal and informal
- accommodates a variety of learning styles
- assesses a range of skills
- encourages effective and standardised marking procedures

Recognise ALL pupil progress and achievement
- rewards progress, effort and achievement
- fosters motivation and promotes a commitment to learning
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Develop the capacity for Pupil Self-Assessment
- Shares learning outcomes and assessment criteria
- Helps set challenging, yet achievable targets for future improvement
- Gives sensitive and constructive feedback
- Involves learners in their own learning and the learning of others

Support School Self-Evaluation
- Helps evaluate the curriculum and teaching and learning
- Helps faculties to reflect on their work and inform future planning
- Helps track progress and measure value added of individuals, classes, subjects and other groupings.

Foster a shared involvement and responsibility between school and home.

 (See Appendix 1 for details of types of assessment)

ASSESSMENT

In 2015, the government announced that the national curriculum levels system should no longer be used, since then new performance measures and tougher GCSEs have been introduced. We have revised our assessment system to focus on progress in response to these significant changes.

New Grading System

From 2018 the majority of GCSE results will be awarded using the new 9 – 1 grading system, however a few subjects will still be using A*-G. From 2018 onwards all subjects will be awarded using the 1 – 9 grades. Therefore, the decision has been made to track the progress of all pupils using the new grades and the conversion system as follows:

New GCSE Grades	HHGS New 9 - 1 Sub Grades	Old GCSE Grades
9	9+	A*
	9=	A*
	9-	A*
8	8+	A*
	8=	A/A*
	8-	A
7	7+	A
	7=	A
	7-	A
6	6+	B
	6=	B
	6-	B
5	5+	B
	5=	B/C
	5-	C
4	4+	C
	4=	C
	4-	C
3	3+	D
	3=	D
	3-	D
2	2+	E
	2=	E
	2-	E
1	1+	F
	1=	F/G
	1-	G
U	U	U

Key:

9 - 1 Sub Grades	
5+	Strong 5
5=	Secure 5
5-	Weak 5

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KS2 Scores	Thresholds
110 – 120	Advanced
100 – 109	Meeting
95 – 99	Developing
90 – 94	Foundation
<90	Working Towards

Pupils will be placed in one of five thresholds based on KS2 scores, however the emphasis will be on pupils working to their best ability as opposed to achieving an end of year target, therefore some pupils may be moved up to a higher threshold if this is appropriate at the end of a year.

As the new GCSEs will be graded using 9 - 1 , we will track the progress of all pupils using the same grades against the flight path shown in Appendix 2.

In terms of tracking progress, we will look at how well pupils are performing, relative to their baseline threshold:

Working at	Progress	Explanation
Working above their baseline threshold	Outstanding	Pupil is currently making excellent progress and is likely to exceed expectation
Working towards the top of their baseline threshold	Good	Pupil is currently making good progress and could exceed expectation
Working towards the lower end of their baseline threshold	Expected	Pupil is currently on track to meet expectations
Working below their baseline threshold	Below	Pupil is currently underachieving and making less than expected progress

Minimum Expected Grade at end of Year 11

All pupils will be given a Minimum Expected Grade (MEG) to achieve by the end of Year 11. The MEG will be based on average prior attainment at KS2 in Reading and Mathematics and better than expected progress. Pupil progress towards their MEG will be tracked using the progression table shown in Appendix 2. This will replace the current Target-setting process, as expectations are largely pre-determined. Once these new grading systems are established Whole School Targets will be set based on prior school performance and benchmarks which are deemed measurable eg. Attainment 8 Score, % threshold in English & Maths and % EBACC. It is currently not appropriate to set Progress 8 targets as this score is largely based on the progress of pupils nationally.

Advantages to this approach:

- Allows underachieving pupils to be identified and interventions planned.
- Allows performance of classes/ subjects to be monitored eg. % of pupils making good, expected, less than expected progress.
- Ensures pupils of all abilities can be praised for the effort and progress they are making in the same way.
- Supports long term goals and monitoring progress towards them.

So, rather than reporting a level to pupils and parents, we are reporting the progress they are making towards achieving their Minimum Expected Grade at GCSE. Please see Appendix 3 for sample reports.

RECORDING

The recording of pupils' attainment and progress is an essential part of the overall process. It enables progress to be monitored, informs planning of future learning and ultimately enables judgements to be made when required.

Individual staff should keep records of performance and Faculty/Subject leaders should have central records of evidence for their department. Progress grades should be recorded accurately and by the deadlines highlighted in the school calendar, which is published annually.

To ensure effective data analysis grades recorded should correspond to the relevant programme of study or course being followed. This information must be shared with pupils regularly so they are clear about their current performance.

REPORTING

Reporting to parents takes place verbally through parent consultation meetings once a year and one to one pupil interviews with the form tutor or member of leadership. However, formal reporting in writing is through a variety of formats

- Interim Progress reports (Autumn & Spring Term)
- End of Year Report (Summer term)
- Publication of GCSE results

All school reports are completed via e-Portal, which can be accessed in school or from home. Guidance is available in Staff planners and new staff should discuss reports with their Faculty/Subject Leader. In Year 11, College references are written by Form tutors to support college and employment applications. Staff will enter Forecast grades early in the Autumn Term to support this process. Please see Appendix 3 for sample reports.

Data from each set of reports will be uploaded into SISRA Analytics, and used, by teachers and support staff to analyse pupil progress. Training sessions and materials will be provided to keep staff up to date with developments.

Subject/faculty leaders are responsible for ensuring comment banks are up-to-date and accurate, these should be sent to the Data Manager by two weeks before End of Year reports are due to start, as per the school calendar.

ARR for Pupils with Special Educational Needs (SEND)

The Learning Support faculty conducts key diagnostic testing for identification of pupils with Special Needs on entry to the school. Such tests include - DRA (Diagnostic Reading Analysis) Test, EAL reading, speaking writing and listening tests. Pupils with learning needs will be given appropriate support, therefore they are expected to make good or better progress based on KS2 Scores. Support for ARR of SEND pupils can be sought from the SENCo and Learning Support Team.

EXAMINATIONS

Year 11 pupils will sit the majority of their external examinations in the Summer Term. All pupils will sit annual end of year examinations, which will be assessed in accordance with examination rules and regulations. These results will form the basis of end of year grades, which will be reported to parents.

MARKING POLICY

Rationale

"Good marking provides maximum help for pupils at the point of learning". (Ofsted, March 2003, "Good assessment in secondary schools").

As pupils complete work in a subject it is critically important that they know the teacher (and possibly others) will be looking at their efforts and making judgements about progress. Leaving books unmarked or checked for long periods of time is de-motivating and suggests disinterest. Set the tone by checking pupils work on a very regular basis, and sharing with them when and why you will be doing this. If work is left unmarked, then assessment of progress is thrown into doubt. Marking standards and procedures should be consistent within each department and, when grades are given, these must reflect the assessment policy of the whole school.

To ensure that all learners have their work marked in a manner which is likely to improve learning our common principles are:

- Work should be marked regularly and provide constructive feedback
- Comments should generally be positive and supportive, and should suggest strategies for improvement. comments are clearly related to the learning objectives and outcomes or success criteria
- Marking should be linked, wherever possible, to clear criteria eg. Steps to Success, of which the pupils are made fully aware, before embarking on an assessed activity. This is particularly important in the context of an extended piece of work.
- Feedback should recognise attainment and progress towards targets be diagnostic and outline strategies/targets for improvement or further development
- Pupils should be encouraged to look at the detail of the marking, and the comments, rather than simply looking at the mark or grade
- Pupils should be encouraged to respond to the comments made and where possible this response should be re-assessed to check understanding and show progress.
- Pupils should be given the opportunity to assess their own work and take part in peer assessment as part of the learning.
- Marking should emphasise and support high standards of literacy and numeracy in all subject areas, as per guidelines outlined in the relevant policy documents.
- indicate the next steps in learning and support pupils in understanding how they can improve their work;
- A record of marks/ grades given for key pieces of work and for regular tests throughout the year should be kept. This information provides important day-to-day evidence for assessing National Curriculum levels and for reporting to parents.
- Praise and encouragement should be given to show pupil work and effort is valued, and pupils should be rewarded for their effort using school rewards system eg. Praise letters, Vivos, etc., as pupils tell us that these strategies are motivational and effective.

Roles and Responsibilities

The Governing Body will
- Ensure the policy is regularly reviewed and updated and meets statutory duty.
- Support setting of challenging targets for achievement

Leadership Team and Deputy Head (Curriculum and Data) will
- Support and monitor different teams in the implementation of assessment, recording, reporting and marking practices.
- Ensure there is a coherent strategy for the effective management of performance data
- Make use of RAISEonline, FFT and other sources of data to assist with the target setting process
- Provide up to date date information on the performance across the whole school, individual subjects and various pupil groups
- Ensure staff receive training on the interpretation and use of data to inform their planning

Heads of Faculty/Subject leaders will:

- Support faculty members in the implementation of this policy.

- Ensure assessment opportunities are planned into schemes of work and regularly evaluate their effectiveness
- Establish agreed departmental criteria for assessment and marking which conforms to the whole school guidelines and meets the criteria for the appropriate level or grades for the subject
- Monitor the regularity and consistency of assessment and marking.
- Ensure that assessment information is recorded by all members of the team by the deadlines given
- Ensure that coursework and controlled assessment marks are completed by all relevant staff to meet internal and external deadlines.
- Analyse performance data and monitor pupil progress towards their targets throughout the year
- Identify the INSET needs of their team in relation to ARR and marking
- Maintain a portfolio of assessed work to ensure consistency of standards

SENCo will:
- Provide access to data to support teaching and learning of pupils with Special Educational Needs
- Analyse performance data and monitor progress for each SEND pupil

Subject teachers will:
- Regularly assess and mark pupils' work employing a range of assessment styles
- Mark coursework and controlled assessment in a timely way to enable appropriate intervention to take place before final internal and external deadline dates.
- Use the results of assessments to monitor progress and plan future learning activities
- Motivate pupils by giving them a clear picture of their level of performance, what they have done well and what they need to do better next time
- Celebrate success with pupils using the school reward systems
- Ensure they have the necessary expertise and knowledge about data analysis
- Ensure they and their pupils have a clear understanding of the assessment criteria

Monitoring and Evaluation:

ARR practice affects all that we do in school and as such is a regular item in various staff forums. Monitoring of ARR practice is everyone's responsibility because good monitoring informs us about pupils and how they are progressing in their learning. It tells us about the success of subjects and groups of children, and allows us to plan for intervention and praise as needed.

Monitoring of pupil books/folders and teachers' marking ie. Work scrutiny should take place throughout the year lead by Subject Leaders, through team meetings as per the calendar and by the Leadership Team as part of the self-review process. In best practice, books will include criteria for marking, steps to success, grades, demonstrate a range of regular marking for difference purposes and evidence of self and peer assessment. Guidance on marking can be found in the Staff planner.

Further monitoring of ARR and marking takes place through:
- Monitoring of ARR practices within departments and through department development plan reviews.
- Monitoring of marking within departments and by leadership team (see guidance on Work Scrutiny process in Appendix 4)
- Formal and informal feedback from staff, including written evaluations
- Report back and discussion with pupils, parents, staff and governors.
- Lesson observations, learning walks and lesson planning
- Whole school and individual subject SEFs
- Staff meetings looking at whole school attainment and progress
- Formal reporting and recording of school targets against published forecast
- The ARR policy will be reviewed annually by Deputy Head responsible for Data and Assessment

Related Policies/Documents

Teaching & Learning policy
Guidance for completion of Reports and Data Analysis
Instructions for the Conduct of Examinations
Literacy Policy
Equal Opportunities Policy

APPENDIX 1

Day-to-day assessment

Every day there are opportunities for assessment. Every time a teacher discusses a question or a piece of work with a learner or observes how they approach a problem or interact with others, the teacher gains further insight into the learner's understanding and progress. These day-to-day conversations give learners immediate feedback, provide them with relevant next steps and help them reflect on their learning as it is happening. They also enable teachers to adjust their short-term planning in line with their learners' needs.

Periodic assessment

Every so often, once a term or twice a year for example, it is important to look at the learners' overall progress in a subject or aspect of learning. This allows teachers to draw on a broad range of activities and evidence – including learners' contributions in group work or discussions.

This activity will help learners to identify their strengths and areas for development in the subject as a whole, rather than in the last piece of work or topic they completed. It will also give the teacher a clear sense of whether the learner is able to transfer the knowledge, skills and understanding he or she developed and use them in different contexts. This sort of assessment can also inform the teacher's medium- and long-term planning and provide the evidence to link the learner's progress to national standards.

Transitional assessment

Transitional assessments are judgements that are meant for a wider audience and will often be made at the end of a year. They draw on the full range of assessment information, including judgements made by the teacher and any other evidence such as tests. Transitional assessments provide a formal recognition of achievement and valuable baseline information for the next teacher. They often influence the next stage in the learner's education.

TYPES OF ASSESSMENT

All learners are different; all learners have preferred learning styles, and one form of assessment will suit some pupils, whilst others pupils need a different method to show what they have learnt. Some methods of assessment are legally required, such as Standard Assessment Tests, whilst departments have a good degree of choice about regular assessment practice. Any one assessment method will not suit all the pupils in a group. The challenge is to employ a range of assessment techniques in addition to tests and examinations.

Formative assessment (Assessment **FOR** Learning)

Assessment for Learning - is an ongoing process, involving formal and informal collected evidence about pupil learning and progress. In a classroom, assessment decisions might be made every few minutes, by teachers and pupils. These decisions help to inform planning of lessons, the next steps in learning and individual or group target setting. Formative assessments deal with the pupil as a unique individual, involves them in their learning and helps them to understand what has been achieved and what is next to develop or improve their learning.
Examples:

Classwork	Presentations
Homework	Plenaries
Questioning	Research
Discussions	Online Learning programmes

Summative assessment. (Assessment **OF** Learning)

The mass of detail generated by formative assessment is useful for teachers and learners, but less so for others - parents, other teachers, post 16 tutors, employers etc. These audiences require a summary of the progress to date, with a clear idea of strengths and weaknesses, and some notion of how learning can continue to improve. Grades are included with summative reporting and provide a snapshot in time – this is where the pupil is performing at this moment.
Examples:

External examinations eg. SATS, GCSEs
Internal Examinations eg. End of year exams, mock exams
End of Topic/Unit Tests
Standardised Tests eg Renaissance reading tests
Sporting, dramatic or musical examinations eg. Piano grades

Self and Peer Assessment.
Encourages pupils to take responsibility for their own learning by:
- Evaluating their own achievement against shared learning outcomes
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and action plans for future progression
- Promoting independence in learning

Norm referencing.
This form of assessment compares one pupil with other pupils. It does not specify what an individual knows, understands and can do, but makes a comparison about how that pupil has performed in relation to average performance of others.

Norm referencing can be helpful in monitoring progress of individuals or groups against national averages over time. For example, Standardised Reading Tests give a score, where 100 is the standard (average) for pupils of the same age. Testing at different stages indicates how much progress has been made. As large amounts of information are available, it is possible to use this type of assessment to help forecast chances of future performance.

Criteria Referencing.
This type of assessment measures pupils' progress against a set of pre-determined expectations (criteria) which are usually written down and built into the assessment programme. To form specific judgements about learning strengths and weaknesses, it is essential that teachers are clear in describing the evidence required for achievement, and that the learners understand these requirements. The clearer the criteria the more accurate the judgement can be, but to ensure that the criteria are interpreted correctly, standardisation/moderation between teachers will often be necessary. It is best practice to share assessment criteria with pupils and each subject area should have Steps to Success, which outline Curriculum Levels in language, which can be understood by pupils.

Ipsative Assessment.
This assessment looks at the performance of the individual against his or her previous performance. Progress is measured by comparing how the pupil achieved in the past, with what they are able to do now. It is only concerned with the individual child, and takes no account of norm references. It is particularly important in enabling parents and pupils to see progress from KS2-KS4, and in enabling realistic target setting to take place. Ipsative assessment can be a sensitive measure for improving self-esteem, and developing confidence in pupils.

APPENDIX 2

Revised Grading Flight Path - (September 2017)

Old Levels	New KS2 Scores	Year 7			Year 8			Year 9			Year 10			Year 11		MEG
		Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	
6a	115	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8=	8+	9
6c	112	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7+	8-	8=	8
5a	110	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	7-	7=	7
5b	106	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6+	6
5c	103	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	6-	6=	6
4a	100	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5+	5
4b	95	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	5-	5=	5
4c	90	WT1=	WT1+	1-	1=	1+	2-	2=	2+	3-	3=	3+	4-	4=	4+	4
3c	85	P8=	P8+	WT1-	WT1=	WT1+	1-	1=	1+	2-	2=	2+	3-	3=	3+	3
<=2a	80	P7+	P8-	P8=	P8+	WT1-	WT1=	WT1+	1-	1=	1+	2-	2=	2+	3-	2

WT1 =   Working Towards Grade 1
P8 =   P Scale 8

APPENDIX 3
SAMPLE INTERIM REPORT LAYOUT– Lower School

Hodge Hill Girls' School
KS3 Progress Report
Year 7 Summer Term

Jane Doe   7,4

End of Key Stage 2 Results

English Reading Scaled Score:	97	Mathematics Scaled Score:	100	HHGS Threshold:	Developing

Subject	Autumn Effort	Autumn Progress	Spring Effort	Spring Progress	Summer Effort	Summer Progress
Art and Design	Usually	Outstanding	Always	Outstanding	Always	Outstanding
Computing	Always	Outstanding	Always	Outstanding	Always	Outstanding
Design and Technology			Always	Outstanding	Usually	Outstanding
Drama	Sometimes	Outstanding	Sometimes	Outstanding		
English	Always	Outstanding	Always	Outstanding	Usually	Outstanding
Geography	Always	Outstanding	Always	Outstanding	Always	Outstanding
History	Always	Outstanding	Always	Outstanding	Always	Outstanding
Mathematics	Always	Outstanding	Always	Outstanding	Always	Outstanding
Music			Usually	Outstanding		
Physical Education	Usually	Outstanding	Always	Outstanding	Always	Outstanding
Religious Studies	Always	Outstanding	Always	Outstanding	Always	Outstanding
Science	Usually	Outstanding	Usually	Outstanding	Usually	Outstanding
Spanish	Always	Outstanding	Always	Outstanding	Usually	Outstanding

Current Progress	
Outstanding	Pupil is currently making excellent progress and is likely to exceed expectation
Good	Pupil is currently making good progress and could exceed expectation
Expected	Pupil is currently on track to meet expectation
Below expectation	Pupil is currently underachieving and working below

Current Effort	
Always	Always works to the best of her ability
Usually	Usually works to the best of her ability
Sometimes	Sometimes works to the best of her ability
Rarely	Rarely works to the best of her ability

Attendance:	97%	Times Late:	0

Attendance and punctuality information from 01/09/2016 until 07/07/2017

SAMPLE FULL REPORT LAYOUT – Lower School

Hodge Hill Girls' School
Academic Year 2017 – 2018
Full Report

Jane Doe 7,4

End of Key Stage 2 Results

English Reading Scaled Score :   Mathematics Scaled Score: 100   HHGS Threshold: Developing

Subject	Teaching group	Progress	Effort	Targets
English	7XEN1	Good	Always	* Read independently at home to improve vocabulary and comprehension skills
Mathematics	7XMA2	Outstanding	Always	* Revise more carefully for all tests and examinations
Science	7XSC1	Outstanding	Always	* Use a range of resources when carrying out research.
History	7XHI1	Below Expected	Rarely	* Concentrate more fully in lessons to ensure you understand what is required.
Geography	7XGG1	Good	Always	* Ask more geographical questions in class to develop your understanding.
Religious Studies	7XRS1	Good	Sometimes	* Read through work carefully to check it is accurate and makes sense.
French	7XFR	Expected	Usually	* Revisit work from each lesson to develop your language skills further.

Current Progress:	
Outstanding	Pupil is currently making excellent progress and is likely to exceed expectation
Good	Pupils is currently making good progress and could exceed expectation
Expected	Pupils is currently on track to meet expectation
Below	Pupils is currently underachieving and working below expectation

Current Effort:	
Always	Always works to the best of her ability
Usually	Usually works to the best of her ability
Sometimes	Sometimes works to the best of her ability
Rarely	Rarely works to the best of her ability

SAMPLE INTERIM REPORT LAYOUT– Upper School

Hodge Hill Girls' School
Year 10 Spring Progress Report

Janine Smith   10,Z1

Subject	Autumn Working At Grade	Autumn Forecast Grade	Autumn Effort	Spring Working At Grade	Spring Forecast Grade	Spring Effort	End of Year Target	Minimum Expected Grade
English Literature	4=	6=	Always	5=	6=	Always	4=	5
English Language	4=	5=	Always	5+	6-	Always	4=	5
Citizenship	3=	5=	Always	3+	5=	Always	4=	5
History	5+	6-	Always	5=	6-	Always	5-	6
ECDL	Pass	Merit	Usually	Fail	Merit			Merit
Mathematics	4-	4=	Always	4=	4+	Always	4+	5
French	4+	4+	Always	4+	4+	Usually	5-	6
Religious Studies GCSE	3-	5+	Sometimes	6=	6+	Always	4=	5
Biology	5=	6=	Usually	4+	5+	Usually	4=	5
Chemistry	5=	6=	Usually	5-	6-	Usually	4=	5
Physics	5=	6=	Usually	4-	4=	Usually	4=	5

The Effort column indicates attitude to learning in lessons:	
Always	Pupil always works to the best of her ability
Usually	Pupil usually works to the best of her ability
Sometimes	Pupil sometimes works to the best of her ability
Rarely	Pupil rarely works to the best of her ability

Year 10 grades show your daughter's 'Working At' Grade at the time of assessment. The Forecast Grade is what your daughter is forecast to achieve at the end of the course if she maintains her current level of work.

Target Grades are set for each subject in the Autumn Term of Year 10 and indicate the grade your daughter should be working towards achieving by the end of Year 11. The majority of subjects have made the transition to the new 9-1 Grading system those subjects still following the old A*-G qualifications will not have an End of Year Target.

Attendance:	90%	Times Late:	6

Attendance and punctuality information from 01/09/2016 until 20/01/2017

APPENDIX 4

WORK SCRUTINY PROCESS:

1. Work scrutiny should be the first agenda item on the faculty meetings as highlighted as such on the school calendar

2. Each member of staff should bring a full set of books/folders.

3. A sample of books/folders should be chosen and moderated by another member of staff

4. Feedback on findings should be discussed and areas for improvement highlighted

5. Faculty/Subject leader should record findings of the work scrutiny on the relevant page on the Data Notebook.

6. Action points should be reviewed at the next work scrutiny or faculty review.