



Assessment, Recording and Reporting Policy

2011-12

This policy applies to Early Years Foundation Stage, Junior School and Senior School.

Assessment

Assessment enables teachers and girls to monitor and evaluate learning and to set new targets. Its purpose is to articulate progress and shape the learning process, motivate the girl and provide appropriate information for parents and girls.

Clear and specific sets of criteria which cover the requirements of Hollygirt School may be found in the school's whole school policies and subject specific documentation. Regular assessment forms an integral part of the curriculum.

Girls in the Nursery and Reception Class are assessed at entry. The PIPS Baseline Assessment criteria are used together with the Foundation Stage Profile for Reception girls. PIPS Aspects Assessment is used for Nursery girls.

In Year 7 girls take part in MIDYIS testing and in Year 10 in YELLIS testing. These tests are used to predict grades at GCSE and to calculate value added. Verbal and Spatial Reasoning tests are carried out on entry.

Formative Assessment

All girls from Year 1 to 7 undergo annual diagnostic tests in reading and spelling. Years 3 to 6 do Verbal Reasoning and Non-Verbal Reasoning tests to assess underlying ability.

The learning which takes place throughout the school is assessed frequently to ascertain what has been learned and to inform planning.

Summative Assessment

Summative Assessment is carried out in all academic subjects in Years 3 to 10 by means of summer examinations.

Mock GCSE examinations take place early in the Spring Term.

GCSE examinations take place in the Summer Term of Year 11.

Marking

Marking reflects a dichotomy of purpose. On one hand it prepares girls for their actual standing in the complete ability range encountered in the world outside school and on the other hand it is used with care so that a girl is not totally demoralised by lack of achievement.

All work must be marked.

In the Junior School, effective marking:

- aims to help girls learn, and comments aim to be positive and constructive;
- is often done while a task is being carried out through discussion between girl and teacher;
- of written work is used sensitively and with discretion so that a girl can assimilate a limited number of corrections at one time - this will vary according to age and ability.

In the Senior School:

- marks are awarded for technical accuracy and for presentation as well as for original thought where applicable;
- marks should be accompanied by an informal comment, either verbal or written, where applicable;
- there should be no written indication of class order. A girl must be encouraged to compete with herself to improve the standard of her work.

After summative examinations the Headmistress will be provided with a copy of the examination paper and rank ordered results list with comments.

Reporting to Parents

Junior School

Each year group has two Parents' Evenings, one in the Autumn Term and one in the Spring Term. The only Parents' Evening attended by Senior School teaching staff is the Years 5 and 6 Parents' Evening in the Spring Term. Each year group has one full end of year report sent home on the last Friday of the Summer Term.

In Years 1 to 6 a report should be written for each subject and a report written by the Class Teacher. Additionally a report card will be sent home on the last Friday of the Autumn Term.

In Nursery and Reception reports should be written for:

1. Personal, Social and Emotional Development
2. Communication, Language & Literacy, Problem Solving, Reasoning & Numeracy
3. Knowledge & Understanding of the World
4. Physical Development
5. Creative Development

and a report written by the Class Teacher.

Senior School

Each year group has one academic Parents' Evening. In addition there is a 'social' Parents' Evening for parents of Year 7 pupils early in the Autumn Term and an Options Afternoon for parents of Year 9 pupils early in the Spring Term. Years 7 to 10 have one full end of year report sent home on the last day of the Summer Term. Year 11 have one full report sent home at February half term.

In Years 7 to 11 a report is written for each subject studied by a girl and by the Form Tutor. In Years 7 to 10 reports, each report should also include the end of year examination result (expressed as a percentage), a year group end of year examination mean, an effort letter and a measure of Summer Term attainment. In Year 11 reports, each subject should also include the mock GCSE examination result (expressed as a grade) and an effort letter.

In addition to one full report per year, girls in Years 7 to 10 have report cards sent home using the following schedule:

Years 7 to 11 have a report card sent home on the last day of the first half of the Autumn Term, i.e. at October half term.

Years 7 to 11 have a report card sent home on the last day of the Autumn Term, i.e. at Christmas.

Years 7 to 10 have a report card sent home on the last day of the Spring Term, i.e. at Easter.

The following is the format of report cards:

October Half Term	Year 7:	Effort data & Form Tutor comment
	Years 8 and 9:	Attainment and effort data only
	Year 10:	Effort data only
	Year 11:	Attainment and effort data only
End of Autumn Term Christmas)	Years 7 to 11:	Attainment and effort data, Form Tutor comment
End of Spring Term (Easter)	Years 7 to 11:	Attainment and effort data only

On Years 7 to 9 report cards, an “attainment” (Excellent ++, Good +, Satisfactory = or Poor -) is reported which is the subject teacher’s opinion of the work a pupil has done over the assessment period and based on marks and assessment done in class and for homework. The level of attainment is standardised across a particular year group, i.e. if a particular pupil’s work is good, it is good compared to the standard within the year group, not just her teaching group.

On Years 10 and 11 report cards, an “attainment” (Excellent ++, Good +, Satisfactory = or Poor -) is reported which is the teacher’s opinion of how a pupil has performed in relation to their baseline GCSE grade (obtained from Yellis testing taken in the first half of the Autumn Term of Year 10).

On Years 7 to 11 report cards, we will report an “effort” (Excellent E, Good G, Satisfactory S or Causing Concern CC) which is the subject teacher’s opinion of the effort a pupil has put into their work and compared to the statements of effort on the bottom of the report card.

GCSE Results

Girls are issued with their results in August. The Examinations Officer prepares a statistical breakdown for each subject and calculates the overall percentage of A*-C grades. The results are discussed at a meeting of the Trustees in September and are made available to GSA, DfEE and ISA.

Record of Achievement

Record of Achievements are prepared in Year 11 and presented to girls at Prize Giving, together with their GCSE certificates.

*Updated July 2009
Updated June 2010*