



BRIGHTON GIRLS

ASSESSMENT, RECORDING & REPORTING POLICY (SENIOR SCHOOL)

Document Control

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TABLE OF CONTENTS

1.	PURPOSE & APPLICABILITY	2
2.	LIST OF ABBREVIATIONS & MEANINGS	2
3.	GENERAL REQUIREMENTS	2
3.1.	INTRODUCTION	2
3.2.	AIMS	2
3.3.	MARKING	3
3.4.	ASSESSMENTS AND EXAMINATIONS	3
3.5.	BASELINE TESTING	5
3.5.1.	YEAR 7	5
3.5.2.	YEAR 12 AND 13	5
3.6.	EXTERNAL EXAMINATION ANALYSIS	5
3.7.	WRITTEN REPORTS	6
3.8.	EFFORT & CURRENT GRADES	7
4.	APPENDIX.....	8
4.1.	CURRENT GRADE 9-1 DESCRIPTORS	8
4.2.	EFFORT GRADE DESCRIPTORS	9
5.	DOCUMENT HISTORY.....	10

1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls related to assessment, recording and reporting. This policy is applicable to Brighton Girls' Senior School only.

August 2021: This policy will operate as normal unless [Covid-19 system of controls](#) overrule it. Please see the relevant school risk assessments.

2. LIST OF ABBREVIATIONS & MEANINGS

ALIS	Advanced Level Information System
BGS	Brighton Girls' School
CEM	Centre for Evaluation & Monitoring
GCSE	General Certificate of Secondary Education
GDST	Girls Day School Trust
HoD	Head of Department
HoH	Head of House
KS	Key Stage
MidYIS	Middle Years Information System
SIMS	School Information Management System
SLT	Senior Leadership Team
SMT	Senior Management Team
TG	Teacher Grade
Y	Year
May / Should	Advisory
Shall / Must	Mandatory

3. GENERAL REQUIREMENTS

3.1. Introduction

The staff at BGS is committed to ensuring the delivery of a complete and well-rounded education to every student. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils, whatever their needs or abilities.

3.2. Aims

One clear aim of BGS is that every student fulfils their potential. We believe this is achievable through a close partnership with parents, pupils taking responsibility for their own learning alongside a highly motivated, highly skilled and committed staff. The purpose of this document is to help pupils and parents know what our students are doing well and what they need to do to improve. This will be used to inform teaching and to direct learning. Internal procedures are supported by CEM data such

as MidYIS (KS3-4) and ALIS (KS5). As well as internal assessment and monitoring of progress, there is an annual Trust-wide review using national procedures in all phases of the school.

3.3. Marking

Please refer to the Marking Policy, which details the whole school approach and is further developed by individual departments, available in their handbooks and on Firefly or Google – HODs will make sure staff know exactly where to find Department specific information. All work set in class or for homework is marked in accordance with the policy. Marking should be carried out on a regular basis with diagnostic comments and targets for improvement.

Grade 9: it is school policy NOT to award grade 9 or A* to students' work/exams/report cards/reports in Year 10 or Year 12. As the first year of GCSE and A Level courses, it is reasonable to understand that the tasks may not be covering Grade 9 / A* work or work to a Grade 9/A* depth. It is also vital that staff and students value Grade 8/Grade A and sometimes the addition of a Grade 9 or A* has seemed to under-value these excellent grades.

At KS3 Grades 9-1 are available but Grade 9 should always be used sparingly.

This embargo on Grade 9 for Years 10 and 12 and advice to issue sparingly in all other years is meant to be realistic but definitely should also work to grow ambition and challenge.

In Years 11 and 13 it is vital that there is more than one piece of evidence (within a piece of work or – for an exam or Report grade – across several pieces of work) to validate the Grade 9.

3.4. Assessments and Examinations

Departments set assessments which are built into schemes of work, when they see appropriate to best assess progress. These may help to inform setting decisions, or to assess the teaching and learning that has taken place.

Departments can assess when and how appropriate. However, this must include:

- KS3 Maths and English **two assessments each term per year group** – in the summer term one of these will be the school summer exam *and TWO for Y7 Science only*
- KS3 other subjects **one assessment each term per year group** – in the summer term this will be the school summer exam
- **KS4 and KS5 there should be two assessments each term per subject.**

These particular assessments are to be recorded on SIMS and tracked by the HoD. HODs will be required to share question papers, mark schemes, grade

boundaries and results in rank order with the Deputy Head Academic each term.

They must be formal and invigilated but NOT a complete repeat / complete set of mock exams. Instead they are likely to be one section of one paper OR a synoptic question OR a more challenging section of a paper OR dealing with material that has been covered recently. The assessments should be matched to the areas students need to practise.

There are end of year examinations for all Year 7 to 10 and Y12 students. Year 11 and Year 13 sit mock exams in January. Examination timetables for years 7-13 are published in advance and are available on Firefly.

3.4.1 Mock exam marking

All school assessments and examinations for GCSE and A Level courses but especially the Year 11 and Year 13 school mocks held in January need to use question papers and mark schemes supplied by the examination boards. In the rare situation where these may not be available (for a new topic which has not been on the specification before, for example) the questions and mark schemes devised by the teacher must adhere to the current examination models and standards.

It is school policy that January mocks for Yr11 & Yr13 should be marked fairly BUT FIRMLY - not over-generously. Their purpose is to enable progress by identifying areas needing more work. HODs should establish grade boundaries according to the Examination Board's grade boundaries for the papers used and should also factor in past years' subject grade percentages. While there is no requirement to apply these rigidly, it is vital to be realistic to manage the expectations mocks will foster in students and parents. SLT line managers will review Department results before these are released to students and, as with the key assessments, the mocks will be recorded on SIMS and HODs will be required to share question papers, mark schemes, grade boundaries and results in rank order with the Deputy Head Academic each term

In 2020-21 to support TAGs there was a Second Mock examination period. These happened in lessons and were scheduled but during a normal working day. They were formal and invigilated but NOT a complete repeat / complete set of mock exams. Instead they were likely to be one section of one paper OR a synoptic question OR a more challenging section of a paper OR dealing with material that has only been covered since the exam OR there could be different questions for different students - e.g. matched to the areas individuals need to practise.

Should the Covid context require it a similar Second Mock period might occur in 2021-22 but this will not be scheduled unless another Lockdown and changes to the Public Examination process requires it.

3.5. Baseline Testing

This data is accessible to all staff on SIMS, and is used to inform teaching and learning at all levels from departmental planning, including differentiation (by identifying individual student strengths, target setting and individual pupil support, often alongside discussion with parents). It is not shared routinely with parents or pupils.

3.5.1. Years 7 -11

All pupils sit the school entrance test and this information is recorded onto the SIMS tracking sheet. The MidYIS test is taken before the end of September in Year 7. **This data is not shared with parents. However, from year 10 and year 12 BGS target and challenge grades (based on CEM data, school data, professional judgement and experience) will be shared – in the second half of the Autumn Term for Year 12 and in the Spring term for Year 10.** The data is to be used by individual teachers and departments to monitor and assess individual progress and aid the setting of targets for monitoring of progress. This information can be used to assess the performance of departments, set targets for future performance for individual subjects, and examination performance at GCSE. It may also be used by Heads of House when discussing awards for celebration assemblies and prize giving. No further external testing is carried out as all GDST school results are measured against MidYIS.

3.5.2. Year 12 and 13

During September, Year 12 students take the online adaptive test to determine their ALIS grades. These are used to determine expectation grades. **This data is not shared with parents. However, in year 12 BGS target and challenge grades (based on CEM data, school data, professional judgement and experience) will be shared – in the second half of the Autumn Term for Year 12.** This information is shared with the students and is clearly marked on all report cards.

Students joining BGS mid-way through the year will sit the baseline test. Depending upon the time of year, some tests do not give MidYIS grades for all subjects; therefore, a teacher grade (TG) will be assigned instead. This will be determined by the student's teachers.

3.6. External Examination Analysis

External examination results are submitted to Trust Office and CEM, Durham University. Value-added reports are generated by CEM that compare the actual results to those predicted from baseline testing. These reports give an indication of the impact of teaching upon learning, and the results achieved. Reports are produced from Trust office that compares the performance of all schools within the Trust based on percentage of A*/A or Grade 8/9, and the value added scores for each subject, and the school over-all.

Following on from this, there is an expectation that all HoDs will produce a document using value-added data and raw exam results, detailing exam analysis presented to SLT/ the Head at an arranged time. Software to aid this analysis is currently being

explored. This will help set expectations for analysis and ensure consistency across departments in terms feedback.

3.7. Written Reports

Pupils receive one full written report per year, as well as grade cards.

The purposes of BGS report cards and full reports are to:

- Celebrate progress
- Sustain and grow students' motivation
- Enable future progress (with advice/direction/targets)
- Keep parents informed

Apart from the first RCs of the Autumn Term for 7-9, all reports award a current grade. The Current Grade is NOT an average grade; it is a current grade.

All pupils in KS4 and KS3 will be awarded grade 9-1. In year 7 to 9, a 9 should only be awarded to the very exceptional students showing a real talent for that subject as these are not GCSE grades. Years 10 upwards are graded in accordance with GCSE or A-Level examination mark schemes. However, there is an embargo on Grade 9 and A* for Years 10 and 12 in order to stimulate challenge, ambition and growth; this embargo is also prompted by the recognition that Grades 9 at GCSE and A* at A Level are reserved for the very top of the abilities across the country. We also wish to avoid down valuing Grades 8 and A.

All reports award effort grades. In 2021-22 the system has changed to E, G, S, W, U.

Where:

E is excellent

G is good

S is satisfactory

I is improvement needed

U is unsatisfactory

Teachers are encouraged to use the full range of 5 grades appropriately and helpfully.

KS4 and KS5 reports identify a Brighton Girls Current Grade, Target Grade and Challenge Grade - based on CEM data, school data, professional judgement and experience.

For Years 10 and 12 – the first year of GCSE and A Level courses – the identification of Target and Challenge Grades is delayed so that students can adjust to the specification and standards required and teachers can gain an accurate measure of student progress. This is vital as it would be unhelpful and unsettling if the Target & Challenge grades needed to change a lot. TGs and CGs will appear on the first Report Card of the Spring Term for Year 10 and the second Report Card of the Autumn Term for Year 12. This is to ensure robust evidence is in place to determine these grades accurately and helpfully.

For KS4 all report cards will have a comment (praise + smart target) for each student. Guidance and examples of report comments can be found here: <https://bhhs.fireflycloud.net/reporting/rc-comments-for-yr10-13-guidance-and-examples>

For KS5 too, subject teachers are to write a SMART target on every report. For the sixth form each subject teacher writes their own comment for the report.

Please see Appendix 1 for the generic grade descriptors relevant for KS3 and KS4. Subject specific descriptors are available from each subject Department upon request and should be accessible via Firefly and visible in all student books.

The grades are entered in SIMS by subject staff and reports are automatically generated. Definitions and grade descriptions are included on the reports, which are given directly to pupils. Time is given with form staff to discuss the grades and consider areas for improvement.

House tutors will present the reports to the students before the reports go home to parents. Parents receive the reports electronically via Firefly.

Students have academic profiling with their form tutor to address any issues; the HoD and HoH can also address these.

The full report at the end of the year also states exam grade & % as well as there being a meaningful written comment by each of the students' subject teachers & form tutor.

3.8. Effort Grades

Two effort grades are awarded; one for effort in lessons and one for effort on homework and outside of the classroom. This is reported to parents using the following grades and is determined using the criteria indicated below. Homework will always receive an effort grade. Please see Appendix 2 for further information.

The descriptors are also published on Firefly:

E: Excellent

G: Good

S: Satisfactory

I: Improvement needed

U: Unsatisfactory

Effort and progress grades, examination marks and the baseline test scores are monitored by Department Heads and Heads of House throughout the year in discussion with Form staff and SLT. Parents of pupils causing particular concern are contacted and meetings arranged as required.

4. APPENDIX

4.1. Current Grade 9-1 descriptors

Grade		Descriptor
9	Expert	The student can generate new ideas, products, or ways of viewing things.
8	Mastered	The student can suggest a range of detailed reasons and is able to justify a decision(s) or course of action, and then evaluate this.
7	Mastering	The student can suggest a range of reasons to justify a decision, or course of action.
6	Secured	The student can break down their learning into parts in order to explore concepts or ideas, and relationships.
5	Securing	The student can apply their understanding of a concept or idea and apply their learning to another situation.
4	Developed	The student is able to understand an idea or concept, and be able to explain it.
3	Developing	The student is able to remember information and shows an understanding of an idea or concept. The student is able to describe the idea or concept.

4.2. Effort grade descriptors

Excellent:

- This student is always fully engaged in lessons and contributes to discussion.
- The work produced in class and at home is always completed to the best of their ability and all deadlines are met.
- This student is well organised, bringing the correct equipment to lessons.
- This student is punctual and always ready to learn.
- She is resilient and her work demonstrates an independent attitude to learning and consolidation of her learning.
- This student is not a distraction to others.

Good:

- This student is hardworking and attentive in lessons.
- The work produced in class and at home is always complete, presented to the best of her ability and usually handed in on time (allow an exception).
- The student is rarely late to lessons and as a rule is fully equipped for every lesson.
- There is evidence of some independent learning and consolidation of her ideas.
- This student is not a distraction to others.

Satisfactory:

- This student is generally hardworking and attentive, but her focus can slip.
- Work both in class and at home does not always reflect the best of her ability and may suffer from a lack of thought and preparation.
- This student is usually on time to lessons and comes with the correct equipment.
- Deadlines are generally met.
- This student may distract others at times.
- There is little evidence of independent learning and consolidation of ideas.

Improvement needed:

- This student is not always engaged in lessons and her behaviour is often below expectations.
- Work in class and at home does not always reflect their ability and additional work is required to remedy this.
- The student is often late to lessons (without good reason) and is sometimes poorly organised, failing to bring the correct equipment.
- Work is sometimes handed in late or incomplete.
- Revision for tests or assessments may be lacking.
- This student is often a distraction to others.

Unsatisfactory:

- This student is not engaged in lessons and her behaviour is below expectations.
- Work in class and at home does not reflect their ability.

- The student is often late to lessons (without good reason) and is frequently poorly organised, failing to bring the correct equipment.
- Work is frequently handed in late or incomplete.
- Revision for tests or assessments is lacking or negligible.
- This student is often a distraction to others.

Please see the report writing check sheet for further information on Firefly.

5. DOCUMENT HISTORY

Document Title	Version	Date of Issue	Change	Updated by	Status
BHHS Assessment, Recording and Reporting	Initial	September 2016	NIL	Heidi Boyes	Expired
BHHS Assessment, Recording and Reporting	01	September 2017	Full Review	Heidi Boyes	Expired
BHHS Assessment, Recording and Reporting	02	November 2017	New Policy Template	Paul Fairhurst	Expired
BRIGHTON GIRLS: Assessment, Recording and Reporting policy	03	September 2019	Policy review; change of school name	Kate Ashdown	expired

BRIGHTON GIRLS: Assessment, Recording and Reporting policy	04	reviewed August 2020	Covid-19 caveat	Kate Ashdown	expired
BRIGHTON GIRLS: Assessment, Recording and Reporting policy	05	reviewed August 2021	Full review – amendments to reporting effort grades	Kate Ashdown	live

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