



Assessment, Recording and Reporting Policy 2010-11

	Third	Fourth	Fifth	Lower Sixth	Upper Sixth
Autumn first half	Card with pupil comment	Card with pupil comment	Card with pupil comment	Card with pupil comment	Card with pupil comment Parents' meeting (start of Half Term)
Autumn second half	Tests in class Wk 10 Brief subject reports plus full Tutor, Hsm and HM	Tests in class Wk 10 Brief subject reports plus full Tutor and Hsm	Card with pupil comment	Tests in class Wk 9 - 10 Brief subject reports plus full Tutor and Hsm Parents' meeting (end of term)	Card with pupil comment
Spring first half	Card: staff only	Card: staff only	Mocks Brief subject reports plus full Tutor, Hsm and HM Parents' meeting (start of Half Term)	Card: staff only	Card: staff only
Spring second half	Card with pupil comment Parents' meeting (end of Half Term)	Card with pupil comment Parents' meeting (end of term)	Card with pupil comment	Mocks Brief subject reports plus full Tutor and Hsm and HM	Brief subject reports plus full Tutor and Hsm
Summer first half	Card: staff only: no comment	Card: staff only: no comment	Card: staff only: no comment	Card: staff only: no comment	Card: staff only: no comment
Summer second half	Exams Brief subject reports plus full Tutor & Hsm	Exams Brief subject reports plus full Tutor, Hsm & HM	GCSEs Tutor and Hsm report	Exams Tutor and Hsm report	A levels Tutor, Hsm report & HM

Report writing guidelines

General

Please

- Meet deadlines
- Proof-read
- Use the template and then cut-and-paste reports onto the database
- Be honest, but constructive
- Ensure that each report on each student is personal, individual and formative

Subject reports

Please

- Do not alter the font or font size or font size on the reports database.
- Start on the top line of the template/page.
- Leave a gap between paragraphs. Do not indent.
- Write mostly in full sentences. The odd 'A tremendous term!' is allowed.
- Do not use nicknames. If in doubt use the full name.
- Write subjects with a capital letter: Physics, Geography
- Third/Fourth/Fifth/Sixth Form (not IIIForm/5th form); Upper Sixth (not U6/UVI))
- Pupil not student
- Grades: please use just a capital letter: 'she is heading for grade A'.
- Keep it succinct! Don't regard the empty box as a challenge.
- Be formative as well as summative: about half the report should make recommendations for progress.
- Be positive wherever possible. Praise strengths.
- No cut-and-paste of syllabus information or of comments.
- Be alert to the Learning Support Register. Mention difficulties with processing speed or with spelling; but be careful not to condemn them.
- Spell-check!

Bad news should not be broached for the first time in a report; tutors and Hsms should be well aware of the situation. Saying that "no work has been handed in this half-term" reflects worse on you than on the student.

Tutor reports

Tutor reports should sum up the whole report, noting successes and advising on how to improve. Tutor reports must include comments on games and activities.

Proof-reading

Tutors must proof-read the subject reports, and spell-check their own. Tutors may correct obvious typos and errors, but may not change the style of a report without consent. If they are unhappy with a wording of a report, they must e-mail or speak to the writer. Any matters of dispute should be brought to the Deputy Head (Academic).

Housemistresses and -masters proof-read tutors' reports and spell check their own.

The Deputy Head (Academic) will assemble a proof-reading team to make the final check of reports. They should find no errors in subject or tutor reports.

Cards

Cards are a dialogue between pupils, their teachers, tutors and Housemistress or Housemaster. Each year group has a different set of deadlines but, in general this round of Cards has been completed over a three week period. The pupils started the process by adding their comments and the Housemasters' & Housemistress' completed their comments some time after this. They are primarily an in-College document, and any follow-up action resulting from the contents of the Cards should be well underway by the time the Cards reach home. The Cards are sent home to parents to provide a regular insight into effort and achievement.

The grading system involves the awarding of grades for Effort and Achievement.

Effort grades

Pupils award themselves an effort grade as part of their input. Teachers also award effort grades, on the basis of all or some of the stated criteria:

- A very positive effort:** very well-organised, prep always completed neatly, on time and to the best of ability; attentive and enthusiastic in class.
- B good effort:** well organised, prep invariably completed on time and with care, usually attentive in class; makes some good contributions.
- C not working as hard as he/she could:** coasting; preps not always on time, and/or completed with care; some inattention in class; a need for improvement .
- D very poor effort :** low levels of effort in class and/or prep, weak time keeping, degree of indiscipline; a need for much more effort.

The **percentage score** quoted at the top of the Card is based on the Effort grades awarded by subject teachers and therefore provides us with an overall view of effort. It is calculated by giving each letter grade a numerical value (A = 4, B = 3, C = 2, D = 1), adding them together and calculating an overall % figure (so a clean sweep of B grades would produce a score of 75%, a full set of C grades would represent 50% etc.). A score of 85% or over wins a House Commendation; a score of below 65% is generally regarded a poor effort.

This term, staff and pupils were reminded of the written descriptions that relate to the effort grades and this led to a greater number of C grades being awarded. Pupils obviously enjoy scoring the higher grades but they must be prepared to make the relevant effort to earn them. The criteria that explain why a C grade has been awarded are very clear, as are the ways of avoiding this grade in the future.

Achievement Grades: Only subject teachers award number grades, which refer to a pupil's level of achievement in class and prep.

- 1 **Excellent**
- 2 **Above Average**
- 3 **Average**
- 4 **Below Average**
- 5 **Poor**

In Lower College, the grade relates to the standard expected of the particular class or set. In Upper College, it relates to the level the teacher would expect the members of the set to have reached in their A Level studies, at the time of writing.

Tutors hold a one-to-one tutorial with each tutee to discuss the Card once the subject comments are complete and they then enter their own comment, including conclusions and academic targets agreed during the tutorial. These will then be followed up in the following weeks. The Housemasters and Housemistresses then conclude the process with their own input. If parents have any questions about this Card, they should contact the pupil's Tutor, in the first instant.

September 2010

Review Date: September 2011