



MALVERN ST JAMES
Girls' School

Assessment, Marking, Recording and Reporting Policy

This policy is the responsibility of the Deputy Head Academic together with the Head of Prep to review and update biennially.

Scope

This policy outlines the expectations of the School with regards to the preparation, assessment, marking, recording and tracking of pupil work, along with the provision made for effective reporting.

It is also designed to ensure that staff, pupils and parents have a clear and realistic view of the progress being made for all pupils at Malvern St James, from EYFS to Year 13.

Aim

To adopt a positive approach and to draw the best from our pupils. This is an overriding principle which fits the School's ethos, aims and objectives, as outlined in the School Development Plan. By following structured procedures for:

- Assessment and Moderation
- Preparation
- Marking
- Recording (Tracking)
- Reporting

The School aims to promote a culture of learning to learn amongst pupils, creating opportunities for creative thinking and developing an individual's learning abilities to the full. We aim to identify any problems at an early stage so that everyone can work together to overcome them and help build pupil self-confidence by emphasising achievement and pointing the way to future success.

Creating a culture of Learning to Learn

Teaching is geared towards enabling pupils to grow in intellectual confidence. Planning and preparation of lessons supports focus on the following:

- the promotion of intellectual curiosity and creative thinking;
- an emphasis on deeper and interactive learning; include appropriately challenging activities, higher order tasks and opportunities for independent learning and reflection;
- an emphasis on higher order thinking and questioning skills;
- opportunities for regular assessment and feedback;
- creating opportunities for and expecting pupils to take responsibility for their own learning and understanding of how learning fits in with the overall aims of the course of study.

Assessment and Marking

Assessments are both formative and summative and are used routinely to involve pupils in their learning. A rigorous and thorough approach is intended to enable pupils to make excellent progress. Appendix 1 gives details of annotations used across Prep and Senior School. This is achieved through:

- sharing learning objectives and outcomes with the class;
- sharing assessment criteria with pupils, in a way which is easy for them to understand and is transparent for all;
- recognising the standards to aim for by modelling work and/or showing exemplars of work;
- providing varied and effective feedback and development points for pupils, to help them realise their potential by making them active partners in their own learning;
- developing opportunities for self- and peer-assessment;
- providing experiences and activities that enable pupils to be involved in assessing and monitoring their own achievements by being aware of their preferred learning styles and by being involved in setting appropriate and aspirational targets to support their own progression and improve outcomes;
- providing experiences and activities that enable teachers to provide effective feedback and aspirational targets to support an individual's progression and improve outcomes;
- ensuring that assessment yields information that helps teachers to get to know pupils and to plan work with appropriate pace and challenge;
- ensuring that assessment provides information that is useful in helping to improve learning; helping pupils to understand how they learn best, and how well they have learned.

See Teaching and Learning Policy for further details.

Baseline testing

On entry to MSJ and at various transition points at each Key Stage, various aptitude baseline assessments take place as follows, including using the Cognitive Abilities Tests (CATs) in the senior school, as part of the entrance testing:

- All Summer Term Rising Stars results for Years 1-6 are used to inform teaching for the start of the new Autumn Term;
- Key Stage 1 and 2 pupils are screened on their single word reading and spelling accuracy in addition, Key Stage 1 are screened on their sentence reading;
- Key Stage 3 Pupils are screened at the beginning of each Autumn Term. In Year 7, pupils are assessed for spelling, reading comprehension, reading accuracy and writing skills. In Years 8 and 9, pupil are assessed for spelling and reading comprehension; new pupils and those with a history of need are also assessed for reading accuracy. All Key Stage 3 pupils attending Maths Learning Development lessons are screened for Maths;
- For Years R – 6, Rising Stars Assessment and Progress Tests are used to provide standardised scores that correlate with new Primary National Statistics. These are completed upon entry to MSJ for Years 1-6 and then at the end of every term to inform planning for the following term and are analysed by Learning Development and teaching staff within the Prep Department;
- For Key Stage 3, 4 and 5, the University of Durham Centre for Evaluation and Monitoring (CEM) systems are used. The Middle Years Information System (MIDYIS) tests are used to assess Year 7 and new pupils into Years 8 and 9. Years 10 and 11 are tested using the Year 11 Information

System (YELLIS), to provide GCSE predictions and provide attitudinal data. Years 12 and 13 are assessed using the Advanced Level Information System (ALIS) test, including the Extended and Attitudinal Questionnaires. All of these assessment results are available on Microsoft (MS) Teams to help teaching staff to assess the potential of each individual and to monitor progress against predicted outcomes.

EYFS

Despite opting out from the regulatory requirements linking to the Learning and Development requirements for the EYFS, MSJ sets standards to ensure that children learn and develop well and are kept healthy and safe by following the Development Matters guidance. The Early Learning Goals establish expectations for most children to reach by the end of Reception.

Pupil work

Pupil work within lessons and during preparation is assessed regularly and thoroughly and used to plan teaching so that pupils can progress. Year group moderated milestone assessments per subject (not necessarily a test) should occur at least once a term, or at the end of a topic, to ensure consistency of teaching and learning, and to help measure individual pupil progress across the year group. Heads of Subject (HoS) provide opportunities for teaching staff to moderate assessment and marking within departmental meetings.

External exams

Please refer to the External Examinations Policy for specific guidance on external examinations undertaken by pupils.

Internal assessments and exams

Internal assessment results are recorded within each Department. At key times of the year, departments enter examination marks and Progress Grades (for Attainment, Engagement and Organisation) into Gradebooks on the School MIS, iSAMs, to enable effective correlation and analysis of the data collected. These Progress Grades are used to create a Progress Report, which is used internally for analysis and sent to Parents each half term, where appropriate. Staff are expected to use this information to inform future planning, track pupil progression, identify possible SEND/EAL/More Able pupils and provide positive targets and recommendations to aid pupil progress and to inform parents through Reports.

After the summer internal assessments, teachers and Heads of Subjects analyse key data for their teaching groups in order to identify pupils who stood out for either strong or weak performance, or where further individual progress needs to be encouraged and supported. Where relevant, this is communicated with the Learning Development and EAL departments and is used to identify possible further support needed with regards to SEND/EAL/More Able. Actions for any recommended interventions are identified including where additional work is to be set by the subject teacher and/or allow recommendation that the pupil is invited to an additional summer Parent Consultation. Academic tracking meetings are held to review all data, including the Head of Assessment of Tracking, Heads of Year/Learning Development/EAL and the Deputy Head Academic and information shared with and also used by Form Tutors and other teaching staff to discuss and to put necessary interventions and support in place to aid the progress of individual pupils.

Internal assessment papers can be kept if required for internal use, however they should be disposed of securely and not kept for longer than 7 years.

Moderation

Heads of Subject are expected to provide regular time in their weekly department meetings for the discussion of individual progression and whole class progression. Time is set aside for the moderation of internal and external assessments with these results being incorporated into the analysis of examination data produced for the Deputy Head Academic and Head of Assessment and Tracking. The analysis of data should be used to support departmental development plans and highlight areas for any provision requirements for both staff and pupils. This is discussed at Heads of Subject meetings and the Deputy Head Academic monitors departmental provision for rigour and consistency.

Work Scrutiny

Work scrutiny is the responsibility of Heads of Subject, who are expected to conduct regular work scrutiny for their department. Time is dedicated in Department Meetings to enable effective work scrutiny and the Deputy Head Academic monitors feedback on work scrutiny from each Department. In addition, relevant members of the Senior Leadership Team periodically carry out work scrutiny, to provide for continuity and consistency across all subjects and years, with particular focus, in line with the School Development Plan and teaching and learning needs. Following any work scrutiny, constructive feedback is provided where relevant to enable progress and improvements.

Preparation

Preparation (prep or homework) aims to extend and consolidate lessons, encourage independent learning and/or collaboration and help to develop effective study skills. Pupils should be set prep, via Assignments on Teams, on a regular basis to enable them to prepare for the lesson ahead, to consolidate and further their subject knowledge and understanding, to help engage and motivate curiosity and interest in a topic and to encourage personal responsibility for their work and progress. Prep set must always be relevant and useful, rather than just being set as a matter of course - quality rather than quantity is key - appropriate to the attainment, knowledge, and ability of the pupils; it should be manageable in the time and should benefit each pupil. Prep is marked promptly and returned to pupils with appropriate feedback and targets for improvement to enable them to make progress.

It is an expectation that all pupils from Years 3 to Years 13 will be involved in an activity or be completing prep in School at the end of the teaching day, unless they are going home in which case they are expected to complete their prep at home. Homework sessions for pupils in Years 1 – 6 take place in Prep classrooms and are monitored by support and teaching staff. Senior School Prep takes place 16:00 – 18:00 in the Library. Prep is supervised by the teaching staff and they are supported by Sixth Form Prefects. In Year 11, Boarders may return to the Boarding House to complete their prep. Sixth Form pupils are expected to complete prep without supervision; they complete it either in the Sixth Form Centre, Library or their Boarding House. Recognising that most pupils will be involved in a number of clubs, it is realistic to expect pupils to undertake some independent learning and prep tasks post 18:00.

If prep is not set for any reason, it is important that the pupils know this and do not assume that it has been forgotten. Pupils should be encouraged to use this time for consolidation and their own learning. In the senior school, teachers will set prep on Assignments in MS Teams, giving clear instructions about the tasks and deadlines, including uploading relevant resources and will follow up explanations for those who cannot comply with reasonable requests, according to the School's Rewards and Sanctions Policy. Parents will be informed where necessary.

At the start of the academic year pupils in Years R – 2 receive Reading Record Books, which are supported by weekly letters from the Head of Prep, detailing expectations of additional preparation activities that can

be done at home. Each pupil from Year 3 to Year 9 is issued with a Prep Diary. This is for them to record their prep, organise their week and evaluate their progress.

Pupils in Years 3 - 9 have a preparation timetable. Prep timetables are prepared by the relevant Heads of Year responsible for Key Stage at the start of each School year and posted on MS Teams for staff and for the Prep Department, included in the Curriculum Guide for each year group, which is sent to parents at the start of each term and displayed on the Prep Corridor notice board. The Head of Year aims to ensure that there is as good a balance of subjects and time as is possible and advisable, according to age and Year Group. Resident Boarding Tutors also see individual pupils regularly in the House to monitor progress, to take questions and to provide the guidance, rapport and stimulus Day Boarders get at home. There are monitored compulsory prep sessions for boarders after supper each evening. Housemistresses and Heads of Year have good oversight of pupils' working habits and are fully alert to any changes in study behaviours, attainment or other academic issues needing action.

Prep length generally increases per subject as pupils move up the school; pupils are given the tools and the support to make empowering and independent decisions about time management. There is age-appropriate, allocated Prep time in all the non-Sixth Form Houses; Sixth Form boarders are given more 'light touch' guidance in Houses and are directed to specific enforced allocations only in individual cases of great need.

Preparatory Department:

Pupils in the Prep department are set homework according to their Year Group and capabilities. There is a supervised homework session every day of the week. Homework set by teachers is written in pupil Prep diaries, and include a description of the sheet or task, as well as the due date. It may be set for the pupils to do by hand, on worksheets or in books, or it may be set online. Some work might also be added onto the main Teams page for the class, to either remind them or give further instructions.

Should any individual pupil find that homework is taking much longer than the required time of 20-30 minutes, then the reasons behind this are always investigated and, if necessary, homework adjusted to ensure suitability and appropriateness.

The table below set out guidelines to the allocation of homework for Years 1 – 6:

Form	Preparatory Department Weekly Homework Expectations			
Year 1	Spellings Reading Mental Aural Maths	<ul style="list-style-type: none"> Occasional short topic activity to be done with support from an adult; Maths activity once per week. 		Parents are invited to contact the School if they are concerned about the amount of Prep being done by their child, whether this seems too much or too little.
Year 2				
Year 3		English Mathematics Science Humanities	To total no more than 20 minutes per night.	
Year 4				
Year 5				
Year 6				

In the Senior School Heads of Year have an oversight of the tasks set in Prep and create bespoke timetables for their year group. It is expected that staff set clear deadlines including giving interim deadlines for larger pieces of work, and that these deadlines are adhered to in order to support the development of pupil accountability.

Year 7:

Year 7s have a slightly staggered start to prep in the first few weeks in the Autumn Term to help establish good work habits. The expectation is that each prep should take a maximum of **20 minutes** to complete, with a maximum of 8 hours per week. Staff and Sixth Formers supporting prep duty are there to assist pupils in time management and will encourage pupils to speak with their teacher if they feel that a set task will exceed the allotted time. Although pupils may receive up to 4 preps on some days, they may choose to complete the work on a different night, depending on their other commitments and when the work is due. This also means that pupils will sometimes need to work outside prep time in School, including at home or in the Boarding House, to compensate for the time taken up by activities that also take place between 16:00-18:00 each day. Pupils are expected to plan and organise to meet the deadlines set by their teachers.

Year 8:

In Year 8 in week 1, pupils are normally set light tasks and from week 2 onwards, the expectation is that each prep should take a maximum of **25 minutes** to complete, with a maximum of 8 hours per week. Staff and Sixth Formers supporting prep duty are there to assist pupils in time management and will encourage pupils to speak with their teacher if they feel that a set task will exceed the allotted time. Although pupils may receive up to 4 preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due. This also means that pupils will need to work outside prep time in School, including at home or in the Boarding House, to compensate for the time taken up by activities that also take place between 16:00 and 18:00 each day. Pupils are expected to plan and organise to meet the deadlines set by their teachers.

Year 9:

Expectation of no more than **30 minutes** per subject and a minimum average of 10 hours prep a week. Quantity of prep may vary from week to week; for example, one week, there may be a shorter prep which may be followed by an essay prep in the next week, taking more time. Although pupils may receive up to four preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due. This also means that pupils will need to work outside prep time in School, including at home or in the Boarding House, to compensate for the time taken up by activities that also take place between 16:00 and 18:00 each day. Pupils are expected to plan and organise to meet the deadlines set by their teachers. There are daily supervised prep sessions after supper in the boarding houses where pupils may also use this time to catch up on wider reading or the news.

Years 10 and 11:

No more than **45 minutes** maximum per subject twice a week, or 1.5 hours per subject per week, with an expected total of 15 hours a week. This is flexed according to controlled assessment deadlines, the proximity of internal or external examinations and the nature of the subject; Mathematics and Modern Foreign Languages preps tend to be shorter and more frequent, for improved retention, for example. Pupils will need to work outside prep time in School, including at home or in the Boarding House, to compensate for the time taken up by activities that also take place between 16:00 - 18:00 each day. Pupils are expected to plan and organise to meet the deadlines set by their teachers. There are daily supervised prep sessions after supper in the boarding houses where pupils may also use this time to catch up on wider reading or the news. Year 10 pupils are allowed to return to their boarding house once a week at 16:00 to complete their prep, whereas Year 11 can do this each day of the week.

Sixth Form:

Sixth Form pupils are advised to spend the equivalent amount of time they have for lessons on their preparation (an hour for an hour, as a minimum). This means that they will be expected to spend a minimum of 15 hours per week on homework and independent learning outside of their lessons. Sixth Form pupils may choose to work in the Sixth Form Centre, as well as the Library, House or in other areas of the School. Form Tutors and Subject Teachers monitor individuals carefully and provide assistance and guidance where needed.

Early intervention is essential in the case of any concerns and these should be logged on CPOMs as appropriate. Serious or persistent concerns, as for Years 7-11, are referred to Heads of Subjects and Heads of Year for further action, compliant with the Rewards and Sanctions Policy.

Marking and Feedback

The School recognises the importance of regular constructive written and oral feedback provided by teachers to support pupil development. Effective teaching and learning requires the setting and completion of regular class work, prep teacher marking and assessment, and high quality feedback, allowing excellent progress to be made. This policy incorporates a whole school approach for Marking. For pupils from Reception to Year 9, staff are expected to use comments and appropriate targets, alongside a scaled number system with additional scores/percentages where applicable. The same scaled system is used to track all Pupil Progress throughout the academic year. For pupils in Year 10 upwards, where appropriate, staff will use the relevant public examination grade specification when giving marks, alongside accompanying comments and appropriate targets.

All members of a department should adhere to the School's Assessment, Marking, Recording and Reporting Policy and Literacy Policy to ensure a consistent approach between all staff members. These should be shared explicitly with pupils; for example, through sheets in books or folders, in Class Notebook or through classroom display.

Feedback to pupils should always be done with sensitivity and individual pupil marks, including for tests and examinations, should not be shared more widely with the class. Assessment results should be returned in a discrete manner so that pupils are able to focus on their own strengths, weaknesses and targets, in a safe and supportive atmosphere, without feeling the need to compare results with other pupils.

All teaching staff should plan for dedicated improvement and reflection time in lessons or for prep so that pupils can reflect and respond to feedback to inform future learning. Pupils should be expected to respond to teacher annotation which may, in turn, trigger further response from the teacher.

Class work and homework should be set regularly and should be marked by the teacher at least on a fortnightly basis. Teachers at all levels should always aim to provide a verbal or written comment for any work marked, alongside a Progress Score where appropriate. Teachers consider carefully whether it is necessary to give additional marks for the task set. Marks should, whenever possible, be used sparingly at Key Stage 3 and below, as the focus should be on the written comment, which must provide clear and specific feedback on the individual pupil's effort and performance, including any areas that need to be improved, and ideally which allows for further action/communication with the pupil.

While peer marking is often useful, it should be carefully planned in advance against clear success criteria. Pupil comments should be kind specific and helpful. It will be used only to complement more frequent teacher assessment of pupil work and the recording of this in their mark book, Gradebooks in iSAMs where appropriate, and on pupil's work.

There should be a clear correlation between Progress Grades and/or examination grade specification marks awarded for preparation, class work, milestone assessments and supervised tests, and the final Progress Grade a pupil is given in their Progress Report.

Recording (Tracking)

Teaching staff are expected to track pupil progress during lessons or sequence of lessons as well as from prep and tests and use this data to inform future planning and set targets to support pupil progress. In addition, this data should be used to substantiate the Progress Grades which teaching staff input into Gradebooks on iSAMs, the School management information system (MIS) at key times of the year. In addition to this, as linked to the Assessment, Reporting and Recording Schedule, staff input examination data into Gradebooks, to provide further summative assessment which can be tracked throughout the year.

Heads of Subject oversee data from their department and analyse trends of data, forwarding relevant information to Form Tutors, Heads of Year, the Head of Assessment and Tracking and the Deputy Head Academic, as appropriate. The analysis of data should be used to support departmental development plans and highlight areas for any provision requirements for both staff and pupils.

Form Tutors are expected to maintain an oversight of relevant trend data for the pupils in their Form and liaise with Subject Teachers, House staff, Heads of Year, pupils and parents as a need arises.

Heads of Year are expected to maintain an oversight of trend data for their Year groups and liaise with Form Teachers, Housemistresses, Subject Teachers, pupils and parents as a need arises. Year group Gradebooks are maintained, which includes all main key assessment data, with individual subject Gradebooks including more information such as end of unit test results.

The Head of Assessment and Tracking and the Deputy Head Academic have access to all centralised data (internal and external, CEM and departmental) and reports to Senior Leadership Team and governors where appropriate on any trends arising and actions that may be required.

Individual Academic Performance

How the School Measures Pupil Performance and Intervenes to Sustain Progression:

The School operates a clear process of intervention and review within the learning cycle. This incorporates the assessment, tracking, data logging in iSAMs and marking described above. The Head of Learning Development and EAL, Head of Learning Enrichment, Heads of Year, Head of Assessment and Tracking and Deputy Head Academic have oversight of all relevant progression data and this should be available to all teaching staff via iSAMs and MS Teams.

Class teachers and their Heads of Subjects are responsible for ensuring progression within lessons. Differentiation for SEND, EAL and More Able including Scholars is the core expectation, but each pupil must be supported to make progress and work towards their individual targets. More Able differentiation includes provision for those identified as being More Able within that particular subject area. All these aspects must be evidenced within individual teachers' mark books, lesson plans and schemes of work.

In addition to Learning Development Drop-Ins, in the Senior School, each subject offers a Drop-in, timetabled either at lunchtimes and/or post-16:00 and staffed by specialists. This enables pupils to ask an expert (who might not necessarily be their own subject teacher) for immediate help on a particular topic, prep, revision or examination technique. They do not have to make an appointment – the list of availability and locations is collated at the start of the year and pupils are encouraged to use this provision as and when they like. Subject Drop-Ins may become compulsory for pupils where more support and intervention is needed. In the Prep Department, pupils are free to ask individual teachers for help each day in After School Club.

Pupils not making expected progress and/or causing concern within lessons are discussed at weekly department meetings and action taken to cater for them firstly within the subject area. Persistent concerns are dealt with by the class teacher, with the support of the Head of Subject. Subject area action can involve subject area detentions and required attendance at Subject Drop-ins. Parents and Housemistresses are informed and kept in the loop by the subject teacher. Where relevant, subject teachers must make a Learning Development or EAL referral as appropriate (see SEND and EAL Policies), should provision not already be in place for individuals. All academic concerns should be added to CPOMS, along with relevant actions.

Referral to Form Tutor, Heads of Year is the next step beyond subject teachers and Heads of Subject, should there be recurrent issues with individuals not making expected progress and not improving via departmental actions or SEND/EAL support; further options as appropriate include being put on report, even more controlled prep monitoring in School and House and use of detentions. Please see Rewards and Sanctions Policy including Code of Conduct for graduated stages, including detentions, referrals to the Deputy Head Academic, Deputy Head Pastoral and ultimately the Head.

Differentiation and available Assessment for Learning opportunities are also referenced within relevant cross-curricular provision (PSHEEC, SMSC, Fundamental British Values, Expressive Arts, STEAM and so on).

Interventions

Some pupils are required to attend Learning Development Drop-In or Subject Drop-Ins if they have missed aspects of a topic through absence/illness, have insecure understanding of an area or are underachieving. Care is taken to avoid clashes with other commitments where possible, but for pupils working below expectations and in Years 10-13 in particular, attendance at targeted Drop-Ins is crucial in improving performance. This could be a one-off requirement or, in consultation with the Head of Subject, Form Tutor, Head of Year, Housemistress or parents as appropriate, can be a compulsory expectation extending to several weeks or even a term, for example in the run-up to an external examination. In some instances, 1:1 or group coaching in a specific subject may be recommended to pupils and their parents, although this will incur an additional cost.

The Head of Learning Development, Prep SENDCO and Head of EAL work with all staff to meet the individual needs of pupils on the SEND and EAL registers and to identify those pupils who may have specific difficulties or disabilities which require additional help. The School offers different levels of intervention and personalised support for individuals, within a variety of settings, including classroom, small group setting or on a one-to-one basis as appropriate. Please see the SEND Policy for further details, which is available in the Staff Handbook and the School website. Pupils SEND needs are available on iSAMs, so that all relevant teaching staff are able to ensure that teaching is adjusted to individual needs.

A pupil may have adjustments or a reduction to their curriculum based on recommendations by the Head of Learning Development, Educational Psychology or medical report in consultation with parents, the pupil, Head of Year and Deputy Head Academic.

We provide a graduated response to match each pupil's level of need. Parents are involved in decision making and are kept fully informed of the recommendations, actions and interventions at all stages through emails, meetings and telephone. Logs, records of conversations and actions taken are all kept safely (including logging on CPOMs) and reviewed at least annually. Pupils who are identified by their teachers, Head of Year, Head of Learning Development, Prep SENDCO, or parents, as causes for concern, by completing a referral form, will be assessed by the Head of Learning Development to see how they can be best supported. A range of evidence is then collected through the School's assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the Head of Learning Development, after following the referral process, will recommend whether additional and/or different provision is necessary.

If, after investigation, a pupil meets the criteria they will be placed on the SEND Register. A Pupil Profile will be written; this will be reviewed regularly with pupils and parents and amendments made as appropriate. This will be written by the Learning Development teacher in consultation with the Head of

Learning Development, pupils, parents, guardians and subject teachers. It may also involve consultation with and advice from external agencies. This information is communicated to both parents and teaching staff. These pupils should receive additional in-class support through targeted teaching approaches.

Malvern St James recognises that pupils have different levels of ability and natural talent and individual teachers differentiate their work in response to this group. Pupils can participate in a wide range of challenging clubs and activities. More Able pupils are catered for in the regular curriculum, via significant personalisation and bespoke timetabling. They are also catered for through the many extra-curricular opportunities on offer at the school and through specific Scholarship and Aspiration programmes. These incorporate a range of events and activities from the Lecture Programme (open to all years, parents and guardians and targeted at Year 9 and upwards) to Oxbridge (Oxford and Cambridge Universities) Preparation (from Year 11 upwards), 'Russell Up' for the Sixth Form (Russell Group universities and other early entry routes preparation) and Somerville Suppers (from Year 9 upwards, various events throughout the year at which academically challenging topics are discussed, by invitation from the Head of Learning Enrichment). See the More Able Policy.

Reporting:

In order to achieve our aims, it is essential to have a formal system of School reports and tracking updates. Reporting primarily takes place via Progress Reports, Full Reports and Parents' Consultations.

Written Reports

Each report should provide:

- clear communication about progress;
- be consistent with the marks the pupil has attained for their work since the last reporting cycle;
- an opportunity to celebrate achievement;
- positive recommendations/clear targets, for future progress.

Where relevant, examination percentages and/or GCSE/GCE grade equivalents are included and serve as a guide to the pupil's **current performance**, measured against national standards in that subject. Progress Reports and End-of-Term Reports are discussed individually with each pupil, where they are given an opportunity to review their individual targets for each of their subjects. To complement the School assessment and recording programme, Year 7-13 tutors have time in form time and PSHEEC for individual tutorials. Tutors are provided with materials to assist them in developing an understanding of their pupils' academic and holistic development. Where age appropriate (bespoke in the Pre-Prep and Prep), each pupil has an opportunity to read their report with a Form Tutor; problems and successes can be discussed before the reports go home. Parents/guardians are encouraged to contact the School and air concerns and/or comments about the reports.

Specific guidance on the content, structure and style of Progress Reports and Full Reports can be found in the Malvern St James Style Guide for Reports.

Parents' Consultations

Parents' Consultations should provide an honest and accurate indication of pupil progress to date. Any concerns will be raised and constructive advice will be offered to indicate how pupils can improve their progress in future. This is important for pupils in all year groups and especially for those in Years 9 - 13.

The verbal reports will be consistent with the message of written reports, so pupils and parents should not receive any negative surprises when they receive the written report.

This policy should be read in conjunction with the following documentation:

- Teaching and Learning Policy
- Remote and Blended Learning Policy
- Literacy Policy
- Curriculum Policy
- SEND Policy
- Rewards and Sanctions Policy, including the MSJ Code of Conduct
- EAL Policy
- External Examinations Policy
- Admissions Policy
- Equal Opportunities, Diversity and Inclusion Policy
- EYFS Policy
- More Able Policy
- Malvern St James Style Guide for Reports
- Schedule for Assessment, Reporting and Consultations

Appendix 1

Principles and annotations for marking

- Marking completed by teachers and associated feedback will be recorded on pupils work in green pen
- Pupils will respond to teacher feedback in purple pen. Pupils will be allocated time within each relevant lesson or allocated prep time to respond to feedback from teachers.
- Peer assessment work undertaken by pupils in lessons will be written in red pen. Where students are working collaboratively or “building” a response they are encouraged to use alternative colours to green, purple or red
- Significant or “milestone assessments” will have What Went Well (WWW) and also Even Better If (EBI) feedback recorded by the teacher
- We recognise the significant value that oral feedback provides for pupils; especially where we enjoy small class sizes. Whilst this might not be formally recorded pupils should be able to talk about the feedback they have been provided by teachers.

The following are ‘non-negotiables’ in pupils’ written work with the exception of those whose Learning Profiles indicate otherwise.

1. Inclusion of neatly underlined dates, titles and subtitles in all written work.
2. Use of capital letters for proper nouns, e.g. Malvern, Instagram, Shakespeare.
3. Use of appropriate end-of-sentence punctuation, e.g. full-stops, question marks or exclamation marks.
4. Use of possessive apostrophes whenever required, e.g. Charlotte’s house.
5. Use of apostrophes for contraction whenever required, e.g. I’ll see you later.
6. Use of paragraph breaks in extended writing for clarity and impact.
7. Correct spelling of subject-specific terminology.

The following marking symbols should be used to indicate errors:

//	Indicates where you should have started a new paragraph
§	In margins, indicates awkward phrasing/unclear expression
~~~~~	Underneath a word, indicates incorrect word choice
sp	Spelling error
p	Punctuation error (e.g. misuse or absence of a punctuation mark)
g	Grammatical error (e.g. incorrect verb tense; subject-verb agreement)

<b>Authorised by</b>	Board of Governors of Malvern St James Girls' School
<b>Signature</b>	
<b>Date</b>	21 June 2023

<b>Effective date of the Policy</b>	21 June 2023
<b>Review date</b>	Summer Term 2025
<b>Circulation</b>	Governors of MSJ / teaching staff / all staff / parents / pupils [on request]

*Reviewed in part in August 2024 after HOS discussions to reflect new Literacy Policy and updated guidance on marking.*