

# ASSESSMENT AND REPORTING POLICY

## 1. RATIONALE

- 1.1 Tudor Hall believes in the importance of having in place a framework for teachers to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that all pupils can progress.
- 1.2 Tudor Hall believes in the principles of Assessment for Learning, and opportunities are provided for regular formal and informal assessment of pupils' understanding. In addition, these principles ensure that pupils have a clear understanding of what they need to do next to make further progress. Tudor Hall also believes in the value of reporting the progress of their daughter to parents on a regular basis.

## 2. OBJECTIVES

- 2.1 To provide staff, pupils and parents with information about how well individual pupils are performing against expectations for their age and capabilities.
- 2.2 To ensure that all pupils fulfil their academic potential.
- 2.3 To provide pupils with information about what they have done well and the next steps they need to take using the High Performance Learning (HPL) framework to make further progress. All assessment is a learning opportunity.
- 2.4 To monitor and evaluate the progress that pupils make in all subjects over time.
- 2.5 To inform curriculum planning in the short and longer term.
- 2.6 To communicate targets and enable pupils to progress in self-evaluation.

## 3. SUCCESS CRITERIA

- 3.1 The objectives will be seen to have been met through:
  - 3.1.1 Providing a measure of attainment for the individual.
  - 3.1.2 Targeting knowledge, understanding, application of knowledge, skills and problem solving in assessments.
  - 3.1.3 Generating increased personal motivation.
  - 3.1.4 Helping in the identification of those who need further stretch and challenge, and those needing learning support.
  - 3.1.5 Providing clear feedback for pupils, parents and teachers to identify strengths and areas of concern.
  - 3.1.6 Tracking the progress of individuals through specific key stages.
  - 3.1.7 Constructive dialogue with parents and pupils about progress and strategies for improvement.
  - 3.1.8 The achievements of pupils in public examinations or at the end of each key stage.

## 4. METHODOLOGY

- 4.1 **Implementation** - A wide range of methods of assessment should be used and completed as per the annual Assessment Schedule including:
- 4.1.1 Numerical assessment e.g. prep, tests, examinations and orals.
  - 4.1.2 Attitude to Learning (ATL) gradings (see **Appendix 1**) and written comments by staff which are constructive in nature and direct towards further improvement.
  - 4.1.3 Oral questions in class to ascertain understanding.
  - 4.1.4 Oral comments by teacher and pupils.
  - 4.1.5 Self-assessment.
  - 4.1.6 Peer assessment.
  - 4.1.7 Target-setting and review.
- 4.2 In the first ATL cycle in October pupils in Vs and UVI are given a Challenge Grade based upon all known information about that girl. For UVI pupils the Challenge Grade will be their UCAS Predicted Grade. Pupils in Vs and UVI will also be awarded a Working at Grade which is based upon current performance in that subject. Subsequent reports will continue to award a Working at Grade against the original Challenge Grade.
- 4.3 In the second ATL cycle in December pupils in IVs and LVI are given a Challenge Grade based upon all known information about that girl. They will also be awarded a Working at Grade which is based upon current performance in that subject. Subsequent reports will continue to award a Working at Grade and it is possible that over time the Challenge Grade may change depending upon academic progress. These Challenge Grades will be discussed with the individual pupil.
- 4.4 There should be central recording of two Common Assessment entry points in the Autumn Term and one in each of the subsequent Terms. This clearly indicates the attainment of the individual relative to their starting point School examinations e.g. Mocks can be included in this.
- 4.5 The pupils should know their current standard of attainment from the information provided when work has been assessed. They should also know what is required to improve their standard of attainment.
- 4.6 Parents should understand the level of their daughter's attainment in each of her subjects from both the teacher comments contained in reports and the academic progress tracker. In addition to subject comments, reports will contain academic tracking and a set of 'Attitudes to Learning' (see **Appendix 1**) along with a 'suggestions for further improvement' section.
- 4.7 A process of pupil self-evaluation is embedded in lesson planning to allow pupils to reflect on their own learning.
- 4.8 Parents have the opportunity to speak with their daughter's teachers at the annual parents' meetings for each year group. For those unable to attend, alternative arrangements e.g. Zoom call will be made, where possible.

## 5. MONITORING

- 5.1 The Deputy Head (Academic) with the Head of Sixth Form as appropriate are responsible for ensuring that the implementation of the policy is consistently maintained through:
- 5.1.1 Departmental reviews;
  - 5.1.2 Analysis of value added at Key Stage 4 & 5;
  - 5.1.3 Analysis of examination results (internal and external);
  - 5.1.4 Analysis reports and Attitude to Learning – counts of blue, green, amber and red. A member of the Senior Leadership Team (SLT) will take responsibility for the reading of a particular year group each term and write a final summary report;
  - 5.1.5 Ongoing monitoring of academic progress through centrally recorded common assessments and academic progress ratings;
  - 5.1.6 Learning walks;
  - 5.1.7 Parental feedback after reports and parents' meetings;
  - 5.1.8 Teacher, tutor and housemistress feedback after reports and parents' meetings; and
  - 5.1.9 Collation of internal examination papers to ensure that the assessment targets listed in the success criteria are addressed.

## 6. EVALUATION

- 6.1 Assessment and reporting are evaluated throughout the year through the academic monitoring of pupils and the monitoring of the reporting process by the Deputy Head (Academic).
- 6.2 Pupils are included in the effectiveness of any process via the Pupil Academic Committee and the School Council.

## 7. REVIEW

- 7.1 This policy is reviewed annually.

Written by Deputy Head (Academic): December 2024

# ATTITUDE TO LEARNING CRITERIA FOR REPORTING ATTITUDES TO LEARNING 2024-2025

## 1. KS3

### **Readiness to Learn**

You arrive always equipped and ready to learn with an enquiring mind.

You arrive to most lessons equipped and ready to learn with a receptive mind.

You arrive usually equipped but not always ready to learn.

You arrive rarely equipped and without completed Prep.

### **Engagement in Learning**

You have a High Performance approach to classroom learning.

You have a good approach to classroom learning and behave in a way that allows yourself and others to learn.

You have a satisfactory approach to classroom learning, although your engagement and/or behaviour vary.

You are not getting the most out of your lessons. Your behaviour often prevents yourself and others from learning.

### **Response to feedback**

You respond in an excellent way to feedback and improve performance by consistently using meta-thinking to improve future work.

You respond in a good way to feedback with some evidence of meta-thinking to improve future performance.

You show that you can respond to feedback and sometimes use teachers' comments to improve future performance.

You are not yet taking responsibility for improving your learning, as you do not use teachers' feedback to improve future performance.

### **Independent Learning**

You are becoming an excellent independent learner. You are academically ambitious with an agile mind going above and beyond set Prep work.

You are a good independent learner. You often challenge yourself in lessons and Prep work.

You are working satisfactorily but you need to be more ambitious in lessons and Prep.

You find it hard to work independently and rarely challenge yourself in lessons and Prep.

## 2. IVs and Vs

### **Readiness to Learn**

You arrive punctually to all lessons, always equipped and ready to learn, aiming higher by reading ahead/ consolidating work to be fully prepared.

You arrive punctually to most lessons, always equipped and ready to learn.

You arrive punctually to some lessons, usually equipped and ready to learn.

You arrive late to many lessons, rarely equipped and ready to learn.

### **Engagement in Learning**

You have an 'Aim Higher' approach to classroom learning, are consistently engaged and always behave in a way that allows yourself and others to learn.

You have a good approach to classroom learning, are engaged and usually behave in a way that allows yourself and others to learn.

You have a satisfactory approach to classroom learning, although your engagement and/or behaviour vary.

You are not getting the most out of your lessons as you lack engagement. Your behaviour often prevents yourself and others from learning.

## ATTITUDE TO LEARNING CRITERIA FOR REPORTING ATTITUDES TO LEARNING 2024-2025

### **Response to feedback**

You respond in an excellent way to feedback and aim higher by consistently using it to improve future work.

You respond in a good way to feedback and usually use it to improve future work.

You show that you can respond to feedback and sometimes use it to improve future work.

You are not yet taking responsibility for improving your learning, as you do not use feedback to improve future work.

### **Independent Learning**

You are an excellent independent learner. You aim higher by consistently challenging yourself in lessons and independent work.

You are a good independent learner. You often challenge yourself in lessons and independent work.

You are working towards being an independent learner, but you need to challenge yourself more in lessons and independent work.

You find it hard to work independently and never challenge yourself in lessons and independent work.

## 3. KS5

### **Readiness to Learn**

You are aware of your position in the course syllabus, ensuring your notes are always up-to-date and complete. You manage your time efficiently, arriving to lessons prepared and ready to learn.

### **Engagement in Learning**

You demonstrate a high-performance approach to learning, characterised by an inquisitive mind and a willingness to take risks. You have an open and collaborative attitude in class discussions.

### **Response to feedback**

You are a reflective learner, actively engaging with the feedback you receive. You are using this feedback effectively to improve your future performance and make consistent progress.

### **Independent Learning**

You are academically driven and exhibit resilience in your learning. Your thinking is innovative, adaptable, and you actively engage in broader reading to enhance your knowledge.

You have an 'aim higher' approach and you are often exceeding the criteria.

You are generally meeting the criteria.

You are beginning to meet some of the criteria.

You are not meeting enough of the criteria.