



REDMAIDS' HIGH SCHOOL

FOR GIRLS | BRISTOL

SENIOR SCHOOL & SIXTH FORM

POLICY STATEMENT ON MONITORING, FEEDBACK, ASSESSMENT & REPORTING

Please read in conjunction with the COVID-19 re-opening risk assessment published on our website

Applicable to: All teaching staff, parents and students.

Aims: Redmaids' High School aims to "develop the academic ability of girls from many different backgrounds and to fulfil their potential by equipping them with the skills and knowledge to succeed in the modern world". It is within this context that it aims:

- To monitor, record and track the progress and achievement of each student throughout their school career from Year 7 through to Year 13.
- To keep a record of student results, ranging from pre-Redmaids' High School assessments and point-of-entry assessments, through internal end-of-year examination results to external GCSE/IGCSE and A Level/IB Diploma results.
- To use baseline test data (MidYIS, YELLIS and ALIS) for all students as a benchmark in Year 7, Year 10 and Year 12.
- To assess each student regularly through end-of-year examinations in each year group and additional topic tests/assessments within each subject area.
- To regularly report student progress and achievement to parents according to a formal reporting schedule, in a useful and effective format. This reporting will be personalised to the student by reporting their progress against baseline data.
- To report effectively to parents when academic issues arise outside of the formal reporting schedule; and to respond quickly to parental enquiry.
- To use monitoring, assessment and reporting procedures to evaluate the success of teaching and learning, and therefore inform future planning.
- To allow students to evaluate their own learning, help them to appreciate their achievements and encourage their success.
- To allow students to understand what they need to do to improve so that they are able to share in the process of target setting.
- To provide student academic information to other educational institutions when necessary and /or appropriate.
- To ensure students understand the school's Academic Honesty Code of Practice, which outlines the requirements of intellectual and academic honesty and helps them avoid breaching the guidelines either accidentally or by design.

1.0 Implementation:

It is the responsibility of each Head of Department to establish good practice in line with the school policy, and to monitor student progress and achievement across the department.

Monitoring, feedback,
assessment and reporting
20.21

Reviewed and updated
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- Departmental Handbooks and Schemes of Learning for each subject should include details of assessment criteria.
- Students should be made aware of these assessment criteria in each curriculum area in each year group.
- Constructive feedback should be the focus of departmental mark schemes and should be given to students either verbally or in writing on a regular basis.
- The results of all departmental assessments should be recorded and tracked by teachers and Heads of Department.
- Teachers and/or Heads of Department should identify students who may require additional intervention and should take appropriate and timely steps to ensure these students make appropriate progress.
- Information about the levels of achievement/understanding of individual students should be shared within departments at transitional stages to ensure continuity.

2.0 Monitoring and Measuring Success:

- Data from baseline tests such as MidYIS, YELLIS and ALIS and baseline grades are available to teachers in their SIMS assessment marksheets. This data should form the starting point for teacher's markbooks and should be used to inform planning.
- Baseline data is shared with students in Year 10 and Year 12 by their tutors. This is done with sensitivity and in the context of the grades being a platform for progress, not a predicted grade.
- YELLIS and ALIS grades are shared with students in the Spring term of Year 10 and Year 12 to allow students to settle positively into their new courses.
- Regular marking and feedback should allow teachers to continuously monitor and measure student progress and to set individualised targets for development.

2.1 Feedback:

Feedback should aim:

- To develop high quality assessment.
- To develop consistent, diagnostic feedback across all subjects.
- To approach marking from a realistic, common sense perspective.
- To ensure that feedback is helpful for students, parents and teachers.
- The school supports comment only feedback with termly progress points which make use of reporting attainment descriptors where appropriate.
- Each department should develop a departmental approach to feedback which is in line with this code of practice.
- Each department should provide clear explanations of their feedback scheme and should ensure that students are clear about expectations. This information should be stuck in exercise books and also put on The Hub.
- At GCSE and A Level/IB, examination criteria should be used on a regular basis with students.
- All books should be well kept with an overview of the year in the front of the book and with all loose sheets stuck in.

2.1a Marking guidance:

Always try to dedicate 10 minutes every 2-3 weeks in class for students to redraft a piece of work or to respond to questions	Do not leave marking books longer than 2-3 weeks
Always recognise the importance of feedback in different forms, other than writing	Do not worry about which colour pen you are marking in
Always use the Red Maids' literacy guidance when marking	Do not mark every piece of work in detail
Always remember that marking is over time and not a one off assessment point	Do not only use phrases such as 'well done' or 'good work'
Always try to diagnose student work with a question	Do not correct all spellings, but concentrate on three to five errors in a piece of work
Do consider having one focus for marking rather than trying to cover all aspects – the focus should be the thing that will make the most difference to student progress	
Do correct mis-spelling of subject specific vocabulary	
Promote re-drafting work for progress	

2.1b Strategies to support spelling:

- Provide subject specific word lists for each subject.
- Encourage the use of personal spelling lists.
- Try the 'look, cover, write, check' method for students with adequate visual memory.
- In cases where the student is receiving additional help, liaise with the specialist teacher.
- Allow time for spelling correction during lessons/for homework.

2.1c Quality assurance:

- Heads of Department should aim to carry out at least two 'book looks' each year. These can be done with their SMT line manager or with the department as a whole.
- **All** books and monitoring sheets should be made available to the Head of Department who will identify a high, middle and lower attainer for scrutiny.
- This monitoring should aim to identify 'what went well' and areas for improvement.
- Feedback to each member of staff must happen following the book look and must help to develop best practice.
- Proformas are available for 'book looks' and these can be found in the HODs folder on the Y: Drive. Completed proformas should be recorded in the departmental handbook for quality assurance purposes.

3.0 Extra-Curricular Activities:

- These help to ensure there is recognition of the whole range of student achievements and experiences.
- Students are required to record their own extra-curricular achievements in a formal way during tutor time.
- Departments are required to record in their departmental handbook any individual extra-curricular/enrichment achievements in their curriculum area.
- IB students will record ECA opportunities as part of their CAS programme.

4.0 Reporting:

- Students in each year group have one parents' evening, one full written report and one short report each year with the exception of Y11 and Y13 who have two parents' evenings and a short report.
- In Years 10-13 internal tracking of predicted GCSE and A Level/IB grades takes place up to 3 times a year.
- All reports are completed electronically using SIMS. For new members of staff, training on how to use SIMS is part of the induction package. The Induction Leader or Network Administrator can help with difficulties.
- A pre-arranged reporting schedule is published well at the start of the academic year. All staff are reminded of their reporting responsibilities at the appropriate times, with a reporting schedule displayed on the Staff Room Notice Board.
- As teachers we complete two main types of report: short reports and full reports. A short report includes an assessment of attainment in comparison to a MIDYIS, YELLIS* or ALIS** grade as well as a short comment for improvement. A full report is a more substantive report that includes grades and written comments.
- The criteria for assessment and the grade descriptors are set out overleaf:

Subject Teachers enter the following data:

Year groups	Attainment	Effort
7-9*	++ Your daughter's attainment this half term is significantly better than indicated by her baseline attainment + Your daughter's attainment this half term is better than indicated by her baseline attainment = Your daughter's attainment this half term is in line with her baseline attainment - Your daughter's attainment this half term is slightly below that indicated by her baseline attainment -- Your daughter's attainment this half term is significantly below that indicated by her baseline attainment	+ Effort exceeds expectations = Appropriate effort - Effort requires improvement
10-11**	++ Your progress is well above that required to meet your YELLIS grade + Given your present progress, you may well achieve a higher grade = You are on course to meet your YELLIS grade - You are not yet working at the level of your YELLIS grade -- Your work is well below that required to meet your YELLIS grade	+ Effort exceeds expectations = Appropriate effort - Effort requires improvement
12-13** *	++ Attainment is well above that required to meet ALIS grade + Given present progress a higher grade may be achieved = On course to meet ALIS grade - Not yet working at ALIS grade -- Work is well below ALIS grade	+ Effort exceeds expectations = Appropriate effort - Effort requires improvement

*Expected attainment is drawn from MidYIS, the baseline test sat by all girls at the start of Year 7

**YELLIS grade is drawn from the baseline test sat by all girls at the start of Year 10

***ALIS grade is drawn from the baseline test sat by all girls at the start of Year 12

If staff have any queries relating to the reporting process they should liaise with the Deputy Head (Academic) in the first instance.

- The full report is an A4 booklet format. Each subject teacher comments on academic progress, approach to learning and areas for improvement for each student.
- The report also includes a space for a pastoral comment made by the tutor or Head of Year. As a guideline it is suggested that this comment should give a summary of overall academic progress, commenting on contribution to the tutor group, contribution to fund raising, contribution to school through involvement in school council, teams etc, involvement in ECA, friendships and relationships within

the tutor group and a target based comment that can be followed up with the student in tutor time. Attendance and punctuality are also included.

- Self assessment by students includes target setting. Tutors are involved in the process through a pastoral session with each student. There is a place on the report for the student commentary, including the targets, to be recorded. Targets should reflect the qualities of the IB Learner Profile. Students who have learning support in school receive a separate written comment with each full report.
- Special "short reports" are occasionally completed at the request of the Head or other SMT through the Heads of Year. They are used in a range of circumstances such as underachievement, when staff feel there is a need for particular feedback. They are arranged electronically and should be filled in promptly.

5.0 Parents' evenings:

- All students are encouraged to accompany their parents on the parents' evenings. They may be asked to move away if the tutor or parent(s) wish to have a private consultation.
- Parents evenings take place in Redland Hall from 4.20pm – 7pm and 7.30 pm where a teacher requires more appointments.
- Appointments are made by parents via an online booking system. These are five minutes long. Teachers can allocate a comfort break for themselves before this goes live.
- A bell is used to ensure that appointments run to schedule. Should parents wish to have a longer conversation, please bring the appointment to an end and offer to telephone the parent the next day.

**Laura Beynon/Val Dixon Reviewed and updated October 2020
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