

Assessment Recording and Reporting Policy Senior School

Overview of assessments

Baseline assessments

Students sit the MidYIS test in Year 7 and ALIS test in Year 12. Pupils who join us at a later stage with no MidYIS data, where possible, complete the test soon after arrival.

The 'National' MidYIS and ALIS scores are used as baseline data for analysing student performance and progress in each subject. Scores are also used to help identify particularly able and gifted pupils (MidYIS 120+).

MidYIS and ALIS Individual Pupil Records (IPRs) are uploaded to each students' SIMS record. Staff access the IPRs when appropriate to inform lesson planning (differentiation), data analysis and interventions. IPRs are shared with year 12 students in the Autumn term and are subsequently reported on their summary and full reports as minimum target grades.

Reading and spelling scores are collected by the Head of Learning Support at the beginning of year 7 and year 9. Scores are compared to the expected performance at a particular age, to help identify underlying learning needs.

Departments set topic tests when appropriate to any year group and have spreadsheets to record and track student achievement. Departments also set other relevant subject specific assessments throughout the year.



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Recording

Assessments, classwork and homework are marked following whole school and departmental marking criteria.

Data is recorded in teacher markbooks and departmental spreadsheets to:

- acknowledge the achievements of the student and allow realistic targets to be set
- provide specific information to colleagues about a student's current performance
- provide information that is used to inform planning, so opportunities for progress are built into future lessons
- provide a means of comparing the performance of a student with that of his or her peer group and to identify students who are excelling or experiencing difficulties
- enable teachers to identify personalised learning pathways and provide differentiation in class
- help students self-assess their achievements
- compare to relevant baselines (MidYIS and ALIS) and subject specific criteria
- monitor progress and to allow tracking of a student's performance over time
- enable teachers, where appropriate, to raise concerns relating to students work with the Head of Department. The Head of Department records 'students causing concern' in their departmental meeting minutes which are shared with the Deputy Head Academic, Deputy Head Pastoral, Headmistress and the relevant Head of Section. Extreme concerns should be raised as soon as possible.
- provide specific information for reporting

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Reporting

See Appendix 1 for an overview of the reporting cycle 2019-200

Student performance data is shared with parents in the following ways: Summary reports, full reports, parents' evenings and examination orders. Each half term, apart from Summer 1, parents will receive one of these reports.

Summary reports

For key stage 3 the summary reports contain the following information:

1. A short 30 word report from the teacher
2. An effort score, based on the following criteria:

1 - Exceptional

2 - Excellent

3 - Good

4 - Unsatisfactory

5 - Poor

3. Achievement level:

EE - exceeding expected

AE - achieving expected

WT - working towards expected

SB - significantly below expected



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For key stage 4 and 5 the summary reports contain the following information:

1. A short 30 word report from the teacher
2. Achievement grade, according to exam board criteria
3. An effort score based on the following criteria:

1 - Exceptional

2 - Excellent

3 - Good

4 - Unsatisfactory

5 - Poor

Full reports

Parents receive one full report per year containing information from each subject teacher.

For key stage 3 this report will contain:

1. Effort scores (as in Summary reports)
2. 80-100 word report
3. Achievement level (as in Summary reports)

For key stages 4 and 5 this report will contain:

1. Effort scores (as in the previous section)
2. 80-100 word report
3. Achievement grade as outlined in the previous section.



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Data Type	Data recorded and shared
Summary report	Achievement grade / level, effort score, comment (30 words)
Full report	Achievement grade / level, effort score, comment (80-100 words)
Examination order	Examination percentage mark, associated grade / level, effort score, year group median, specific advice for immediate action. Estimated grade when appropriate
Parents' evening	Verbal comments relating to: where students' achievement and effort are now; where they should/could be; how to get there.

Data analysis

Every half term, academic data is analysed using Microsoft Excel along with pastoral data generated from SIMS such as attendance and behaviour:

- achievement grades are compared to baseline data (MidYIS, ALIS) where available
- grades are colour coded for immediate visual comparison between student performance in each subject (green through to red)
- achievement levels/grades and effort scores are summarised and analysed by Heads of Year alongside any pastoral data to help inform any support or intervention strategies for individuals. This helps to identify the more able, the less able and also any students who are underachieving in relation to their baseline test score.
- achievement for defined groups can be easily isolated for further analysis:
 - Sydenham High School identified 'Additional Learning Needs' (ALN, incorporating SEND)
 - English as an additional language (EAL)
 - bursaries that are based on academic ability (BUR) are viewed by the Headmistress and Deputy Head Academic separately
 - scholarships (SCH, incorporating more able)



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Appendix 1: Annual overview for 2019 – 2020

<https://docs.google.com/spreadsheets/d/1WFDvWt-CA7GyvMjMMsISrmTRTBNQe6V2rtjLNwEUTRs/edit#gid=0>