



WALLINGTON HIGH SCHOOL FOR GIRLS
RECORDING AND REPORTING POLICY

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REVIEW	
Last reviewed:	July 2018
To be reviewed:	July 2021

RECORDING & REPORTING POLICY

1. INTRODUCTION

This policy sits within and supports the WHSG Teaching and Learning Framework: 'Principles of Excellent Teaching and Learning'. This policy should be read in conjunction the Feedback and Marking Policy and Homework Policy.

2. PRINCIPLES

Recording and sharing outcomes of assessments, academic progress and student attitude allows analysis and monitoring of student performance on an individual and collective level. Support and other interventions can be planned and successes celebrated.

Targets are set using national databases and prior national assessment data and with a high level of value-added built in. This means that we maintain high aspirations for our outcomes from both students and staff.

Grades that are collected should be the result of a uniform and consistently applied process across a year group. They can be the result of a single key assessment or an amalgam of a number of assessments.

In Key Stage 4 and Key Stage 5 the assessments should be examination level and marked using examination criteria.

To allow staff to manage their own workload, these assessments can take place at anytime and the grades submitted anytime before a deadline.

Not all assessments throughout the year need to be graded. Assessing, marking and giving feedback on students' work is often more effective without a grade.

Students' work can be assessed in a variety of formats: exercise books, electronic files, examination papers, worksheets, paper files, videos, other recordings and presentations etc

The design and implementation of assessments in all their forms play an important role in facilitating effective and efficient marking and feedback.

Reports are a formal communication and are collated for the benefit of the parents / carers and students. The student is the focus of the report, which is the culmination of a given period of study. The reports reflect attainment and achievement in all areas of the curriculum.

3. PROTOCOLS

TARGET-SETTING IN KEY STAGE 4 AND KEY STAGE 5

In Years 10 and 11, targets for the GCSE are set using a student's prior attainment (Fine Levels from KS2). ALPS models are used to predict students target grades. This model includes a measure of challenge for the school, we call ALPS+, as we band ourselves into the top 10% of schools by 'value-added'.

In Years 12 and 13, targets for A Level grades are set using prior performance at GCSE. ALPS models are used to predict students target grades. This model includes a measure of challenge for the school, we call ALPS+, as we band ourselves into the top 25% of schools by 'value-added'.

These targets are entered onto SIMS and shared with students and parents/carers through their grade reports and shared with staff through progress trackers.

USE OF SCHOOL GRADES AT KEY STAGE 3

The Five Year Assessment Grading System @ Wallington High School for Girls

School Grades			GCSE Grades		
Y7	Y8	Y9	Y10	Y11	Old Grades
				9	A*
			8	8	A / A*
		7	7	7	A
	6	6	6	6	B
5	5	5	5	5	B / C
4	4	4	4	4	C
3	3	3			D
2	2				
1					

The WHSG grade system is designed to reflect the five year learning journey from arrival in Year 7 to GCSE success in Year 11.

The 'green pathway' represents the standard expected of all students at WHSG, this would result in *at least* grade 7 at GCSE.

The 'lilac pathway' represents the very best that can be expected from a WHSG student that was destined for a grade 9 at GCSE.

Students will be awarded a grade every term in each subject.

Maintaining the same grade throughout a year represents good progress.

Each Subject Area will identify the knowledge and skills that are required in their discipline in each year of Key Stage 3 so that students are prepared to succeed at GCSE.

Assessments and Programmes of Study will be designed in Subject Areas to match success criteria to the grades, so that students are aware of what they have done to achieve the grade awarded and what they need to do to achieve the next grade.

REQUIRED DATA ENTRY

Each class has its own 'progress tracker' on SIMS.

In Key Stage 3: a 'School Grade' for current attainment and an academic progress grade is required for every student in every subject every term.

In Key Stage 4: a GCSE grade is required for every student throughout every term, following a significant assessment.

The assessment or assessments that produce the grade that is recorded on SIMS can be done at any point in the term and entered at any point before the deadline.

In Key Stage 5: Five A Level Grades for current attainment are required for every student throughout the course, following a significant assessment.

In Key Stage 4 and in Key Stage 5 a 'Predicted Grade' is required for every student in every subject every term. This grade is a predicted grade based on current performance. It is a reflection of the student's performance in recent assessments, their homework and their contributions in class and represents their teachers' judgment of the grade they would get for their GCSE or A Level examination at the end of the course.

In all Key Stages an 'Attitude to Learning' grade is required for every student in every subject once a term.

In Years 7, 10, 12 and 13 an early progress grade is required for every student in every subject in the first half term.

Detail about the data required each year is set out in the ARR Training Document Each Year – Appendix 1

The overall programme for these grades is in the Assessment Calendar – Appendix 2.

REPORTING

Reports are produced in two formats: Grade Reports and Written Reports.

Grade Reports in KS3 report the current 'School Grades', Progress grades and Attitude to Learning Grades.

Grade Reports in KS4 and KS5 report the Predicted grades, Target grades and Attitude to Learning Grades.

Written reports contain the same information as a Grade Report but also include a summary of the curriculum covered that year and at least one 'Key Strength' and at least one 'Area for improvement' in that subject.

An explanation of the grades given is attached to every report. In Key Stage 3 this includes a summary of the School Grades.

Reports are sent to parents via email. A copy is filed in SIMS with the student's records.

PROOF-READING OF REPORTS

All report comments are proof read within the subject area, and the completion of this process is indicated on the progress tracker. The full reports are spot-checked for formatting errors and missing comments and grades by the team producing them.

4. RESPONSIBILITIES

TEACHERS:

- Assess students' work regularly and in line with expectations set out in Feedback and Marking Policy
- Replicate a student's special access arrangements as required
- Use and analyse data on students to inform their planning of learning and teaching
- Input assessment data into SIMS (Schools Information Management System) as required
- Meet deadlines for data entry
- Report on interventions, as required, to Head of Department

HEADS OF DEPARTMENT:

- Review schemes of work on a regular basis to identify within them assessment opportunities in line with school Assessment Calendar
- Moderate assessment procedures and marking criteria for internal assessments including 'School Grades', controlled assessments, mock examinations and 'significant testing'.
- Have regard for Subject Teachers' workload by managing department assessment schedule
- Have oversight of department assessment data entered onto SIMS
- Use and analyse assessment data on students to inform the department's planning of teaching and learning, and planning of interventions
- Report on analysis of assessment data to Line-Manager and Head teacher as required
- Set and manage the marking of 'End of Year' Examinations in Year 7, Year 8, Year 9 and Year 10.
- Set and manage the marking of Mock Examinations in Year 11.
- Set and manage the marking of Mock Examinations and 'Significant Tests' (assessments where the questions and marking criteria are of examination standard) in Year 12 and Year 13.
- Have regard for the access arrangements, in all assessments, of some students as directed by the SENDCo.
- Follow the school's Examination Policy with regard to external examinations.
- Keep, as required, suitable records of achievement and progress for its students to support teacher assessment.

HEADS OF YEAR:

- Use and analyse assessment data on students to inform the planning of interventions
 - Report on analysis of assessment data to Line-Manager and Head teacher as required
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5. EVALUATION OF RECORDING AND REPORTING PRACTICE

Heads of Department and Senior Leaders monitor the practice of subject teachers through a variety of means which may include:

- Progress Meetings with Headteacher;
 - Individual performance management meetings with subject staff;
 - Analysis of test and examination results;
 - Monitoring of Progress Trackers
 - Report proof-reading;
 - Feedback from students and their parents
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APPENDIX 1

Autumn 1	PIE (Parents' Information Evening) Early Progress Report Meet the Tutors			PIE Early Progress Report	PIE	PIE	UCAS Predictions
Autumn 2					Sixth Form Open Evening MOCKS Options Straw Poll Grade Report	Early Progress Report Significant Testing	Significant Testing Grade Report Parents' Evening
Spring 1			Options Evening Options Straw Poll School Mentoring Day		Analysis Parents' Evening Guidance Meetings OPTIONS GCSE Study Day	Grade Report Analysis Parents' Evening Higher Education Day	Academic Review Day
Spring 2		Parents' Evening	Parents' Evening OPTIONS			Significant Testing Grade Report Analysis	MOCKS Grade Report Written Report Analysis
Summer 1	Parents' Evening EOY Exams				Parents' Evening	Analysis Year 12 Testing	
Summer 2	Year 5/6 Open Evening	Grade Report Written Report	Teacher Assessments Grade Report Written Report	EOY Exams Grade Report Written Report Analysis		Grade Report UCAS Report Analysis Academic Review Day	

APPENDIX 2

Assessment, Recording and Reporting @ WHSG

2017/18

There are a small number of changes to our grade collections this year and this guide will take you through what is expected to be entered onto your classes' Progress Trackers.

Attached is an overview of the Assessment, Recording and Reporting (ARR) pattern for the year. The detailed deadlines for each grade collection are in your planners and the school calendar.

Attached is a copy of the School Grades to remind you what is required for assessment entry in Years 7, 8 and 9 this year.

There is a hints and tips section at the end of this guide to help use SIMS more productively.

Early Progress Grade

These are an internal grade collection to help collate information about students as they start in the school or on a new course. They are required for Years 7, 10 & 12. Heads of Year and Heads of Department should analyse these to plan early intervention with struggling students.

- 1 Making excellent progress
- 2 Making good progress
- 3 Not making required progress
- 4 Struggling with the demands of the subject

If you enter a 3 or a 4 for a student then an 'Early Progress Comment' is required.

Early Progress Comment

This should be in note form and consist of two parts. I) The nature of the issue. II) Steps taken already to address the issue/Plans to monitor the issue.

i.e. Does not focus in class at all. Have phoned home to discuss.

Has no grasp of basic algebra. Have set MyMaths catch up assignments.

Assessment 01, Assessment 02, etc

These grades should be 'School Grades' in Key Stage 3, GCSE Grades in KS4 (1-9) and A Level Grades in KS5.

One grade is expected from each student in each subject per term in KS3 and KS4, this includes End of Year examination grades and Mock Grades. These are collected at the end of each term (as outlined on the school calendar).

The schedule for the Sixth Form requires five grades over Year 12 & 13 at strategic points in the two year course, including Significant Testing Grades and Mock Grades (as outlined on the school calendar).

Not all assessments throughout the year need to be graded. Assessing, marking and giving feedback on students' work is often more effective without a grade.

The assessment or assessments that produce the Grade that is recorded on SIMS can be done at any point in the term and entered at any point before the deadline.

Key Stage 3 Progress Grade

Alongside the School Grades for assessments in Key Stage 3 you will need to enter a Progress Grade that indicates your professional judgment about the progress of each student.

You should have regard to the School Grades that you have awarded. Maintaining a School Grade throughout the year should indicate that a student is making good progress. Dropping from one pathway to another may indicate insufficient progress, similarly climbing to a higher pathway may indicate rapid progress. However any School Grade that you have awarded could be a 'blip' for a student and so you may still say that progress is as expected.

- 1 Making excellent progress
- 2 Making good progress
- 3 Not making required progress
- 4 Struggling with the demands of the subject

If you enter a 3 or a 4 for a student then a 'Progress Comment' is required.

Progress Comment

Here, the comment should try and address the specific issue. This should be in note form and consist of two parts. I) The nature of the issue. II) Steps taken already to address the issue /Plans to monitor the issue.

i.e. Cannot form proper sentences. Differentiated approach in class.

Prior knowledge of GCSE is poor. Attending intervention sessions.

Key Stage 4 and Key Stage 5 Predicted Grade

The Predicted Grade for a student should reflect your professional judgment and the quality of assessments, homework and classwork of the student. It should be a prediction for the result in the final GCSE or A Level exams for that student.

Key Stage 4 and Key Stage 5 Progress Grade and 'Predicted to Target' Column

This grade is generated by SIMS. It compares the Predicted Grade with the ALPS+ Grade or the FFT Most Likely Grade (this is the lower of the two dual grades) and returns:

- 1 Above Target
- 2 On Target
- 3 1 Below Target
- 4 Below Target

(NB: In Year 10 a Predicted Grade of an 8 will return 'On Target' for a student with FFT MLG 9)

If your Predicted Grade generates a 3 or a 4 for a student then a 'Progress Comment' is required.

Progress Comment

Here, the comment should try and address the specific issue. This should be in note form and consist of two parts. I) The nature of the issue. II) Steps taken already to address the issue/Plans to monitor the issue.

i.e. Cannot form proper sentences. Differentiated approach in class.

Prior knowledge of GCSE is poor. Attending intervention sessions.

Attitude to Learning Grade for All Key Stages

An Attitude to Learning Grade should reflect a student's focus and application in class and their contribution to lessons. It also encompasses their homework and independent learning tasks.

- 1 Beyond expectations
- 2 At the level expected for WHSG (Good)
- 3 Below expectations
- 4 Far below Expectations

If you enter a 3 or a 4 for a student then an 'Attitude Comment' is required.

Attitude Comment

This should be in note form and consist of two parts. I) The nature of the issue. II) Steps taken already to address the issue/Plans to monitor the issue.

If it is an issue about homework then this should be made clear.

i.e. Does not focus in class at all. Have phoned home to discuss.

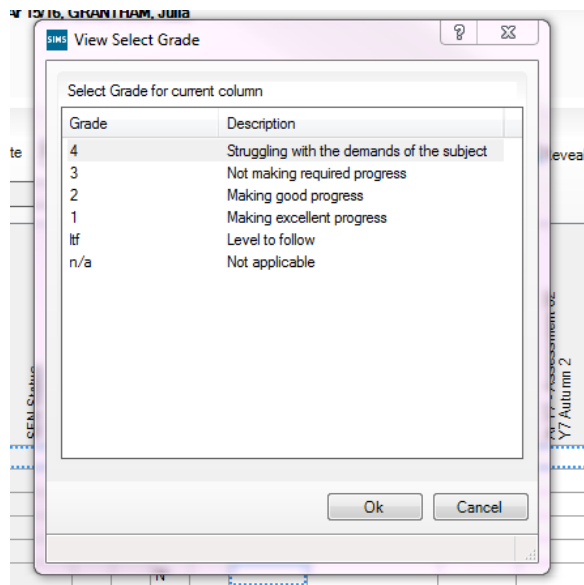
Homework has not been done on three occasions. Detentions set.

Homework assignments are consistently poor quality. Have spoken to student.

Hints and Tips

View Select Grade

To see which grades are available to input into a column and what they signify. Right click on the column header and select 'View Select Grade'



Filtering

To filter a progress tracker to just show you the entries for a selection of students. Hover over the column header that you wish to filter by and click on the 'funnel' icon that appears. Here select by ticking those results that you wish to see and click OK.

Don't forget to remove the filter before moving to another screen.

Quick Analysis of a Result Set

To calculate percentages or count the number of different grades awarded. Right click on the column header. Select 'Show Grade Distribution'. This can be looked at as a percentage or a count. Or a graph, by selecting the graph option.

View Grade Distribution : Biology GCSE Target

Percentage of Results Export

Percentage of Students Print

Count of Students Graph

Grades	Frequency	Cumulative Freq
A*	44.44%	44.44%
A*/A	44.44%	88.88%
A/B	11.11%	99.99%

Close



2017/18	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn 1	PIE (Parents' Information Evening) Early Progress Report	PIE	PIE	PIE Early Progress Report	PIE	PIE	UCAS Predictions
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Spring 2	Parents' Evening Grade Report	Parents' Evening Grade Report	OPTIONS Grade Report	Grade Report	Grade Report Written Report	Significant Testing Grade Report Analysis	MOCKS Grade Report Analysis
Summer 1	EOY Exams	EOY Exams	Parents' Evening	Parents' Evening	Analysis	Year 12 Testing	
Summer 2	Grade Report Written Report	Grade Report Written Report	Teacher Assessments Grade Report Written Report	EOY Exams Grade Report Written Report Analysis		Grade Report Analysis UCAS Report Academic Review Day	

The Five Year Assessment Grading System

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2	2				
1					

The new grade system is designed to reflect the five year learning journey from arrival in Year 7 to GCSE success in Year 11.

The 'green pathway' represents the standard expected of all students at WHSG, this would result in at least a grade 7 at GCSE.

The 'purple pathway' represents the very best that can be expected from a WHSG student that was destined for a grade 9 at GCSE.

Students in KS3 will be awarded a 'working at' grade every term in each subject.

Maintaining the same grade throughout a year represents good progress through the curriculum.

Each Subject Area will identify the knowledge and skills that are required in their discipline in each year of Key Stage 3 so that students are prepared to succeed at GCSE.

Assessments and Programmes of Study will be designed in Subject Areas to match success criteria to the grades, so that students are aware of what they have done to achieve the grade awarded and what they need to do to achieve the next grade.

