



JEDDAH PREP AND GRAMMAR SCHOOL

Assessment and Reporting Policy

Rationale

The purpose of this policy is to provide expectations and recommendations for the assessment of pupil work in Jeddah Prep and Grammar School. Teachers are expected to read this document and follow the recommendations given. Departmental policies that relate to assessment should reflect the guidelines given in this policy.

Assessment is the process of gathering, reviewing and evaluating evidence of pupil learning. This information enables both pupils and teachers to check on progress and achievements and to improve learning by identifying the next steps needed in the learning process. Assessment is most effective when it is an integral part of the delivery of the curriculum.

Assessment approaches at Jeddah Prep and Grammar School need to promote pupil engagement in the learning process and support pupils in the achievement of their learning goals and academic potential. It should foster the development of self-esteem, independent learning and personal responsibility. Use of assessment information for self-reflection and improvement is encouraged.

Definitions

Both formative and summative assessments are needed for a balanced assessment system.

Summative Assessment (Assessment OF Learning)

Summative assessment is used at the end of a period of learning to determine what a pupil does and does not know. It is generally used to measure pupil performance and attainment after instruction.

Summative assessment

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is done to learners

- is externally referenced
- is focused on the outcome

Methods of summative assessment include:

- End of Topic or Unit Tests
- Internal School Examinations
- Standardised assessments
- External Examinations

Formative Assessment (Assessment FOR Learning)

Formative assessment provides information about pupil understanding for both pupils and teachers during the teaching and learning process. It allows timely adjustments to be made to teaching and learning. The key characteristics of formative assessment are effective questioning techniques, use of marking and feedback strategies, sharing of learning goals, peer and self-evaluation.

Formative assessment

- happens during the learning
- helps to improve learning
- is done with learners
- is personally referenced
- is focused on the process

Assessment for Learning

Effective assessment for learning in the classroom is expected. It involves:

- sharing learning objectives/outcomes with pupils
- helping pupils know and recognise the standards for which to aim
- providing feedback that helps pupils identify how to improve
- believing that pupils can improve in comparison to previous achievements
- both teacher and pupils reviewing and reflecting on pupils' performance and progress
- pupils learning self-assessment techniques to discover areas they need to improve
- recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques

The key characteristics of assessment for learning are:

- use of effective questioning techniques
- use of marking and feedback strategies
- sharing of learning goals
- peer and self-assessment

Research has shown (William, Black) that standards are raised and pupils are empowered to take action to improve their performance when they are involved in the review process.

A balanced system using both formative and summative assessment enables both pupils and teachers to obtain a clear picture of where a pupil is relative to learning targets and expectations. The formative use of summative data is also an important aspect of assessment for learning.

Aims, Objectives and Methods of Assessment

Assessment should help pupils to:

- improve their attitude to learning, their motivation, self-esteem, independence, initiative and confidence
- improve their response to questions, their contributions to review activities, explanations and descriptions
- improve their attainment
- ask relevant questions
- be actively involved in the formative assessment processes, such as, target setting, peer and self-assessment, recognising progress in their written work, skills, knowledge and understanding
- become reflective, independent and effective learners

Objectives

- To use appropriate, clear and consistent met HoDs of assessment which are understood by the pupils
- To provide the information needed by teachers to determine what pupils have learnt, when further review is needed and the next steps in the learning process

- To give pupils constructive feedback on what they have achieved and what they need to do to reach the next stage of learning
- To help pupils become effective learners
- To provide information which allows the tracking of pupil progress
- To inform parents of the academic progress of their children
- To provide information for judging how well the school is performing

Methods of Assessment

A wide range of methods of assessment, both formal and informal. For example:

- pupil self-assessment
- peer assessment
- teacher-pupil interactions / verbal feedback
- written feedback
- coursework and homework
- end of topic/unit tests
- practical performances
- formal internal examinations
- standardised tests
- controlled assessments
- formal externally set examinations

It is the responsibility of each Head of Department/Head of Year to ensure that the assessment policy for his/her department is defined in the departmental handbook.

Marking

A large amount of teacher time is spent in marking pupil work and assigning grades. However, marking must consist of more than ticks and grades if it is to be effective. Comments, indicating what a pupil has achieved and what must be done to improve, promotes good pupil progress and effective teaching. Such written comments can be reinforced by verbal comments when work is returned to pupils. Work must include 'What Went Well' and 'Even Better If' criteria to encourage pupils to review and develop in their learning.

All teachers should ensure that the marking of pupil work is regular, accurate, consistent and prompt. When pupils feel that their work has been carefully marked and appreciated, they respond much more positively to assessment. The standard of homework will tend to deteriorate if pupils feel that such work is not marked carefully. Prompt feedback ensures that the work submitted is still fresh in the mind of the pupil.

There should be dedicated improvement and reflection time (DIRT) built into planning to ensure that written and verbal feedback can be acted upon promptly so pupils have the opportunity to progress in their learning in a structured and supported environment.

Effective marking of pupil work assists in the:

- recognition of pupil achievement
- monitoring of pupil progress
- provision of feedback and guidance for improvement
- motivation and encouragement of pupils
- provision of a record of pupil attainment

Marking should be:

- prompt, regular and consistent
- according to agreed and shared assessment criteria or outcomes
- based on both quantitative and qualitative criteria
- constructive – positive feedback which encourages improvement

Marks and grades do not have to be attached to every piece of work. Written, constructive comments which identify strengths and areas for development will assist pupils to progress in their learning. However, marks and grades may be needed to equate pupil work to a particular standard at IGCSE or GCEA Level.

At IGCSE and A-Level, teachers are more likely to make use of mark schemes for past papers for particular exercises. Pupils should, as far as possible, be aware of the reasons for the allocation of marks. Awarding marks does not relieve the teacher of the responsibility for continuing to annotate and add formative comments to work.

Marking internal formal school examinations

In Key Stages Four and Five (and sometimes in KS3), examinations based on past papers should be marked according to the mark schemes provided by the examination board. However, it is essential that formative feedback is also given so that pupils are aware of their strengths and areas where further revision and development are needed.

External Assessments

Admission to the Grammar school - CAT4 assessments are administered to all pupils applying for entry to the school by the Admissions team (please refer to our Admissions Policy). The CAT4 pupil report is included with the full application and is passed to the Headmaster for a final decision as to whether the pupil will be offered a place in the Grammar School. This may be a conditional offer and is subject to a probation period where conditions of entry must be met.

End of Key Stage 3 assessments – YEAR 9 pupils will sit end of KS3 assessments for English, Mathematics and Science during May of Year 9. These assessments are rigorous and robust. This data is used internally to inform subject teachers, HoDs and SLT of the progress of Year 9 pupils and to evaluate the accuracy of teacher assessments. The data may well inform the end of year teacher level for that pupil which is reported to parents on the written report at the end of the year. The Head of Key Stage 3 is responsible for coordinating the administration of assessments. HoDs are responsible for analysing Year 9 data and sharing this with their line manager.

Key Stage 2 assessments – Year 3 to Year 5 pupils will sit Cambridge Primary Progression tests for English, Mathematics and Science during May/June session of each academic year. This data is primarily used internally to inform subject teachers, HOYs and SLT of the progress of Key Stage 2 pupils and to evaluate the accuracy of teacher assessments. The data may well inform the end of year teacher level for that pupil which is reported to parents on the written report at the end of the year. Head of Prep and Subject Coordinators are responsible for coordinating the administration of assessments, as well as responsible for analysing the data and sharing this with their line manager.

All other external examinations will be administered by the Exams Officer. Pupils in Year 10 to 13 are assessed externally as follows:

- GCSE/IGCSE Examinations are taken at the end of Year 11.
- GCE AS Level Examinations are taken at the end of Year 12 in May/June.
- GCE A2 Level Examinations are taken at the end of Year 13 in May/June.

Year 6 are assessed externally as follows:

- Cambridge Primary Checkpoint at the end of Year 6 in April.

Coursework and Controlled Assessments

Draft and final deadlines for the submission of IGCSE Coursework should be given to pupils at the beginning of the academic year and agreed by each teacher in the department. Dates for IGCSE Controlled Assessments should be agreed and entered on the Grammar School Calendar at the start of the school year. All Coursework and Controlled Assessments are to be completed by the end of the Second Term to allow sufficient time for revision for final examinations in the third term.

External examination results are analysed by the Headmaster, Deputy Head and Head of Prep, HoDs and Prep Subject Coordinators are required to analyse examination results for their departments and to produce a report. The Deputy Head, Head of Prep and/or other SLT members discuss the analysis of examination results with each Head of Department/Prep Subject Coordinator and compare past and present performance in relation to the abilities of the pupils. Areas for improvement are identified and appropriate strategies to improve pupil achievement are discussed.

Internal Assessments

Formal internal school assessments are held in the school's Sports Hall or Gym during an 'assessment period' of between one and two weeks at the end of May for pupils in Years 7 to 10. These assessments are standard in all subjects for all pupils. They will be different between year groups. The assessments must be agreed with the department SLT line manager before administering. Each assessment must have clear questions which relate to the topic studied up to that point and should enable all pupils to achieve beyond their end of year target level. The results of these assessments are used internally and will inform the end of year teacher determined level for the pupil which is reported to

parents via the written report at the end of the academic year. Please refer to 'Marking' section for guidelines on marking requirements.

Mock IGCSE Examinations for Year 11 are held in January or February. A timetable for the Year 11 IGCSE Mock Examinations is provided by the Exams Officer.

Mock GCE Examinations for Year 12 and 13 are held in February. A timetable for the Year 12/13 GCE Mock Examinations is provided by the Exams Officer. At GCSE and GCE AS and A Level, questions from past papers should be marked according to the mark scheme provided by the examining board. Mock examinations should correspond as closely as possible to the external examinations to be sat at a later date. Please refer to 'Marking' section for additional guidelines on marking requirements for all mocks.

Target Setting

Academic targets are set so that pupils know what they are aiming for and, with support, can achieve them within the academic year. Academic targets are set by teachers in consultation with HoDS / HoYs and Heads of Key Stage.

Teaching staff will use available data and baseline testing to determine an appropriate and challenging target for their pupils. The target setting process for all Key Stages are detailed below:

Prep School

Prep School pupils begin the academic year by carrying forward their given final report targets from the previous academic year. Targets are set appropriately by the classroom teacher so that they meets of the individual pupil and challenge them to improve academic performance.

Available data to teachers to help determine a target grade
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Teacher Handover Notes Previous academic report end of year targets Cambridge Primary Progression data (Year 4 – Year 6) Tracking and monitoring data EYFS Early Learning Goals (Reception – Year 1)
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Grammar School

At JPGS we use the CAT4 ‘If Challenged’ predicted level/grade from the individual CAT4 reports as our End of Key Stage Target Level/ Grade.

The table below shows examples of the progress expected of our pupils between the start of Year 7 and the end of Year 11

Year 7 start point level	End of KS3 MTL	End of KS4 MTG
4a	6a	B
5a	7a	A
6a	8	A*

KS3 target setting

KS3 expected progress is 3 sub levels per year from the Year 7 start point level (determined by the teacher)			
Year 7 start point level	End of Year 7 target	End of Year 8 target	End of KS3 target
4a	5a	6a	7a
4b	5b	6b	7b
4c	5c	6c	7c

Targets will not be lower than the CAT4 ‘If Challenged’ MTL for YEAR 9 and **three sub levels lower for YEAR 8 and a further three sub levels lower for YEAR 7**. If there is an exceptional reason for this to happen then the HoD should meet with their SLT line manager to discuss and agree a target grade.

Year	Available data to teachers to help determine a target grade
7	KS2 English, Mathematics and Science levels CAT4 raw scores CAT4 end of KS3 MTL Subject Baseline assessment
8	KS2 English, Mathematics and Science levels CAT4 raw scores CAT4 end of KS3 MTL End of YEAR 7 teacher assessment
9	End of Year 8 teacher assessment

	Subject Baseline assessment
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KS4 target setting

KS4 expected progress is 2 full grades for the key stage from the end of Year 9 level teacher assessment	
End of KS3 Year 9 teacher assessment	End of Year 11 MEG
8	A*
7a, b, c	A
6a, b, c	B
5a, b, c	C

Targets will not be lower than the CAT4 'If Challenged' MTG (KS4) for YEAR 11. If there is an exceptional reason for this to happen then the HoD will meet with their SLT line manager to discuss and agree a target grade.

Available data to teachers to help determine a target grade	
KS4	CAT4 raw scores CAT4 end of KS4 MTG End of YEAR 9 teacher assessment Subject Baseline assessment

KS5 target setting

YEAR 12 target setting - We use ALIS projected grades for YEAR 12 which is the MTG. We also have average GCSE Points Scores which show projected grades for AS below.	
GCSE Average Points Score	Projected AS grade
6.8 or above	A
6.4 – 6.7	B
6.0 – 6.3	C
5.6 – 5.9	D
5.2 – 5.5	E

Targets will not be lower than the ALIS 'If Challenged' MTG (AS). If there is an exceptional reason for this to happen then the HoD will meet with their SLT line manager to discuss and agree a target grade.

Year	Available data to teachers to help determine a target grade
12	CAT4 raw scores ALIS Scores GCSE average points score GCSE result (if taken) Subject Baseline assessment

YEAR 13 target setting

YEAR 13 targets are set after the AS results have been received and teachers have had the opportunity to assess how the AS result will impact on the potential A2 grade.

We have ALIS A2 targets for all pupils and these will be used to guide target setting.

Year	Available data to teachers to help determine a target grade
13	CAT4 raw scores ALIS AS result (if taken) IGCSE Results

Sharing of Targets in Prep School

Targets are reviewed half-termly by the classroom teacher.

Shared with the pupils and parents at Parent Teacher Consultations

Targets shared on end of term written reports.

Targets shared in the Pupil Planner (Year 1 to Year 6)

Sharing of Targets in KS3 and KS4

Targets will be shared with parents via the Reporting System through the VLE Firefly Portal by the end of the first half term.

Targets will be shared with pupils.

Pupils will have their target in their exercise books/portfolios.

Sharing of Targets in KS5

Targets will be shared with parents via the Reporting System through the Firefly Portal by the end of the first half term.

Targets will be shared with pupils. Pupils will be required to record their targets somewhere so that they can recall them when required. This could be a school planner, personal diary or notes pages on their electronic devices. KS5 pupils are required to recall their targets for their subjects when asked.

Target Review

Where appropriate the school will initiate a review of targets. This is likely to occur late in the first term or early in the second term. Targets can go up if the pupil has made significant progress towards their target, has achieved their

target or has surpassed their target. Target reviews can be whole school, at a department level, teacher level or within an individual class.

Targets will only go down if there is good reason (lengthy absence as an example). This decision needs to be made by the HoD in consultation with their SLT line manager.

Intervention

Academic intervention is the act of intervening in the learning of a pupil with the aim of addressing barriers to learning in a timely way in order for the pupil to meet expected levels of progress.

Intervention will happen on a whole school level after each reporting cycle has been made public to parents through firefly. Intervention can occur outside these times when it is deemed necessary by the appropriate person.

There are 4 stages to the intervention process:

Stage 1 – Information

All class teachers will generate regular information for the half termly report for all classes. In all cases this will be homework, behaviour and effort. These are known as Progress Checkpoints.

Stage 2 – Identify

Pupils will be identified by their class teachers if their progress towards their target grade is below the expected level and/or their attitude to learning scores are 4 or 5 in Grammar School and by the teacher's discretion in the Prep School. Class teachers will complete an intervention pro-forma which highlights the reasons for intervention and the actions taken/to be taken. This is then passed to HoDs and then shared with KS Coordinators. Identification of these pupils will take place within one working week of the Reports being published to parents. KS Coordinators will identify those pupils who have got more than one 3 or 4 for effort in a subject and will be put an intervention plan in place for those pupils.

Stage 3 – Intervene

HoDs / HoKs will discuss the pupils that have been identified with their SLT line manager during their line management meeting the week after the pupils have been identified, this is known as the Department Progress Review

Meeting (DPRM). HoDs will use pupil progress data to discuss pupil underperformance and they will highlight what intervention action is planned or has taken place for that pupil. KS Coordinators will do the same with their line manager and follow the stages of intervention action determined by the HKS concerning low attitude to learning scores and the impact of these on attainment, this is known as the Pupil Progress Review Meeting (SPRM).

Stage 4 – Impact

HoDs and KS Coordinators will monitor the impact of the intervention. The time period for this will be determined during the departmental and line management meetings. The latest that impact can be measured is after the next report is published to parents during the next the departmental and line management meetings.

HODS AND KS COORDINATORS ARE REQUIRED TO HOLD DETAILED RECORDS OF ALL INTERVENTION ACTIONS AND AN ASSESSMENT OF THE IMPACT OF THESE INTERVENTIONS.

Tracking, Monitoring and Reporting on Pupil Progress

Regular tracking, monitoring and reporting ensure effective communication of attitude to learning, attainment and progress to pupils, parents and relevant members of staff. The subject teacher is responsible for tracking, monitoring and reporting assessment outcomes based on both formative and summative assessments.

Tracking

To ensure that pupil progress is effectively monitored, regular and consistent record keeping by teachers is essential. These records form the basis of formal and informal reporting to pupils, parents, HoDs / HoKs and the Grammar Leadership Team.

The Head of Grammar and Head of Prep are responsible for the central tracker which is populated from the reporting information.

Reporting

Prep School:

Formal reporting for parents include full written reports which are provided at the end of the Autumn and Spring and Summer Terms (Term 1, 2 and 3)

Written progression report is provided at half – term of Autumn and Spring Terms. (Term 1 and Term 2)

Grammar School:

Formal reports for parents include regular reports and full written reports which are provided once during the academic year.

Tracking reports

Pupil attainment scores for each subject are reported to parents regularly via the tracking reports

Attainment Grades at Key Stage Four:

The attainment grades are linked to IGCSE and indicate the likely grade at IGCSE if pupils continue to progress at the current rate.

- A*
- A
- B
- C
- D
- E
- F
- G
- U

Sixth Form Attainment Grades at Key Stage Five:

The attainment grades are linked to GCE AS or A Level and indicate the likely grade at GCE if pupils continue to progress at the current rate.

- A* (Year 13 only)
- A
- B
- C
- D
- E
- U

Full Written Reports

The full written reports for parents include attainment, homework, behaviour and effort and end of year targets (already reported on the October interim report) awarded using the criteria given above, information about a pupil's acquisition of skills and work habits and a written comment by the teacher. This comment generally gives information about the pupil's progress, attitude to learning and suggested areas for improvement or development.

Years 7 to 10 (inclusive) – Full school reports are sent to parents at the end of the academic year following the internal school assessments. Year 10 written reports will also report the mock exam grade.

Year 11 – Formal written reports are sent to parents following the GCSE Mock Examinations in February and include IGCSE target grade, mock examination result, current attainment and homework, effort and behaviour.

Sixth Form – Formal written reports are sent to parents following the Mock Examinations in February and include GCE target grade, mock examination result, current attainment, behaviour, effort and homework scores.

All full written reports completed by subject teachers are reviewed within the department/ Year Group as arranged by the Head of Department/HOY's. The SLT makes final checks and the Headmaster makes the final decision to release written reports to parents.

The Key Stage Coordinator are responsible for the completion and checking of the tutor comments.

The HoDs / HOK are responsible for checking the interim report data for accuracy before SLT make final checks. Headmaster makes final decision to release reports to parents.

Parents Teacher Consultation Meetings

A Parent Teacher Meeting is held at least twice during the academic year for each year group in the Grammar School and once a term in the Prep School. Pupils from all age groups are strongly encouraged to be a major part of these conversations. At these meetings, subject teachers and classroom teachers have the opportunity to report to parents on each pupil's:

- progress and achievement
- classwork
- homework
- coursework/controlled assessments
- attitude to learning

- presentation and organisation
- behaviour
- targets for improvement.

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