



REPORTING POLICY

Responsible: Deputy Head (Academic)

Date Reviewed: October 2023

Scope: CSS

Review Due: September 2024

Reviewed: SLT annually

CLAYESMORE SCHOOL - REPORTING POLICY

Assumptions

1. Good reporting practice derives from scrupulous attention to the progress of each individual pupil.
2. The quality of our reporting has a significant impact on attitudes to learning and on attainment.

Principles

Each department devises its own marking and assessment policy taking into account all the points listed below.

Good use of data is a basic feature of our practice. In particular: data from entrance examinations, from MidYIS, and from internal tests and examinations allows us to monitor and review individual pupils' progress – especially to identify signs of underachievement or unusual potential. Pupils are helped to improve their work by:

- a. frequent and regular assessment using clear criteria
- b. teaching methods that involve students actively and emphasise analysis, discussion, experimentation and thinking ideas through
- c. written or oral comments on their work that provide both clear evaluation of the content and structure and sensible advice that gives them manageable action points
- d. use of A level and GCSE grade criteria to show what needs to be done to make progress

It is the responsibility of subject staff to communicate to staff in the TLC, to Tutors and House Staff concerns about pupils' academic progress and their attitudes, behaviour and personal development.

We will always welcome the involvement of parents and seek to communicate with them regularly. Reports are available to parents via the Parent Portal. We welcome informal consultation over and above that provided at conventional parents evenings.

Both SLT and Heads of Department monitor practice thoroughly, and seek to provide continuing professional development that addresses both difficulties and important new ideas in assessment practice.

Use of Data

In the first term, all Year 9 pupils will sit the MidYIS tests. Students new in Year 10 or Year 11 will take the YELLIS test. This is administered by the Director of Academic Progress and carried out online. The aim is for all new pupils to have completed the test within four weeks of arriving at the school.

In interpreting and using data, staff must remember the following guiding principles:

- a. Data analysis should promote discussion, evaluation and planning. Data raises questions; it does not provide answers.
- b. Data is most effectively used in conjunction with the teacher's knowledge and experience. A combination of data analysis and professional judgement is more effective than either used alone.

About MIDYIS

The Middle Years Information System (MidYIS) is a nationally recognized scheme for baseline testing and target setting at GCSE. You can read more about MidYIS on their website [here](#).

MidYIS comprises four tests that assess the main types of mental processing which play a substantial role in human thought. They assess:

- a. Vocabulary – word fluency and understanding
- b. Mathematics – logical thinking, manipulating numbers and numerical concepts

- c. Non-verbal ability – recognising shapes, matching patterns, applying spatial awareness and visual intuition
- d. Skills - such as proofreading, perceptual speed and accuracy

MidYIS measures developed abilities – *not* innate abilities. It tells us what a student can do at the point of taking the test - it reflects the skills they have developed between Reception to Year 8. The development of these abilities begins at birth and continues through early adulthood. It is influenced by both in-school and out-of-school experiences. Because these abilities are closely related to an individual's success in school in almost all subjects, MidYIS scores, together with other relevant information, can be used to set target grades and devise the types of learning experiences that will help pupils to improve their current levels of performance.

Calendar of Assessment and Reporting

This link takes you to the current version, which details all reports, exams, and parent-teacher meetings. It gives a detailed description of what happens throughout the year.

Years 9 - 11

Minimum Target Grade (MTG)

When the tests have been completed the Academic Working Party will use the 'GCSE Indicator' information provided by MidYIS to generate a minimum target grade (MTG) for each pupil in each GCSE subject. This will be recorded as a grade numbered from 4 up to 9.

Some students have a MidYIS grade of 3 or lower. However, the lowest target grade we set and share with students is a 4.

Students whom MidYIS identifies 9 as their most likely grade are set 8 or 8/9 as a minimum target grade. This is to avoid placing undue stress upon a student - for whom a string of 9s as minimum target grades while initially flattering can become a terrible burden. This is kept under review and changed to a 9 as soon as we can be confident the grade is realistic. MidYIS is not a good predictor of a final grade in Art, for example.

For Year 9, the minimum target grades (MTG) are put onto the parent portal in readiness for the second assessment in the Autumn Term.

These grades are then used by HoDs to monitor the progress of students in their departments throughout the three years to GCSE.

Working Towards grades

The purpose of this grade is to give students, parents and SLT an indication of the students final grade if they continue to work much as they are working.

Twice each term, students are formally or semi-formally assessed and teachers make a judgement about attainment. At this point they are given a numerical grade between 2 and 9, sometimes followed by a plus or a minus e.g. 9, 9-, 8+, 8, 8-, 7+.....2. Year 9 students are given a band of grades such as 4-6, 5-7 or 6-8 to reflect the fact that they are early in their academic journey. These grades can be seen in the portal soon after each assessment takes place.

Each department uses the data it has to monitor student progress, and especially to identify possible underachievement. Heads of Departments ensure subject teachers are doing this, and it is the responsibility of subject teachers to raise any concerns they have with their Head of Department.

Subject teachers and tutors use data and other assessment information to review the performance and expectations of pupils, maintaining a productive dialogue with the pupils about their progress.

The Working Towards Grade should not vary much from one reporting period to another. It is forward looking, and is not simply a report on the specific attainment in a subject over the previous assessment period. This is an important point: these grades are designed to help parents, Heads of Department and SLT to understand who is on track or not for GCSE and not reflect recent short-term performance.

Note: the alternative to reporting on attainment in this way is for all students to start with a grade they would get if they took the exam “tomorrow” and for these grades to rise over time towards the target grade. While this superficially seems to show progress it also risks demoralising Year 9 and Year 10 students for no good reason.

Expectation Grades

Once each half-term, subject teachers award expectation grades related to meeting deadlines, prep, behaviour and classwork. The grades used are:

- Always
- Usually
- Sometimes
- Rarely
- Never
- n/a

Prep has been identified by the Sutton Trust / the Educational Endowment Foundation as a critical factor in whether students make significant progress at secondary school.

Each judgement is made with reference to the pupil’s own level of working / attainment.

Self-Assessment

Self-assessment plays a key role in helping students reflect and develop. Time is set aside in lessons for students to write self-assessments, the teachers comment on these and these are shared with parents.

Year 11: November and March, after each set of mock exams

Sixth Form - see below.

Assessment Process – Sixth Form

Minimum Target Grade (MTG)

In the Sixth Form, a minimum target grade (MTG) is generated from ALIS (A Level Information System). Students take the ALIS test in the first few weeks of Year 12 and you can read more about it [here](#).

We use the test result and the separate ALIS prediction derived from GCSE grades to develop a MTG in each subject. Heads of Department are involved in the process of setting MTGs, and can raise them if they wish to do so. The MTG may be expressed as a single grade (C, or B, or A etc) or a borderline grade (C/B, B/A, A/A*).

Working Towards Grades - Sixth Form

At least once each term students are graded on their attainment using lettered grades related either to A Level or BTECs. Each grade may be followed by a plus or a minus e.g. A-, B+, B, B- or M, M/D etc for BTECs.

Tutors use the assessment data to track progress in the Sixth Form. They compare their tutees' predictions to their university offers (Year 13), review these with their tutees and, together, come up with an action plan if it looks like they might fall short.

Tutors are encouraged to contact parents before the grades are published on the Parent Portal if they feel that parents may be anxious about the assessments.

Self-Assessment

Self-assessment plays a key role in the Sixth Form assessment process. Students start the process by writing a comment about their own performance in each of their subjects. Their subject teachers respond to their comment, offering advice and guidance for the next assessment period. Students will then set themselves objectives. Teachers award attainment grades and an effort grade.

Expectation Grades

These operate in the same way as outlined above for Years 9 - 11. Students who are not meeting expectations will be seen by the Head of Sixth Form and helped in various ways to try to recover their motivation to study.

Inclusion

Pupils with specific learning difficulties (SpLD) or those learning English as an additional language (EAL) are identified on entry to the school or by subsequent testing. These pupils and their needs are discussed at the first staff meeting of the year and detailed notes are kept on each pupil on Provision Map. Subject staff are expected to know and to take account of the information provided by the TLC on how to help these pupils.

Role of the Tutor

Tutors are responsible for monitoring the progress of their tutees and for raising concerns with house staff and other subject staff if appropriate. Tutors should monitor effort and attainment and also a wider range of criteria about organisation and learning.

Tutors review the reports for their tutor groups and analyse them in relation to their minimum target grades. Significant underperformance should be raised with house staff. The tutor should follow up the reports with subject teachers to ensure that there is a plan in place to help their tutees make progress.

Communicating with parents

Reports are available to parents in the Parent Portal.

A few days after the reports have been made they are transferred to the portal. This gives tutors the opportunity to start looking into possible reasons for any underperformance and to make contact with parents if they think that the parents may be troubled by the report. Tutors are encouraged to contact parents with a plan. They must not give the parent the problem but tell them what we are doing to help their son or daughter and perhaps suggest ways in which they might be able to help at home.

Students and parents also receive detailed written comments as follows:

Year 9: December, March, June

Year 10: December, March, June

Year 11: December*, March*, June

Year 12: October*, February*, June*

Year 13: October*, February*, June

*These reports also involve students writing self-assessments.

Additionally, tutors write a summary report each half term, and Houseparents in December and June.

Following up / Interventions

The Academic Working Party (Deputy Head Academic, Head of Sixth Form, Head of Middle Years, SENCO, Timetabler and Director of Academic Progress) meets fortnightly.

After each formal report a detailed easy to digest report is sent to all tutors, houseparents, Head of Sixth Form and Head of Middle Years. This enables them to see which students are doing well and which are at risk of falling behind.

The Head of Sixth Form and the Head of Middle Years follow up on students whose grades indicate concerns about progress. This may include a requirement to attend workshops, a review of their commitments, some additional support for a short or longer time, a screening for an undiagnosed need etc. The process and its response considers every student, is pastorally driven but is designed to react to the data as it comes in.

Linked Policies

Teaching and Learning

Special Educational Needs