



SURBITON

HIGH SCHOOL

Assessment, Recording and Reporting

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1. Aims and Ethos

Surbiton High School aims to **inspire, encourage and empower** all its students to discover and embrace their individual talents, within United Learning's core mission to bring out "the best in everyone". We combine an intellectually rigorous academic environment with outstanding pastoral care and outstanding co-curricular opportunities; through this provision, we encourage our students to live out our **School values**, and become compassionate, respectful, courageous, and inquisitive members of the community.

Our Values

We are compassionate:

We are kind and we care, in both thought and action. We consider those less fortunate and strive to support and offer aid. We are mindful of the gentle power of positive actions. We support and encourage those around us, living out the School's motto: *Amor nos semper ducat* (May love always lead us).

We are respectful:

We respect all people equally. We respect ourselves, our learning, our community, our environment, and the planet we all share. We strive to act with respect and integrity in all things. When we disagree, we do so respectfully.

We are courageous:

When challenged by our fears we are determined, not deterred. We call on resilience for strength when in the heat of the struggle. We bravely chase our dreams and fight for what we believe. When we fall, we pick ourselves up and forge forward.

We are inquisitive:

We understand that a thoughtful question is the key to unlock understanding. We believe where answers provide ends, questions pose exciting beginnings. We are eager to explore, we question to discover, we are curious to learn more of the world at large.

We are a community:

We are united - with a common focus. We value belonging to a wider community: our school community, our local community, our global community. We are inclusive of all, no matter our differences. We value and nurture the connections we form.

United Learning and the United Church Schools' Trust

Surbiton High School is part of *United Learning* and the *United Church Schools' Trust*. The School has an Anglican foundation, valuing its Christian heritage whilst welcoming staff and children from all faiths and none. We share with United Learning its core mission statement "to bring out the best in everyone". We are committed to the aims of United Learning, including its *Framework for Excellence*, which can be found at: www.unitedlearning.org.uk

2. Policy Statement

Assessment, recording and reporting is designed to meet the overall School aims. We expect all pupils to make good progress according to their ability.

Surbiton High School is committed to assessing pupils' work regularly and thoroughly and uses a variety of internal and external assessments to inform teaching and learning and to facilitate pupil progress. Unless otherwise agreed by the School, information about a pupil's progress and attainment is sent to the parents of every registered pupil in accordance with the reporting schedule in the Staff Handbook and published in year-group curriculum booklets.

Regarding assessment, we believe:

- That assessment is an integral part of the teaching and learning process and should support and inform that process
- That a variety of assessment methods should be used depending upon the purpose of assessment
- Departments must use marking and assessment methods that are most appropriate and effective to their subject
- That assessment should be frequent, thorough and consistent
- That target setting is an integral part of the assessment process
- That model answers and examples should be used to clarify expectations and provide guidelines for good practice
- That all assessment should be valid and reliable, with reference to School, GCSE and A-level norms
- That pupils should, where appropriate, be involved in the process of assessment
- That every department and every member of staff is responsible for implementing this policy and specific department guidelines.

Regarding reporting, we believe:

- Each report should reflect the achievement, attitude to learning and character of that pupil as an individual.
- Attitude to learning can be deemed more important than a pupil's achievement by the School.
- Grades given on reports should be accurate and supported by good evidence.
- Opportunities to give praise should never be missed.
- Reports should be both summative (reporting on past achievement and Attitude to Learning) and formative (setting targets).
- Reports should be literate, clearly written, free of all errors and (in the case of Full Reports) of a good length. We use the Surbiton Style Guide to achieve consistency in how we write.
- Parents should receive reports (either in written format or at Parents' Evenings) at regular intervals and at the most important stages of their child's education.
- Reports are for pupils as well as parents.

Surbiton High School seeks to implement this policy through adherence to the procedures set out in the rest of this document and through following departmental policies and departmental guidelines.

This policy applies to all members of our School community, including those in our EYFS setting.

This document should be read in conjunction with the following policies:

- Teaching and Learning policy
- Behaviour and Discipline Policy

Surbiton High School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

This policy is available to relevant parties in accordance with our statement on the Provision of Information and is reviewed annually by Olivia Adams (Vice Principal Academic) or as events or legislation changes require. The next scheduled date for review is September 2026.

3. Senior School Procedures

3.1 Key Personnel

Assessment, recording and reporting are overseen by Olivia Adams, Vice Principal Academic. Other staff involved in these areas are noted in the box below.

Principal - Mr Matthew Shoults

Senior Vice Principal - Mr Matthew Close

Head of the Boys' Preparatory School - Mr Byron King

Head of Girls' Preparatory School - Mrs Paula McIntyre

Assistant Principal, Director of Sixth Form - Mr Jon Owen

Data Managers

Head of Admissions – Mr Daniel Stone

Head of Learning Support - Mrs Dionne King

Personal Assistant to the SLT - Mrs Cheryl Justice

3.2 Assessment in practice

Assessment opportunities must be clearly identified in all Schemes of Work. Evidence of attainment and attitude to learning are recorded and used by all staff for monitoring progress and reporting.

Key examples of the assessment methods used at SHS are as follows: -

- **Formative assessment (informal and formal).**

- listening to and noting pupils' responses in class
 - observing pupils' behaviour and attitude in class
 - observing and noting pupils' responses when working in pairs or groups
 - assessing pupils' oral presentations
 - written feedback/targets on pupils' work
 - conversations about how to improve
 - feedback re. coursework drafts
 - assessing practical performances
 - peer marking
 - self-review and evaluation
 - criterion based evaluation
 - coursework checklists
 - listening tests
- **Summative assessment**
 - End-of-unit tests
 - timed essays
 - Current Working Grade Assessments (KS4 and KS5), inc. Year 12 November Tests, Y10 Mid-Year Assessments
 - End-of-year examinations
 - GCSE examinations
 - GCE examinations
 - Open University assignments
 - Assessing practical performances
 - Final compositions/products

Use is also made of the Centre for Evaluation and Monitoring suite of tests i.e. MidYIS, YELLIS and Alis for baseline assessment, predictive and value-added purposes.

3.3 Marking

3.3.1 Marking in practice

A variety of methods for marking pupils' work are used depending upon the purpose of the assessment and take into account attainment and attitude to learning. However, it is recognised that the most important aspect of marking is the guidance given to pupils about their progress and how they can improve.

The following methods are used as and when appropriate:

- grades for attitude to learning (departments can use the reporting grading system of Exceptional to Cause for concern).
- grades for attainment (departments can use the reporting grading system of Exceptional to Cause for concern).
- numeric marks for tests, exams and where appropriate
- GCSE grades

- AS and A-Level grades
- comments only, i.e., no grade/mark, to encourage pupils to focus on improvements

Written feedback should be specific, positive and constructive, recognising achievements and giving targets for improvement.

Assessment criteria and marking guidelines must be shared with pupils and the focus for marking made clear. Pupil work should be marked regularly so that feedback is timely and effective. Merit marks and commendations are awarded according to School policy. Examinations occur in the Summer Term for Years 7- 10, with Year 10 also having a mid-year assessment in February. Mock examinations are completed in January for Years 11 & 13. There are formal November tests in Year 12, which are sat during lesson time.

3.4 Reporting

3.4.1 The Reporting Schedule

In each of Years 7-11, parents receive one Full Report, at least two Progress Reports and attend one Parents' Evening. Year 7 and Year 10 also have a "Meet the Tutor" Consultation Evening to which parents are invited. Year 10 in addition receive an examination results sheet after their mid-year and end-of-year examinations, and Year 11 pupils a mock examination results sheet.

In Year 12, parents receive five Progress Reports and attend two Parents' Evenings. In Year 13, they receive three Progress Reports, together with a mock examinations' results sheet, and attend one Parents' Evening.

Unless otherwise agreed by the School, information about a pupil's progress and attainment is sent to the parents of every registered pupil in accordance with the reporting schedule.

The Reporting Schedule is published in the Summer Term of the previous year. Whole-school reporting deadlines are noted on the Outlook Calendar.

3.4.2 Format of the written Reports

Years 7-8:

- Full Reports comprise adjectival grades for Achievement and Attitude to Learning, together with a written comment of around 80 words. These reports also each feature a Form Tutor's Comment, which is unaccompanied by grades.
- Progress Reports comprise adjectival / adverbial grades for Achievement, Attitude to Learning, Attendance, and Behaviours
- In addition, the last report of the year features an Exam Mark (%), Exam Grade (adjectival) and Exam Median (%) but does not feature an Achievement Grade.

Years 9-11:

- Full Reports comprise of a GCSE On Target for Grade, GCSE Current Working Grade, adjectival grade for Attitude to Learning and a written comment of around 80 words. In the case of Physical

Education, Attitude to Learning and Current Working Grades are omitted if they have not chosen it as a GCSE subject option. These reports also each feature a Form Tutor's Comment, which is unaccompanied by grades.

- Progress Reports comprise a GCSE On Target for Grade, GCSE Current Working Grade, together with adjectival / adverbial grades for Attitude to Learning, Attendance and a summary of Rewards and Sanctions. In the case of Physical Education, the report consists solely of grades for Attitude to Learning unless taken as an option at GCSE subject.
- For any subject in which there is a 2 or more-grade gap between the On Target for Grade and Current Working Grades, or in which any Unsatisfactory, Cause for concern or Rarely grade is awarded, a short target-focused comment is also included. In Year 11, a Current Working Grade of a 3 or below also triggers a comment.
- Both the Year 10 and Year 11 Examination Results Sheet shows GCSE On Target for Grade, Exam Mark, GCSE Exam Grade and Exam Median.
- In Year 9, GCSE On Target for Grades and GCSE Current Working Grades are split over a three-grade boundary. For example, OTFG of 9-7, 8-6 etc. This is to aid the GCSE option choices and to allow teachers some flexibility in predicting something that is still 3 years in advance.
- In Year 10 the OTFG and CWG are narrowed to a two-grade boundary e.g., 5/4, 8/7 etc. In Year 11, after the mock examinations in January, they are narrowed further to a single grade.

Years 12-13:

- Progress Reports in the Sixth Form comprise an A-level On Target for Grade, and an adverbial grade for Meeting Deadlines and a % figure for Attendance.
- For any subject in which there is a 2 or more-grade gap between the On Target for Grade and Current Working Grades, or in which a Current Working Grade of a D or below is awarded, or in which any Unsatisfactory, Cause for concern or Rarely grade is awarded, a short target-focused comment is also included.
- In the case of Physical Education in Year 12 and 13, only Attendance and Attitude to Learning are reported on.
- In the case of the Extended Project Qualification (EPQ), in Year 12 only Attendance, and Meeting Deadlines are reported on. EPQ is not reported on in Year 13.
- The second Progress Report in Year 12 also reports on the November Tests. It accordingly also contains Test UMS (a standardised % where A*=90+, A=80-89, B=70-79 etc.), Test Grade, Meeting Deadlines, Attitude to Learning, and the On Target for Grade. Current Working Grade is omitted. Compulsory comments are not triggered in this report.
- The fourth Progress Report in Year 12 also reports on Mock Exams in those subjects not yet "reformed". It accordingly also has Mock Exam UMS (a standardised % where A*=90+, A=80-89, B=70-79 etc.) and Exam Grade, which column is left blank in those subjects already "reformed".
 - The fifth Progress Report in Year 12 also reports on summer internal exams. It accordingly also contains Exam UMS (a standardised % where A*=90+, A=80-89, B=70-79 etc.), Exam Grade, Meeting Deadlines, Attitude to Learning and On Target for Grade. Current Working Grade is omitted. Compulsory comments are not triggered in this report.
 - The Mock Examination Results Sheet in Year 13 contains On Target for Grade, Mock Exam UMS (a standardised % where A*=90+, A=80-89, B=70-79 etc.), Meeting Deadlines, Attitude to Learning and Exam Grade.

- In Year 12, Current Working Grade and On Target for Grade are split over two grade boundaries e.g. A/B.
- In Year 13, Current Working Grade and On Target for Grade narrow to one grade boundary after the January mock examinations.

All reports are recorded on the School's Management Information System (MIS).

3.4.3 Grades used on Reports

In all cases, the 'best fit' grade should be awarded, with the higher of the two selected in the case of border-line decisions. Grades describe performance over that 'reporting period', by which is meant the interval between the time of writing this report and that of the last. However, the text of Full Reports can make reference to progress throughout the year rather than just since the previous report.

Adjectival grades for Attitude to Learning (Year 7 -11)

For Attitude to Learning grades, the teacher makes a professional judgement based on a variety of informal, subjective assessments within lessons. This could be the culmination of contributions to class discussions, notable improvements from feedback, presentation of classwork, standard of assignments and handing them in on time. Below are guidelines for these grades:

- Six grades are available to staff: Exceptional, Excellent, Above Expected, Expected, Below Expected, and Cause for concern.
 - 'Exceptional' is awarded for an attitude to learning that is truly exceptional. It is, by definition, an uncommonly awarded grade. Performance of this calibre would see regular recognition via the rewards system; for example, merits or commendations awarded.
 - 'Excellent' is awarded for attitude to learning that goes markedly beyond the standard expected at Surbiton High but yet which falls short of being exceptional.
- 'Above Expected' is awarded for attitude to learning that meets the standard we would want from the majority of our students at Surbiton High. However, it is to be emphasised that, as an academically selective school with the highest of aspirations for our pupils, this standard is very high. This means that 'Above Expected' means just that - not mediocre or 'nothing to be proud of'. This is iterated to our pupils at every turn in order to maximise self-esteem. Given the normal distribution of performance, 'Above Expected' is by far the most commonly awarded grade.
- 'Expected' is awarded for an attitude to learning that falls just beneath the standard we desire at Surbiton High. In awarding this grade, the teacher will usually have identified one or two areas in which improvement is needed. Receiving this grade is by no means a cause for alarm.
- 'Below Expected' is awarded for attitude to learning that is significantly below what teachers would desire at Surbiton High. At this stage, we may see sanctions issued and the head of department being made aware. It signals that the pupil should make improvement in that subject a priority. If a pupil is performing at this level, their teacher may make contact home before the report reaches home.
- Cause for Concern is a very rarely awarded grade. It is reserved to describe an almost complete lack of progress or effort, to highlight extremely poor behaviour. Parental contact should have been made before the report reaches home and Head of Year involvement is likely (although is dealt with on a case-by-case basis).

Adjectival grades for Achievement (Year 7 and 8)

For Achievement grades in year 7 and 8, the teacher makes a professional judgement based upon a wide range of evidence including formative and summative assessments. The teacher may also use MidYIS Data to help formulate their judgement on each pupil.

Below are guidelines for these grades:

- 'Exceptional' is awarded for a performance that is truly exceptional. It is, by definition, an uncommonly awarded grade. Performance of this calibre would see regular recognition via the rewards system; for example, merits or commendations awarded.
- 'Excellent' is awarded for a performance that goes markedly beyond the standard expected at Surbiton High and/or that pupil but yet which falls short of being exceptional.
- 'Above Expected' is awarded for a performance that meets the standard we would want from the majority of our students at Surbiton High. However, it is to be emphasised that, as an academically selective school with the highest of aspirations for our pupils, this standard is very high. This means that 'Above Expected' means just that - not mediocre or 'nothing to be proud of'. This is iterated to our pupils at every turn in order to maximise self-esteem. Given the normal distribution of performance, 'Above Expected' is by far the most commonly awarded grade.
- 'Expected' is awarded for performance that falls just beneath the standard we desire at Surbiton High but is expected of a pupil in ordinary circumstances. In awarding this grade, the teacher will usually have identified one or two areas in which improvement is needed. Receiving this grade is by no means a cause for alarm.
- 'Below Expected' is awarded for performance that is significantly below what teachers would desire at Surbiton High. At this stage, we may see sanctions issued and the head of department being made aware. It signals that the pupil should make improvement in that subject a priority. If a pupil is performing at this level, their teacher may make contact home before the report reaches home.
- Cause for Concern is a very rarely awarded grade. It is reserved to describe an almost complete lack of progress and could also highlight extremely poor behaviour. Parental contact should have been made before the report reaches home and Head of Year involvement is likely (although is dealt with on a case-by-case basis).

Adverbial Grades for Meeting Deadlines in Year 12/13

- If a pupil is described as 'Consistently' meeting deadlines, it means that on all occasions (bar those on which they are deemed as having a good excuse) they have submitted work on time.
- If a pupil is described as 'Generally' meeting deadlines, it means that they have
 - i) submitted at least one piece of work late (or not at all) without good excuse, for each piece of which they will have been given a Work Warning
 - ii) submitted more work on time than not on time (without good excuse).
- If a pupil is described as 'Rarely' meeting deadlines, it means that they have submitted more work late (or not at all) without good excuse than on time. Parental contact is made in advance of a report featuring this grade being received at home, and Work Warnings will have been awarded.

3.4.3.1 Exam Grades (and Exam Medians)

In all Years:

- If a pupil is absent on the day of the exam and is unable to sit the exam on another day, they will receive 'Absent' on their report rather than 0% and Cause for concern.
- An entry of 0% will be queried automatically in order to guard against error.

Years 7-8:

- The Exam Grades awarded are adjectival (as above: Exceptional, Excellent, Above Expected etc.). Grade boundaries are set in advance of the exams being sat by Heads of Department in consultation with their departmental colleagues. Although Heads of Department enjoy this liberty, the need for consistency across subjects (i.e., ensuring as far as is possible that the same level of performance in two subjects is awarded the same Exam Grade) means that central guidelines (not rules) are set.

These are as follows, with all figures being approximate:

- i. 5% of the cohort should receive Exceptional as an exam grade
- ii. 20% Excellent
- iii. 50% Above Expected
- iv. 20% Expected
- v. 0-5% Cause for concern

The fact that grade boundaries are set in advance emphasises the fact that these are indeed guidelines and nothing more prescriptive than that. One particular justification for these guidelines being over-ruled is if, in the opinion of the Head of Department, a cohort as a whole has performed especially poorly or strongly owing to uncommonly low or high levels of Attitude to Learning.

- The Exam Median is the median mark for that particular paper (e.g., pupils in lower sets sitting a Maths paper designed specifically for them will have a different median from those sitting a more challenging paper).

Years 9-13

- In Years 9-13, the Exam Grades awarded are those that would be awarded by the respective Examination Board for a script of that quality (i.e., A*, A, B etc. or, for reformed GCSEs, 9, 8, 7 etc.). These are gathered in advance by The Data Manager or a nominated member of his team.
- The Exam Median on Examination Results Sheets is the median mark for that particular paper (e.g., pupils sitting a Foundation Maths paper will have a different median from those sitting Higher Tier).

3.4.4 On Target for Grades and Current Working Grades

On Target for Grades (OTFG)

- The OTFG is informed by CEM data (YELLIS for GCSE and ALIS for A-level) and the professional judgement of teaching staff.
- The OTFG is never to be presumed that it is the same as either the UCAS predicted grade, or the predicted grade sent to examination boards.

- The OTFG has also has a pastoral role; as well as giving a pupil a target at which to aim, it conveys to parents, Form Tutors and Mentors a clear idea of their potential so that they, too, can offer the best support.¹

Current Working Grade (CWG)

- The CWG is a grade that reflects a pupil's current performance, based upon a wide range of assessment evidence, including work of an examination standard, during that reporting period.
- To be clear, the CWG reflects how the pupil is currently performing in that subject relative to the assessment criteria in the public examinations for which they are studying. It is based on at least one piece of work of examination standard, together with all the other evidence from assessment and monitoring that we carry out in the normal course of our teaching (contributions in class, group work, non-examination-type assessments etc.). Other things apart from, say, end-of-unit tests can count because they, too, are indicators of current performance relative to exam standards.
- For the sake of further clarity, here is an imaginary example. A pupil in year 13 scores a high C in a section of a past paper covering material that has been taught over the past half-term. However, their other written work boasts on average a high B-grade level of achievement. Therefore, using her professional judgement, their teacher gives the pupil a CWG of a B. It is to be noted that there is no element of projection (let alone prediction) present. If they are on a B at the moment (when all things are taken into account), it's a B that they get. Given that (unsurprisingly) current performance improves as the course wears on, we would usually expect CWGs to increase over time and would hope that they come to converge with the On Target for Grade. However, this increase will be more pronounced in some subjects than in others.
- Comparing the CWG with the OTFG therefore gives pupils, parents and staff involved in tracking a good picture of how well the pupil is progressing. This can form the basis for different 'coaching' conversations (pupil-teacher, pupil-parent etc.) that try to answer questions such as: "What has gone right?"; "What has gone wrong?"; "What can be done next half-term to push up the next CWG?"
- As noted above, if a teacher completing a report awards a CWG that is 2 grades or more lower than the OTFG, they will be prompted for a comment, the aim of which is to give clear guidance as to how they can improve.
- If an initial large gap between an OTFG and a CWG is to be expected in a particular subject (this could be because the skills necessary for high exam achievement usually take the full two years to develop), it is important that we are able to explain this to parents and pupils, and to reassure them if all is well. It is vital that pupils who are making good progress are not demoralised.

On Target for Grades (OTFGs)

The definition and purpose of OTFGs is explained above. What follows are details concerning their calculation and amendment.

¹ OTFGs play no part in the Results Analysis process or Performance Management. (However, it is important that the relevant staff can give an explanation of a pupil failing to meet their On Target for Grade by an unusually wide margin.) For clarity, the benchmarks used in Curriculum Review are YELLIS +0.5 for GCSE and ALIS for A level (GCSE-based prediction only).

3.4.4.3 How GCSE On Target for Grades are determined

An OTFG will be set in each GCSE subject for each pupil by:

- a) noting the GCSE Points Score prediction for that subject based on the YELLIS Computer Adaptive Baseline Test (CABT, which tests pupils' developed abilities).
- b) adding 0.5 points to the figure calculated a), which equates to +0.5 of a grade and then rounding to the nearest whole grade e.g., 6.7=7.
- c) The application of professional judgement

3.4.4.4 The rationale underlying how GCSE On Target for Grades are determined

The rationale behind adding +0.5 to the prediction is to ensure that the OTFG is in line with the historical whole-school added value figure that we aim to meet or exceed at KS4.

Both anecdotal experience and CEM (the Centre for Evaluation and Monitoring, the institution that administers YELLIS) themselves suggest that YELLIS does not always produce an accurate prediction (generally speaking, a pupil achieving one grade higher or lower than their prediction is not solid evidence of something having gone right or wrong in the teaching and learning process). Indeed, CEM explicitly advise that their systems be used very much in conjunction with- rather than instead of- professional judgement. Professional judgement must not only be exercised at the beginning of the year rather, but it is also crucial in the monitoring of OTFGs and their consequent amendment if evidence of pupils' potential changes.

3.4.4.5 Administration of determining GCSE On Target for Grades

- Administration of the YELLIS CABT itself (i.e., getting the pupils to sit the test) is the responsibility of Head of Year 10 (HoY10), who is assisted by the MIS team. Before the pupils sit the CABT, HoY10 will brief the cohort about the test, its importance and its benefits for them. The CABT is usually sat in two tranches in September / early October of Year 10 during Form Periods. Study Periods can be used by those pupils absent on the day. After 'Test Closed', pupils on long-term absence can still sit the test and have their results sent to CEM for processing. The Head of Year 10 is responsible, in liaison with the Data Manager, for making this happen.
- The MIS team are responsible for sending the data to CEM.
- Results are usually sent back by CEM within 48 hours.
- The MIS team are then responsible for entering the OTFGs onto MIS so that they appear on the second Progress Report for Year 10. In Year 9 we use the MiDYis data but then revert to Yellis data in Year 10, once completed and received.
- Under the supervision of the Vice Principal Academic, subject teachers review the default OTFGs as they complete the Progress Report, applying their professional judgement. However, the expectation is that an amendment will be proposed only if the relevant teachers are convinced that the data-generated OTFG is incorrect. The Vice Principal Academic may simultaneously consult the Head of Learning Support about pupils regarding whom they are concerned; it is important that specific learning difficulties are taken into account when setting OTFGs.
- The process for reviewing proposed amendments at this or any other time is described below.

- When a pupil joins the School mid-way through a year, they will need to be given On Target for Grades. This is done in the course of their first report being completed, with teachers relying on their professional judgement if no baseline assessment data is available.

3.4.4.6 How A-level On Target for Grades are determined

An OTFG is set in each subject for each pupil by:

- a) taking the GCSE based Points Prediction*
- b) converting the Points score calculated at b) into a whole (not split) grade (N.B. A*=130+; A=110+; B=90+; C=70+; D=50+)
- c) the application of professional judgement

*N.B. for External candidates who have not sat GCSEs, CABT alone will be used to calculate the baseline measurement.

3.4.4.7 The rationale underlying how A-level On Target for Grades are determined

- We have found the GCSE points score to be a more reliable indicator of achievement at A-level than the Computer Adaptive Baseline Test (CABT, a test of their developed abilities). However, because there can be exceptions to this (the CABT can identify girls who under-performed in their GCSEs), we still require all pupils to sit the CABT.
- The two-grade boundary in year 12 allows staff and pupils to understand the potential outcomes and to ensure that targets can be set. This can lead to intervention, and it can begin to be formulate if needed.
- Both anecdotal experience and CEM (the Centre for Evaluation and Monitoring, the institution that administers ALIS) themselves suggest that ALIS does not always produce an accurate prediction (generally speaking, a pupil achieving one grade higher or lower than their prediction is not solid evidence of something having gone right or wrong in the teaching and learning process). Indeed, CEM explicitly advise that their systems be used very much in conjunction with- rather than instead of- professional judgement. Professional judgement must not only be exercised at the beginning of Year 12 once baselines data has been received from CEM; rather, it is crucial in the monitoring of OTFGs and their consequent adjustment if evidence of pupils' potential changes.

3.4.4.8 Administration of determining A-level On Target for Grades

- The Data Manager is responsible for collating and sending Year 12 entrants' GCSE results to CEM so that the GCSE-based Points Prediction can be calculated.
- There have historically been problems in obtaining these results for External candidates (i.e. pupils who have sat their GCSEs at other schools). The Head of Admissions is requested to do everything possible to obtain this data and pass it to the MIS team at their earliest convenience.
- Administration of the CABT itself (i.e. getting the pupils to sit the test) is the responsibility of the Director of Sixth Form (Jon Owen). Before the pupils sit the CABT, the Director of Sixth Form briefs the

cohort about the test, its importance and its benefits for them. The CABT is sat on Year 12 Induction Day. The Academic Mentors are responsible for ensuring that absentees sit the CABT as soon as the latter return to School. Every pupil should have sat the test within 1 week of the beginning of full term (i.e., from the day that Year 12 pupils return to School), at which point the Director of Sixth Form will inform The Data Manager. After 'Test Closed', girls absent for the first two weeks of term can still sit the test and their results sent to CEM for processing. Once again, the Director of Sixth Form is responsible, in liaison with The Data Manager, for making this happen.

- The MIS team are responsible for sending the data to CEM.
- Results will usually be sent back by CEM within 48 hours.
- The MIS team are responsible for calculating the default On Target for Grades in the manner described above for each pupil in each subject (in case they change subjects later on) and passing them to the Director of Sixth Form. The Data Manager also highlights, for ease of reference, those OTFGs with a 20+ Point difference between GCSE-based and CABT-based scores, to which the Director of Sixth Form pays particular attention.
- Under the supervision of the Director of Sixth Form, in late September to mid-October tutees review their GCSE-based On Target for Grades with their Form Tutors in the context of their aspirations for Higher Education and careers. The aim here is for pupils to take ownership of their OTFGs. Once agreed, these reviewed OTFGs appear on the second Progress Report in Year 12 (OTFGs do not appear on the first Progress Report).
- These pupil-owned OTFGs are a topic of conversation at the Year 12 Parents' Evening at the end of November. Such conversations are in particular informed by pupils' performance in the November tests. Further OTFG amendments may then be proposed off the back of these conversations.
- The process for reviewing proposed amendments at this or any other time is described below.
- When a pupil joins the School mid-way through the Sixth Form, they will need to be given On Target for Grades. This is done in the course of their first report being completed, with teachers relying on their professional judgement if no baseline assessment data is available.

3.4.4.9 Monitoring and amending GCSE and A-level On Target for Grades

- Although it is not desirable that OTFGs fluctuate, the all-important element of professional judgement must mean that, when the relevant facts change, the OTFG changes. The three most likely reasons are:
 - that the initial prediction seems erroneous
 - pastoral / medical problems leading to a lowering of grades being considered
 - over-achievement leading to raising of grades being considered.
- The majority of amendments at Surbiton are for the third reason. Both OTFGs that are too high, or too low, can be de-motivating.
- The pupil concerned is consulted- or at least informed- about any proposed OTFG amendment in advance of it being amended and parents informed. This is in line with our wanting pupils to have 'ownership' of their OTFGs. In addition, speaking to the pupil is often essential in order to know whether or not a proposed amendment will be motivational.
- Any member of the teaching staff can at any time request that an OTFG be considered for adjustment using MIS. If the request is for the OTFG to go down, they are prompted to give a reason. The Vice Principal Academic may then contact all parties whom he deems ought to be consulted, certainly

including Jon Owen for A-level pupils (likely other parties are: Form Tutor; Head of Year; subject teachers; Head of Department; Sixth Form Academic Mentors; Dionne King). The final decision lies with The Vice Principal Academic (jointly with Director of Sixth Form in the case of Years 12 and 13). Requests to increase OTFGs require no reason to be given, although the Vice Principal Academic may discuss the request with the colleague concerned if he is unsure whether or not this is for the best.

- If a pupil has more than one teacher for a subject, those teachers liaise before an amendment to their OTFG is proposed. If an OTFG is raised subsequent to their report having been written for that cycle, meaning that a comment is now needed, that teacher receives an automated e-mail asking them to write it forthwith.
- Colleagues sometimes wish to award CWG, Year 10 Mid-Year Assessment, Year 10 Summer Internal Exam Grade, Year 11 Mock Exam Grade, Year 12 November Test Grade or Year 13 Mock Exam Grade that's the same as the OTFG, yet without proposing that the latter be raised. This is entirely acceptable, so long as there are good reasons for doing so. One factor is whether the pupil concerned is likely to be better motivated by them meeting their OTFG or it being raised. Another factor is at which stage of the GCSE course the pupil finds themselves. If in Year 10, it is more likely for it to be appropriate for their OTFG to be raised than it would be in Year 11. A third factor is how much effort a pupil is making. If they are working extraordinarily hard, care is taken not to raise their OTFGs if this would lead them to thinking that their best is not good enough. However, the rule of thumb is that, in all cases of CWG equalling OTFG, the teacher at least considers raising the OTFG.
- Teachers may have cause to award a CWG, Year 10 Mid Term Exam Grade, Year 10 Summer Internal Exam Grade, Year 11 Mock Exam Grade, Year 12 November Test Grade or Year 13 Mock Exam Grade that is higher than the OTFG. This automatically generates a request to The Vice Principal Academic (and, in the case of Sixth Form pupils, Director of Sixth Form) to consider raising the OTFG in line with the CWG. The teacher is also prompted to give a reason for either wishing to propose an amendment to the OTFG or to keep it as it is. Where a pupil has two or more teachers, one of which enters a grade that triggers an auto-amendment, they may first wish to consult their colleague(s) before confirming whether or not they would like the OTFG to be raised. If this is the case, they are invited to enter words in the box to the effect of, "Please don't approve this until I've spoken to n".
- If the request is made through MIS while writing reports, during the time that it takes for the proposal to be considered, the proposed OTFG will be the one that appears on the system (in recognition of the fact that most proposals will be approved). Accordingly, if this new OTFG is two or more grades above the CWG, the teacher will be asked to write a comment. However, the proposed OTFG will have "TBC" next to it in order to show its provisional status; and a report entry will not be marked as "complete" whilst there is a proposed amendment awaiting a decision. In the (to-be-avoided) event of there still being an amendment outstanding on the final version of a report, "TBC" will be shown without an accompanying grade.
- Once the decision has been made, the Vice Principal Academic will approve or reject the proposal. If the OTFG is to change, the following are informed: parents (for details of this, please see next bullet-point); Form Tutor; Head of Year; Assistant Head of Year; subject teachers in that subject (who are responsible for informing pupil); Head of Department; Sixth Form Academic Mentors (if a Sixth-Former). If the OTFG is not to change, The Vice Principal Academic will explain the decision to the colleague(s) who proposed the amendment, either face-to-face or by phone.
- The manner in which parents are informed depends upon whether the OTFG is being raised or lowered. If raised, an automated e-mail is sent to them (copying in the pupil) 72 hours after the OTFG amendment has been approved on MIS. Given that lowering an OTFG may cause parents some concern,

the pupil's teacher, once the amendment has received approval, 'phones home to explain the reason(s) for the grade being lowered. Amendments made to default Y9 and Y10 On Target for Grades (i.e. the ones initially calculated by YELLIS/MIDYIS) are not communicated to parents or pupils at all.

- A formal review of A-level On Target for Grades in the light of AS performance is co-ordinated at the beginning of Year 13 by the Director of Sixth Form.

3.4.5 The Reporting Process

Each set of reports is written (on the School's Management Information System), checked, proofread, signed, and issued to parents within a specified timeframe. This enables us to uphold the sixth, seventh and eighth Principles of Reporting (see above). In particular, we are committed to guarding against errors of literacy and information; minimising the time between when reports are written and when they are received by pupils and parents. Reminders- both manual and automatic- are sent to staff in advance of key reporting deadlines.

3.4.5.1 Reporting Process for Progress Reports

- Colleagues have 5 working days in which to complete each year-set of Progress Reports. The exception to this is the first cycle of Progress Reports in October/November for Year 7 to Year 11 (8 working days, chiefly in order to allow colleagues time to fix On Target for Grades). They are responsible for proof-reading any comments that they write, referring to the 'Surbiton Style Guide' if necessary (which can be accessed from any report page).
- Form Tutors have either 2 or 3 working days in which to check their form's Progress Reports. They: 'chase' late reports; proof-read any comments such as checking for inconsistencies within a report (e.g. a Rarely for Meeting Deadlines accompanied by an Excellent for Attitude to Learning), liaising with subject teachers as necessary; use the opportunity to inform themselves of their tutees' progress.
- Either 4 or 5 working days are allowed in which the following happens under the supervision of The Vice Principal Academic:
 - i. HOYs (assisted by Assistant Heads of Year) undertake a final check and correction of reports on-line as quickly as possible (and informing themselves of their year group's progress in the process), alerting The Vice Principal Academic once this has been done.
 - ii. For Years 7-11 The Vice Principal Academic deals with any queries raised by the Principal with the reports.
 - iii. For Years 12-13, Jon Owen is responsible for following up any queries that they have.
 - iv. Once all signatories/reporting lines have confirmed completion, The Data Manager is responsible for sending the reports home electronically.

3.4.5.2 Reporting Process for Full Reports

- Ideally, colleagues have 10 working days in which to complete each year-set of Full Reports. They are responsible for proof-reading what they write, referring to the 'Surbiton Style Guide' if necessary (which can be accessed from any report page).
- Ideally, Form Tutors have 5 working days in which to check their form's Progress Reports and write Form Tutor Comments on each. Checking involves: 'chasing' late reports; proof-reading subject reports [by proof-read is meant reading each report carefully and slowly, line by line, identifying errors of spelling, grammar and punctuation, correcting on MIS as necessary]; checking for inconsistencies within a subject report (e.g., a Rarely for Meeting Deadlines accompanied by an Excellent for Attitude to Learning), liaising with subject teachers as necessary. Form Tutors are responsible for proof-reading their Form Tutor Comments.
 - Heads of Years (with help from Assistant HoYs) have ideally 3 working days in which to check Full Reports. Checking for them does not involve proof-reading, which has already been undertaken by the subject teachers and Form Tutors and will be once again by the School Proof-Reading team. What HoYs / AHoYs are asked to check for and act upon are reports that are too short; reports that strike the wrong tone or include ill-advised assertions: reports that are internally inconsistent. They also proof-read the Form Tutor Comments.
- The School Proof-reading team has a maximum of 5 working days in which to proof-read the reports. The current Proof-readers are employed by the School on a freelance basis. They work to the Surbiton Style Guide and are solely concerned with errors of spelling, grammar and punctuation. They can liaise directly with other members of staff if they have questions over context.
- The Vice Principal Academic deals with any queries raised by the Principal with the reports.
- Once signed off by all signatories/reporting lines, HoYs (in Years 7-11) or Jon Owen (in Years 12-13) are responsible for informing The Vice Principal Academic and The Data Manager that the reports are ready to be sent home. Heads of Year can elect to send a covering letter home with each Full Report, the content of which is at their discretion.

3.4.5.3 Reporting arrangements for pupils who have not fully participated in the curriculum.

- Writing meaningful, accurate and motivational reports depends upon the pupil having fully participated in the curriculum. When this has not been possible, either owing to protracted absence, a greatly reduced curriculum or joining the School mid-way through a reporting period, alternative reporting arrangements are made.
- Being a largely pastoral matter, each Head of Year judges whether or not alternative arrangements need to be made for any pupils in their year-group, and what, if any, those arrangements should be.
 - Options include: no report being sent home; a letter from the Form Tutor in lieu of a report (most suitable for a new pupil); if a Full Report, comments but no grades; if a Progress Report, grades only for Attitude to learning (most suitable if for EAL pupils not yet ready to complete written work); omitting examination marks / grades. All reports sent home use the Reports system on MIS, leaving fields empty if necessary or arranging with the MIS team for 'None' to be entered; we design 'bespoke' reports only in the most exceptional of circumstances.
- If a pupil has experienced difficulties in only one subject (e.g., P.E. as a result of chronic injury), the relevant Head of Department decides jointly with the pupil's HOY whether or not a report in that subject is beneficial.

- Once alternative arrangements have been determined, the HoY alerts (before the reports become available to be completed) the following as necessary: parents, Assistant Head(s) of Year, subject teachers, Form Tutor, Deputy Form Tutor, Heads of Department, MIS team, The Vice Principal Academic and Jon Owen if a Sixth Form pupil).
- With respect to how report grades should be allocated to pupils who have missed many lessons as a result of authorized absence, the general principle is that we grade pupils on the quality of the work that they have produced rather than lowering the grades in light of work missed. However, this positive step carries with it the danger that a pupil can receive grades that do not give a full picture of their progress. In such cases, teachers express any concerns to parents, writing up Contacts and copying in Form Tutor and Head of Year as a minimum. If the pupil concerned is an elite sportsperson, their scholar mentor is also copied in if appropriate.

3.4.5.4 Reporting Arrangements for absent colleagues and colleagues who are leaving

- If absence during a reporting cycle is planned (e.g. jury service), reports should be completed in advance.
- It is occasionally the case that a colleague is unable to complete their reports owing to unplanned absence. In these instances, the colleague's Head of Department notifies The Vice Principal Academic as soon as it becomes evident that there may be a problem. Together, they agree and implement a plan accordingly.
- Given that the issuing of most Full Reports coincides with the ends of terms, colleagues leaving Surbiton don't usually present a problem.

3.4.6 Guidelines for writing reports

3.4.6.1 Subject comments on Full Reports

All subject comments should be focused on the pupil as an individual rather than being bland and non-specific. Full Reports should:

- offer praise, picking out particular strengths / progress made by that pupil (be it attitude to learning or achievement or both)
- comment on their contribution and attitude in class
- comment on their written work (if set in that subject / examination if just sat)
- set targets specific to that pupil
- be written using correct English that makes one's meaning clear (using Surbiton Style Guide if in doubt)
- be of a substantial length, but not unnecessarily long (as a guideline, colleagues should fill up the box that presents itself on MIS)
- not use 'copy and paste' (i.e., each pupil report should be written afresh- no bank of stock phrases)
- be consistent with the grades awarded to the pupil

Colleagues are reminded of the need to proof-read their own reports. Writing reports in Word and using spell check before copying and pasting them onto MIS can be good practice.

(That said, this will by no means spot all errors. There is no substitute for line-by-line proof-reading.)

3.4.6.2 Form Tutor comments on Full Reports

Depending on the character, behaviour and progress of the pupil, the Form Tutor comment can legitimately have one of many different foci or can feature a variety of types of comment. It is for the Form Tutor to judge which 'angle' is most appropriate. Possible foci include:

- Academic progress (especially appropriate for under-achievers or over-achievers; the comment should highlight points repeated across reports)
- Character and social development
- Co-curricular participation
- Performance in Form Period and other Form activities

As with subject reports, an element of praise is essential. However, what is a valuable opportunity to set targets pertinent to a pupil's education as a whole should not be missed.

3.4.6.3 Subject comments on Progress Reports

- These only feature in Progress Reports for Years 9-13 and are 'triggered' by lower grades being given.
- These comments should be short, pithy and target based. The main reason(s) for the lower grade(s) must be addressed, and clear guidance given.
- Therefore, one sentence may suffice: e.g., "[In Mathematics] Hyacinth must always show their working-out and take more care when doing so." However, all comments must be written using a full sentence or sentences together with correct grammar, punctuation, and spelling.

3.4.6.4 Surbiton Style Guide

- The Guide contains: advice on how to avoid common literacy errors (e.g., 'practice' / 'practise'); in a bid for consistency, the agreed stance on oft disputed / ambiguous spellings and nomenclature.
- The Guide can be found in Common Docs on MIS and a hyperlink to it appears on the page when one is writing a comment on any report on MIS.
- The School Proof-Readers work off the same Style Guide as the teachers.
- The Guide is updated by The Vice Principal Academic/Charlotte Demetz whenever a new query is raised. They alert the MIS team so that the modified version can be accessed by staff through MIS.

3.5 Monitoring progress

In line with the fifth Principle of Reporting at Surbiton High, all reports are used formatively as well as summatively, i.e., they are used to monitor progress and to set targets.

- Pupil progress is regularly monitored by Form Tutors, Heads of Year and the Senior Leadership Team. The Principal meets regularly with each Year-group Pastoral Team. Heads of Year monitor progress particularly closely when a set of reports has been completed. The Vice Principal

Academic, in his Tracking role, liaises closely with Heads of Year regarding suspected or confirmed underachievers.

- Wider pupil progress is monitored by SLT through Learning Walks/Wanders, lesson observations, work scrutiny, analysis of reports, analysis of exam results and value-added data.

Girls' and Boys' Preparatory Schools Procedures

4.1 Key Personnel

Recording and assessment is overseen by the Assessment Leaders of the Girls' and Boys' Preparatory Schools. At the Girls' Prep, this is Mrs Alexis Orlovac. At the Boys' Prep, this is Mr Ed Fielding.

4.2 Assessment in practice

Assessment opportunities are planned for and implemented in each subject. Evidence of attainment and effort is recorded and used by all staff for monitoring progress and reporting.

Assessment is based on key areas of learning, as evidenced on the termly reports. These are the key concepts that children must know by the end of the year, and we will be assessing these areas as either working towards age-related expectations, meeting age-related expectations or achieving with greater depth. Teacher judgement and on-going assessments are used to make accurate judgements on these areas of learning.

It is expected that all pupils will make good progress according to their ability. Where a pupil is not making the expected progress, measures such as teacher-led support, additional morning English or Maths sessions or Learning support sessions will be offered.

Key examples of the assessment methods used are as follows: -

Formative assessment (informal and formal)

- listening to and noting pupils' responses in class
- observing pupils' behaviour and attitude in class
- observing and noting pupils' responses when working in pairs or groups
- assessing pupils' oral presentations
- comments/targets on pupil's work
- conversations/target setting about how to improve
- assessing practical performances
- self-review and evaluation
- peer-review and evaluation
- criterion based evaluation
- listening tests

Summative assessment

Early Years Foundation Stage (EYFS)

- Baseline assessments completed in the first half of term.
- EYFS Profiling - an EYFS Profile is completed for all children in the final term of their Reception year. Each child's development must be assessed against the early learning goals and then shared with the parents in their Summer reports).
- Surbiton High School follows the assessment arrangements of the EYFS statutory framework

Assessments English & Maths

	Autumn 1	Autumn 2 Y1 -6 submit	Spring	Summer Y1 -6 submit Teacher standards (Jun)
Reception	Baseline assessments			Early Learning Profile completed Teacher Writing standards (Dec)
Year 1	GL Progress in English and Maths standardised assessments	Teacher Writing standards (Dec)		GL Progress in English and Maths standardised assessments Phonics screener Teacher Writing standards (June)
Year 2	GL Progress in English and Maths standardised assessments	PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP) Teacher Writing standards (Dec)	PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)	GL Progress in English and Maths standardised assessments PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP) Teacher Writing standards (June)

Year 3	GL Progress in English and Maths standardised assessments GL CAT4 Assessments	Teacher Writing standards (Dec) PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)	PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)	GL Progress in English and Maths standardised assessments PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP) Teacher Writing standards (June)
Year 4	GL Progress in English and Maths standardised assessments GL CAT4 Assessments (BP)	Teacher Writing standards (Dec) PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)	PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)	GL Progress in English and Maths standardised assessments Teacher Writing standards (June) PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)
Year 5	GL Progress in English and Maths standardised assessments Dyslexia Screener (GP) GL CAT4 Assessments	PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP) Teacher Writing standards (Dec)	PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)	GL Progress in English and Maths standardised assessments PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP) Teacher Writing standards (June)

Year 6	GL Progress in English and Maths standardised assessments In-House Entrance exams (mocks) PUMA Standardised Maths assessment & PIRA Standardised reading assessment (BP)	Year 6 Entrance Exams (whole month for Boys Prep, Girls Prep only to complete senior School entrance exam) Teacher Writing standards (Dec)	Year 6 Entrance Exams (whole month for Boys Prep)	GL Progress in English and Maths standardised assessments Teacher Writing standards (June)
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4.3 Marking in practice

A variety of methods for marking pupil work are used depending upon the purpose of the assessment and take into account attainment and effort. However, it is recognised that the most important aspect of marking is the guidance given to pupils about their progress and how they can improve.

The following methods are used as and when appropriate:

- numeric marks for tests, exams and where appropriate
- comments only to encourage pupils to focus on improvements, allowing them the opportunity to respond to the comment and act immediately on the advice given.

Comments should be specific, positive and constructive, recognising achievements and giving targets for improvement.

See marking policy – Appendix

Assessment criteria and marking guidelines must be shared with pupils and the focus for marking made clear. Pupils' work should be marked as soon as possible after it is completed so that feedback is timely and effective i.e., preferably by the next lesson. House Points are awarded according to School policy.

4.4 Reporting

The reporting system consists of Parents' Evenings twice yearly and a report in February and June, which outlines pupils' attainment for the specific areas of learning, a form teacher's comment, and next steps for each subject. These are emailed to the parents and a copy is saved on the pupil's iSAMS profile.

Our reporting system is reviewed on an annual basis by SLT.

4.5 Monitoring progress

- Progress is monitored against prior attainment and specific targets for improvement are agreed and recorded in books
- Pupil progress is regularly monitored by SLT observations, work scrutiny, analysis of reports, analysis of assessment results and value-added data. Pupil profile meetings are held termly where Maths and English data is discussed for each and every child.

5 Appendix- Girls' Prep Marking and Feedback Policy

Aim

Marking is essentially for the benefit of the child to foster optimum learning. Regular careful marking should provide both child and teacher with useful information on their work. It should highlight achievement for individual children as well as monitoring whole class performance. The marking of a piece of work should be a positive experience, encouraging and motivating a child. Marking should inform children of how to improve their work and act upon it immediately.

The results of marking will enable teachers to:

- Monitor and assess the impact of lesson content and delivery on learning
- Encourage high expectations of pupils' capabilities
- Provide work matched to the individual child's needs
- Ensure that the children are making expected progress

Principles/How we mark

The principle about the shape of feedback is that it should be:





















- Kind, specific and actionable
- Meaningful marking will depend on the age group of the pupils, the subject you are teaching and the particular piece of work you are marking. Teachers should adapt their approach according to the needs of their students and 'incorporate the outcomes into subsequent planning and teaching.
- The person receiving the feedback should complete more actions than the person providing it.
- Marking is the responsibility of the person presenting the task, including cover or supply teachers (regardless of who set the task).
- All educational staff should be used to support the feedback process. Additionally, children may be encouraged to mark their own work (or the work of others by agreement) and this peer-assessment can be a useful exercise provided that the success criteria are clear.
- Routine marking is important and essential in the process of assessing aspects of performance and giving feedback to children.
- Children learn best when their work is responded to during or as soon after completion as possible. Children's work should ideally not be returned unmarked.

- Children should be made aware of success criteria before beginning an individual piece. Comments will often relate to these success criteria. Marking should relate back to the learning objectives of the lesson and highlight the success in achieving this.

Marking Guidance

- Not all written work calls for extended written comments.
- Teachers will sometimes discuss work with pupils and will record this with a verbal feedback symbol (VF) instead of a written comment. Verbal feedback through discussion with the pupils is regarded as good quality marking.
- House points should be used for praise, effort and encouragement.
- Teachers' handwriting should set an example, being clear and legible.
- Learning objective displayed on each piece of written work.
- Any person marking, who is not the class teacher, should mark against the learning objective and initial the work.
- Symbol used to show whether the child has had support (WS) from an adult.
- Put a double tick next to the learning objective if they have achieved, a single tick if they have partially understood and a · if they have not understood.
- At least once a week a comment will require a response from the child that moves their learning on. The comment should be written using instructional language with the correct terminology for the ability of the child. Response to marking by the pupil will be completed next to the R symbol when the work is returned to them. Time needs to be provided for response marking, for pupils to read the comments and respond. Close the gap comments can include demonstrations or examples of what the pupil is expected to do.
- In certain situations, self-marking may be appropriate, as long as accuracy is checked by the teacher.
- If a pupil has a specific learning difficulty the teacher should decide upon an appropriate approach, in consultation with the Learning Enrichment teacher. This will often be in the form of verbal feedback.
- Written work will have spelling, punctuation and grammar marked according to the child's ability, known as SPAG marking. If the spelling words are key words that the pupils should be able to correct themselves, put a mark in the margin indicating how many mistakes there are in a particular paragraph or section. Pupils then look back through their work to find the mistakes and correct them. Corrected spelling will be given by the teacher if it is felt that the pupil is not able to find out the correct spelling or use a dictionary. The correct spelling will be written above the word/in the margin where possible. Misspelt words need to be copied out twice in KS1 and three times in KS2.
- Pupils should be given the opportunity to evaluate either by themselves or with peers.
- Pupils to change to a different coloured pen to indicate additional time given to complete a task.

Girls' Prep Marking Symbols

				
Capital letters	Full stops	Like this part	Text missing	Does not make sense
				
New paragraph	Spelling mistake	Punctuation mistake	Verbal feedback	Wrong answer
				
Read the question	With support	Independent work	Respond to teacher's comment	Target
				
Partially achieved this learning objective	Achieved learning objective	Needs more practice with this learning objective	Come and see me	Silly mistake

6 Appendix- Boys' Prep Marking and Feedback Policy

Aim

Marking is essentially for the benefit of the child to foster optimum learning. Regular careful marking should provide both child and teacher with useful information on their work. It should highlight achievement for individual children as well as monitoring whole class performance. The marking of a piece of work should be a positive experience, encouraging and motivating a child. Marking should inform children of how to improve their work and act upon it immediately.

The results of marking will enable teachers to:

- Monitor and assess the impact of lesson content and delivery on learning
- Encourage high expectations of pupils' capabilities
- Provide work matched to the individual child's needs
- Ensure that the children are making expected progress

Principles/How we mark

Feedback must be goal oriented, specific and actionable

Routine feedback is an important part of our assessment process at the Boys' Prep, and evidence of this will be in the form of written or oral feedback, along with pupil progress evident in books and assessments

Teachers have a high degree of autonomy in the way they provide feedback, however, a small number of symbols/expectations will be required of staff when marking (see appendix 1)

In certain subjects, pupils may be encouraged to mark their own work or that of their peers

Learning objectives/outcomes/big questions must be referenced when feedback is being given. I.e., the feedback must be relevant to what was required of the pupil in that lesson

Feedback can be given to the whole class, groups or individuals

Feedback may acknowledge the effort a pupil has put into a piece of work, and specific learning needs must be taken into account (tailored feedback)

Written feedback must model legible handwriting

Teachers are encouraged to identify whether a pupil has not met, worked towards, met or exceeded a particular lesson objective

Feedback and marking are the responsibility of the person who has conducted the lesson, including supply and cover teachers

Marking Guidance

Key Stage One and Key Stage Two

- Marking is written in legible handwriting in a green pen.
- Learning objective displayed on each piece of written work.
- Symbol used to show whether the child has had support (WS) from an adult.
- Teachers will discuss marking with pupils on a regular basis and will record this with a verbal feedback symbol (VF).
- Put a double tick next to the learning objective if they have achieved, a single tick if they have partially understood and a · if they have not understood.
- House points should be used for praise and encouragement.
- Focus the marking i.e. mark to the lesson objective/success criteria.
- Pupils to use a different coloured pen when self and peer assessing work and responding to comments.

At Key Stage One

- For younger pupils the learning should be marked by an adult and appropriate comments/symbols used.
- Often the marking will take the form of verbal comments to individuals at the time of working.
- Where necessary a comment in their exercise/workbooks e.g., 'Good careful work' or 'with support' (WS) indicating a pupil did not work independently on a task. Where appropriate, comments are given after discussion.
- For marking Maths work a green circle indicates correct, an orange circle indicates a number reversal, and a pink circle indicates an incorrect answer.
- In SPAG marking, identify a misspelt high frequency word and give the correct spelling for the pupils to practise once.

At Key Stage Two

- Not all written work calls for extended written comments.
- Full written date in all books except in Maths books and on worksheets, where the numerical date can be written.
- Depending on the pupil, some SPAG errors may be corrected by the teacher
- For misspelt words, pupils are required to write out the correctly spelt word three times (a maximum of three)
- Pupils will be given time, either at the beginning or end of a lesson, to respond to feedback
- Pupils will be expected to self-assess various tasks in all subjects

SPAG Marking

The letters 'sp' will also be placed in the margin on the corresponding line which contains a spelling mistake. The corrected spelling will be given by the teacher if it is felt that the pupil is not able to find out the correct spelling or use a dictionary. The correct spelling will be written above the word/in the margin where possible. The number of corrections need to take account the pupil's age ability and person.

Spelling errors identified should be written three times under the work by the pupil. The symbol ^ will be used to indicate a missing word. Incorrect or missing punctuation will be indicated by a 'P' with the punctuation mark required. NB The number of words or punctuation errors marked by the teacher will relate to the ability of the child.

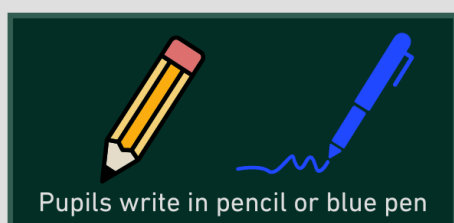
Maths

Correct answers will always be marked with a tick (✓). Incorrect answers will be marked with a 'c' or '.'. Corrections by the children should be made next to the original work.

Marking and Feedback Guide



To help you understand your feedback quickly and clearly, we use a consistent system of colours and symbols across our school.



'Green for Great'



Green highlighter means a section of your work has met or exceeded a key objective

'Pink for Think'



Pink highlighter means a section of your work should be checked or amended



Excellent: Teachers will detail what was excellent about your work



Next steps: Teachers will detail your next steps

For **written language** teachers may use:

- (SP)** = Check spelling
- ^** = Add word or phrase
- (P)** = Check punctuation
- //** = New paragraph



For **Maths work** teachers may use:

- ✓** = Correct
- X** or **■** = Incorrect
- (C)** = Check and correct this one

Sometimes teachers may use:

- (WS)** = With support
- (I)** = Independent

7 Document Information

Version Number	7.1
Reason for Version Change	Minor amendment to personnel
Name of owner/author	Olivia Adams, Vice Principal Academic in conjunction with Alexis Orlovac (Deputy Head Academic Girls' Prep) and Ed Fielding (Deputy Head Academic Boys' Prep)
Name of individual/department responsible	Vice Principal Academic
Target Audience	Staff
Date issued	20 th January 2026
Where available	School Website, Common Docs
Review Date	September 2026