# ASSESSMENT, TRACKING AND REPORTING POLICY

## 1 KEY PRINCIPLES

**1.1** The following are the principles which underpin the Assessment, Tracking and Reporting Policy at Red House School:

- Teachers need to know pupils as individuals to identify their strengths and weaknesses, attitudes, values and characteristics so that they can develop appropriate strategies and techniques for fulfilling the aims and objectives of the schemes of work and hence move pupils on to the next stage of learning.
- Information obtained from assessment, used effectively, can improve teaching and learning and raise pupils' attainment, thereby helping them to progress at their optimum rate and achieve their potential.
- The central aim of this policy is to track pupils' progress from entry to Nursery to the end of Reception and throughout the key stages to enable them to reach their true potential.
- To achieve this central aim requires that consistent and effective policies are followed on a whole school basis so that judgements of pupils' progress are based on assessment evidence which is valid, reliable and consistent. Quality of assessment, not quantity, is a key feature of the assessment policy. To obtain valid, reliable and consistent assessment evidence on which to judge the progress of pupils, there is no need to place unrealistic demands upon staff. The assessment process should be an integral and planned part of teaching and it should focus on the key objectives/thresholds identified within the scheme of work. It should therefore be manageable and not consume a disproportionate amount of teacher time.
- Given that GCSE is the culmination of the National Curriculum (NC) stages it is both logical and apparent that all departments, need to assess pupils in terms of the key knowledge and skills that are required for success in Key Stage 4.
- Assessment criteria should be shared with and understood by all individual pupils. Pupils should be supported to assess their own work in order to be able to see where they might improve.
- Marking should build a 'growth mindset' and provide feedback using language that celebrates achievement and identifies specific action focused targets for improvement.
- Targets should be frequently reviewed and updated to ensure that they are relevant and communicate high expectations of all learners.

**1.2** All departments produce key objectives these give a clear account of what pupils are expected to do and give a clear indication of progress from one level to another.

**1.3** This information is usually shared with pupils and parents throughout the year during parent-teacher consultation evenings, through reporting to parents, and as part of feedback given during lessons and in writing through the marking of pupil work.

**1.4** Assessing, recording and reporting should be part of a tracking and monitoring process so that any pupils not fulfilling their potential in a particular subject would become readily apparent to the pupil, teacher and parent.

**1.5** Other associated School policies:
- Curriculum Policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Homework Policy
- More Able, Gifted and Talented Policy
- SEND Policy
- EAL Policy

## 2 ROLES AND RESPONSIBILITIES

### 2.1 Members of the Senior Management Team (SMT)

**2.1.1** The Assistant Head (Academic) has oversight of the Senior School (Years 6-11) and the Head of the Junior School has responsibility for pupils from Nursery to Year 6 in terms of assessment, tracking and reporting.

**2.1.2** The Assistant Head (Academic) and the Head of the Junior School have the following responsibilities:
- Leading on assessment procedures throughout their area of the School.
- Ensuring assessment data is used effectively by form, class and subject teachers.
- Liaising with the Head of EYFS over assessment procedures (Head of Junior School).
- Compiling, maintaining and monitoring assessment records and pupil data.

- Liaising with staff to identify more able, gifted and talented pupils.
- Overall responsibility for testing and examinations.
- Responsibility for the production of written reports to parents including provision of guidance.
- Managing and directing Key Stage Coordinators/Heads of Department in their role.

## 2.2 Pupils
**2.2.1** The involvement of pupils in the marking and assessment process is important. Pupils should:
- Be prepared and ready for their involvement in the process.
- Bring appropriate resources to lessons including their pupil planner and necessary stationery or personal equipment such as calculators.
- Prepare for assessments and examinations to the best of their ability, taking active steps to manage their time and workload, as appropriate to their age and stage in the school.
- Pupils demonstrate and understand the necessary responsibility and maturity required in self and peer assessment.
- Reflect on their performance and their targets for the future and aim to implement the recommended improvements.
- When undertaking a task, pupils should build the habit of looking at prior tasks and feedback, to remind them of key targets to address in the current task.

## 2.3 Teachers
**2.3.1** Teachers are responsible for ensuring that there is ongoing assessment through a variety of formats and associated activities in all teaching groups. Teachers are expected to:
- Plan and deliver lessons in accordance with schemes of work and where appropriate, exam syllabuses, which make use of both formative and summative assessment on a regular basis.
- Ensure that the aims and purposes of marking and assessment are communicated to pupils.
- Use a variety of forms of assessment to ensure that they are accurately informed of the progress and understanding of all pupils.
- Use assessment insight in planning lessons, to ensure that teaching addresses pupils' learning need.
- Set suitably challenging targets that express high expectations as well as scaffold progress.
- Provide pupils with frequent, focused and actionable feedback that clearly allows pupils (and parents) to understand what can be done more, or developed or changed to enable further progress to be made.
- Acknowledge and reward pupil effort and personal development as well as attainment through learning activities.
- Individual subject teachers are responsible for assessing their pupils using a variety of assessment activities of which some, but not all, are recorded in their mark book/teacher planner.
- Subject teachers should make pupils aware of the key objectives/programme of study that will be assessed during the year.
- This information could be displayed on the classroom wall or stuck into the front of their exercise books or files thereby making the information available to inform parents.
- Teachers must make the key objectives the focus of assessment and record these assessments in their mark book/planner.
- The key objectives are the significant aspects of learning which are used to monitor and report if the necessary progress is being achieved to fulfil each pupil's potential.

## 2.4 Subject/Key Stage Coordinator (Junior School) and Heads of Departments
**2.4.1** Subject/Key Stage Coordinators and Heads of Department are responsible for ensuring that:
- Departments have a clear marking and assessment policy in place to ensure consistency for pupils and that teachers in the department follow this policy.
- Ensuring that schemes of work identify both summative and formative assessment points, and what specific knowledge or skills are being assessed.
- Analysis of department data is undertaken to monitor pupil progress to ensure that all pupils and all groups of pupils are achieving in line with expectations for their age and stage.

## 3 ASSESSING AGAINST SET CRITERIA
**3.1** Red House follows the National Curriculum in the vast majority of the subjects taught throughout the key stages.

**3.2** Each pupil's MidYis target grade is the benchmark for the assessment process. Assessment of pupil's progress are against the critieria indicated in the key objectives described in their schemes of work.

**3.3** The significant aspects of learning as identified by the key objectives in the Scheme of work should be the focus of assessment as this allows progress over time to be quantified and to monitor if pupils are on target to achieve their target level by the end of the key stage they are currently within.

## 4 DEFINITIONS OF ASSESSMENT
**4.1** There are various types of assessment which enable teachers to gain a picture of a child's ability, attainment and progress. These include:

**4.1.1** Formative Assessment (Assessment for Learning), which tracks ongoing achievements and successes. It determines targets and involves the use of assessment in the classroom to raise pupil achievement. Pupils improve most if they understand the aim of their learning, know where they are in relation to this aim, and recognise how they can achieve this aim. Assessment for learning is based on four principles:
- Making the learning clear by setting a learning objective and success criteria.

- Peer/ self-evaluation.
- Pupil feedback.
- Effective questioning.

**4.1.2** Summative Assessment (Assessment of Learning), which sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time can vary as assessments may be at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage. Summative assessment takes place after the teaching and learning and involves judging pupils' performance against national standards. Test results and data can then be recorded and reported.

**4.1.3** Diagnostic Assessment, which assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. Once strengths and weaknesses are identified, pupils can be supported so that improvements can be made.

**4.1.4** Evaluative Assessment, which is a type of assessment whereby performance of departments and year groups can be reviewed to improve the quality of teaching and learning.

## 5 RECORDING OF ASSESSMENT
**5.1** Not all assessments are recorded. Teachers assess pupils every lesson through observation and discussion. It is only significant assessments that need be recorded.

**5.2** Records do not have to be complicated. There is no need for teachers to use complex systems for assessing their pupils, or for schools to keep extensive records to support end of key stage judgements. It is more important that teachers have a consistent and shared understanding of standards and that the assessments they make of their pupils' achievements arise naturally from, and feed effectively into, planning, teaching and learning.

**5.3** Records should:
- Be fit for the purpose they serve and help teachers, the SMT and parents to track the progress pupils make.
- Arise from routine processes of teaching, learning and assessing.
- Be manageable, concise and accurate.

**5.4** Records should enable teachers to:
- See who needs more help or is ready for extension work.
- See if they need to refine any aspects of their teaching.
- Track the progress of individual pupils or groups of pupils.
- Identify patterns over time where there are many small steps in developing pupils' knowledge and skills.
- Confirm end of year and statutory end of key stage teacher assessment.
- Set individual and group targets for improvement.
- Discuss pupils' progress with their parents and other teachers.

**5.5** Records should enable the SMT, Subject Coordinators/Heads of Department and governors to know:
- Whether different groups of pupils in the school are making sufficient progress.
- Whether there are any major shortcomings or successes.
- Whether the school is on track to reach its pupil attainment targets.
- How pupil attainment in the school compares with other schools locally and nationally.
- Which aspects of the curriculum and teaching need to be strengthened.

**5.6** Records should enable parents to know:
- Whether their child is making appropriate progress.
- Whether their child is showing any major strengths or weaknesses.
- How their child is doing in relation to the class, and to other children of the same age and what they can do to help.

## 6 SCHOOL PROCEDURES: ASSESSMENT AND RECORDING
**6.1** The following procedures will be applied throughout the school to reflect best practice in the assessment and recording of pupils' work.
- For each year group the threshold descriptors/key objectives identified in the Scheme of work are to be the focus of recorded assessments.
- The objectives of a lesson or series of lessons which comprise a unit of work are to be taught and various assessment methods are to be employed to monitor progress.
- Selective assessments are to be recorded into a teacher's mark book/planner.
- The recording of assessments described above gives a cumulative record of pupils' progress over time which is used to report to fellow teachers, senior management and parents at appropriate intervals during the school year.

## 7 MONITORING AND TRACKING
**7.1** The School's system of grades and reports provides a formal framework for communication between teachers, parents and pupils regarding a pupil's achievement, progress and attitude. In addition to a written record, it provides a focus for discussion between a pupil, his/her class teacher/Form Tutor and

his/her parents and is complemented by the annual Parent-Teacher Consultation Meeting for each year group.

**7.2    Senior School pupils are also monitored in the following ways:**
- Senior School staff attend a briefing meeting each Tuesday morning at 8.10am, during term time.  As an agenda item all colleagues are invited to raise issues relating to pupils they teach or who are in their tutor group. During periods of remote learning or to adhere to COVID related risk assessments, briefing may be replaced by a staff bulletin, this is shared via emails.
- At the end of each term, Form Tutors and Heads of Year meet with the Assistant Head (Academic), Deputy Head (Head of the Senior School) and the SENCo in a series of meetings to review reports generated at the end of the previous term and discuss individual pupils.  Notes from these meetings are taken are shared with staff where appropriate.
- The Senior Management Team (SMT) is informed of any concerns raised in report review meetings during the weekly SMT meetings on Mondays at 10am by the Assistant Head (Academic).
- Heads of Year (6-8 and 9-11) meet with Form Tutors, the SENCo and the Assistant Head (Academic) every half-term to discuss pupil's academic progress.
- In addition, there are ad hoc meetings between Heads of Year, Form Tutors as well as the Assistant Head (Academic), Deputy Head (Head of the Senior School) and the SENCo as necessary.
- The SMT reviews the academic progress of pupils on a termly basis. In addition, during the Autumn Term, value added data generated by CEM (MidYIS) is reviewed and discussed. These reviews assist the SMT in monitoring performance and developing strategy.  The value added data is used to aid discussion during performance management reviews of staff.
- Weekly meeting of the SENCo and the Assistant Head (Academic) are relayed to SMT discussions by the Assistant Head (Academic).

**7.3    Junior School pupils are also monitored in the following ways:**
- Junior School staff, along with the Head, the Headof the Junior School, the Assistant Head of the Junior School (and KS2 Coordinator), the EYFS and KS1 Coordinators and the SENCo, attend a meeting each Monday at 4.15pm, during term time.  All colleagues are invited to raise issues relating to pupils under the heading pupil matters on the agenda.
- The Junior School Leadership Team (JSLT) review the academic progress and any pastoral concerns raised each term. The SENCo and Head is invited to these meetings as necessary. Information from this meeting is fed back to the SMT.
- The SMT reviews the academic progress of pupils on a termly basis. In addition, during the Autumn Term, value added data generated by CEM (INCAS) is reviewed and discussed. These reviews assist the SMT in monitoring performance and developing strategy. The value added data is used to aid discussion during performance management reviews of staff.

**7.4    The Board of Governors**
- Strategic issues raised within the SMT's review of academic progress will be brought to the attention of the Board of Governors through its Education Committee.
- The value added data generated by CEM is also brought to and discussed by the governor's Education Committee.
- The Head also briefs the Board of Governor every half term, via her Head's Report.

# 8    REPORTING
## 8.1    General background
**8.1.1**    The reporting cycle has been designed so that there are a number of information points (gradings, summary reports, full reports and parents meetings) spread throughout the year to allow the school to monitor pupil progress and to give pupils and parents a clear picture of how the pupil is progressing and how they might improve further.

**8.1.2**    Red House has responsibility to provide regular, accurate and meaningful communication with parents through reporting procedures and parents evenings.

**8.1.3**    On an individual subject level and at any time during the school year early identification of potential problems is essential and should be reported to parents to enable them to take an active role in agreed remedial action/strategies.

**8.1.4**    Written reports to parents as sent out at the end of the Autumn and Summer Term. This details the progress of their son/daughter in each subject studied as part of the school curriculum and comments on their involvement in school life.

**8.1.5**    Reports will be issued via the Parent Portal in the last week of term to allow parents the opportunity to discuss any concerns.

## 8.2    Aims of reports
**8.2.1**    To provide parents with information regarding attainment in the work covered during the term, including performance in assessments, examination performance and to give parents some idea of their child's attainment in comparison with others.
**8.2.2**    To provide information on a pupil's attitude, effort and homework record and coursework standards in the case of GCSE.
**8.2.3**    To encourage improvement through the setting of targets.

**8.3 Reporting Cycle**

**8.3.1** The timing of reports and Parent-Teacher Consultation Evenings for Years 6 to 11 is summarised in tabular form in Appendix 1. The following is intended to supply additional information/explanation and guidance of the reporting cycle for members of staff.

**8.4 Reporting formats for the Senior School**

**8.4.1** Year 11 full reports are completed and sent to parents at the end of the Autumn Term. They concentrate on a pupil's progress/performance as evidenced in the mock examinations:
- They indicate to parents the attained/estimated grades and they highlight areas for improvement.
- Any improvements and concerns highlighted in the full report can then be discussed at the parent-teacher consultation evening which is usually around February half term.

**8.4.2** In the Autumn Term, all pupils in the Senior School receive a report:
- Which summarises if a pupil is on/below target in his/her subjects.
- It is also used to assess the pupil's study skills through the use of check boxes.
- An assessment grade of knowledge, skills and understanding in each subject studied is given in terms of descriptors which are printed on the report together with an effort grade.
- Written subject comments are required for all subjects.
- In the tutor comment box of the report, tutors write a pastoral comment on the general progress and contribution of each pupil to the form/school, his/her behaviour and any special achievements.
- An academic comment in the form tutor comment box of the report.

**8.4.3** In the Summer Term, Years 7 to 10 sit their school examinations and parents receive a report at the end of term:
- In which target levels are recorded as being on or below target and an assessment term grade is given for knowledge, skills and understanding.
- These assessment grades are printed on the report.
- Each subject with an end of year examination also records the exam percentage and an average exam percent within the year group.
- All subject teachers write a comment on the progress of each pupil in their subject.
- In the tutor comment box of the report tutors supply, primarily, a pastoral comment on the general progress and contribution of each pupil to the form/school, his/her behaviour and any special achievements. Any academic comment in the tutor comment box of the report is to be a short statement to summarise a pupil's academic progress.

**9 PARENT-TEACHER CONSULTATION EVENINGS**

**9.1 Senior School**

**9.1.1** All subjects are of equal importance and thus staff from all subject areas attend parents' evenings. All parents' evening appointments are 5 minutes in length. Parents' evenings are held in the Spring Term either via Microsoft Teams or face-to-face appointments in the Dining Hall.

**9.2 Junior School**

**9.2.1** Parents Meetings take place towards the end of the Autumn and Spring Term. Parents are allocated a ten-minute appointment with their child's form teacher. The specialist PE and Music teachers also attend.

**10 MODERATION OF STANDARDS**

**10.1** Teachers meet regularly, within departments, to agree consistent standards for assessing pupils' work.

**10.2** The quality and consistency of marking and written feedback is monitored through the regular scrutiny of work both on a departmental and whole school level.

**10.3** As part of the Performance Management process, teaching staff across both sites follow a timetable of formal lesson observations throughout the year.

**11 CONFIDENTIALITY AND ACCESS TO INFORMATION**

**11.1** The results of individual pupil's assessments are always treated as confidential. They are only communicated outside of the school to the individual's parents, the school to which a child may be transferring to and other agencies when requested.

**11.2** Parents have the right of access to all written documentation and records, which are intended for future use by other members of staff or appropriate external bodies.

Reviewed by: Dr R Ashcroft, L Roberts and S Haywood
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# APPENDIX 1: STAFF GUIDANCE ON COMPLETING REPORTS – SENIOR SCHOOL

## 1    SUBJECT TEACHERS GUIDANCE
**1.1**    For both Autumn and Summer Term reports:
- In the assessment of knowledge, skills and understanding column record a single grade from the range: 1-4 based upon assessments.
- In the effort grade column, record a grade for effort between 1 and 4.
- The grade descriptors appear on the report.
- The progress column will indicate the level of progress a pupil has made. This is reported as exceptional (working above their threshold level), Good (working at the upper end of their threshold), expected progress (working at the lower end of their threshold) or less than expected (working below threshold prediction).

**1.2**    Written comments for each subject should include:
- A short reference to the topics which have been covered during the term.
- Comments outlining successes/what the pupils have done well including assessment/examination performance.
- Reference to areas of future improvement by the inclusion of a formative target.
- Main references should concentrate on skills rather than knowledge or presentation.

## 2    CHECKLIST FOR SENIOR SCHOOL STAFF
- The name that appears in the body of the report should be the same as the one at the top of the report i.e. there should be no abbreviations.
- Check that pupils are in the correct set/class and that pupils are not missing.
- Reports require a cover sheet tick box which needs to be completed.
- The written report should be at least 600 but no longer than 900 characters.
- The report should be written in Verdana font size 12.
- There should be only 2 paragraphs in the report – one for the generic statement and one for a comment on the pupil - with no space between the paragraphs. Do not press return key during statements about the child.
- Generic statements should account for approximately one third of the written report (200-300 characters).
- The comment on the pupil should include a statement about performance during the exam/year as well as a target.
- All subjects/curriculum titles should be in proper nouns and have a capital letter.
- Formal English should be used.
- Contractions should be avoided.
- Staff should use 'pupils' not 'pupils'.

## 3    KS2 (YEAR 6 ONLY)
- There should be a comment to state whether a child is meeting, exceeding or below national expectations for both reading and writing in English and in Science and Maths.
- KS2 reports will have a comment only for History, Geography, and RS, i.e. no marks.

## 4    KS3 Reports (YEARS 7-9)
**4.1**    In the Summer Term, Years 7, 8 and 9 will continue to have a % and an average % in year group except for Maths which will have average % in set.

## 5    GUIDELINES FOR FORM TUTORS (KS3 and KS4)
**5.1**    It is recognised that most tutor reports are of a high standard; but in order to develop a more consistent approach and to give additional guidance the following notes are provided. Tutors should comment on all three main areas identified.

- An overview of the child's academic achievement and attitude in class.
- A comment on the pupil's attitude to school life, such as:
    - Friendships and social skills, in particular, if there are any difficulties.
    - Participation in clubs.
    - Behaviour around school, NB: if there are concerns about behavioural issues it is important that parents are informed.
    - Participation in tutor time activities sessions and assemblies.
- Identify areas that the child can develop further during the next year.

## 6    REPORT TIMINGS

| Year | Autumn | Spring | Summer |
|---|---|---|---|
| 6 | Report<br>Report Meeting | Parents' Evening | Report |
| 7 | Report<br>Report Meeting | Parents' Evening | Exam<br>Report |
| 8 | Report<br>Report Meeting | Parents' Evening | Exam<br>Report |

| 9 | Report<br>Report Meeting | Parents' Evening<br>including Options | Exam<br>Report |
|---|---|---|---|
| 10 | Report<br>Report Meeting | Parents' Evening | Exam<br>Report |
| 11 | Mock Exams<br>Report<br>Report Meeting | Parents' Evening | |

## 7    FORM TEACHER'S CHECKLIST

- Check the list of subjects per child is correct.
- Check the subjects that require N/A is also correct.
- When the reports have been carefully checked and corrected the form teacher needs to write her/his report.
- Form teachers need to put their signature on the report with a black ink, not biro.
- The School Office need to be informed when the reports are ready to be printed.

## 8    STAFF RESPONSIBILITIES

- It is the responsibility of subject teachers to see that the reports are completed in line with the School policy and that all deadlines for completing reports are met.
- It is the responsibility of form tutors to follow School policy in writing tutor comments and to check the accuracy of the subject comments and to see that the deadline for passing reports to the Head are met.
- Reports will be issued via the Parent Portal in the last week of term to allow parents the opportunity to discuss any concerns.

**APPENDIX 2: STAFF GUIDANCE ON COMPLETING REPORTS – JUNIOR SCHOOL**

## 1     GUIDELINES FOR WRITING JUNIOR SCHOOL
**1.1**     For both Autumn and Summer Term reports, all reports to be typed using ISAMS.

**1.2**     We need to be consistent in our presentation; therefore please would all staff observe the following points:
- The name that appears in the body of the report should be the same as the one at the top of the report i.e. there should be no abbreviations.
- Check that pupils are correct and that pupils are not missing.
- The report should be written in Verdana font size 12.
- All subjects/curriculum titles should be in proper nouns and have a capital letter.
- Formal English should be used.
- Contractions should be avoided.
- Staff should use 'pupils' not 'pupils'.
- Term should be written as e.g. Summer 2014.
- Next Term should read as: 4 September – 13 December 2022.
- Form should read as e.g. 2H.
- Abbreviations may be used for subjects e.g. ICT, RE, PE, RSE, PSHE.
- Maths may not be used for Mathematics.
- Subject names used in the text should start with a capital e.g. Geography, but when used in context the lowercase letter should be used. e.g. geographical.

## 2     ORDER OF THE REPORTS

| Order of Reports | | |
|---|---|---|
| Years 1 – 5 | | EYFS |
| General | | Personal, Social and Emotional Development |
| Literacy - Years 1 and 2 | English - Years 3 - 5 | Communication, Language and Literacy |
| Numeracy - Years 1 and 2 | Mathematics - Years 3 - 5 | Problem Solving, Reasoning and Numeracy |
| Science | | Communication, Language and Literacy |
| ICT | | Problem Solving, Reasoning and Numeracy |
| History/Geography | | Knowledge and Understanding of the World |
| PSHE | | |
| PSHE/RSE | | |
| Art | | |
| Music | | |
| Physical Education | | |
| French – Year 3 – 5 | | |

## 3     SUBJECT CONTENT
**3.1**     The report in the Autumn and Summer Terms should include a maximum of two sentences to state the content of the term's work.

**3.2**     A pupil's report should include comment on:
- Effort/interest.
- Objectives/skills achieved, and areas where experiencing difficulty.
- Comment made on homework where relevant.
- A realistic target/next step to be set (usually linked to threshold descriptors or Key Stage targets).

## 4     FORM COMMENT
- Academic summary of one/two sentences.  Comment on attitude, behaviour, organisation and contribution of child to the form/school and any special achievements.
- Staff's full signature at the end of each report in black ink – not biro.  Fountain pens, roller ball and gel pens acceptable.
- Duplicates required for some children – as advised by school office.

## 5     STAFF RESPONSIBILITIES
- The class teacher to take responsibility for collecting and collating all her/his report forms together, and checking for grammar/presentation/punctuation/spelling before handing to the Head.
- Reports will be issued via the Parent Portal in the last week of term to allow parents the opportunity to discuss any concerns.

**APPENDIX 3: TARGET SETTING AT RED HOUSE**

**1      AIMS**
**1.1**     The central aim of the Red House School Assessment, Tracking and Reporting Policy is to track pupils' progress throughout the key stages to enable them to reach their true potential.

**1.2**     The following is a summary of assessments taken place throughout a pupil's time at Red House. The information will be passed on to staff as and when it becomes available during the academic year.

**1.3**     The school uses Cambridge University's Centre of Education Management (CEM) tests of potential at various stages to measure the potential and project future performance of its pupils.

**1.4**     In Key Stage 3 and 4 pupils are usually assigned a target in all subjects, using the data from CEM. In Key Stage 2 pupils are measured against the national expected standard and are reported as exceeding, meeting and below.

| Key Stage 1 | | | |
|---|---|---|---|
| **Year Group** | **Assessment** | **Provider** | **Comments** |
| **Reception** | Beginning and end of Reception | Evidence Me | Beginning of Reception is the baseline from which progress is measured to the end of Reception. Standardised scores allow comparisons to be made between potential and attainment. Projects to expected levels for the end of Key Stage 1. Feedback at the beginning of Year 2. |
| **Year 1** | Summer Term of Year 1 | CEM - INCAS | Similar to reception in so far that comparisons can be made and projections to the end of KS1 are given. For pupils who have been assessed using the end of Reception test then a measure of their progress will also be given. |
| **Year 2** | Summer Term of Year 2 | CEM - INCAS | Compares academic attainment with academic potential. Allows a profile of individual progress. |

| Key Stage 2 | | | |
|---|---|---|---|
| **Year Group** | **Assessment** | **Provider** | **Comments** |
| **Years 3-5** | Summer Term of Years 3-5 | CEM - INCAS | Standardised scores allow comparisons to be made between potential and attainment. Projects to expected levels for the end of KS2 in Maths, English and Science. Test is taken in June. |
| **Year 6** | Summer Term of Year 6 | CEM - INCAS | Standardised scores allow comparisons to be made between potential and attainment. Projects to expected levels for the end of KS2 in Maths, English and Science. Feedback is received at beginning of Summer term of Year 6. |

| Key Stages 3 & 4 | | | |
|---|---|---|---|
| **Year Group** | **Assessment** | **Provider** | **Comments** |
| **Year 7 and Year 9** | Start of the academic year | CEM - MidYis | Measures pupil potential and gives projections for GCSE grades for individual pupils, departments and the whole school. |

**2      SCHOOL PROCEDURES**
**2.1**     The following procedures will take place to establish and review targets for pupils from the end of Year 3, beginning of Year 4, beginning of Year 7 and the beginning of Year 10.

**2.2**     The targets will be based on:
- Future potential, as measured by the relevant INCAS or MidYis tests administered by CEM.
- The professional judgement of the staff involved in the target setting process.

**2.3     Key Stage 2**
        The procedure for setting internal target levels at the end of Year 3 to the end of Year 6:
- Have available the pupil data of Year 3 teacher assessments and test levels in English, Mathematics and Science plus INCAS Year 3 measures of potential and NFER data for pupils, if any, who entered after the INCAS test was taken.
- Use professional judgement to set realistic and challenging internal target levels to the end of Key Stage 2 in English, Mathematics and Science.
- These target levels to be indicated on the end of Year 3 reports and a letter explaining the expected year group target levels at the end of each key stage to be enclosed with the reports.
- Target levels are normally in the range 3/4 or 4 or 4/5 or 5.
- In the Autumn Term of Year 4 before reporting to parents the Year 4 teachers meet to set the target levels for Year 4 pupils in all National Curriculum subjects to the end of Year 6 using the INCAS Year 3 data and their professional judgement.
- The target levels to appear on the written reports and a letter explaining targets and expected progress to accompany the report.

**2.4    Key Stage 3 & 4**
Procedure for setting target grades:
- Where possible have available pupil data for end of Key Stage, plus MidYIS Year 7 projections for GCSE grades (Independent and National) and NFER data for pupils who are new to the school.
- Subject teachers to use MidYis target grades generated in Year 7 for pupils in Years 7 & 8 these target grades will be superseded once MidYis assessment is undertaken in Year 9.
- Heads of Departments can request a change to MidYis target grades, this request needs to be submitted in writing and evidenced. A change of MidYis target grade should then be agreed by the Assistant Head (Academic).

**3    STAFF RESPONSIBILITIES**
- It is the responsibility of all teachers to record in their teacher planner or alternative the GCSE target grades of the pupils they teach as soon as they are available.
- It is the responsibility of the Head of Department to review with members of the Department at least once a term the progress of pupils towards their GCSE target grades of all pupils.

**4    TEACHING GROUPS**
Are organised to allow programmes of study to be delivered effectively and to accommodate differentiation during Key Stages 3 and 4 as far as possible:
- From Nursery to Year 6 inclusive, teaching is predominately classroom-based and pupils are usually placed in two balanced mixed ability groups.
- From the start of the Spring Term, Year 7 pupils are set in Maths and Science.
- From Year 8 onwards, pupils are set into two or three teaching groups in Maths, French and Science.  They are taught, for the remainder of their subjects, except Games, in mixed ability teaching groups.
- From Year 9 onwards, pupils are set for English.
- Optional GCSE groups are of mixed ability.
- Movement of pupils between teaching sets is reviewed by teaching staff/Heads of Department at the end of each term. Parents are advised on any changes via letter, email, phone call or in the end of term report.
- Any set changes must be reported to the Assistant Head (Academic) and the Network Manager before the start of the new term.

**5    PROCEDURE FOR CONSTRUCTING YEAR 7 TEACHING GROUPS**
- A letter is sent home at the end of the Summer Term in Year 6 or in new starter pack requesting parental/pupil preference for German or Spanish.
- The Head of English, SENCo and Assistant Head (Academic) to liaise and determine the pupils for whom the literacy/numeracy and study support programme in Years 7, 8 and 9 is appropriate.
- Heads of Departments are responsible for setting pupils this usually takes place in the Spring Term in Maths and Science.
- Pupil groupings and a letter explaining the groupings may be sent to parents, or may be referred to in the body of the report.