

WHOLE SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

This assessment policy is based on the principles embedded in the School Mission Statement. Students should be educated in an environment where academic excellence, relative to ability, is achieved. Assessment is important in the learning process and an effective, open and supportive partnership between teachers, students and parents is essential in order to maximise the students' progress. Assessment feedback should encourage students to take even greater responsibility for their own learning in order to attain their maximum potential.

This policy complements the *Whole School Curriculum Policy* and the *Learning & Teaching Policy*.

1 Principles of assessment

1. Assessment should be an integral part of curriculum planning and delivery.
2. The assessment and recording procedures should be understood by the students.
3. Assessment should be formative, so as to provide high quality feedback to facilitate learning, to inform lesson planning and as a basis for setting future realistic targets.
4. Assessment should be summative to provide a comprehensive picture of a student's overall achievement.
5. Students should be involved in self-assessment and be encouraged to take responsibility for their own progress.
6. Assessment should be diagnostic:
 - i) so that a student's areas for development can be identified and intervention actioned, when necessary
 - ii) so that student progress can be tracked effectively
 - iii) as a means of reviewing and evaluating the curriculum and the effectiveness of teaching strategies
 - iv) and, wherever possible, should be linked to external benchmarks
7. Assessment should be consistently applied across all subjects, departments and Key Stages.

2 Assessment Weeks

Each year group will complete more formal, standardised assessments in each subject over the course of designated Assessment Weeks. All students in a cohort will complete the same subject assessment, at the same time, in examination conditions in classrooms. During Assessment Weeks, no teaching of new content will take place; students should be given time in lessons to revise in silence in between assessments.

Assessment Weeks enable a streamlined approach to when assessments take place, as well as ensuring students are familiar with examination conditions from Year 7.

For each assessment that takes place during the Assessment Weeks, assessment criteria should be shared with students in advance. Following each Assessment Week, parents will receive their child's Gradesheet which will include their assessment grade or percentage.

3 Principles into practice

3.1 Assessment

Each curriculum area and teacher will need to use the forms of assessment that are most appropriate for their subject. This will be outlined in the Preparatory Division's Subject Policies and the Senior Division's Department Handbooks.

All students, whatever their ability, should be given assessments which enable them to demonstrate some success. Teachers, therefore, should employ some form of differentiation to cover the full range of ability in each group (see *Whole School Differentiation Policy*).

- Departments and curriculum areas are encouraged to continue to forge inter-departmental/curriculum links where there is an overlap in subject matter and assessment
- Care should be taken when using the School's grading system to ensure a consistent standard throughout the School (see Appendix A)
- For public examinations, all students should have access to a course statement or simplified syllabus. All GCSE and A Level students should have access to a copy of the specification or summary specification
- Students will be expected to undertake self-assessment, both academic and pastoral. Staff assistance will be necessary if this is to be successful. It should be recognised that this dialogue and target-setting is good practice
- Assessment levels should be comparable, as far as possible, with an approved system of national benchmarking

3.1.1 Summary

- Assessment Weeks are a period where formal standardised assessments take place across all subjects
- Assessment criteria should be explicitly built into departmental handbooks and schemes of work
- All teachers in a curriculum area should have a shared interpretation of assessment criteria and these criteria should be linked to external benchmarks
- Students should understand the assessment criteria and be encouraged to engage in self-assessment
- Students should understand how to make the desired progress through the setting of next-step targets

3.2 Marking

The marking of students' work has a unique place in the general process of assessment. Teachers' marks and comments alongside students' work will lead to a written record of progress and assessment, owned by the student. Peer marking of students' work will also provide a written record of assessment. (Peer marking should be carried out in a different colour to the colour used by a teacher.)

Marking can motivate students, praise achievement or comment on a particular feature such as grammar, spelling or presentation. Not all work needs to be checked by the teacher; it is the teacher's responsibility to view work that needs to be checked to ensure that students make progress. Conversely, students will perceive regular marking as showing interest in them and their achievements as well as a clear indication that standards must be maintained.

- It is essential that individual teachers and departments develop strategies for marking that allow students to achieve a proper balance of time and effort. This can be achieved by employing an appropriate variety of study and classwork tasks.
- Research and reading can be examined orally in class.
- A focus should be established for marking and this should be shared clearly with the student. Marking can be used for both formative and summative assessment.
- Where marks or grades have been allocated to a piece of work, it should be clear to the student how this has been derived, what it means in terms of knowledge, skill and understanding and what they need to do to progress. Giving grades is effective only if students are aware of what the grade means and what they need to do to improve based on this grade. Prior discussion with students must ensure that low grades do not demotivate them.
- There should be uniformity of marking within a department or curriculum area. Samples of students' work may be kept to help with moderating assessment between different teachers. This could be in the form of a portfolio of work which may be of use when moderating work or coursework/controlled assessment at GCSE and A Level.

3.2.1 *Summary*

- The quality of marking is important
- Not all work needs to be checked; it is the teacher's responsibility to view and mark work that ensures students make progress
- Work should be marked regularly and returned promptly. It is the responsibility of the Head of Department (HoD)/Head of Division to ensure that this takes place
- Marking should be seen as an aid to assessment and should include a comment about improvement
- Marking should enable students to see their strengths and weaknesses and to take appropriate action to progress
- The student should understand the marking system
- There should be uniformity of marking in a subject

- All staff must be aware of the need to maintain standards of spelling, punctuation, grammar and numeracy

3.3 Monitoring progress

The Tutor/Class Teacher is the key member of staff in the monitoring of students' progress since they have an overview of all subjects. Tutors/Class Teachers will receive information from a variety of sources.

- There are many ways of monitoring progress, some formal, others more informal
- The Tutor/Class Teacher will discuss progress with the students. This should motivate and encourage the student by highlighting and praising both success in and a diligent approach to their work; it should also make clear that poor attitudes will not be ignored. If necessary, the parents will be informed and involved in the discussions
- Formal meetings take place between the individual teachers, tutors and Heads of Divisions (Senior) to monitor the students' progress
- Formal meetings take place between the Class Teacher (Preparatory Divisions), SENDCo (Preparatory Divisions) and the Heads of Divisions to monitor the pupils' progress
- In the Preparatory Divisions, an attainment level is given every term for Mathematics, Reading and Writing, along with an Effort Grade. Other subjects are reported in the Trinity Term
- For Years 1 to 6, examination results are reported in Mathematics and GAPS/English in the Trinity Term
- For every subject in the Senior Divisions, each student is given at least two Attitude to Learning (Effort) Grades, split to show their application in class and in study, and an Attainment Grade based either on their Assessment Week outcomes, or a Working At Grade, based on the professional judgement of their teacher
- For every subject in the Senior Divisions each student is given an assessment grade at least twice a year, unless an exemption has been previously authorised
- Effort and Attainment Grades and examination results are entered onto a Grade Sheet Report on iSAMS for each student. Copies of Grade Sheet Reports are then made available to parents
- Heads of Division monitor each set of grades, alongside the Tutors and Class Teachers. Where student progress is below expectations, meetings are held to discuss and to implement intervention strategies
- Baseline testing (CAT4, MidYIS, YELLIS and ALIS) is used to generate target grades. These targets are used to help monitor progress across the Divisions and provides information to enable the analysis of results in relation to national public examination results and National Curriculum achievement. Within the Senior Divisions, the iSAMS platform is used to allow teachers and other staff to track progress

3.3.1 Summary

The Tutor/Class Teacher has the overview of a student's progress. Senior Division Tutors are supported in this by the Head of Middle Division, Head of Upper

Division and Head of Sixth Form. Preparatory Divisions Class Teachers are supported by the Heads of Divisions and Subject Leaders.

Monitoring includes:

- Meetings of the staff involved
- Termly Effort and Attainment Grades for Years 1-6 (Preparatory Divisions)
- Half-termly Effort and Attainment Grades (Senior Divisions)
- Examinations

3.4 Record keeping

Record keeping should be manageable. Members of staff are expected to use their professional judgement in deciding what should be recorded. Results of tests, examinations and examples of significant progress and achievement should be recorded and retained.

- Records from previous teachers should be used in the planning of work for any class, so it is essential that adequate records are retained. These should include mark books (particularly from staff who leave) and former schemes of work.
- All records must be kept up-to-date. Achievement should be recorded by the subject/Class Teacher, and kept in a format which is standardised throughout the department/Key Stage.
- Subject/Class Teachers should also record the core skills that their Department/Key Stage has agreed to assess.
- The records kept by the teacher should be used as a basis for their comments on the report. Such comments should be formative and achievable targets should be set.

3.5 Reports

Reporting on a student's progress at New Hall represents part of the continuous dialogue that takes place between Class Teacher/subject teacher/tutor, student and parents. The aim is to guide each student towards realising their full potential.

All reports should conform to a common format, using the guidelines provided. The teacher comment should be addressed to the parents but should aim:

- to promote the development of the student.
- to set targets, which should be positive, specific and constructive.
- to pinpoint areas that need improvement and areas of particular success.
- to include evidence in support of the comments, where possible.

Parental feedback is encouraged and parents are invited to contact the School at any time.

3.5.1 *Preparatory Divisions*

Interim Reports are issued for the Michaelmas and Lent Terms; a full report is issued at the end of the Trinity Term. In addition to these, the parents of each pupil have

the opportunity of receiving at least two verbal reports each year at Parent consultation evenings.

3.5.2 *Senior Divisions*

Full Reports or Grade Reports are issued half-termly and are summative in nature. In addition to these, the parents of each student have the opportunity of receiving at least one verbal report each year, at Parents' Meetings.

Following assessments in Years 10-13, it will be appropriate to comment on the kind of GCSE, AS and A2 grade that would be equivalent to the marks achieved. The predicted grade should relate to the expected grade in the public examination.

4 Examinations

Examinations are an essential part of the learning and assessment process. Students need to be trained to cope with examination conditions and to behave appropriately. It is, therefore, essential that, as far as possible, internal examinations are conducted as strictly as public examinations.

4.1 Timing of examinations overview

It is expected that regular testing will take place as part of the normal teaching process:

- In Reception, assessment is ongoing. Alongside the assessments used in standard classroom practice, in Years 1-6, formal assessments take place at the end of each term
- At the start of the Michaelmas Term, children in Years 2 to 6 undertake reading assessments
- In Year 6, mock Senior Division entrance examinations take place in the Michaelmas Term
- In Year 6, children sit the national SATs tests in May
- In Years 7-10, students will sit exams type assessments during the Assessment Windows
- In Years 11-13, annual mock examinations are set for each subject

The actual dates for examinations will be published annually but the following table gives an overview:

Year	Month	Notes
All Years	September then ongoing	On-entry baseline assessments are conducted using ASPECTS, CAT4, MidYIS, YELLIS and ALIS as appropriate.
6	September	Mock Senior Division entrance examinations
2-6	September	New Group Reading Test (NGRT)
2, 4	October	CAT4
6	November	Senior Division entrance examination

1, 2, 3, 4, 5, 6	November/ December	NTS Assessments in Mathematics, GAPS and Reading. Teacher assessment (writing)
11	November	Mock GCSE examination
13	January	Mock A Level examinations
1, 2, 3, 4, 5, 6	March	NTS Assessments in Mathematics, GAPS and Reading. Teacher assessment (writing)
Nursery	May/June	ASPECTS follow-up assessments for all pupils
6	March/May	Mock SATs and SATs
10, 12	October/ January May/June	Assessment Week End of year examinations
1, 2, 3, 4, 5, 6	June	NTS Assessments in Mathematics, GAPS and Reading. Teacher assessment (writing)
7, 8, 9	November/ February June	Assessment Week End of year examinations

4.2 'Examination Preparation' time (Senior Divisions)

- 'Examination Preparation' time will be organised by the relevant Head of Division
- Lessons continue to run during the examination period for external examinations, until each examination takes place
- The expectation is that students will attend these lessons unless they opt out of them once they have gained parental consent to do so

4.3 Internal Examination regulations (Years 6-11)

In order to replicate the routines required in public examinations, internal examinations should be run as closely as possible to the following:

- The students are sat alphabetically in the area assigned and must remain in silence throughout the examination
- The students are expected to bring with them all necessary equipment including pen, pencil, ruler, rubber, approved calculator, mathematics instruments (if needed). Pencil cases should be transparent
- Students must be asked to check that they have the correct question paper
- Candidates should head their paper according to instructions given on the whiteboard
- Before each examination starts, the students should be given the rules of the examination and any special instructions about the paper. They may ask questions at this point
- At the end of the examination, when told to stop writing, students must be asked to ensure that all papers are marked clearly with their name
- Students should be dismissed row by row in silence from the examination

4.4 Public Examinations

Details of the procedures and policies for the public examinations can be found within the *Public Examinations Policy*.

4.5 Public Examination entries

Deadlines for final examination entries are published by the Examinations Manager. Heads of Department (HoDs) are responsible for informing the Examinations Manager of examinations entries and amendments within the deadlines. It is also important that the Examinations Manager is kept informed of any changes of examination specification.

Where a parent wishes the student to be entered for an examination different from that which the teacher has advised, a request must be made in writing by the parent to the HoD. A copy of this should be sent to the Examinations Officer who will make the change. The HoD concerned should keep the Principal informed in such cases.

4.6 SEND & EAL students

Students with specific learning needs are permitted access arrangements in both internal and external examinations. The SEND register contains details regarding these arrangements, and the students concerned.

Students for whom English is an Additional Language may be permitted the use of a translation dictionary in their examinations, except in language examinations (other than the written element).

5 Assessment of Learning Difficulties and/or Disabilities/Special Educational Needs (SEND)

See also SEND and Disability Policies.

All teachers have a responsibility to identify students who may need special educational help and guidance. Subject teachers/Class Teachers should refer these students to the Head of Learning Development (Senior Divisions) or the SENDCo (Preparatory Divisions).

All students entering New Hall are assessed. The main entrance examination takes place annually in November, but students are accepted throughout the year. On the basis of the results of these assessments, an interview with the Principal or a member of the SLT, information from Feeder Schools and any assessments e.g. from Educational Psychologists that have been provided, a decision is made as to whether to offer a place at New Hall. Following these initial tests, should results appear low or anomalous, or if there is concern about learning difficulties, the student involved is invited to attend the Learning Development Department to undergo further diagnostic tests to determine the nature and levels of such difficulties and hence whether New Hall is in a position to provide the necessary resources in accepting the student. Students with an Education, Health and Care Plan (EHCP) are accepted at New Hall. Additional provision may be written into the EHCP (to be provided by the Local Authority) or resourced by the School.

Once at New Hall, students who have learning/emotional/physical difficulties that affect their progress are placed on the appropriate stage of the Special Educational Needs and Disability

(SEND) Register which is distributed to all relevant staff. The SEND Register is updated termly. Information on each student is also available on iSAMS. Students whose first language is not English are placed on the EAL register.

5.1 Screening

Baseline tests (ASPECTS, CAT4, MidYIS, YELLIS, ALIS) are used to provide target grades for students. They also offer useful information to aid the identification and diagnosis of SEND. The Head of Learning Development and Preparatory Divisions SENDCo use the results of these baseline assessments to screen all students.

Cohort SEND screening is also used within the Senior Divisions, directed by the Head of Learning Development.

5.2 Reporting

Admissions test scores and information derived from internal screening are not normally communicated to parents. This information remains confidential to the School. Where further tests are conducted by the LD Department in the Senior Divisions, the results in reading, comprehension and spelling are communicated as part of the introductory dialogue between parent, student and School. It may be that there is a recommendation that a student receives additional support or Learning Support lessons to tackle literacy/numeracy skills. In many cases, placement on a Reading Programme to improve reading skills is advised.

Parents and pupils are invited to attend termly Review Meetings in the Preparatory Divisions. In the Senior Divisions, Review Meetings are held with the student every six months; the parents attend one of these. At all meetings, a new Individual Education Plan (Senior)/Pupil Profile (Preparatory) is generated, which contains targets agreed with the student concerned to address in the forthcoming six months.

6 Glossary

Terms used in assessment are often interpreted in different ways. The following terms have been used as shown below:

6.1 Formative assessment

This provides helpful and detailed feedback about an individual's progress. It is used as a basis of communication about individual student/pupils to parents and other teachers. It can take place at any time; some may use it as a baseline at the beginning of a course but it is best used during the course.

6.2 Summative assessment

This is aggregated assessment information, obtained usually at the end of a course via external examinations.

6.3 Diagnostic assessment

This is testing used to identify an individual's strengths or, more usually, weaknesses. It is often used after screening and is usually performed by a specialist teacher or an educational psychologist.

1 Grade Sheets

In the Senior Divisions, Effort and Attainment Grades will be awarded half termly and recorded on the student's Grade Sheet or Full Report (*See Appendices B and C*).

In the Preparatory Divisions, Interim Reports in the Michaelmas and Lent Terms will include attainment levels and an Effort Grade.

2 Preparatory Divisions Grading System

2.1 Foundation Stage

Pupils are graded using the Foundation Stage Profile.

2.2 Years 1-6

2.2.1 Attainment

Attainment Grades reflect the standard of work currently being achieved by the pupil and refer to the curriculum at this level. The following grades will be used in all subjects:

Attainment Grades	Explanation
Working Significantly Above Age-Related Expectations	A pupil consistently surpasses expectations in their learning and is making progress well above the standard expected for their age.
Working Above Age-Related Expectations	A pupil often surpasses expectations in their learning and is making progress which is above the expectation for their age.
Working at the Expected Level	A pupil often meets expectations in their learning. They are performing at the expected level for their age.
Working Below Age-Related Expectations	A pupil often meets expectations in their learning. They are performing at the expected level for their age.
Working Significantly Below Age-Related Expectations	A pupil is working well below the standard expected for their age.

2.3 Effort

Effort grades given are as follows:

- A Excellent
- B Good
- C Needs some improvement
- D Cause for concern
- E Significant Cause for Concern

3 Senior Divisions Grading System

3.1 Attainment

Assessment grades are shared with parents for the formal assessment windows. A student's percentage is given, alongside the maximum and median percentages for their cohort.

From the end of the Michaelmas Term of Year 10, assessment grades are replaced by 'Working At' grades which are based on the GCSE grading system in each subject.

In Years 12-13 students are given 'Working At' grades that are based on the A Level grade scale.

3.2 Effort (Attitude to Learning)

Attitude to Learning grades indicate how hard the student is working and are given separately for work in class and work in study.

- * This student is **going beyond the call of duty** and is demonstrating an outstanding attitude to learning with their study and work in the classroom.
- + This student is displaying a **positive attitude** with regards to their study and work in the classroom.
- = There are **no significant areas of concern**, although there is room for improvement.
- This student's approach to learning **has not lived up to expectations** either in lessons and / or with study on some occasions.

If a '-' grade is awarded by a teacher then an additional comment will be included by a teacher to explain why this was given.

3.3 Examination Grades

3.3.1 *For Years 1-6*

For Reading, Mathematics and GAPS, a standardised score is reported.

3.3.2 *For Years 7-9*

Examination marks are presented as a percentage and will be shown alongside the Year group median and maximum.

3.3.3 *For Years 10-13:*

In Years 10-13, students will be given an 'examination grade' based on their examination syllabus and content. This grade relates to the standard achieved in the examination and does not necessarily suggest the grade which may eventually be achieved.

3.4 Predicted Grades for GCSE, AS and A2 Level

3.4.1 *GCSE*

The predicted grade given relates to the standard expected in the final examination. A GCSE predicted grade will be collected for Year 11 students at the Michaelmas Half-Term of Year 11. This will be the GCSE grade that the student is likely to achieve if s/he continues to work at the same standard and should include any completed coursework.

3.4.2 *A Level*

Preliminary predicted grades will be given for Year 12 students in the Trinity Term, and final predicted grades are confirmed for Year 13 students in the Michaelmas Term as part of the UCAS process. The predicted grade can be expressed as a borderline between two grades however the School will always use the higher grade for UCAS applications. The prediction is the grade the student is expected to achieve in the final examination.

3.5 Effort, Attainment and Predicted Grades for shared groups

Where two or more teachers share the teaching of a group of students, they may collaborate to award effort and attainment grades to a particular student. Only one predicted or examination grade is issued per student per subject.

1 Guidance for Writing Reports (Senior Divisions):

1.1 General points

- Two types of report are written – Full Reports and Grade Sheet Reports. A Grade Sheet Report consists of the Grade Sheet, Tutor Report and Head of Boarding (HoB) Report (where appropriate). A Full Report consists of a Grade Sheet, separate subject reports, HoY Report and HoB Report (where appropriate)
- Reports are also produced in the Michaelmas and Trinity Terms for students undertaking paid Music and Tennis activities
- HoDs are responsible for ensuring that new members of staff in their department are familiar with the reporting system
- Report deadlines are published every term and these must be met
- Reports are addressed to parents and are official School documents, so formal grammar and vocabulary should be used

1.2 Full Reports

Guidance for writing Full Reports is outlined below. They should:

- be written in formal continuous prose, adhering to the administration guidelines
- comprise one report per subject per student - teachers that share a class should each contribute to the report
- comprise three paragraphs: the first should be positive and include comments on the general approach to the subject; the second should comment on skills/application (it should not describe or comment on curriculum content); the third should refer to the target(s) for the following term
- comprise at least one target in the third paragraph that is contained within the continuous prose, rather than as a freestanding sentence
- be 100-250 words in length
- be written in the first instance in Microsoft Word as this will enable all spelling and grammar tools to be utilised
- be proofread by a nominated person in the designated department
- be copied and pasted from Microsoft Word onto iSAMS, into the comment box, after proofreading corrections have been made

1.3 Tutor Reports

Guidance for writing Tutor Reports is outlined below. They should:

- be written in formal continuous prose, adhering to the admin guidelines
- comment on non-academic matters, e.g. co-curricular activities, tutorial work, participation in house events, appearance, punctuality etc. - comments on the academic reports are encouraged, although this should not form the sole content of the report
- be 100-250 words in length
- be written in the first instance in Microsoft Word as this will enable all spelling and grammar tools to be utilise

- be proofread by the HoDiv
- Be copied and pasted from Microsoft Word onto iSAMS, after proofreading corrections have been made.

1.4 The role of the Tutor in the Reporting process

The Tutor is responsible for checking the accuracy of Grade Sheets and Reports for his/her tutees. Guidelines for how to complete these processes are outlined below.

1.5 Common errors in Reports

A list of the most common errors in full reports is outlined below. Staff should take note of these before they embark on writing their reports, to improve the accuracy of reports produced.

- Full stops missing from the end of sentences
- Lines missing between paragraphs
- Only one space after a full stop, instead of two
- Two or more spaces after a comma, semi-colon or colon, instead of one
- Use of English name instead of Chinese name for Chinese students
- Misspelling of unusual first names
- Use of capital letters where not needed, e.g. House, Year, Reading, Speaking
- Lamda rather than LAMDA
- Targets standing alone, rather than in body of report
- Targets addressing the student rather than in the third person
- Use of 'homework' instead of 'study'
- Use of 'due to' instead of 'owing to'
- Use of 'exam' instead of 'examination'
- Use of 'mock(s)' instead of 'mock examination(s)'
- Use of commas with 'however', which should follow the formats below:
 - However, Sarah
 - Sarah, however, should always
 - Sarah has worked well this term; however, she
- Not using single inverted commas for titles of texts or projects (e.g. 'Hamlet' or 'Transitions' as the title of an Art project)
- Use of commas in general; they should be added wherever a pause is needed or to identify a move between clauses e.g.
 - In class, Tom
 - During this term, Tom
 - When undertaking practical work, Tom
 - If she can maintain this approach, then she should be
- Split infinitives, e.g. 'she must remember to thoroughly check', rather than 'she must remember to check thoroughly'

2 Guidance for Writing Reports (Preparatory Division)

2.1 General points

- Two types of report are written – Full Reports and Interim Reports. An Interim Report consists of effort and attainment grades for each subject. A Full Report consists of subject reports with a written comment, test results, form tutor comment and Head of Division comment
- Heads of Division are responsible for ensuring that new members of staff in their Division are familiar with the reporting system
- Report deadlines are published and these must be met
- Reports are addressed to parents and are official school documents, so formal grammar and vocabulary should be used

2.2 Full Reports

Guidance for writing Full Reports is outlined below and is issued to staff prior to report writing:

- Reports should be written in formal continuous prose, adhering to the administration guidelines
- Reports should be written positively and include comments on the general approach to the subject. There should be a comment on skills/application (it should not describe or comment on curriculum content) and should refer to target/s for the following year
- Class Teacher Comments may include reference to:
 - behaviour
 - attendance and punctuality
 - well-being
 - social interaction
 - co-curricular involvement
 - academic performance
 - positions of responsibility
 - sanctions or rewards
- Head of Division comments may include reference to:
 - comments on the good progress being made in specific and general areas (if there are no areas of concern)
 - comments specifically on areas for improvement and how these may be achieved and measured
- Reports should be typed directly into iSAMS.

2.3 Common errors in Reports

A list of the most common errors in full reports is outlined below. Staff should take note of these before they embark on writing their reports, to improve the accuracy of reports produced.

- Full stops missing from the end of sentences
- Lines missing between paragraphs
- Only one space after a full stop, instead of two

- Two or more spaces after a comma, semi-colon or colon, instead of one
- Misspelling of unusual first names
- Use of capital letters where not needed, e.g. House, Year, Reading, Speaking
- Targets addressing the pupil rather than in the third person
- Use of 'due to' instead of 'owing to'
- Use of 'exam' instead of 'examination'
- Use of 'mock(s)' instead of 'mock examination(s)'
- Not using single inverted commas for titles of texts or projects (e.g. 'Hamlet' or 'Transitions' as the title of an Art project)
- Split infinitives, e.g. 'she must remember to thoroughly check', rather than 'she must remember to check thoroughly'
- Misuse of hyphens

1 Celebrating achievement

1.1 Preparatory Divisions

It is important that pupils receive encouragement for achievement, whatever their ability. Key means by which this is done include the below:

- Immediately - by the Class Teacher verbally, or by written comment on the work with 'stickers'/'stamps'
- House points
- Showing work to the Heads of Divisions
- Comments to parents in Reading Records
- Green Cards – All teachers are encouraged to award Green Cards to students for their efforts and achievements both inside and outside of the classroom
- Postcards – HoDs send home postcards to celebrate achievements, such as receiving the most Green Cards within in a half term
- Annually – by prizes at Prize Giving/Celebration of Achievement

1.2 Senior Divisions

It is important that all students receive encouragement for achievement, whatever their ability. This will generally be by means of normal teacher-student dialogue, but can be achieved in the following ways:

1.2.1 *Green Cards*

All teachers are encouraged to award Green Cards to students for their efforts and achievements both inside and outside of the classroom.

1.2.2 *End of Term Certificates*

At the end of the Michaelmas and Lent Terms, certificates may be awarded based on the award of commendations by subject teachers. Commendations are awarded to students who have consistently worked hard during that term. Attainment, Attitude to Learning and Progress Certificates may be awarded at the end of the Trinity Term, to all students based on the grades they have been awarded that academic year.

1.2.3 *Prizes for Academic Achievement*

Following the End of Year examinations, the Principal's Award for Outstanding Academic Achievement is awarded during Prize Giving to those students who have achieved the highest grades throughout the year in each year group. This award is based on work over the whole year and not just who came top in the final examinations.

1.2.4 *Prizes for Sustained Effort and Progress*

Additionally, students from each Year can be awarded the Principal's Award for Attitude to Learning. This is given to those students who have demonstrated the highest Attitude to Learning grades, across all of their subjects, across the year.

Students are also awarded the Principal's Award for Outstanding Contribution to the School Community. This award is given to students who have had a wide contribution to School, in multiple areas (e.g. academics, sport, music, drama, chaplaincy) or a student who has been recognised for a particularly notable contribution to the community.

1.2.5 *Other Prizes*

There are also a number of trophies to be awarded at The Years 7-9 Prize Giving and Years 10-13 Prize Giving. These include subject awards in Years 9-13 to provide further recognition.