



## Assessment, Marking, Recording and Reporting Policy

This policy is the responsibility of the Director of Teaching and Learning, together with the Head of Pre-Prep and Key Stage 1 and Head of Prep Key Stage 2, to review and update biennially.

### Scope

This policy outlines the expectations of the School with regards to the preparation, assessment, marking, recording and tracking of pupil work, along with the provision made for effective reporting.

It is also designed to ensure that staff, pupils and parents have a clear and realistic view of the progress being made for all pupils at Malvern St James, from EYFS to Year 13.

This policy should be read in conjunction with the following documentation:

- Teaching and Learning Policy
- Curriculum Policy and Plan
- SEND Policy
- Rewards and Sanctions Policy.
- EAL Policy
- Examinations Policy
- Admissions Policy
- Equal Opportunities and Race Equality Policy (EORE)
- EYFS Policy
- More Able Policy
- Malvern St James Style Guide for Reports
- Schedule for Assessment, Reporting and Consultations

### Aim

To adopt a positive approach and to draw the best from our pupils. This is an overriding principle which fits the School's ethos, aims and objectives, as outlined in the School Development Plan. By following structured procedures for:

- Assessment and Moderation
- Preparation
- Marking
- Recording (Tracking)
- Reporting

The School aims to promote a growth mind-set amongst pupils, creating opportunities for creative thinking and developing an individual's learning abilities to the full. We aim to reveal problems at an early stage so that everyone can work together to overcome them and help build pupil self-confidence by emphasising achievement and pointing the way to future success.

## Promoting a Growth Mind-set

Teaching is geared towards enabling girls to grow in intellectual confidence. Planning and preparation of lessons supports focus on the following:

- the promotion of intellectual curiosity and creative thinking;
- an emphasis on deeper and interactive learning; include appropriately challenging activities, higher order tasks and opportunities for independent learning and reflection;
- an emphasis on higher order thinking and questioning skills;
- opportunities for regular assessment and feedback;
- an understanding of how learning fits in with the overall aims of the course of study.

## Assessment and Marking

Assessments are both formative and summative, and are used routinely to involve pupils in their learning. A rigorous and thorough approach is intended to enable girls to make excellent progress. This is achieved through:

- sharing learning objectives and outcomes with the class;
- sharing assessment criteria with girls, in a way which is easy for them to understand and is transparent for all;
- recognising the standards to aim for by modelling work and/or showing exemplars of work previously produced by other students;
- providing varied and effective feedback and development points for girls, to help them realise their potential by making them active partners in their own learning;
- developing opportunities for self- and peer-assessment;
- providing experiences and activities that enable girls to be involved in assessing and monitoring their own achievements by being aware of their preferred learning styles and by being involved in setting appropriate and aspirational targets to support their own progression;
- providing experiences and activities that enable teachers to provide effective feedback and aspirational targets to support an individual's progression;
- ensuring that assessment yields information that helps teachers to get to know girls and to plan work with appropriate pace and challenge;
- ensuring that assessment provides information that is useful in helping to improve learning; helping girls and parents to understand how they learn best, and how well they have learned.

See Teaching and Learning Policy for further details.

## Baseline testing

On entry to MSJ and at various transition points at each Key Stage, various aptitude baseline assessments take place as follows, including using the Cognitive Abilities Tests (CATs) as part of the entrance testing:

- Key Stage 2 Pupils are screened at the beginning of each autumn term for spelling, comprehension, reading accuracy, writing skills and numeracy.
- Key Stage 3 Pupils are screened at the beginning of each autumn for spelling, reading comprehension, reading accuracy and writing skills.
- For Years R – 6, Rising Stars Assessment and Progress Tests are used to provide standardized scores that correlate with new Primary National Statistics
- For Key Stage 3, 4 and 5, the University of Durham Centre for Evaluation and Monitoring (CEM) systems are used. The Middle Years Information System (MIDYIS) tests are used to assess Year 7 and new girls into Years 8 and 9. Years 10 and 11 are tested using the Year 11 Information System (YELLIS), to provide GCSE predictions and provide attitudinal data. Years 12 and 13 are assessed using the Advanced Level Information System (ALIS) test, including the Extended and Attitudinal Questionnaires. All of these assessment results are available on

Firefly to help teaching staff to assess the potential of each individual and to monitor progress against predicted outcomes.

## **EYFS**

Despite opting out from the regulatory requirements linking to the Learning and Development requirements, The Early Learning Goals form the key structure of assessment for Early Years Foundation Stage (EYFS) in Reception. The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. The QCA Curriculum Guidance identifies 'stepping-stones' of progress towards the Early Learning Goals.

## **Pupil work**

Pupil work within lessons and during preparation is assessed regularly and thoroughly, and used to plan teaching so that pupils can progress. Year group moderated assessments per subject should occur at least once a term, or at the end of a topic, to ensure consistency of teaching and learning, and to help measure individual pupil achievement across the year group. Heads of Subject provide opportunities for teaching staff to moderate assessment and marking within departmental meetings. Exercise books, folders or displays of work are available for parents to see on request.

## **External exams**

Please refer to the Examinations Policy for specific guidance on External Examinations undertaken by pupils.

## **Internal assessments and exams**

Internal assessment results, are recorded within each Department. At key times of the year, departments enter examination marks and Progress Grades into the School MIS, to enable effective correlation and analysis of the data collected. These Progress Grades are used to create a Progress Report, which is used internally for analysis and sent to Parents each half term, where appropriate. Staff are expected to use this information to inform future planning, track pupil progression, identify possible SEN/EAL/More Able pupils and provide positive targets and recommendations to aid pupil progress and to inform parents through Reports. Refer to the Assessment and Reporting Schedule for current timelines.

After the summer internal exams, each teacher should complete an on-line Wufoo Exam Analysis Form to summarise key data for their teaching group and to identify pupils who stood out for either strong or weak performance. This should include actions where necessary and to identify possible further support needed with regards to SEN/EAL/More Able, identify where additional work is to be set by the subject teacher and allow recommendation that the pupil is invited to an additional summer Parent Consultation. This data will be used by Form tutors and Head of Years as well as by the Director of Teaching and Learning and other teaching staff to discuss and to put necessary interventions and support in place to aid the progress of individual pupils.

## **Moderation**

Heads of Subject are expected to provide regular time in their weekly department meetings for the discussion of individual progression and whole class progression. Regular time for the moderation of internal and external examinations is also expected. Moderation results should be incorporated into the analysis of examination data produced for the Director of Teaching and Learning. The analysis of data should be used to support departmental development plans and highlight areas for any provision requirements for both staff and pupils. The Director of Teaching and Learning monitors departmental provision for rigour and consistency.

## **Work Scrutiny**

Work scrutiny is the responsibility of Heads of Subject, who are expected to conduct regular work scrutiny for their department. Time is dedicated in Department Meetings to enable effective work scrutiny and the Director of Teaching and Learning monitors feedback on work scrutiny from each Department. In addition, The Senior Management Team carry out regular work scrutiny, to provide for continuity and consistency across all subjects and years, with particular focus, in line with the School Development Plan and teaching and learning needs. Following any work scrutiny, constructive feedback is provided where relevant to enable progress and improvements.

## **Preparation**

Regular preparation extends and consolidates lessons, encourages independent learning and helps to develop sound study skills. Pupils should be set preparation, on Firefly, on a regular basis to enable them to prepare for the lesson ahead, to consolidate and further their subject knowledge and understanding and to encourage independent learning and pupil personal responsibility for her work and progress. Preparation set must always be relevant - quality rather than quantity is key - appropriate to the attainment, knowledge, and ability of the pupils; it should be manageable in the time, and should help to increase the pleasure of studying for each pupil. Preparation is marked promptly, in the same fashion as class work, and returned to girls with appropriate feedback and targets for improvement.

It is an expectation that all girls from Years 3 to Years 13 will be involved in an activity or be completing prep at the end of the teaching day. Preparation sessions for pupils in Years 3 – 6 take place in Preparatory Classrooms and are monitored by After School Staff and Prep staff. Senior School Prep takes place in the Library, ICT rooms and rooms 25, 26 and 27. Prep is supervised by the teaching staff and they are supported by Sixth Form Prefects. In Year 10, Boarders and Day Boarders may return to the Boarding House to complete prep for one night a week. In Year 11, both Boarders and Day Boarders may return to the Boarding House to complete prep in the House. Sixth Form students are expected to complete prep without supervision; they complete it either in the Sixth Form Centre, Library or the Boarding House.

If preparation is not set for any reason, it is important that the girls know this and do not assume that it has been forgotten. Departments have subject specific guidelines on the setting, handing in and making of preparation. All members of a department should adhere to the departmental guidelines on the School's Marking, Assessment and Preparation policy in the Departmental Handbook to ensure a consistent approach. Teachers will give clear instructions about the time and place for the handing in of work and follow up explanations for those who cannot comply with reasonable requests, according to the School's Rewards and Sanctions Policy. Parents will be informed where necessary.

At the start of the academic year pupils in Years R – 2 receive Reading Record Books, which are supported by weekly letters from the Head of Pre-Prep, detailing expectations of additional preparation activities that can be done at home. Each pupil from Year 3 to Year 13 is issued with a Prep Diary. This is for them to record their prep, organise their week and evaluate their progress.

Girls in Years 3 - 9 have a preparation timetable. Prep timetables are prepared by the relevant Heads of Year responsible for Key Stage at the start of each School year and posted in the Staff Room and emailed to staff. Heads of Subjects or individual subject staff usually request specific evenings during the week. The Head of Year aims to ensure that there is as good a balance of subjects and time as is possible and advisable, according to age and Year Group.

Resident Boarding Tutors also see individuals regularly in the House to monitor progress, to take questions and to provide the guidance, rapport and stimulus Day Boarders get at home. Housemistresses and Heads of Year have good oversight of girls' working habits and are fully alert to any changes in study behaviours, attainment or other academic issues needing action.

Prep length generally increases per subject as girls move up the school; girls are given the tools and the support to make empowering and independent decisions about time management. There is age-appropriate, allocated Prep time in all the non-Sixth Form Houses; Sixth Form boarders are given more 'light touch' guidance in Houses and are directed to specific enforced allocations only in individual cases of great need.

### **Preparatory Department:**

There is a supervised homework session every day of the week. To avoid any over-distribution of homework, it is expected that any teacher who wishes to set prep for pupils within the Preparatory Department speak to the relevant Form Teacher first. This will ensure that two sets of prep are not allocated on one evening. The table below sets out guidelines to the allocation of homework for Years R to Year 6:

Form	Preparatory Weekly Homework Expectations			
Pre-Prep 1	<ul style="list-style-type: none"> <li>• Spellings</li> <li>• Reading</li> <li>• Mental Aural Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Occasional Short Topic Activity to be done with support from an adult.</li> <li>• Maths Activity once a week</li> </ul>	<i>Parents are invited to contact the School if they are concerned about the amount of prep being done by their daughter, whether this seems too much or too little.</i>	
Pre-Prep 2				
Prep 1		<ul style="list-style-type: none"> <li>• English</li> </ul>		<i>To total no more than 20 minutes a night.</i>
Prep 2		<ul style="list-style-type: none"> <li>• Mathematics</li> </ul>		<i>To total no more than 30 minutes a night.</i>
Prep 3		<ul style="list-style-type: none"> <li>• Science</li> </ul>		
Prep 4		<ul style="list-style-type: none"> <li>• Humanities</li> </ul>		

### Year 7:

Year 7s have a staggered start to prep in the Autumn Term: Week 1 consists of optional voluntary tasks, with no expectation for pupils to complete the work. From Week 2 onwards, different subjects are slowly introduced. The expectation is that each prep should take a maximum of **20 minutes** to complete. Staff and Sixth Formers supporting prep duty are there to assist girls in time management and will encourage girls to speak with their teacher if they feel that a set task will exceed the allotted time. Although girls may receive up to 4 preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due.

Week	Example of Prep Subject Introduced
Week 2	English and Maths
Week 3	English, Maths, Science and Languages
Week 4	All subjects

### Year 8:

In Year 8 in week 1, pupils are set voluntary tasks and there is no expectation for them to complete it. From week 2 onwards, the expectation is that each prep should take a maximum of **25 minutes** to complete. Staff and Sixth Formers supporting prep duty are there to assist girls in time management and will encourage girls to speak with their teacher if they feel that a set task will exceed the allotted time. Although girls may receive up to 4 preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due.

### Year 9:

Expectation of no more than **30 minutes** per subject and a minimum average of 10 hours' prep a week. Quantity of prep may vary from week to week; for example, one week, there may be a shorter prep which may be followed by an essay prep in the next week, taking more time. Girls are expected to do one hour's prep or further reading after 6.30pm, because it is likely that they will not have done two hours before supper (activities or paid lessons). Prep downstairs in the boarding Houses is 7.30pm-8.30pm. Day boarders are welcome and recommended to join this too. Girls may also use this time to catch up on wider reading or the news. Although girls may receive up to four preps on some days, they may choose to complete the work on a different night, depending on their other commitments and depending on when the work is due.

### Years 10 and 11:

No more than **45 minutes** maximum per subject twice a week, or 1.5 hours per subject per week. This is flexed according to controlled assessment deadlines, the proximity of internal or external examinations and the nature of the subject; Mathematics and Modern Foreign Languages preps tend to be shorter and more frequent, for improved retention, for example.

### Sixth Form:

Girls are advised to spend the equivalent amount of time they have for lessons on their preparation (an hour for an hour, as a minimum). Sixth Form pupils may choose to work in the Sixth Form Centre, as well as the Library, House or ICT Suites in other areas of the School. Form Tutors and Subject Teachers monitor individuals assiduously and provide assistance and guidance where needed. Early intervention is essential in the case of any concerns and these should be logged as

appropriate. Serious or persistent concerns, as for Years 7-11, are referred to Heads of Subjects and Heads of Year for further action, compliant with the Rewards and Sanctions Policy.

## Marking and Feedback

The School recognises the importance of regular constructive written and oral feedback provided by teachers to support pupil development. Effective teaching and learning requires the setting and completion of regular class work, Preparation teacher marking and assessment, and high quality feedback, allowing excellent progress to be made. This policy incorporates a whole school approach for Marking. For pupils from Reception to Year 9, staff are expected to use comments and appropriate targets, alongside a scaled number system with additional scores/percentages where applicable. The same scaled system is used to track all Pupil Progress throughout the academic year. For pupils in Year 10 upwards, staff are expected to use the relevant public examination grade specification when giving marks, alongside accompanying comments and appropriate targets.

All members of a department should adhere to the School's Assessment, Marking, Recording and Reporting Policy to ensure a consistent approach between all staff members. These should be shared explicitly with pupils; for example, through sheets in books or folders or through classroom display.

Feedback to pupils should always be done with sensitivity and individual pupil marks, including for tests and examinations, should not be shared more widely with the class. Exam results should be returned in a discrete manner so that pupils are able to focus on their own strengths, weaknesses and targets, in a safe and supportive atmosphere, without feeling the need to compare results with other pupils.

### **Class work and homework should be set regularly and should be marked by the teacher at least on a fortnightly basis.**

Teachers at all levels should always provide a comment for any work marked, alongside a Progress Score where appropriate. Teachers consider carefully whether it is necessary to give additional marks for the task set. Marks should, whenever possible, be used sparingly at Key Stage 3 and below, as the focus should be on the written comment, which must provide clear and specific feedback on the individual girl's effort and performance, including any areas that need to be improved, and ideally which allows for further action/communication with the pupil. The finer points of marking policies are a matter for individual departments but the following points are valid. Comments should:

- provide students (and their parents) with regular written and oral feedback on their progress by commenting on their *effort* and achievement
- encourage pupils to take responsibility for their learning by providing constructive comments in their marking and by offering individual targets to guide pupil future learning
- promote a growth mind-set, by praising and recognising pupil effort over attainment, wherever possible and encouraging risk taking even if it leads to failure at times
- help maintain pupil focus, enjoyment and motivation
- reward pupil effort or achievement
- inform Assessment for Learning, whereby the teacher's future planning of lessons is informed by pupil performance in previous assessments.

While peer marking may be useful occasionally, it should not replace frequent teacher assessment of pupil work and the recording of this in their mark book and on pupil's work. There should be a clear correlation between Progress Grades and/or examination grade specification marks awarded for preparation, class work and supervised tests, and the final Progress Scale a girl is given in her Progress Report.

## Recording (Tracking)

Teaching staff are expected to track pupil progress in every lesson and from preparation and use this data to inform future planning and set targets to support pupil progress. In addition, this data should be used to substantiate the Progress Grades which teaching staff input into the School management information system (MIS) at key times of the year. In addition to this, as linked to the Assessment, Reporting and Recording Schedule, staff input examination data

into the School software management system, to provide further summative assessment which can be tracked throughout the year.

Heads of Subject oversee data from their department and analyse trends of data, forwarding relevant information to Form Tutors, Heads of Year and the Director of Teaching and Learning, as appropriate. The analysis of data should be used to support departmental development plans and highlight areas for any provision requirements for both staff and pupils.

Form Tutors are expected to maintain an oversight of relevant trend data for the pupils in their Form and liaise with Subject Teachers, House staff, Heads of Year, pupils and parents as a need arises.

Heads of Year are expected to maintain an oversight of trend data for their Year groups and liaise with Form Teachers, Housemistresses, Subject Teachers, pupils and parents as a need arises.

The Director of Teaching and Learning has access to all centralised data (internal and external, CEM and departmental) and reports to Senior Management Team and governors where appropriate on any trends arising and actions that may be required.

### **Individual Academic Performance –**

#### **How the School Measures Pupil Performance and Intervenes to Sustain Progression:**

The School operates a clear process of intervention and review within the learning cycle. This incorporates the assessment, tracking, data logging in the School MIS and marking described above. The Head of Learning Support, Head of Learning Enrichment, Heads of Year and Director of Teaching and Learning have oversight of all relevant progression data and this should be available to all teaching staff via the School MIS, Staff Shared Area and Firefly.

Class teachers and their Heads of Subjects are responsible for ensuring progression within lessons. Differentiation for SEND, EAL and More Able including Scholars is the core expectation, but each pupil must be supported to make progress and work towards their individual targets. More Able differentiation includes provision for those identified as being More Able within that particular subject area. All these aspects must be evidenced within individual teachers' mark books, lesson plans and schemes of work.

In addition to Learning Support Prep Drop-ins in both the Prep Department and the Senior School, in the Senior School, each subject offers a Drop-in, timetabled either at lunchtimes and/or post-4pm and staffed by specialists. This enables girls to ask an expert (who might not necessarily be their own subject teacher) for immediate help on a particular topic, prep, revision or examination technique. They do not have to make an appointment – the list of availability and locations is collated at the start of the year and girls are encouraged to use this provision as and when they like. Subject Drop-ins may become compulsory for pupils where more support and intervention is needed. In the Prep Department, girls are free to ask individual teachers for help each day in After School Club.

Girls not making expected progress and/or causing concern within lessons are discussed at weekly department meetings and action taken to cater for them firstly within the subject area. Persistent concerns are dealt with by the class teacher, with the support of the Head of Subject. Subject area action can involve subject area detentions and required attendance at Subject Drop-ins. Parents and Housemistresses are informed and kept in the loop by the subject teacher. Where relevant, subject teachers must make an LES or EAL referral as appropriate (see SEND and EAL Policies), should provision not already be in place for individuals. All academic concerns should be added to CPOMS, along with relevant actions.

Referral to Form Tutor, Heads of Year is the next step beyond subject teachers and Heads of Subject, should there be recurrent issues with individuals not making expected progress and not improving via departmental actions or SEND/EAL support; further options as appropriate include being put on report, even more controlled prep monitoring in School and House and use of detentions. Please see Rewards and Sanctions Policy for graduated stages, including

detentions, referrals to the Director of Teaching and Learning, Director of Pastoral Care and ultimately the Headmistress.

Differentiation and available Assessment for Learning opportunities are also referenced within relevant cross-curricular provision (PSHEEC, SMSC, Fundamental British Values, Expressive Arts, STEM and so on).

## **Interventions**

Some girls are required to attend Prep Drop-In (Preparatory or Senior) or Subject Drop-ins if they have missed aspects of a topic through absence/illness, have insecure understanding of an area or are underachieving. Care is taken to avoid clashes with other commitments where possible, but for girls working below expectations and in Years 10-13 in particular, attendance at targeted Drop-ins is crucial in improving performance. This could be a one-off requirement or, in consultation with the Head of Subject, Form Tutor, Head of Year, Housemistress or parents as appropriate, can be a compulsory expectation extending to several weeks or even a term, say in the run-up to an external examination. In some instances 1:1 or group coaching in a specific subject may be recommended to pupils and their parents, although this will incur an additional cost.

The Head of Learning Support, SENCO and EAL Co-ordinator work with all staff to meet the individual needs of pupils on the SEND and EAL registers and to identify those girls who may have specific difficulties or disabilities which require additional help. The School's Wave Programme offers different levels of intervention and personalised support for individuals, within a variety of settings, including classroom, small group setting or on a one to one basis as appropriate. Please see the SEND Policy for further details, which is available on Firefly. Pupils SEND needs are available on the School MIS system, so that all relevant teaching staff are able to ensure that teaching is adjusted to individual needs.

A pupil may have adjustments or a reduction to her curriculum based on recommendations by the Head of Learning Support, SENCO, Educational Psychology or medical report in consultation with parents, the pupil, Head of Year and Director of Teaching and Learning.

We provide a graduated response to match each pupil's level of need. Parents are involved in decision making and are kept fully informed of the recommendations, actions and interventions at all stages through emails, meetings and telephone. Logs, records of conversations and actions taken are all kept safely (including logging on CPOMs) and reviewed at least annually. Pupils who are identified by their teachers, Head of Year, Head of Learning Support, SENCO, or parents, as causes for concern, by completing a referral form, will be assessed by the Head of Learning Support to see how they can be best supported. A range of evidence is then collected through the School's assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the Head of Learning Support, after following the referral process, will recommend whether additional and/or different provision is necessary.

If, after investigation, a pupil meets the criteria then she will be placed on the SEN Register and will have an Individual Education Plan (IEP) which is reviewed twice a year. This will be written by the Learning Support teacher or SENCO, but always in consultation with the Head of Learning Support, pupils, parents, guardians and teachers. It may also involve consultation with and advice from external agencies. This information is communicated to both parents and teaching staff. These students should receive additional in-class support through targeted teaching approaches.

Malvern St James recognises that pupils have different levels of ability and natural talent and individual teachers differentiate their work in response to this group. Pupils can participate in a wide range of challenging clubs and activities. More Able students are catered for in the regular curriculum, via significant personalisation and bespoke timetabling. They are also catered for through the many extra-curricular opportunities on offer at the school and through specific Scholarship and Aspiration programmes. These incorporate a range of events and activities from the Lecture Programme (open to all years, parents and guardians and targeted at Year 9 and upwards) to Oxbridge (Oxford and Cambridge Universities) Preparation (from Year 11 upwards), 'Russell Up' for the Sixth Form (Russell Group universities and other early entry routes preparation) and Somerville Suppers (from Year 9 upwards, various events throughout the year at which academically challenging topics are discussed, by invitation from the Head of Learning Enrichment).

## Reporting:

In order to achieve our aims, it is essential to have a formal system of School reports and tracking updates. Reporting primarily takes place via Progress Reports, Full Reports and Parents' Consultations.

### Written Reports

Each report should provide:

- clear communication about progress;
- be consistent with the marks the pupil has attained for her work since the last reporting cycle;
- an opportunity to celebrate achievement;
- positive recommendations/clear targets, for future progress.

Where relevant, standardised scores, examination percentages and/or GCSE/GCE grade equivalents are included and serve as a guide to the girl's **current performance**, measured against national standards in that subject. At key points, Aspirational Grades are decided by subject teachers for Years 10-13. These appear on reports and are shared with girls. Progress Reports and End-of-Term Reports are discussed individually with each student, where they are given an opportunity to review their individual targets for each of their subjects. To complement the School assessment and recording programme, Year 7-13 tutors have time in PSHEEC for individual tutorials. Tutors are provided with materials to assist them in developing an understanding of their students' academic and holistic development. Where age appropriate (bespoke in the Pre-Prep and Prep), each pupil has an opportunity to read her report with a Form Tutor; problems and successes can be discussed before the reports go home. Parents/guardians are encouraged to contact the School and air concerns and/or comments about the reports.

**Specific guidance on the content, structure and style of Progress Reports and Full Reports can be found in the Malvern St James Style Guide for Reports.**

### Parents' Consultations

Parents' Consultations should provide an honest and accurate indication of pupil progress to date. Any concerns will be raised and constructive advice will be offered to indicate how pupils can improve their progress in future. This is important for pupils in all year groups and for those in Years 10 - 13 especially so. The verbal reports will be consistent with the message of written reports, so pupils and parents should not receive any negative surprises when they receive the written report.

**Authorised by  
Signature**

Resolution of the School Council

A handwritten signature in black ink, appearing to read 'Allpore', with a long horizontal flourish underneath.

**Date**

May 2019

**Effective date of the Policy**

May 2019

**Review date**

May 2021

**Circulation**

Members of School Council / teaching staff / all staff / parents / pupils  
[on request]