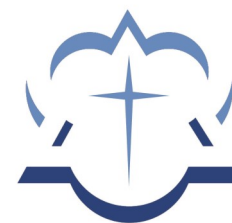


## REPORTING DATES FOR YEAR 7

Due Date	Reporting Details
22nd September	Information Evening with Tutors
<b>Half-Term</b>	
16th November	Grade Card will be discussed with girls and subsequently emailed to parents
26th November	Year 7 Parents' Consultation Evening
<b>Christmas Holidays</b>	
14th February	Easter Report will be emailed to parents
<b>Easter Holiday</b>	
6th May	Grade Card will be discussed with girls and subsequently emailed to parents
<b>Half Term</b>	
7th-10th June	Year 7 Summer Exams
11th July	Summer Report will be emailed to parents



Mayfield

## REPORTING AND ASSESSMENT

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2021-2022

YEAR 7

[www.mayfieldgirls.org](http://www.mayfieldgirls.org)

## ASPIRATION & ACHIEVEMENT

It is important that every girl makes the progress that she is capable of making and has the highest aspirations for her learning. In order to maximise each girl's progress and potential, all pupils complete either MidYiS or Alis Baseline tests. These diagnostic tests are provided by the Centre for Evaluation and Monitoring (CEM) at Durham University, which works nationally, and internationally, with schools. It currently assesses over one million students worldwide each year.

To assess their baseline score, every girl completes a computer adaptive assessment which takes about an hour. This is done early in the Autumn Term. Girls cannot prepare for these tests because the bank of questions used is vast and varied.

The test focuses on four strands: vocabulary, mathematics, non-verbal ability and perceptual speed and accuracy. When these components are combined they provide a baseline score which allows all subsequent progress to be measured and compared with the performance of pupils nationally.

Results from the individual components also enable us to diagnose specific areas for support or intervention. Early intervention in this way can help girls to improve their examination technique and results. Should any of the tests draw our attention to issues which need to be addressed, for instance by the Learning Support Department, we will contact parents to discuss the best way forward.

Clearly, these diagnostic tests are placed in the much bigger context of the knowledge we have of each individual girl and a girl's success is measured in many ways. We believe that it is important to utilise as many helpful sources of information as possible to ensure that all girls achieve their true potential and more.

## REPORTS + GRADE CARDS

Parents receive regular updates about their daughter's progress throughout the year. This information is either in the form of a Grade Card or a Report.

The focus of a **Grade Card** is for subject teachers to give a summation of the effort and attainment in each subject. Tutors will provide a short summary on your daughter's academic achievements.

The focus of a **Report** is for subject teachers to give a more detailed statement of progress and to set targets for improvement. Tutors and Housemistresses (for boarding pupils) will each write a summary on your daughter's academic and pastoral achievements and twice a year the Head of Lower School and the Headmistress will also give their own reflections.

Your daughter's attainment will be recorded using a **current attainment grade**. These are number grades (with 1 being the lowest level of attainment). A girl in Year 7 should expect to receive a number within the levels 1 to 3. Plus (+) and minus (-) signs may also be used to indicate subdivisions within each level.

Your daughter's effort will be recorded using an **effort grade**: 4 = Exceptional, 3 = Good, 2 = Needs Improvement, 1 = unacceptable. We would expect most girls to receive a grade 3; changes in average effort will be monitored by the Head of School over the course of the year.

## PARENTS' CONSULTATION EVENINGS

Parents' Consultation Evenings take place for all year groups throughout the academic year. These meetings will be held virtually and provide the opportunity for parents to meet with subject teachers to discuss their daughter's progress. They are placed strategically in the school calendar to best facilitate the assessment and reporting framework for each year group.

If you have concerns about your daughter's progress over the course of the year, please do not hesitate to contact your daughter's tutor.