



Assessment, Reporting and Examination Procedure

King's Ely	
Statutory?	No
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KEA Assessment and Reporting Protocols

Introduction

This document has been developed by the staff at King's Ely Acremont and aims to make explicit how assessment is used within the school and how the teaching team record and report pupil progress. A separate Teaching and Learning Protocol has been written which outlines in more detail best teaching practice, writing targets, feedback and marking.

It is our aim to develop:

- pupils with a positive attitude towards learning, who become lifelong learners
- confident and independent learners with an ability to be reflective about their own and others' successes and areas for development
- increased pupil progress to ensure they reach or exceed expectations
- pupils and teaching adults with a clearer understanding of pupils' attainment, abilities and next steps in learning which is used to inform planning
- constructive, timely feedback and marking that ensures pupils' learning moves forward

We aim to collect and reflect upon data describing the pupils' progress during their time at KEA so that teaching can be adapted to meet children's needs. This data forms part of the pupils' record as they move through King's Ely.

Assessment for Learning

Assessment for Learning (AfL) is formative and takes place all the time in the classroom. It is explained in greater detail in the Teaching and Learning Protocol. AfL can impact pupils' learning and progress and therefore teachers are committed to using appropriate strategies across the curriculum.

Assessment of Learning

Assessment at King's Ely Acremont is both formative and summative. Assessment of Learning (AoL) involves judging pupils' performance against national standards. This will be carried out as per the agreed assessment cycle (see Appendix 1). Currently we use GL Assessments from Reception to Year 2 to assess maths and English and CEM INCAS adaptive tests, on entry, for Year 1 and Year 2 to assess maths, English and developed ability. These tests are externally marked and results can be shown as Standardised Age Scores (SAS). The tests also reveal strengths and weaknesses within aspects of the pupils' learning and can be tracked year to year. In addition, we also use NFER SWST and SWRT, end of topic maths assessments and undertake termly writing assessments. All of this data is held on the King's Ely tracking model in ISAMS and is passed along with the pupil as he or she progresses through the school.

Teacher Assessment and record keeping

Teachers are expected to make regular assessments, in line with the assessment cycle at King's Ely Acremont, of each child's progress and to record these systematically in their assessment folder. AfL strategies will be used to support assessments and annotations will be made to planning in order to improve future lessons. Regular pupil progress meetings are held with the Head of Acremont to ensure that assessment is used effectively to support learning and that the curriculum meets pupils' needs. This in turn enables teachers to fine-tune their understanding of learners' needs and tailor their planning and teaching accordingly. Target-setting takes place throughout the school and forms a key part of our approach to formative assessment (see Teaching and Learning Protocol for more information).

Information and involvement of parents

The school aims to develop strong links with parents and inform parents about assessment to enable them to fully support their child's learning. Parents will be informed of progress and targets by their child's teacher at parents' evenings during the year and through the end of year report during the summer term. GL assessment results are sent to parents as part of the end of year reporting and discussed at parents' evening. Teachers prepare full written notes prior to each parents' evening which are then added to the child's assessment folder.

Early Years Foundation Stage (EYFS)

On-entry baseline assessments are undertaken at the start of Reception to help measure the progress of each child over the course of the year. In the Foundation Stage, assessments are ongoing and are based on observations of the child in action, as well as information provided by parents and previous settings, or by other settings also being attended. Records of these observations are kept on the child's profile on the ILD (Interactive learning Diary), or more formal data is held in the key person's assessment folder. Photographic evidence is a key part of capturing observations of children's learning. This good practice in observation can be used to enhance assessment into KS1.

The statutory Early Years Foundation Stage (EYFS) framework requires a progress check for children aged between two and three years. This provides parents with a short written report on their child's development in the prime areas, and identifies strengths, and any areas where progress is less than expected, focussing particularly on any area where there is concern that a child may have a developmental delay.

An EYFS Profile assessment is carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term. Reception teachers therefore make judgements about each child's attainment, assessed against the Early Learning Goals, which are then reported to the Local Authority upon request. The results of the EYFS Profile are shared with parents, discussed at the summer term parents' evening, and included in the child's end of year written report. Year 1 teachers are given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three Characteristics of Effective Learning.

Reporting

At the end of the summer term, teachers in Year 1 and Year 2 prepare a full written report for each child in their class in the following areas:

- Overview of curriculum covered for each subject area
- English
- Maths
- Science
- Humanities
- ICT
- Art
- MFL
- PE including swimming
- Teacher's summary
- Head's summary

In Reception, the written report provides parents with a summary of their child's progress and attainment using the EYFS profile and Early Learning Goals (ELGs). It covers the following areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design
- Characteristics of Effective Learning
- Teacher's summary
- Head's summary

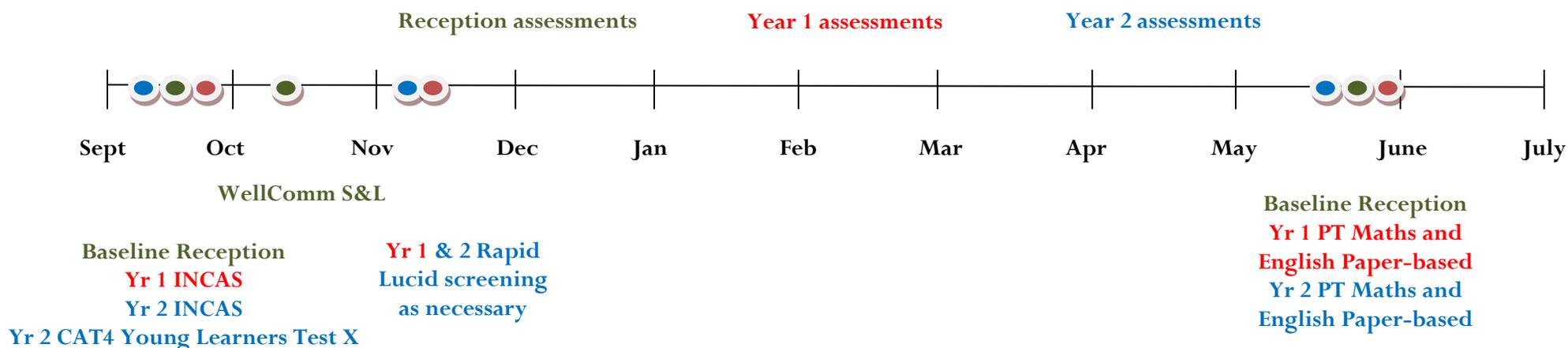
In Nursery, the written report by the key worker is concluded with a short summary from the Head of Nursery. For Nursery 1 and 2 children, the report covers the seven areas of learning and the Characteristics of Effective Learning with an emphasis on the prime areas in Nursery 1.

Appendix 1 - Assessment timeline for KEA

NFER SWRT and SWST carried out beginning and end of Year 1 and Year 2

End of topic maths assessments are carried out throughout the year

Writing assessments levelled 1x each term



Writing assessments - Children will complete a piece of writing each term. This will help teachers to gather evidence about the child's level in writing. The level judgement given for writing at the end of the year will also be informed by other written work across the curriculum that the child has completed. Teachers will be able to give input at the start of the assessed writing activity, to stimulate children's ideas. However, the assessed writing itself will be carried out by the children without support, so that a true picture of their level in writing can be obtained. Comparative judgement is used to assess the children's writing. Cross-year group moderation should be carried out after each assessed writing activity. This will help us to ensure that as a whole staff we have a clear understanding of the various levels, and that we can see the progression of writing across the school.

SWRT and SWST - Carried out in September and June each academic year.

CAT4 tests - Cognitive Abilities Tests are carried out on selected children where it is beneficial to gain a more thorough understanding of their cognitive reasoning ability. It provides a standardised measure of children's verbal, non-verbal, mathematical and spatial reasoning ability.

KEJ Assessment and Reporting Protocols

1. Assessment Procedure

Assessment for Learning

The school is committed to the philosophy and practices associated with 'Assessment for Learning.' 'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'. (Assessment Reform Group, 2002)

In adopting this approach teachers should:

- know their pupils well, know why pupils make mistakes, and be able to make judgements about next steps or interventions;
- share learning intentions with pupils and use them to mark work or give feedback or rewards;
- build in review time for themselves and their pupils;
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress;
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for;
- analyse pupils' performance in tests and use the information for future learning plans;
- feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- emphasis on learning intentions and on sharing them with pupils and other adults in the classroom;
- assessment criteria for feedback and marking, peer and self-assessment;
- differentiated classroom groups;
- built-in review time and flexibility;
- notes of pupils who need additional or consolidation work;
- time for guided group sessions for explicit formative assessment opportunities;
- adjustments highlighted or crossed out: what did or did not work and why.

There are three methods of assessment currently in use;

Age standardised assessment

We use the industry-standard INCAS tests for all students in Y3, 4, 5 and 6 in English, Maths and Developed Ability (Pupils in all years are assessed by this method on entry as well). These have been nationally standardised and offer a number of outcomes;

- A raw score or age in English, Maths and Developed Ability that is criteria referenced against Key Skills normally taught within the National Curriculum. (Reading, spelling, and vocabulary in English; number, data handling, mental maths, shape, space and measure in maths.);
- An age-standardised score, which compares pupils with others of a similar age. It is particularly useful as pupils are assessed for entry into the school throughout the academic year.
- Individual tracking in Reading and Maths, displayed as graphs and highlighting trends.

The school has recently opted out of QCA SATs at the end of Key Stage 2. To replace this summative test we have introduced GL Assessments in Years 3-8 in English, Maths and Science. These tests are externally marked and results are shown as Age Standardised and Stanine Scores which are reported to parents. The tests also reveal strengths and weaknesses within aspects of the pupils' learning and can be tracked year to year.

Key Stage 3 Value-added assessment

The school uses the University of Durham CEM MidYIS system. Pupils are measured in the September of Y7. Pupils are again tested at Y9 September to give a second reading and to pick up those who enter King's Ely Senior section at Y9. Further test in Y11 and Y13 give a series of scores that show how well our pupils perform given their ability on entry to the school.

From this, CEM predicts scores at the end of KS3 and KS4. They standardise these predictions against "all other schools" and then "similar schools" to suggest what sort of results can be expected at GCSE and A Level. When results from these tests are added, CEM will calculate by how much normal expectations have been exceeded or otherwise. This is now the principal tracking method of the school.

Teacher Assessment

Less objective than the other forms of assessment, this is nevertheless the most significant method in terms of monitoring pupil progress. Teacher assessment is the professional judgment made by teachers when they mark preps, write reports, fill in pupil profiles and recommend movement in classes and sets. It usually forms the bulk of information given at parents' evenings and referrals to Heads of Year. It is recorded more formally on pupil record cards every half term or so. (See 'Reporting')

2. Examinations

Basic premises:

- That exams are important and should be treated seriously from Year 6 onwards.
- That good habits and attitudes developed in Year 3, 4 and 5 will bear dividends in Year 8 and beyond.
- That exams are a part of the basic learning curve experienced by all pupils in age appropriate ways.
- That exams become progressively more all-embracing and extensive as children move through King's Ely Junior.

Practice:

Anthony Lowery (Director of Studies KEJ) is Exam Coordinator. He produces timetables for all exams. All papers should be presented to him at a time sufficiently in advance of the exams for duplication and adaptation for pupils with specific exam needs and with a cover sheet for the attention of colleagues invigilating the paper.

The Director of Studies will liaise as appropriate over the use of the Morbey Hall and other exam rooms with the Assistant Head and those responsible for room bookings and staff allocation. He will be responsible for the organisation of the rooms. Supervision timetables for the exams will be published by the Assistant Head. The Learning Centre will produce lists of those pupils with exam concessions and publish variations to the exam timetable. They will liaise directly with the pupils concerned, the Assistant Head and the Director of Studies. Any changes to timetable routine etc. must be passed in writing to all staff concerned including Heads of Year and Head of King's Ely Junior.

Results:

All raw and UMS'd results, together with the raw scores should be passed to the Director of Studies before publication to students and parents. He will organise standardisation (UMSing) of exam marks in Y7 and 8 and will compile full exam results lists for each year group and file these on Firefly. Once that is complete, the finalised scores/marks may be shared with students and reported to parents.

The Year 7 and 8 marks will be tracked against the pupils' MidYIS scores to show their performance against their raw ability. All results will be added to the individual student tracking sheets on Firefly by the member of the Administration team with responsibility for student performance data. Heads of Department will ensure that the confirmed marks are then entered on the school systems for record keeping.

The Head of Year's role in Exams:

Heads of Year are responsible for ensuring that pupils arrive at the exam room at the appointed time and with the correct equipment. This involves gathering the pupils ahead of the start time and ensuring

they enter the exam room in good order and in silence. The Head of Year will ensure that pupils sit in the correct place for each exam and issue appropriate exam numbers.

Prior to the exam period the Head of Year should gather information about the forthcoming exams and suggested revision to be sent home to all parents. This will certainly include a timetable and list of required equipment and may well also include an outline revision sheet/sheets explaining topics covered in the various papers. A link to these revision guides should be sent to parents to access from home. Boarding houses should have the same information.

Heads of Year need to be aware of the differing approach of pupils to exams: to prod the ‘laid back’ and ease the worries of other pupils who may become very anxious.

Exam invigilators:

Exam invigilators need to be present in the exam room before the start of the exam to put out writing paper, question papers etc. as provided by the Director of Studies or the Head of Year, one of whom is generally present at all exams. They are responsible for ensuring the examination proceeds smoothly: that there is no talking in the room, no copying and that questions are answered promptly. Absentees should be noted on the ‘Instructions to Invigilators’ sheet on the front desk.

Invigilators should be mobile and not permanently based behind a desk. At the end of the exam they should collect answer scripts in as directed by the ‘Instructions’ sheet and returned to the relevant colleague. Question scripts should also be collected.

Pupils should be dismissed row by row in an orderly fashion. If the exam finishes early and pupils go out on break the invigilators are responsible for their supervision. They should walk children over to lunch if appropriate.

A grid showing the timetable of exams and reports is attached. This is a brief summary of the information gathered on a typical King’s Ely Junior pupil during his or her time with us. All of this is kept on the school tracking models and is also available in the Director of Studies’ area of Firefly.

<i>Year 3</i>	Half Termly	<ul style="list-style-type: none"> • Abacus Maths Assessments at the end of every 5 topics. • Comparative Judgement Writing Assessment (termly)
	Annually	<ul style="list-style-type: none"> • INCAS Data (September/October) • SWST (September) • NFER English and Maths assessments (January) • GL Assessments in English, Maths and Science (June) • Attainment Grades in core subjects
<i>Year 4</i>	Half Termly	<ul style="list-style-type: none"> • Abacus Maths Assessments at the end of every 5 topics. • Comparative Judgement Writing Assessment (termly)
	Annually	<ul style="list-style-type: none"> • NFER English and Maths assessments (January)

		<ul style="list-style-type: none"> ● INCAS Data (September/October) ● SWST (September) ● Attainment Grades in core subjects ● GL Assessments in English, Maths and Science (June)
<i>Year 5</i>	Half Termly	<ul style="list-style-type: none"> ● Abacus Maths Assessments at the end of every 5 topics. ● Comparative Judgement Writing Assessment (termly) ● Attainment grades in core subjects
	Annually	<ul style="list-style-type: none"> ● INCAS Data (September/October) ● SWST (September) ● NFER English and Maths assessments (January) ● GL Assessments in English, Maths and Science (June) ● Attainment Grades in core subjects
<i>Year 6</i>	Half Termly	<ul style="list-style-type: none"> ● Abacus Maths Assessments at the end of every 5 topics. ● Comparative Judgement Writing Assessment (termly) ● Attainment grades in core subjects
	Annually	<ul style="list-style-type: none"> ● INCAS Data (September/October) ● SWST (September) ● Recent SATS English and Maths assessments (January) ● GL Assessments in English, Maths and Science (June) ● Attainment Grades in core subjects
<i>Year 7</i>	Annually	<ul style="list-style-type: none"> ● September; MIDYis Tests ● September/ October; LUCID Exact screening ● Half-termly Attainment Grades in core subjects ● November; Half-year exams in Core Subjects ● June; End of Year exams in all subjects
<i>Year 8</i>	Annually	<ul style="list-style-type: none"> ● All subject exams in January ● Scholarship exams in February ● Half-termly Attainment Grades in core subjects ● June; End of Year exams in all subjects

3. Cheating and Plagiarism Policy

Introduction

This is the KSE's policy on cheating and plagiarism; all KSE students are covered by this policy. Cheating of any kind is not acceptable: instances involving normal school work will be dealt with as an internal disciplinary matter, but we MUST report to the appropriate examination board cases involving external examinations or coursework for which candidates have submitted and authenticated their final versions.

Definition - Plagiarism

- Plagiarism occurs whenever you present as your own the work of another person, whatever the medium (text, written or electronic, computer programmes, data sets, visual images whether still or moving).
- All assessed work must be your own and must acknowledge assistance given from fellow students or teachers and any input from other sources.
- Passing off the work of others as yours own is plagiarism. Any quotations from other sources (including other candidates) must be duly acknowledged.
- Coursework and Controlled Assessment tasks require written student declarations that no unauthorised assistance has been given.

What should happen if cheating or plagiarism are suspected?

- If a student suspects another of cheating or plagiarism, they should report the incident to a teacher for investigation as soon as practical.
- If a teacher suspects a student of plagiarism, they should ask the student to confirm that the work is wholly their own.
- If, despite such confirmation, the teacher still has doubts, they should seek advice from their Head of Department.
- If the Head of Department agrees that work is suspicious, they should ask the Examinations Officer to investigate.
- Dedicated anti-plagiarism software will be available to all staff

What action will KSE take?

- If the Examinations Officer is notified of a case of cheating or plagiarism, he will investigate in all cases and prepare a report of his findings.
- If the student disputes the findings of the report, they have the right to a hearing chaired by the Examinations Officer in the presence of the Head of Department, their tutor and, if they wish, their parents.

Further information

- Further information can be found in the Joint Council for Qualifications (JCQ) publications: “Plagiarism in Examinations- Guidance for Teachers/Assessors” and “Suspected Malpractice in Examinations and Assessments - Policies and Procedures” at this address:
<http://www.jcq.org.uk/homepage.cfm>

Monitoring

Pupils may be asked to present all their books to a Head of Department, a Head of Year, the Director of Studies or other members of SLT. Regular book monitoring takes place throughout the school according to a timetable drawn up by the Director of Studies.

Heads of Department should check that marking is kept up to date and conforms to School policy. These scrutinies are recorded on Firefly under the Director of Studies tab. Observations are fed back to heads of Department and then to individual teachers, with appropriate recommendations for improvement.

4. Reporting

Period Grade Card System

In King's Ely Junior Period Grades are issued as a complementary reporting procedure to that of full reports. Refer to the Reporting and Assessment Schedule to see the overall pattern. Period Grades provide the opportunity to monitor the effort put into, and achievement within, each reported subject by pupils.

The grades are entered by the subject-teacher on iSAMS by a due date which is notified on the termly academic dates sheet. Every student should have a private interview with his/her Tutor to discuss the card Time will be allocated for this.

Head's Commendations and House Effort Certificates

The Head of Year reviews the data and analyses the grades given to the pupils. Nominations are then made for a Head's Commendation for those who have done very well in terms of achievement. If there is no particularly poor performance elsewhere, the pupil's parents will receive a letter from the Head of KEJ stating that the pupil has been commended for his/her effort and a House Effort Certificate will be awarded in a House Assembly. The Tutor and HsM should also commend the pupil. Individual subjects can also send letters of commendation to deserving pupils.

Underperforming pupils - support systems

The grade card system is also designed to:

- alert the Tutor and staff that teach a pupil that s/he is underperforming in one or more areas
- alert parents that this is the case
- identify areas of pupil weakness and give the staff teaching such a pupil an opportunity to devise a strategy for dealing with the problem

It is not primarily designed to identify pupils who are weak or who have known specific learning difficulties.

It is important that a pupil's Tutor is made aware that the pupil's performance is unsatisfactory as soon as this becomes apparent. The Tutor should then interview the pupil and liaise with parents in a timely and compassionate manner. There may be a genuine reason for a pupil's failure to produce work of an acceptable standard or within deadlines, in which case 'Below Expectations' should not be given. It is important that pupils and tutors agree and record targets on each grade card to be checked at the next Period Grade time

New Attainment Grades

Number Grade (October 2016)	Previous system
9	Exceptional
8/9	High A*
8	A*
7/8	A*/A
7	A
6/7	A/B
6	B
5	B/C
4/5	C
4	C/D
3/4	D
3	D/E
2/3	E

Exceeds

Class as 'Meets' but with the addition of:

- **Actively** engages in answering questions and asks **relevant** questions in class.
- Gives full concentration and commitment in class and listens attentively.
- Is **highly** focused and quick to settle on task.
- Is **reflective** about the quality of their own work and **always acts** on feedback.
- Is motivated and self-driven.
- Shows great resilience and perseveres with all challenges; even when they are difficult.
- Manages their time and work effectively and is highly self-disciplined.
- Uses their initiative in a range of situations.

Prep

- Goes the **extra mile** with prep tasks - e.g. - **additional research; extension activities**
- Guidelines for application:
- Use the rule of Best Fit when applying these criteria
- Be aware of pupil's learning profile when applying a grade
- When assigning a Below grade please note the numbers after each criteria which should be recorded in iSAMS comments box

Meets

Class

- Arrives ready for work and with necessary equipment.
- Asks and answers questions; might sometimes need encouraging to do this
- Concentrates, listens attentively and is usually involved in class discussion
- Is focused and settles to tasks (be conscious of SEN in this respect)
- Is cooperative with and respectful of other pupils.
- Asks for clarification when needing guidance and generally responds to feedback
- Completes work to the best of their ability
- Carries out practical work in a safe and positive manner

Prep

- Completes and hands in prep on time

Appendix A

Timetable of Assessments and Reports

	Period Grade Cards	Full Reports	Exams	Parents' Meetings
Year 8	October December February April	April	January June	November May
Year 7	October December February April	July	November June	October March
Year 6	October December February April	July	January May	November March
Year 5	October December February April	April	January May	November February
Year 4	October December February April May	July	May	October January
Year 3	December February April May	July	May	October January

KES Assessment, Reporting and Examination Procedure

1. Assessment

Assessment for Learning

The school is committed to the philosophy and practices associated with 'Assessment for Learning.'

'Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'. (Assessment Reform Group, 2002)

In adopting this approach teachers should:

- know their pupils well, know why pupils make mistakes, and be able to make judgements about next steps or interventions;
- share learning intentions with pupils and use them to mark work or give feedback or rewards;
- build in review time for themselves and their pupils;
- encourage pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress;
- give pupils examples of a variety of skills, attitudes, standards and qualities to aim for;
- analyse pupils' performance in tests and use the information for future learning plans;
- feel confident and secure in classroom practice.

In addition, teachers need to produce plans with:

- emphasis on learning intentions and on sharing them with pupils and other adults in the classroom;
- assessment criteria for feedback and marking, peer and self-assessment;
- differentiated classroom groups;
- built-in review time and flexibility;
- notes of pupils who need additional or consolidation work;

- time for guided group sessions for explicit formative assessment opportunities;
- adjustments highlighted or crossed out: what did or did not work and why.

Formal Assessment Journey

A Range of assessments are used throughout the school to assist with monitoring pupil progress and to flag up any learning concerns. (See Appendix A)

Target setting

Our approaches to target setting are based on the use of the baseline and value-added measures, MidYIS and ALIS.

The first strand is the use of academic target setting within Tutor/pupil relationships, such that there is an awareness of what are realistic academic goals for the pupil to aim at. A process occurs with Y10, Y12 and Y13 each year in which Heads of Department set individual pupil targets, which are then discussed and agreed by the pupil and the Tutor.

The second strand is departmental analysis of value-added in terms of exams results. This analysis helps to examine past performance but also to set realistic departmental and teaching targets for the future.

Rewards for good work or outstanding effort - Alphas

When a pupil in Y9-11 (exceptionally also in Y12-13) performs particularly well academically in terms of effort by producing an excellent piece of work for a pupil of his/her ability s/he can be awarded an Alpha. The teacher enters the in iSAMS This information is available to HsMs and the pupil will be congratulated at House assembly. When a pupil has collected three Alphas, s/he will be given a book-token prize. (2nd Prize = 5 more alphas, 3rd Prize = 7 more alphas).

Members of staff are encouraged to use the Alpha system. As a guideline, a member of staff should award no fewer than two Alphas per set per term but should not be too generous. It is important to stress that Alphas can be awarded to children of any ability and that less able children will be especially appreciative that their efforts have been recognised.

2. Reporting

Period Grade Card System

From September 2016 a reworked system of attainment and effort grades is being introduced in response to the 9-1 grading of GCSEs.

Effort grades.

New effort grade criteria have been designed in consultation with staff in order to establish clearer parameters for expectations for pupils approach to their work.

Timeframe for introduction:

- **Year 9:** EMB effort grades only for first set of grades. Reports will have 9-1 attainment for the first time. MIDYIS assessments will have parallel 9-1 for the first time.
- **Year 10:** EMB effort grades in first set of grades. Grades in Week 4. Will include 9-1 attainment (except for the 3 x non reformed subjects) Baseline grades will need to be 9-1.
- **Year 11:** For ease of tracking effort grades will remain as are. A*-E attainment grades for all except Maths and English which are 9-1.
- **Year 12 and 13:** no change

In Senior School Period Grades are issued as a complementary reporting procedure to that of full reports. Refer to the Reporting and Assessment Schedule in Appendix 1 to see the overall pattern. Period Grades provide the opportunity to monitor both the effort put into, and achievement within, each subject by pupils.

The grade is entered by the subject-teacher on iSAMS by a due date which is notified on the termly academic dates sheet. Every student should have a private interview with his/her Tutor. A system of actions is in place to deal with those with three or more B grades. This is detailed in Appendix 3.

Commendation

The Director of Academic Admin scans the data and analyses the grades given to the pupils. Nominations are then made for a **commendation (approx.top 10%)** for those who have done very well across several subjects. If there is no particularly poor performance elsewhere, the pupil's parents will receive a letter from a member of the SLT stating that the pupil has been commended for his/her effort. The Tutor and HsM should also commend the pupil. Nominations are also made for the top 10% of pupils in terms of improved effort.

Underperforming pupils - Reprimands

The grade card system is also designed to:

- alert the Tutor and staff that teach a pupil that s/he is underperforming in one or more areas
- alert parents that this is the case
- identify areas of pupil weakness and give the staff teaching such a pupil an opportunity to devise a strategy for dealing with the problem

It is not primarily designed to identify pupils who are weak or who have known specific learning difficulties. The scale of effort grades is identical to that described for reports (see later). The whole effort scale is to be used, and there are awards made for both class effort and prep effort.

Criteria for determining effort grades are included in Appendix 2. When entering a Below then the teacher is also required to give a reason on iSAMS.

It is important that a pupil's Tutor is made aware that the pupil's performance is unsatisfactory as soon as this becomes apparent. The Tutor should then interview the pupil. There may be a genuine reason for a pupil's failure to produce work of an acceptable standard or within deadlines, in which case a Below grade should not be given.

Attainment and effort classification for period grades and full reports

Attainment Grades for use from September 2016

Current Grades	Possible Number Equivalent for GCSE	Year 9
Exceptional Top A*	9 (few given even in Year 11)	Unlikely to be given
High A*	8/9	Unlikely to be given
A*	8	
A*/A	8/7	
A	7	
A/B	6/7	
B	6	
B/C	5	
C	5/4	
C/D	4	
D	3/4	
D/E	3	Unlikely to be below here
E	2/3	

Effort (Class and Prep)

See Appendix 2 for detailed effort descriptors.

Evidence for the achievement grade in a subject is cumulative during the year.

The effort grade, however, is essentially an interim report on the effort put into the subject since the last report or grade.

3. Examinations

Internal exams

Exams are set across year groups at agreed times of the year felt to be appropriate to pupil progression. These are set out in detail in the reporting and assessment schedule in Appendix 2.

External exams

As a general rule, pupils sit GCSE examinations in Y11 and A2 level examinations in Y13. The number of exams sat at each level is appropriate to the ability of the pupil.

Modules

Modular entry is no longer available.

Publication of exam results

Results from Public Exams will be made available to KES Staff.

UCAS predictions

Grade predictions at A Level for UCAS purposes are first made at the end of Y12 by Heads of Departments based on Y12 internal exams and year's work. Heads of Department are asked to use professional judgement and to fully resist potential lobbying on behalf of pupils and/or parents.

4. Prep Procedure

Each department will have clear written guidelines concerning the procedure on the setting and marking of written work and on the regularity of testing.

As a rough guideline, the following minimum amounts of prep should be set weekly. It is important that prep is set every week, including the last week of term.

Year Group	Monday-Friday
Y9	3 x 30 minutes
Y10	3 x 35 minutes
Y11	3 x 40 minutes
Y12	Up to four hours of work per subject per week.
Y13	Up to six hours of work per subject per week.

It is the responsibility of the School Timetabler to ensure that a prep timetable for each year is created and distributed before the start of each academic year.

It is the responsibility of the Form Tutors to ensure that each child receives, copies down and understands the prep timetable as it pertains to him or her.

It is the responsibility of teachers to adhere strictly to the prep timetables.

The following represent good practice and should be adhered to whenever possible.

- Prep should always be recorded on Firefly. This is especially important for children who have problems with dictated work.
- Whenever possible, prep should be set well before the end of the lesson. This should help to ensure that sufficient time is given to the explanation of the work to be done, its purpose, objective and time of collection.
- Teachers should plan prep before the lesson begins.
- Marked work should be returned during the following lesson/day.
- If a question-sheet is provided, it should suggest the mark allocation.

5. Setting and Processing Of Work Procedure

Each department will have clear written guidelines concerning the procedure on the setting and marking of written work and on the regularity of testing.

- Please refer to the Prep Policy for details on the regularity and length of prep.

The following are essential at all times

- Spelling should be corrected (see below)
- A summative comment containing guidance for correction and improvement should be provided whenever appropriate.

It is helpful to pupils if there is a measure of consistency between teachers when work is being corrected. Please adhere to the following guidelines:

<i>In margin</i>		
P	<i>Punctuation error</i>	For example: full stop, comma, apostrophe, question mark, inverted commas. If error persists, write name of the error in full in the margin.
SP	<i>Spelling mistake</i>	<ol style="list-style-type: none"> 1. For able children indicate all errors by underlining or circling. The error should be corrected by the teacher on the first occasion on which it appears. For weak children correct the most useful, not necessarily all, words. For pupils with severe difficulties a colour other than red may be less depressing. 2. A-C sets: Correction entails writing the correct version in the margin or above the error. Pupil rewrites x 3. 3. D-E sets: There can be no absolute rule as to the number of corrections: press as far as possible within pupil's limits. Write out at the end of the piece of work which words you wish to be corrected x 3. 4. Check pupils' corrections and tick them. If work is on file paper, pupils should write corrections on a separate, on-going correction sheet or book which can be taken in.
NS	<i>New sentence</i>	Vertical line in script.
NP	<i>New paragraph</i>	Two vertical lines in script.
CL	<i>Capital letter required</i>	
Exp	<i>Poor expression</i>	e.g. Unclear meaning, weak sentence structure.
Gr	<i>Grammatical fault</i>	e.g. No main verb, wrong tense/case/agreement.
^	<i>Omission</i>	

ALL work should be dated and headed, with page references where appropriate.

Poorly presented work should be rewritten.

Coursework and Controlled Assessment

When coursework is set it is important that a clear indication of the objective for that work is given by the teacher. Intermediate targets should be made clear, and monitored, wherever possible. This should ensure that progress is made so that crises are avoided. Through close supervision, it should be possible to ensure that deadlines are met, without exception. The teacher must check to ensure that final objective has been reached, even if the work is not marked at that stage. The school produces a GCSE coursework timetable each year to ensure that children are not overloaded at crucial times; this aspect is monitored by the pupil's tutor.

Coursework Problems

Beyond allowances for compassionate circumstances agreed with the pupil's HsM, if a pupil fails to meet a coursework deadline the class teacher must place the pupil into consecutive support sessions and Friday detentions until the work is complete.

Controlled Assessment

Please refer to the separate policy on Controlled Assessment.

6. Cheating and Plagiarism Procedure

Introduction

This is the procedure on cheating and plagiarism; all KES students are covered by this policy. Cheating of any kind is not acceptable: instances involving normal school work will be dealt with as an internal disciplinary matter, but we MUST report to the appropriate examination board cases involving external examinations or coursework for which candidates have submitted and authenticated their final versions.

Definition - Plagiarism

- Plagiarism occurs whenever you present as your own the work of another person, whatever the medium (text, written or electronic, computer programmes, data sets, visual images whether still or moving).
- All assessed work must be your own and must acknowledge assistance given from fellow students or teachers and any input from other sources.
- Passing off the work of others as yours own is plagiarism. Any quotations from other sources (including other candidates) must be duly acknowledged.
- Coursework and Controlled Assessment tasks require written student declarations that no unauthorised assistance has been given.

What should happen if cheating or plagiarism are suspected?

- If a student suspects another of cheating or plagiarism, they should report the incident to a teacher for investigation as soon as practical.
- If a teacher suspects a student of plagiarism, they should ask the student to confirm that the work is wholly their own.
- If, despite such confirmation, the teacher still has doubts, they should seek advice from their Head of Department.
- If the Head of Department agrees that work is suspicious, they should ask the Examinations Officer to investigate.
- Dedicated anti-plagiarism software will be available to all staff

What action will be taken?

- If the Examinations Officer is notified of a case of cheating or plagiarism, he will investigate in all cases and prepare a report of his findings.

- If the student disputes the findings of the report, they have the right to a hearing chaired by the Examinations Officer in the presence of the Head of Department, their tutor and, if they wish, their parents.

Further information

- Further information can be found in the Joint Council for Qualifications (JCQ) publications: “Plagiarism in Examinations- Guidance for Teachers/Assessors” and “Suspected Malpractice in Examinations and Assessments - Policies and Procedures” at this address: <http://www.jcq.org.uk/homepage.cfm>

Appendix 1

Schedule of Reporting and Exams 2018-19

Tracking items	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Results of any entrance tests				X	X	X	X	X	X	X	X	X	X	X
SWST and SWRT (Sept and June)		X	X	X	X	X	X							
INCAS scores September				X	X	X	X							
GL Assessments June E,M and Sc		Eng & Maths	Eng & Maths	X	X	X	X	X	X					
Annual Writing Assessment				X	X	X	X							
MidYIS Scores September								X		X				
Active Learn Maths (4 PA)		X	X	X	X	X	X							
Period Grades Stanine (5 PA)				X	X	X	X	X	X					
Half Year Exams				E	E	E	E	X	X					
Summer Internal Exams								X	X	X	X		X	
Reading Pro				X	X	X	X							
CAT Tests (Pupils of Concern)			X											
LUCID Rapid (Pupils of concern)		X	X											
LUCID Rapid (All)				X										
LUCID Exact								X		X	New pupils		X	
Wellcom Speech and Language Screening	X													
GL Baseline Assessments	X													
Mich Internal Exams										X			X	X
Lent Internal Exams												X	X	X
Summer External Exams												X	X	X
ALIS CABT Tests													X	
Baseline Grades											X		X	X
Mich Period Grades										X	X	X	X	X
Lent Period Grades										X	X	X		X
Summer Period Grades										X	X	X		
Mich Report										X				X
Lent Report												X	X	
Summer Report										X	X			

Appendix 2

EMB Effort Grades:

Exceeds

Class As Meets but with the addition of:

- **Actively** engages in answering questions and asks **relevant** questions in class.
- Gives full concentration and commitment in class and listens attentively.
- Is **highly** focused and quick to settle on task.
- Is **reflective** about the quality of their own work and **always acts** on feedback.
- Is motivated and self-driven.
- Shows great resilience and perseveres with all challenges; even when they are difficult.
- Manages their time and work effectively and is highly self-disciplined.
- Uses their initiative in a range of situations.

Prep

- Goes the **extra mile** with prep tasks - eg - **additional research; extension activities**
- Guidelines for application:
- Use the rule of Best Fit when applying these criteria
- Be aware of pupil's learning profile when applying a grade
- When assigning a Below grade please note the numbers after each criteria which should be recorded in iSAMS comments box

Meets

Class

- Arrives ready for work and with necessary equipment.
- Asks and answers questions; might sometimes need encouraging to do this
- Concentrates, listens attentively and is usually involved in class discussion
- Is focused and settles to tasks (be conscious of SEN in this respect)
- Is cooperative with and respectful of other pupils.
- Asks for clarification when needing guidance and generally responds to feedback
- Completes work to the best of their ability
- Carries out practical work in a safe and positive manner

Prep

- Completes and hands in prep on time

Below

Class

- Is sometimes late for lessons for no reason. (1)
- At times maybe disengaged, negative or disruptive. Sometimes disturbs the learning of others. (2)
- Repeatedly fails to bring materials to lesson. Forgets books and folder and loses hand-outs. Often needs to borrow paper, pen or other equipment. (3)
- Has variable concentration in class and needs regular reminders to stay on task (be conscious of SEN in this respect) (4)
- Is slow to settle to work and work is often incomplete (be conscious of SEN in this respect) (5)
- Is unfocused when carrying out practical tasks (6)

Prep:

- often incomplete or late