



Assessment, Reporting & Recording Policy (inc. EYFS)

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Next review due by	July 2027



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1. Aims and objectives of this policy

Through this policy North London Grammar School aims to:

- Establish clear expectations for pupils, parents/guardians and staff
- Use assessment, marking and feedback to promote pupil progress
- Establish a shared language for all stakeholders to understand pupil attainment
- To develop academic confidence in the pupil body through an ongoing dialogue regarding their academic progress.
- Encourage innovation and experimentation through usage of digital assessment and online learning tools

Assessment of pupils' work should:

- Foster academic confidence in pupils
- Give clear guidance to allow pupils to improve their work
- Inform pupils, parents/guardians, staff and the Senior Management Team about pupil progress
- Engage pupils in a dialogue regarding their own academic progress
- Be an integral part of teaching and learning
- Be wide ranging and innovative
- Support all pupils in making a high rate of progress

Assessment is an integral part of the daily life of a school and should be carried out in all subjects and in all stages of the school. Assessment will include both formative (assessment for learning) and summative assessment (assessment of learning). Alongside written notation in exercise books and workbooks, pupils may receive feedback using DIRT forms.

2. Roles and responsibilities

Teachers are responsible for:

- Understanding this policy and applying the principles within their daily practice

In the Senior School, Heads of Department and Heads of Faculty are responsible for:

- Evaluating the effectiveness of teaching staff within their departments in meeting the aims of this policy
- Facilitating regular work scrutiny



- Arranging regular standardisation of summative assessment to ensure consistency
- Ensuring that assessment and marking fosters academic confidence in pupils
- Ensuring that pupils have access to any relevant grade descriptors
- Ensuring that grading is in keeping with standards applied by public examination bodies

In the Junior School, the Heads of Phase are responsible for:

- Evaluating the effectiveness of teaching staff in meeting the aims of this policy.
- Facilitating regular work scrutiny.
- Arranging regular standardisation of summative assessment to ensure consistency

The SLT are responsible for:

- Providing vision and leadership in respect of this policy
- Ensuring this policy is implemented effectively
- Ensuring this policy is kept up-to-date and clearly communicated to the school community

Governors are responsible for:

- Ensuring this policy is compliant in respect of the relevant legislation
- Monitoring the effectiveness of implementation of the policy

3. Language used in reporting for both Junior & Senior School

When commenting on pupils' effort, the following language is used:

Grade	Description
Exceptional	Pupils far exceed the expectations of Very Good, as well as demonstrating intellectual curiosity and seeking out new challenges. This grade is rare and pupils should not necessarily expect to maintain it.
Very Good	Pupils demonstrate expected attitudes towards learning consistently and seek to improve through taking on new challenges.
Sound	Pupils demonstrate expected attitudes towards learning most of the time, although there may be occasional, but noticeable, lapses. For example pupils may need to meet deadlines more consistently, ask more questions or contribute more to class discussion. They may accept challenges, but will not actively seek them.



Inconsistent	Pupils demonstrate some of the expected attitudes towards learning, but there are significant lapses. Pupils in this category may regularly fail to hand in homework on time, or to a sufficient standard. Further, they may lack sufficient focus in lessons, or be insufficiently engaged and they are reluctant to take on challenge.
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Concerning Pupils consistently fail to meet many of the expected attitudes towards learning and significant improvement is required. Pupils and parents will already be aware of concerns on the part of the School. Pupils in this category may be disruptive in lessons or may frequently fail to meet deadlines. They may exhibit other behaviour which substantially limits their own progress, or that of their peers.

Note: The effort grade is **not dependent** on attainment.

4. Attainment Grading

The following judgements are used to communicate pupil attainment:

EYFS:

Termly reports will be based on the Early Learning Goals and using Emerging / Expected indication levels;

Communication and Language
Personal, Social and Emotional Development
Physical Development
Literacy
Mathematics
Understanding the World
Expressive Art and Design

Years 1-6

Termly assessments in Mathematics, Writing and Reading are used to determine levels in line with national expectations. These also provide age standardised scores in Mathematics and Reading. The results are not reported to parents formally. Teachers use the information to track progress and to inform effort and attainment grades on biannual reports. Attainment reported to parents/guardians in the Junior School uses the terminology: Developing, Secure, Exceeding and Mastery.

Years 7-9

Summative assessments and progress reports in years 7-9 are communicated using the following scale:



The Attainment Scale at KS3

Year 7	Year 8	Year 9
		7
	6	6
5	5	5
4	4	4
3	3	3
2	2	2
1	1	1

The level a pupil is working at on this scale reflects the work a pupil is currently producing. It should not be used as an incentive to motivate or penalise a pupil but should give a realistic indication of where they broadly sit within the context of their peers.

Year 7 pupils receive grades on a 1-5 scale, with 5 being the highest level.

Year 8 pupils receive grades on a 1-6 scale, with 6 being the highest level.

Year 9 pupils receive grades on a 1-7 scale, with 7 being the highest level.

Staff should use the full attainment scale. It is expected that some pupils will fall within the top and bottom level of each scale.

This scaling system is designed to be similar to the 9-1 grades used at GCSE. It does not form a projection of a future GCSE grade; each year's scale is self-contained, although it does build naturally towards 9-1 grading in Year 10.

These grades are designed to be read in the context of a pupil's attitude towards their learning, their 'effort grade'.

Years 10-11

Pupil achievement will be reported using 9-1 grades. This is not a formal predicted grade, but a **projection** of the grade they are working towards given their recent classwork and homework. Staff awarding these grades will make full use of the available mark schemes and grading criteria published by public examination boards, mindful of the annual shifting of grade boundaries.

Predicted Grades

After Year 11 mock results are published in the Autumn term, Predicted Grades are issued.



A predicted grade is the grade of qualification the School believes an applicant's is likely to achieve in positive circumstances.

These predicted grades are then used by 6th forms and colleges, as part of the admissions process, to help them understand an applicant's potential.

Predicted are issued by academic staff based on the evidence of these exams, taking into account this year's work. Staff are asked to be **realistically optimistic** when making a professional judgement. These indicate the current trajectory and what the teacher believe is likely students might achieve in their final public GCSE examination. Tracking and target-setting is done against the Predicted Grade from that point.

The School is supportive of its students and will hold dialogue with all students and parents about predictions. It does not support a 'retake culture' and there is plenty of evidence to suggest resitting papers adversely impacts on progress in Year 11 where the work difficulty increases.

There will not be the opportunity for students to access full 'retakes' of papers they sat during the end of year examinations.

In exceptional or mitigating circumstances, Heads of Department- in consultation with the Senior Deputy Head- may agree to a student sitting a new or single component or paper in the Autumn Term of Year 11 if:

- They suffered prolonged absences or interrupted schooling in Year 10
- Illness supported by a GP note impacted on their ability to sit papers during the timetabled examinations
- Mitigating and unpreventable circumstances prevented students covering the curriculum for prolonged periods of time across the year in some way.

This offers students an equal chance to access papers. It will not be offered for those who simply believe that they 'could have done better' without any readily apparent evidence to support this.

Sitting a new component or paper may feed into a chance to improve a predicted grade but this is not a promise or guarantee this will change the outcome.