



THE
KING'S SCHOOL
CANTERBURY

Assessment & Reporting Policy

Responsible Person: Deputy Head (Academic)

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Assessment and Reporting

Formal summative assessment takes place by means of School and Public Examinations. Ongoing formative assessment takes place all the time, through each class discussion, through each piece of work submitted, and every assignment. A feature of King's is that the academic and pastoral sides work very closely together: regular communication between a subject teacher and a pupil's Housemaster/mistress or Tutor is a central aspect of our everyday work.

To support this there is a regular grading, reporting and review system which is a central part of the academic rhythm of King's. The system has evolved over the past 20 years to one that is fully electronic and extremely flexible.

There are two types of grades, **Interim (Traffic Lights)** and **Assessment/Exam Grades** (for public examination year groups), and two types of reports, **Full Reports (not currently used)** and **Interim Reports (used more frequently)**. All of these are published on the Parent and Pupil Portals, and available to parents on the Parent Portal and MSP app. Internally they can be found through iSAMS or the VLE (School Records button).

The process is overseen by the **Academic Review Group (ARG)** comprising: the Academic, Pastoral, Co-curricular and Senior Deputy Heads, the SENDCo, Academic Data Manager, and all the Heads of Year. The ARG also discusses work (looking at marked work and some files) with all pupils by appointment by house in the Autumn and Lent terms.

All **grades**, whether Interim (Traffic Light) Grades or Assessment/Exam Grades are published on the Parent Portal, usually on a Friday following the internal publication to tutors on a Monday and to pupils on Wednesday after tutor period.

There is one official **Parents' Meeting** per year group: the Fifth form meeting fulfilling the joint functions of checking progress towards GCSEs, and considering Sixth Form subject choices. Meetings are run via SchoolCloud software online with appointments of 5-7 minutes per teacher. These meetings are as follows most years and this year:

	Shells	Removes	Fifths	6b	6a
October					
February					
March					
April					
May					

The pattern of **internal school exams** is as follows:

	Shells	Removes	Fifths	6b	6a
Autumn Term 2021	Dec: Exams Maths, Science, languages and GP & GK	Dec: Exams in all I/GCSE subjects		Dec: Exams in all A Level or Pre U subjects	
Lent Term 2022			Jan: Mock Exams in all I/GCSE subjects		Feb: Mock Exams in all A Level or Pre U subjects
Summer Term 2022	June: Exams in most subjects	June: Exams in all I/GCSE subjects		May: Exams in all A Level or Pre U subjects	April: Second Exams in most subjects

Interim (Traffic Light) Grades

Interim (Traffic Light) Grades are designed as a regular spot-check to monitor a pupil's attitude, effort and motivation alongside his/her overall attainment. The grades and their associated coloured bands are related to the pupil **in the context of his/her set**, not the year group as a whole.

Comments from teachers are optional from R and 3 upwards but **brief** 'Twitter-like' pithy comments **are necessary** for all C, P, 4, 5 grades.

'Approach to Learning'

colour representation	Grade	Details/explanation/guidance
Excellent	E	Excellent approach to learning. Written work goes above and beyond that expected; attention and participation in class is excellent; there is strong intellectual engagement.
Good	G	A sound and admirable approach to learning. Preps are on time and thoroughly completed. Class presence is very positive. Organisation good. Pupil is ready and keen to work efficiently in lessons.
Reasonable	R	A satisfactory approach to learning. Most work is complete and on time; class engagement is positive and the pupil is prepared for lessons and gets down to work reasonably well.
Concern	C	Concern about some unsatisfactory aspects of the approach to learning. Written work may not be on time or thoroughly completed; inattention or less than acceptable concentration in class.
Poor	P	Some serious concern about approach to learning, motivation and/or behaviour in lessons.

Note: in awarding these grades consider

- Classroom contributions
- Timeliness and completeness of written work
- Indications of effort and interest in classwork and prep, relative to the pupil's ability

- Your subjective judgement as to how much the pupil cares about their work in this subject and how much effort they are bringing to bear
- Use the full range of grades available. Reasonable is not the default.

‘Quality of Work’

colour representation	Grade	Details/explanation/guidance
	1	Excellent quality and quantity of work; strong progress
	2	Good quality and quantity of work; good progress
	3	Acceptable quality and quantity of work; some progress
	4	Concern about quality and quantity of work and/or little progress
	5	Unacceptable quality or quantity of work and/or poor progress

Note:

- The combinations E5 and P1 cannot be given but very exceptional circumstances may on occasion justify C1, P2, G5 or E4 grades.
- Please do not give stacks of **R3s** as a default – consider every individual case and the last three or four weeks. Even the best pupils have blips that should be reflected, and sometimes the difficult or weaker pupils make a special effort that should be recognised
- **3 (Acceptable)** is, though, something of a default for a typical King’s pupil – if we have high expectations of *what is good*. **2 (Good)** should only be given with the evidence to back it up – it must be earned.
- Do not always give R to go with 3/G to go with 2 – mixed grades often are more informative.
- If a pupil has not submitted recent work (without a valid reason) then they should not be awarded more than a C for Approach to Learning – but they should not be penalised twice for this, if their previous work was good and their class contribution is high level – the Quality of Work grade could still be 2 or 3 depending on the work seen earlier in the term.

Examination Grades

These (awarded only in subjects where pupils are being prepared for public exams) relate directly to a public examination syllabus. The grade estimates the level at which a pupil is working at that particular time. It does not constitute a predicted grade. The grade scales used are those which will be awarded in that subject for that year group (A*-E, 9-1, D1-P3).

Exam Grades are based upon school examinations; if a pupil is taught by two teachers, to avoid any confusion, both teachers enter the same grade.

Assessment Grades, not used this academic year, are based upon a term's or half-term's work; in these cases, where a pupil is taught by two teachers, they may give different grades as an impression of the current working level. It helps where possible to have some evidence from recent tests as to performance under timed exam conditions.

The provisional reporting schedule

2021-2022	6a	6b	Fifths	Removes	Shells
Autumn					
Week 3	Parents' meeting	Interim grades	Interim grades	Interim grades	Interim grades
Week 4	Interim grades				
Week 7 half-term	Interim report Interim grades	Interim report Interim grades	Interim report Interim grades	Interim report Interim grades	Interim report Interim grades
Week 9/10	Interim grades	Exams	Interim grades	Exams	Exams
Week 13	Interim report + Exam grades	Interim report + Exam grades	Interim report + Exam grades	Interim report + Exam grades	Interim report + Exam grades
end of term					
	6a	6b	Fifths	Removes	Shells
Lent					
Week 1			Exams		
Week 3			Exam comment Mock Exam grades		
Week 4	Interim grades	Interim grades	Parents' meeting	Interim grades	Interim grades
Week 5 Half Term					
Week 7	Exams	Interim grades	Interim grades	Interim grades	Interim grades
Week 8		Parents' meeting			
Week 9					
end of term	Interim report Mock grades	Interim report	Interim report + Assessment grades	Interim report	Interim report
	6a	6b	Fifths	Removes	Shells
Summer					
Week 1	Exams				Parents' meeting
Week 3	Interim report	Exams	Interim report		
Week 4				Interim grades	Interim grades
Week 6 Half Term	Study leave	Exam grades Exam comment		Parents' meeting	
Week 7					
Week 8				Interim grades	Interim grades Exams
Week 9		UCAS reference deadline		Exams	
end of term	HSM & tutor only valedictory report		HSM & tutor only summary report	Interim report + Exam grades	Interim report + Exam grades

Report formats

Full reports

Every pupil will receive **one** full (end-of-term) report in the school year. These aim to paint a rounded picture of a pupil's progress in the context of school life and conclude with a comment from the Head. They comprise the following:

- A synopsis of the work covered in each subject during the term
- Subject reports from each teacher with constructive advice to improve, and (where applicable) Assessment or Examination Grades
- A Tutor report
- A Housemaster/mistress report
- A concluding comment from the Head

Interim reports

Interim (short) reports broadly replace full reports in the terms when full reports are not written. They are also provided at half-term in the Autumn, but not in Lent and Summer. They comprise:

- Interim Grades and (where applicable) Assessment/Examination Grades
- Subject teacher comments
- A Tutor comment and/or a Housemaster/mistress (or Deputy Housemaster/mistress) comment

Goal Setting and Reflection

A goal-setting and self-reflection sheet is completed by each pupils each term, in dialogue with their tutor and Housemaster/mistress, to set targets and check progress against these; to encourage ambition, self-motivation and determination; to check and calibrate academic progress against the regular feedback from teachers in the reporting cycles.

This could be online via the VLE into iSAMS and form part of the reporting cycle at various points.

Rewards and Sanctions

Rewards

- ◇ ***Bene fecits*** (online only) are given to pupils for anything (academic or co-curricular) which warrants immediate positive recognition.
- ◇ ***Subject Commendations*** (online and a commendation card to hand to the Head) are the next stage up from *bene fecits*; they are awarded for sustained or regular *outstanding* work or *exceptional* effort in an academic subject.
- ◇ ***Co-curricular Commendations*** (online and a commendation card to hand to the Head) are also the next stage up from *bene fecits*, and are awarded for sustained or regular *excellent* co-curricular participation or effort.
- ◇ ***Tutor/Housemaster/Housemistress Commendations*** (online and a commendation card to hand to the Head) are awarded by the tutor or housemaster/mistress for *outstanding* Interim Grades or Interim Reports or his/her contributions to house/school life. Here *outstanding* can be interpreted in two ways: (i) excellence; (ii) a very significant improvement.

- ◇ **Head Commendations** – a teacher might like to recommend an outstanding piece of work, or contribution to school life, to the Head; if so, and if supported by the HoD, the teacher should write a short note to HM preferably including a copy of the work. The Head will then sign the work and send it back to the pupil with a comment.

Sanctions

- ◇ **Misconduct** (online only) this can be given as with a Bene Fecit via iSAMS for small infractions of behaviour rules or minor academic misdemeanours. It is not a punishment in its own right but a flag to the tutor and HSM – it should accompany a sanction or stern word administered by the teacher. The teacher must not abdicate responsibility for discipline simply through alerting others.
- ◇ **Prep Reporting.** The tutor or housemaster/mistress may decide to put a pupil on ‘prep reporting’. This is an internal house arrangement which involves a pupil showing his/her prep each evening to the member of staff on duty. In the case of day pupils, this should be the following morning.
- ◇ **Tutor Satis** recorded on-line and by means of a card given by the tutor for the pupil to take to all lessons. The card should be presented to the teacher at the start of the lesson and collected at the end. The housemaster/mistress should be informed immediately, and the pupil should present the *Satis* Card to the tutor on duty at the beginning of Prep each day. The tutor on duty will sign and return it at the end of Prep. The pupil will return the *Satis* Card to his/her tutor after the designated number of days, usually one week.
- ◇ **Housemaster/Housemistress Satis** cards are awarded personally by the Housemaster/mistress who checks them daily. For persistent underachievement, lack of effort, or a record of very poor behaviour, the Housemaster/mistress *may* decide to refer the pupil to the Head of Year or member of the Senior Leadership Team as appropriate.
- ◇ **Head of Year Satis** and **Deputy Head Satis** cards are also awarded, more rarely, in cases where the pupil has not responded positively to the support given thus far.
- ◇ **Head Satis:** an appointment is made by the Housemaster/mistress or Head of Year for the pupil to see the Head.
- ◇ **Academic Detention** – 75 minutes on usually a Tuesday evening in the Durnford Library. Work must be set.
- ◇ **Head’s Detention** – 3hours on a Saturday evening, for the most serious academic and other offences. Pupils can only be put in by HoDs, and there must be SLT approval. Work is set as well as a compulsory 1-hour essay set by and for the Head on an issue *du jour*.

Appendix: International College

Introduction

Formal summative assessment takes place by means of College and Public Examinations. Ongoing formative assessment takes place all the time, through each class discussion, through each piece of work submitted, and every assignment. However, in order to facilitate monitoring of progress and tracking against both target grades and expectations, there is a regular system of internal assessment and reporting.

Assessment

Since the majority of College students will always be on a one-year programme, time is of the essence when it comes to the delivery of specifications and the curriculum. The exam schedule is designed to allow for meaningful assessment at sensible points in the year, while allowing maximal teaching time for the delivery of externally assessed qualifications.

For the purpose of internal exams, all students are taken off timetable and exams are completed in exam conditions, with invigilation provided by staff. They are marked centrally by the Lead Teacher and in Year 10 and 11, marks are awarded in accordance with specification mark schemes or based on past papers. In Year 9, grades are given based on mark schemes that are modelled on GCSE mark schemes, taking into consideration expected and reasonable development on the way to taking the subject at GCSE level. This will allow Year 9 students and parents to make informed decisions about subject choices for the start of Year 10.

Year 9:

- Internal exams just before Christmas
- Internal exams just after the summer mid-term holidays

Year 10:

- Internal exams just before Christmas
- Internal exams just after the summer mid-term holidays

Year 11:

- Internal exams just before Christmas
- Internal exams in some subjects just after the Easter holidays (as requested by Lead Teachers)
- Public exams in the summer term

Reporting

Parents and guardians are encouraged to contact tutors with any questions regarding a student's progress at any point. Formal reporting takes place in the following three ways:

1. Interim Grades "Traffic Lights" published on the parent portal halfway through the half term
2. Staff reports published on the parent portal at the end of the half term
3. February parents consultation in person and via skype

The schedule for these is as follows:

Autumn 1:	traffic lights + full reports
Autumn 2:	traffic lights + full reports
Spring 1:	traffic lights + full reports + parents' consultation
Spring 2:	traffic lights + full reports
Summer 1:	teacher reports only halfway through the half term
Summer 2:	end of year full reports

1. Interim Grades ("Traffic Light")

Traffic Lights are designed as a regular spot-check to monitor a student's attitude, effort and motivation. Subject teachers award a single grade: the grades and their associated descriptors represent both effort and attainment and are related to ongoing work in classwork and homework.

Comments from teachers are optional.

Level	Grade	Details/explanation/guidance
	E	Exceptional in every respect
Very good	V	Very good
Good	G1	Very pleasing standard all-round
	G2 (default)	Generally good-satisfactory all round
	G3	Less good; may lack consistency; no major concerns at present but at least one area for significant development/improvement
Concerns	C1	Some concerns which need addressing Maybe some improvement on previous grades, but some concerns remain
	C2	Some major concerns which need addressing
	U	Completely below the standard expected – serious concerns

2. Reports

Reports are written by a) subject teachers, b) tutors, and c) the Joint Principals. They are designed to give a detailed summary of a student's attainment and progress, both academically and pastorally. They are broken down into different components, to ensure parents are aware of all key areas of learning and life at the College, and to facilitate communication with our international parents.

- a) Subject reports consists of the sections outlined below.

Academic attainment (drop down menu 9-1)
Recent content
Recent assessment
Attitude and behaviour
Homework and materials
Other comments

The number grades highlight the level at which a student is working at that particular time. They do not constitute a predicted grade for a public exam. They are based on mid-term class tests and end-of-term exams.

Comment	Level
Outstanding – working at the highest level expected (A** grade), almost error free	9
Excellent – extremely high level of work (A* grade)	8
Very good – A grade work	7
Good – B grade work	6
Satisfactory, passable level (C grade)	5
Satisfactory, just passable level (C grade)	4
Just below passable	3
Low standard	2
Very low standard	1

- b) Tutors proofread all subject reports and then write their own overall assessment of the student, based on the points below.
- Briefly highlight academic highs and lows
 - Mention extra-curricular, including sports
 - Mention other achievements
 - Show you know what they will do in the holidays
 - Use short declaratives and plain English
- c) The Joint Principals proofread all subject and tutor reports and then write their own reports, based on the points below.
- General attitude, behaviour, politeness
 - General wellbeing (where necessary medical)
 - Social, emotional progress
 - House matters

3. Parents' Consultation

The February parents' consultation, on the last day of the half term, provides a good opportunity for parents, guardians, and students to discuss academic progress, exam preparation, and subject

choice ideas for the following year, where appropriate. Appointments can also be made via skype, which allows our international parents to participate from abroad.