



THE
KING'S SCHOOL
CANTERBURY

Assessment and 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, Tutor and Head of Year 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 to one that is fully electronic and extremely flexible.

Regular review of the reporting happens to ensure effective communication and recording of pupil levels and progress at a useful frequency alongside a reasonable balancing of workload for those writing the reports. The audience for reports is mixed – pupils, tutors, HSMs, parents and sometimes SLT, guardians and use as transcripts for other schools and overseas universities.

Interim Grades (informally called Traffic Lights) are light-touch grades with optional comments (except for low grades given); **Exam Comments & Grades** following internal exams, and **Interim Reports (replacing Full Reports; they are still called Interim even if at the end of a term or year)**. 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 (Report Printing module).

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 the Heads of Year. The ARG also discusses School-wide academic issues eg prep, sleep, feedback from pupils, sanctions and rewards and there is a system of Work Showing (looking at marked work and some files including online work) with every single pupil in the school by individual appointment in the Autumn and Lent terms (eight houses per term).

All **grades**, whether Interim (Traffic Light) Grades or Assessment/Exam Marks/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	Nov/Dec: Exams in Maths, Sciences, languages and GP & GK	Nov/Dec: Exams in all I/GCSE subjects		Nov/Dec: Exams in all A Level subjects	
Lent Term			Jan: Mock Exams in all I/GCSE subjects		Feb: Mock Exams in all A Level subjects
Summer Term	June: Exams in all subjects except Creatives	June: Exams in all I/GCSE subjects		May: Exams in all A Level subjects	April: Second Mock 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.
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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.

Fine Trajectory Grades

These are the best guesses at the grade that the pupil will get at the end of the course, based on all available evidence, recent and historic, in that subject or part of the subject. An FTG is not a 'working at' grade that increases through the course; it may decrease at times and it should fluctuate according to rate of progress.

6a & 6b scale: A* [the highest], A*-, A+, A, A-, ... , D-, below D [the lowest].

Fifth & Remove scale: 9 [the highest], 9-, 8+, 8, 8-, 7+, 7, ... 4, 4-, below 4 [the lowest]

A+ means a confident A prediction or a high A; A- is a low confidence prediction of A or a low A grade, etc

We have devised this system in order to provide, at each reporting point, an idea of the trajectory that each pupil is on. It's a 'holistic professional judgement' (inspired by the CAGs in 2020) as to the most likely grade outcome, taking everything into account that may affect the result. It does not mean that work of that quality has been seen, necessarily. It takes account of the baseline scores of the candidate, the work ethic, last-minute improvements, exam technique proficiency, experience of similar candidates, all available evidence from preps and assessments (much more relying on work done in conditions that reflect the A level weighting of papers). If there is coursework or performance, anticipating a typical outcome there for that pupil. So yes, a lot of estimation, but experienced teachers are well used to making these judgements, as we did in Summer 2020 for the CAGs.

A recommended way of calibrating teacher judgements within a larger subject is to rank the pupils in order of performance taking into account effort and ability, and to map that ranking onto typical grade results.

If there are two or more teachers (as for nearly all 6b sets) then (from September 2023) they can give different FTGs for each part of the subject, but should be aware of the other grade(s) given.

This reporting system is not intended to change routines or methods of assessment – do not feel that you have to schedule benchmark tests regularly to generate more marks and so on for FTGs. Carry on with the appropriate rhythm and assessments in your subject. Unlike the CAGs, justification is not necessary for the FTGs beyond internally being able to justify your judgement.

One word of caution – as we all know preps can be collaborative, whether with a peer, parent, online tutor, AI or Google Translate, so please be wary of judging solely on work done unsupervised.

These grades are only rough estimates, of course, with up to 18 months to go to the qualification.

The grade should move up and down a little through a year, responding to the latest evidence and providing a nudge if work falls in standard. It may change as more evidence becomes available through the course. FTGs are awarded both as Interim Grades and with Interim Reports. They are not awarded when there are exam results (which apart from 'Mocks' are not turned into grades but left as percentages).

The FTGs stop in March for 6a and Fifths and so do not take account of Easter revision and the final preparations.

Variance of FTGs over time

The current rule is that (within an academic year) a FTG can only change by 2/3 of a grade per reporting point, eg maximum **two points** on a scale: eg from A*- to A, from A+ to A-, from B+ to A; at GCSE, from 6- to 6+; from 7- to 6; from 9 to 8+ are the maximum size changes. This means over this term then it's possible, if unlikely, that a pupil could be initially overestimated and then go down by two notches at each of the subsequent points and be down by four or notches from September to December (which is two whole grades). This is since FTGs are a long range forecast and even a superb or terrible test should not alter the trajectory significantly if the original judgement was a reasonable one.

There can be exceptions to this rule by arrangements with the DH(A) for particular reasons.

How are FTGs useful?

- They give the pupil, parent, tutor, HSM, HoY, HoD a sense of what is coming down the line, how big the challenge is,
- Whether on course or not (to the pupil's own target grades) - no pressure except that which they feel if the FTGs are not what they want to achieve
- Earlier warning of likely UCAS Grades (which may be higher since optimistic) and suitable university options
- Lots of analysis is possible using this info across a cohort – useful for tutors, HoYs and HoDs
- HoYs, Tutors and HSMs have better evidence for interventions

They are intended to be responsive and to reflect effort in a relatively short feedback cycle, just as for QoW and AtL. Disappointed? Work harder – three weeks later the FTG has risen. Happy with the FTG and slacking off – the FTG may have decreased to reflect the quality of latest work. A small nudge on the tiller with such a finely graded scale allows the teacher to send signals without necessarily changing the grade 'predicted' – eg B to B-, showing less confidence in the B than before.

The reporting schedule for 2024-25

Autumn	6a	6b	Fifths	Removes	Shells
Week 1					
Week 2					
Week 3	Collections				
Week 4 <i>Exeat</i>	Interim grades ATL, FTG	Interim grades ATL, QoW	Interim grades ATL, FTG	Interim grades ATL, QoW	
Week 5					
Week 6					
Week 7	Parents' meeting	Interim report ATL, FTG	Interim report ATL, FTG	Interim report ATL, QoW	Interim report ATL, QoW
half-term					
Week 8					
Week 9	Interim grades ATL, FTG				
Week 10 <i>Exeat</i>		Exams	Interim grades ATL, FTG		
Week 11				Exams	Exams
Week 12					
Week 13	Interim report ATL, FTG	Exam results & comments ATL, %s	Interim report ATL, FTG	Exam results & comments ATL, %s	Exam results & comments ATL, %s
	6a	6b	Fifths	Removes	Shells
Lent					
Week 1			Mock exams		
Week 2					
Week 3 <i>Exeat</i>		Parents' meeting	Mock results & comments ATL, (9-1)		
Week 4	Interim grades ATL, FTG				
Week 5					
Week 6		Interim grades ATL, FTG	Parents' meeting	Interim grades ATL, FTG	Interim grades ATL, QoW
half-term					
Week 7	Mock Exams				
Week 8					
Week 9	Mock results & comments ATL, %, grade				
Week 10					
Week 11		Interim report ATL, FTG	Interim report ATL, final FTG	Interim report ATL, FTG	Interim report ATL, QoW

	6a	6b	Fifths	Removes	Shells
Summer					
Week 1	Exams				Parents' meeting
Week 2					
Week 3	Exam results & comments ATL, A*-E	Exams			
Week 4			Final subject & tutor reports ATL Study leave starts	Interim grades ATL, FTG	
Week 5	Study leave starts	Exam results & comments ATL, %s, PUGs		Parents' meeting	Interim grades ATL, QoW
half-term					
Week 6					
Week 7					
Week 8		UCAS reference deadline		Exams	
Week 9		Interim grades ATL, FTG			Exams
Week 10	HSM only valedictory report		HSM only valedictory report	Exam results & comments ATL, %s	Exam results & comments ATL, %s

Key

Exams

Reports (grades but no comments for most)

Reports (brief comment)

Parents' Meetings

ATL Approach to Learning

QoW Quality of Work

FTG Fine Trajectory Grade

Mock exam grade

% Exam percentage

Excellent/Good/Reasonable/Concern/Poor

Excellent/Good/Acceptable/Concern/Poor

(9, 9-, 8+, 8, 8-, ...) or (A*, A*-, A+, A, A-, ...)

(A*-E)/(9-1)

Report formats

Interim reports

Interim reports have replaced the former Full and End of Term reports. They include the grades appropriate for that year – QoW or FTGs plus AtL.

At various points in the year they include tutor and/or HSM comments.

Exam Comments & Marks/Grades

These are similar to Interim reports but follow an exam series. The % results are given (the total %, not the % in each part of the subject, except in the text of the report) and a comment about the performance: strengths, weaknesses and ways to improve. Public exam grades (based on the actual or estimated grade boundaries for the exact papers sat) are given for the Mock exams – Fifth in January and 6a in February & April – but never for other internal exams since not enough of the course has been covered and fully representative GCSE or A level questions can't be set.

Interim Grades

These include the appropriate grades with an optional short comment (could simply be encouraging).

A comment is essential (which needs to be constructive in giving ways to improve) if either of the lowest two grades for QoW or AtL are given (on the five-point scales), or an FTG is unusually low (which may be matched with an appropriate AtL).

Goal Setting and Reflection

A goal-setting and self-reflection sheet is completed by each pupil in some terms, 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.

Rewards and Sanctions

Rewards

- ◇ **Bene fecits** (awarded in iSAMS) are given to pupils for anything (academic or co-curricular) which warrants immediate positive recognition. They should not be over-used, even with Shells – approximately two per large set per week is the maximum recommended number to award to keep the scarcity value. They can be awarded to Sixth Form, who also appreciate the recognition. Some houses have schemes where Bene fecits add up to individual or collective rewards.
- ◇ **Subject Commendations** (via iSAMS 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** (via iSAMS 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** (via iSAMS 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's 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 the Head 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** (via iSAMS) this can be given 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's Satis**: an appointment is made by the Housemaster/mistress or Head of Year for the pupil to see the Head.
- ◇ **Weekday Detention** – one hour on two evenings each week in the Durnford Library. Work must be set.
- ◇ **Saturday Detention** – 2.5 hours on a Saturday evening, for the most serious academic and also other offences. Pupils can only be put in by HoDs or HSMs, and there must be SLT approval by inspection of the list. Work can be brought by the pupil and completed; there is sometimes a written task set for one hour of the time. If a pupil earns more than two Saturday Detentions in a term then the Senior Deputy Head will consider a meeting and further sanctions.

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 Lights")

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.