

Assessment, Reporting, Tracking and Feedback Policy

for both the Junior and Senior School

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EXECUTIVE SUMMARY

The purpose of this policy is to provide clear guidance for teachers on the expectations, purpose and practice of assessment at Freeman's including:

- [Grading](#)
- [Tracking](#)
- [Report Writing](#)
- [Parents' Evenings](#)
- [Feedback](#)
- [Junior School variations to this policy](#)

The underpinning philosophy is that assessment is a tool to facilitate future learning. It should allow students, teachers, departments and the School to evaluate their own practice. It makes clear when and how teachers are expected to record marks and for whom. Where reporting is expected the expectations are stated, and further advice on writing reports can be found in the Written Reports Guidance document

REPORTING AND ASSESSMENT

Grades

To aid effective pupil monitoring, all pupils will be graded every half term.

F1 to U4 will be awarded:

- **Working At**, indicating understanding of subject content by the pupil over the half term
- an Attitude to Learning grade

L5-U6 will be awarded:

- a **Freemen's Target** grade, which remains the same throughout the year and is set by the student
-
- a **Working towards** grade (examination grade) is the GCSE or A Level grade that the teacher believes the student will achieve at the end of the course
- an **Attitude To Learning grade**
- **Expected grade** – internal use only, set by the HOD

Working At descriptors

1. **Mastery** - The pupil demonstrates a comprehensive understanding of all concepts and skills and can apply them to new contexts
2. **Secure** – pupil has a secure understanding of the main concepts and skills when applied to familiar contexts
3. **Approaching** - The pupil grasps most of the main concepts and skills, is approaching 'Secure' but gaps in knowledge and skills remain
4. **Developing** - Working significantly below the standard expected may be a cause for concern

Attitude to learning descriptions

- A.** A very motivated pupil, who takes full responsibility for their learning, and who always completes work to the best of their ability. He/she demonstrates initiative and has a positive approach to learning
- B.** A hard-working pupil who completes all work on time to a standard that reflects ability. He/she demonstrates some initiative and will seek assistance when required
- C.** A pupil who completes most work to a standard in line with ability but could show more commitment to progress. He/she completes most tasks presented to them on time, but, at present, needs to show more initiative or motivation to develop his/her own learning further
- D.** Likely to be a cause for concern. A pupil who does not yet apply the required effort to fulfil his/her potential. He/she does not complete tasks presented on time to the best of his/her ability. There is, at present a lack of motivation to improve

Working Towards grade - For the examination years (Lower 5-Upper 6):

The Working Towards grade is the GCSE or A Level grade that the teacher believes the student will achieve at the end of the course based on all the work they have completed during their course, up until the published report card. These are used to track how the student is doing on the course. The teacher is assumed to take account of an appropriate amount of progression in making their decision. The Working Towards grades will be awarded based on the appropriate examination criteria for attainment (i.e. A*-U, 9-1)). For GCSE students a combined 8/9 will be used until after the mocks are completed.

Freemen's Target Grade – for U6 and U5 in 2023-24 – to be superseded as below

This is a statistical prediction of what each pupil is most likely to achieve based on previous years at the School. It is a HOD-adjusted MIDYS and ALIS grade that is released to students at the end of the Autumn term in L5 and L6. It is used to identify students who are likely to be over or underachieving compared to their Working Towards grade. We do not expect to see major changes after it has been set but a written request to the HOS can be made by a HoD at intervals throughout the year, if they feel the 'Freemen's Target' is inaccurate. A sensible rise or reduction in a 'Freemen's Target' is acceptable but needs to be done with student wellbeing in mind. These adjustments would then be signed off by the HoS and DHA.

Freemen's Target Grade – for L5 and L6 from Sept 2023-onwards

An updated approach to Target grades is being introduced from September 2023. In future these will be set by students, based on CEM chances

- In January: Students receive CEM chances (including Freeman's VA) and assembly from DHA
- Students meet with tutor and discuss the Target-setting process, students determine their target grades and their form tutors enter them onto SB, no more than one grade higher than their CEM prediction.
- Teachers review Targets and discuss with student if they disagree

- In the first L5 and L6 Parents' Evenings (Jan/Feb) parents meet with the teachers and confirm together the student's Target grades
- Target is fixed and can only be changed through discussion with HOD

Expected Grades – EGs – for staff use only

- DHA allocates HODs an 'envelope' of grades based on CEM predictions plus historical VA¹
- Used **internally** as a benchmark to measure department achievement
- HOD assigns individual EGs to students on Schoolbase, used by the HOY to identify underperformance and target interventions.

TRACKING

Departments should track the students in their subjects, ensuring that the data is used to inform planning, reflection on progress and identify areas for future development.

Subject teachers will award all pupils an ATL (Attitude To Learning) grade and a Working At level at every half term in the year. Heads of Year and Heads of Section can review these to quickly identify pupils who are performing especially well or less well. Where necessary interventions can then be organised.

Pupil data is compared to MIDYIS scores and a performance indicator is calculated to identify under and over-performers. In Upper 5 and the Upper 6 the mock scores are also used. For each test session equivalent grades are calculated and can be used to see progress over time. In the Sixth Form ALIS data is used as a comparator to actual grades given for tests.

Written Reports – see Appendix 1 for detailed guidance

At regular intervals (generally each term), parents will receive either a written report or an oral report at a parents' evening.

Reports are formative and intended to show parents and students how a student might develop. Reports should be written to parents in a clear and straightforward way, avoiding unnecessary jargon. They should be formal in tone rather than colloquial. They should always be honest but should never be used as the first port of call to deliver an uncomfortable message to parents. Please remember that pupils may read reports, so we are writing for multiple audiences.

Out of professional courtesy, colleagues should understand that deadlines are final and the quality of their reports is their responsibility.

Subject Reports

- Should be about 600 characters long.
- There should not be a written percentage, grade or reference to a summative assessment in subject reports. Teachers can reference that a pupil has performed well in assessments

¹ Nationally standardised, with Freeman's VA added for GCSEs and IGCSEs (given they differ).

throughout the year, but associating this to a summative outcome should be avoided. The nature of subject reports should be positive (skills & effort) and entirely formative, explaining to the student and parent what has gone well, with specific targets to improve.

- For example
 - Do not say 'Jack has performed really well in his end of topic test, scoring 87% in his exam. He is above average in his class.'
 - Do say that 'Jack has used DIRT effectively to ensure that he corrects errors when he has received feedback. He has performed well throughout the year and demonstrated a clear understanding of a range of content when this has been assessed'.
- Comments should be kept concise and clear and should be consistent with the message that has been given throughout the term through teachers' marks and comments. Where AtL and WA/WT grades accompany a written report, the tone and content of subject report comments must support the grade awarded.
- Attainment and progress should be referenced within subject areas; effort should be recognised.
- All colleagues should proofread their reports; colleagues may wish to find a 'report buddy' and agree to proofread each other's reports.
- Reports should not be written by cutting and pasting.

Form Reports

- Form tutors and form teachers provide the first check of our students' academic development. It is therefore important that a tutor's first sentence sends out an academic message, perhaps providing an overview. For example: *'It is clear from these reports that X is working diligently in most areas, though French would benefit from more application where homework is concerned.'*
- Form tutors and form teachers reports should refer to whether the pupil is happy, settled, and behaving well. Contributions to other areas of school life will also act as a focus for tutors and form teachers. Form Tutors and form teachers are asked to refer to pupils' contributions to extracurricular activities, where relevant.
- With some pupils, it may be necessary to draw parents' attention to their son's or daughter's social skills or social development, particularly where this may be affecting their academic progress or general wellbeing. However, the report should not be the first time that a parent receives this message. We do not hide behind reports; we use them to deliver a message that is consistent with other messages that a parent has received (for example, at a Parents' Evening or in a conversation).
- Form Tutors and form teachers should proofread and check all the subject comments and targets. If there are substantial errors or missing reports please inform the subject teacher asking for changes to be made or speak to the appropriate Head of Department. If tonal changes are required please edit where apt, we are all prone to making that mistake when tired and dealing with a frustrating pupil and might need another perspective. Kindness and professionalism are needed here!
- Reports should be ready to go before being passed up to your Head of Section.

Personalised Study Target Reports

- The subject comment in the Targeted Reports should consist of 3 targeted points/advice (no more than 3 sentences per targeted point) specific to the pupil and based on your knowledge of them, to help focus their revision. The report should not, therefore, consist of generic subject comments.
- A line should be left between each point. They must not be completed as one paragraph.

Valedictory Reports

- These reports will not contain any generic subject revision comments.
- Games, Music, Drama, House, Form Tutors and Head of Boarding will be required to complete the Valedictory Report.
- Games, Music, Drama, House will want to acknowledge students who have strongly contributed over the last number of years. It is not necessary for each to comment on all the year group.
- If teaching staff wish to say something in particular, such as help in running a society, help on a trip or mentoring younger pupils, then comments should be mailed to the tutor who can include them in the final tutor report.

Boarder Reports

- Will be written by the boarding house staff, with comment invited from Form Tutors and subject teachers.

PARENTS' EVENING POLICY

- All year groups have a Parents' evening in the academic year; dates are given in the termly Calendar. An appointments system operates for Parents' Evenings and pupils are given forms to complete, in class, in advance of the evening.
- The Headmaster, Deputies and Head of the Junior School, Head of Upper School and Head of Sixth Form are in attendance as appropriate but are not part of the appointments system unless they happen to teach within the particular year group.
- In addition to the Parents' Evenings, there are informal evenings for year groups at which staff attendance is required
- From time to time, evenings are arranged to inform parents about PSHE issues or major changes to school policy.

Procedure for Parents' evenings If you have concerns about any of the pupils you teach you should make sure the Form Tutor or Head of Section is aware.

- Teachers will receive an email showing all your appointments.
- Appointments will last five minutes.
- Major problems with work or attitude should not be the focus of Parents' Evenings: these should have been raised with the relevant staff and parents well in advance.

- A meal will be provided for colleagues who cannot get home and back to School conveniently; sign-up sheets will be posted in Common Rooms.
- Colleagues should be professionally attired in accordance with the staff guidelines on dress and make sure they are wearing a name badge.
- Where parents have been given timed appointments, a punctual start is essential; colleagues should keep to the appointment time and, at the end of the allotted time, stand and politely indicate that the interview is over.
- Parents may request further consultation and this should be arranged for either the end of the evening or another convenient time.
- Pupils in Upper 4 and above are invited to attend Parents' evenings with parents.
- Colleagues should prepare beforehand, especially if a pupil gives cause for concern.
- Comments should be constructive and provide ways forward for the pupil. Colleagues should be honest and realistic at all times; inaccurate and over-optimistic comments may be quoted when a pupil fails to do as well as parents have been led to believe
- Colleagues should have data to hand such as the value of coursework or the grade boundaries at GCSE and AS/A2, details of the structure of final examinations and so on. Parents may also ask about the standing of a subject with universities or may seek recommendations as to where a subject is best studied. Parents may want comments set in context in terms of the progress of the rest of the year group.
- If a parent becomes confrontational, colleagues should refer them to the Head of Department or a member of SLT.
- If a parent has failed to keep an appointment, check with Reception as to whether the parent is present. Colleagues may leave once all parents have been seen or accounted for.
- If colleagues are unwell and cannot attend a Parents' evening their Head of Department or Year Group and Deputy Head Academic should be informed. A note will be left explaining the absence but also inviting parents to leave contact details if they would like a colleague to make contact.

INTERVENTIONS

Either every half term (from L4 upwards) or every term (from U3 downward) each Head of Year will review the grade cards and to identify and determine appropriate interventions. These can include but are not limited to:

- Isolated issue in one department only – write to HOD, point out the isolated issue and ask them to manage the intervention
- Issue across a number of departments – student goes on Spotlight list, tutor report, write to tutor with information about what they need to do, parent contacted, possible mentor or coach assigned
- Serious or repeated performance issues – Student goes on Spotlight list, HOY report, parent contacted, possible mentor or coach assigned
- Students who have done well and need praise – parent contacted

Heads of year will continue to monitor the Spotlight list of students throughout the half term/term, reporting the outcomes to their Head of Section and Deputy Head Academic.

FEEDBACK POLICY

The purpose of feedback is to improve students' capability. At Freeman's, we are striving to ensure that all students sustain excellent progress through all key stages and student groups and one of the biggest impacts on this, is the feedback they receive in and out of the classroom. We want to ensure that all learners understand their level of achievement in each subject, what they need to do to improve in that subject and how they will close the gap in reaching their potential.

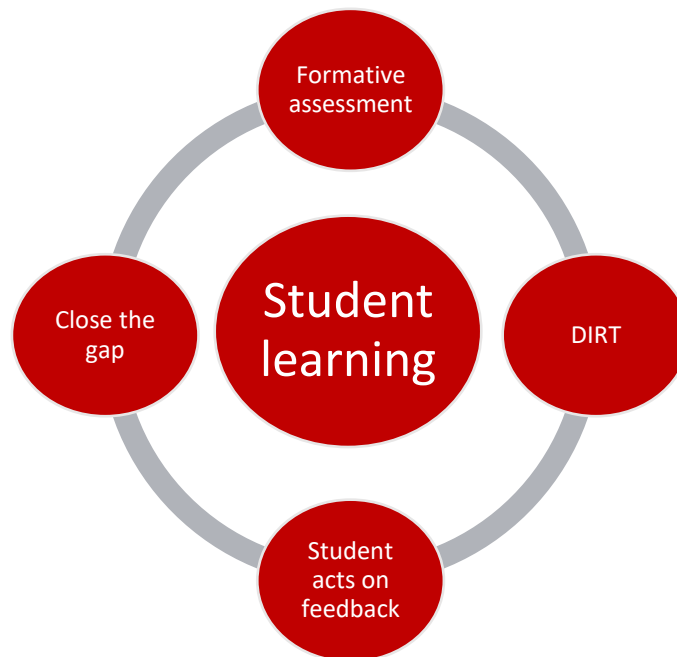
Effective, timely and regular assessment and feedback plays a crucial role in pupil progress. It allows teachers to have a clear understanding of their pupils' abilities, strengths and weaknesses. This in turn helps teachers guide their pupils to make good progress and develop a more independent approach to their own studies, taking responsibility for their own learning.

"Feedback should cause thinking. It should be focused; it should relate to the learning goals that have been shared with the students; and it should be more work for the recipient than the donor. Indeed, the whole purpose of feedback should be to increase the extent to which students are owners of their own learning" – Dylan Wiliam – Embedded Formative Assessment

Aims –

- To recognise, encourage and reward student effort;
- To improve a child's confidence in reviewing their own work and setting future targets;
- To ensure that students' work is reviewed, indicating how improvements could be made and identifying where further support may be required
- Feedback will inform curriculum planning and learning and teaching processes;
- To establish a consistent approach across the school in the way feedback is given, so that all students feel valued and have a clear understanding of how well they are doing and how to make progress in each subject area;

- To support staff and provide continued professional learning to make clear what effective feedback is and what it isn't.



Some ways in which feedback can be given at Freeman's -

- Group/whole class feedback;
- Verbal feedback by correcting misconceptions or by interacting with the student through questioning and conversation;
- Peer – students give feedback on other students' work;
- Self – students assess themselves;
- Students providing feedback to the teacher on their progress;
- Written feedback;
- Self-assessment leading to teacher feedback;
- Annotations on targeted children's work to indicate that an area needs to be improved;
- Providing questions that children need to respond to, so that support or extension to the children's knowledge or skills takes place;
- Live feedback via modelling;
- Highlighting literacy errors for children and asking them to work out what the literacy errors are and then correcting them;
- Asking children to read and correct their work as part of a cycle of feedback in lessons.

General guidelines - written feedback

At Freeman's staff give feedback through a range of methods in lessons. The two most prominent examples you will see of this are through formative assessment methods and modelling. When work has been completed, there will be occasions where providing written feedback is required.

Making written comments on student work is not, in itself, providing feedback. Written feedback should aim to be diagnostic, so that it shows where pupils have gone wrong and give guidance about what they should do next. As such, feedback needs to cause students to think and needs to be specific and actionable by the pupils. It should, where possible, also involve a dialogue between the teacher and student. This perspective moves the feedback process away from being an 'after the assessment event' and more towards an ongoing dialogue between the teacher and student. The whole purpose of feedback should be to increase the extent to which students are owners of their own learning.

Above all, written feedback must be manageable for staff and not negatively influence their well-being. Striking a work-life balance that will provide manageable and effective feedback is crucial. We believe that assessment and feedback should be based on a continuum. This means that the type of feedback given will depend on where a pupil is in a particular unit of study at a particular time. For example, at the start of a unit of work, a teacher might give detailed written feedback to encode success. Once a pupil is aware of what "correct" might look like, the teacher is more likely to employ strategies such as delayed feedback (using a marking code, partial feedback etc.). This also means that teachers are not expected to mark everything in the same detail, nor do they have to mark every set of notes.

General guidelines

- The teacher will decide when they provide written feedback. Professional judgement and ensuring a work life balance is crucial;
- Written feedback that has no impact on student learning is not required;
- Students should know what excellent work looks like in each topic, should understand where their own work falls in relation to achieving that piece of work and be supported to develop methods to bridge the gap. To achieve this, students should be aware that ability is incremental, not fixed;
- The type and extent of feedback will vary from subject to subject and will be a product of the teacher's professional judgement, ensuring it is as impactful as possible;
- Feedback will be personal to the individual as often as possible;
- Students should be doing most of the work in the feedback process;
- Written feedback should be formative, i.e. those that mark others (teachers or peers) should provide clear guidance for how to improve. However, when a student has met or exceeded the standard expected, that should be recognised.
- When a piece of work has been marked, teachers could use this information as a "whole class feedback" tool, allowing planning, assessment and schemes of work to be amended to suit the needs of the class and current level of learning;
- At KS4/5, when a piece of work is marked which directly links to exam material, a grade may be used to identify level of attainment alongside written feedback to justify the grade. Grades and marks should not be written on routine pieces of work and any work completed at Key Stage 3;
- Ego involved feedback should be avoided, however feedback which relates to rewarding student effort where there has been a significant improvement can be given. Likewise, sanctions put in place where effort is minimal.

Directed Improvement Reflection Time (DIRT)

DIRT is a great way for students to act upon the feedback that you have given as their teacher. DIRT allows students to reflect/act upon the comments that have been written. Therefore, ensuring the feedback is being put to use and is supporting the progress of our students is key and achieved through DIRT

- A “Task” or “Target” should be set after each round of detailed written feedback. The “Task” should be completed during DIRT. The “Target” should explain what the student needs to do to improve learning and how they need to do go about it, this may lead to a student response. All feedback should cause pupils to think;
- DIRT should be used the lesson following detailed written feedback to allow the students to read, reflect and act on the feedback they have been given;

Top tips

- Keep it focused - clear task instructions, including timing and outlining exact expectations should be given. The “task” which the students complete should come from the teacher’s feedback and the aim of the task is to close the gap between what the student achieved and the expectations of completing the task to their full potential. If students are focused in their DIRT, they will be considerably more effective.
- Targeted feedback - students must receive quality feedback that is targeted and precise across all subjects, so they know how they need to improve so they can recognise common patterns.
- Make verbal feedback matter - when DIRT has a clear focus with quality models, scaffolds and targets for improvement, then students should be sufficiently focused to allow the teacher to undertake quality one to one verbal feedback whilst DIRT is taking place.
- Exploit the power of peers - when peers are analysing the work of one another in DIRT, then guidelines and expectations need to be explicit. Any pairings of students needs to be carefully considered of course, like any good seating plan.



Types of feedback - We acknowledge the different requirements between subjects and there is not a 'one size fits all'. Listed below are the main forms of written feedback			
Type	What does it look like?	Frequency	Student expectations
Acknowledgement (KS3, KS4 and KS5)	Homework or class notes/books have been checked for completion of specific tasks, detail of content and if necessary, issues/misconceptions identified. In addition, some departments have a system of codes to assist their marking.	When the teacher feels it is necessary. As a guide every 3-4 weeks in years 7/8, depending on the number of lessons. Twice a half term in the Upper and Senior School.	DIRT - Respond to the teacher with an action, signature or comment to show that their feedback has been acknowledged, corrections have been made and an effort will be made to implement feedback into their future work
Detailed written feedback (Formative)	This is detailed feedback on the work set, explicitly identifying how the student performed against the objectives of the work and how well they met the success criteria. Written feedback should show where they are in their learning, where they need to be and how they are going to get there. In some cases this could involve a written dialogue between the student and teacher. This can be in the form of a target or task – signified by a “T”. The target, signified by a “T” should relate to the learning process explaining what the student needs to do to improve their learning. A task signified by “T” should be given for the student to complete during DIRT Detailed teacher feedback should then inform future lesson planning.	When the teacher feels it is necessary. As a guide, teachers should do this twice a half term. At KS5 work should be marked and returned within 2 weeks.	Student reflection (Closing the Gap) DIRT - Following detailed teacher feedback, students’ need to reflect on their work and the target or task for improvement, identifying their next step. The target should relate to the learning process explaining what the student needs to do to improve their learning. The task may be used to for completing missing work, correcting errors or rewriting a piece which has not met acceptable standards.
Peer / Self-assessment (Formative/summative) Completed by students	Students should know what to do to develop the learning of themselves and their peers. This can be completed in a formative or summative way.	When the teacher feels it is necessary At least once/twice a half term depending on number of subject hours	Harness the power of collaborative learning, allowing students to learn more by teaching each other or through peer assessment. Students should engage in the process with care, providing accurate and supportive feedback. DIRT - This type of formative assessment should occur on regularly, particularly after the completion of internal exams and end of unit assessments. The pupils should be given the opportunity to discuss work completed by themselves or their peers in detail and to justify the marks/grades/level they have awarded. It is hoped that they will better understand the assessment criteria and why a particular piece of work is of a particular standard and use this to improve on their own work. Pupils need to be able to recognise work of a high standard and judge their own work against it.

Freemen's

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FREEMEN'S SCHOOL

Verbal feedback (Formative)	When staff provide verbal feedback in lesson to all students	Every opportunity during lesson time.	Act on teacher advice, applying feedback to future work
Formal Assessment (Summative)	Students will receive a Grade. In the upper and senior school, this could be identified by a 9-1 or A-E	Once every half term where possible. This will depend on subject hours at certain key stages	Act on the grade they have been given by identifying areas in the subject that need improving and setting targets based on that to make improvements in learning

Staff Roles and Responsibilities in providing effective feedback

“The mistake I was making was seeing feedback as something teachers provided to students they typically did not, although they made claims that they did it all the time. It was only when I discovered that feedback was most powerful when it is from the student to the teacher that I started to understand it better. When teachers seek, or at least are open to, feedback from students as to what students know, what they understand, where they make errors, when they have misconceptions, when they are not engaged then teaching and learning can be synchronized and powerful. “Hattie, 2009

Students must:

- Read all comments by teachers;
- Students should keep track of the feedback they received and act upon it, something that should be periodically checked by teachers/tutors to ensure the feedback is making a difference;
- Respond positively to comments written by teachers and make improvements;
- Under guidance from teachers, sometimes mark their own or another student's work;
- Put their best effort into all work completed;
- Catch up on work after absence;
- Keep high standards of presentation in book work.

Class Teachers must:

- Ensure work is marked in line with school policy;
- Share success criteria for learning;
- Keep track of students' expected grades/levels to plan effectively and provide appropriate feedback;
- Record all marks and grades either electronically or manually in mark books;
- Ensure that clear explicit objectives are understood by the class;
- Plan opportunities for the different assessment types;
- Feedback targets both written and/or orally;
- Use modelling of answers or demonstrate clear methodology to scaffold student understanding;
- Provide exemplar materials;
- Analyse data at reporting points and identify interventions for individual students or groups of students.
- Teachers should record student achievement to aid with tracking, the writing of reports, the awarding of Working At level grades and for parents' evenings or parental contact;

Heads of Department must:

- Ensure that the department feedback policy is in line with school policy and ensure it is implemented across all teachers and students in the department;
- Establish and use a system to track and identify the achievement of students across each cohort in order to provide feedback to the department and identify necessary student support needs;
- Monitor the quality and regularity of feedback;
- Support individual teachers where appropriate;



- Ensure that all teachers in their department are aware of their students' progress and areas for improvement;
- Ensure all Schemes of Work have built in assessment points (formative and summative);
- Ensure assessment for learning is structured and regular;
- Ensure all members of the department regularly discuss / share / moderate / and monitor assessment of all types;
- Analyse the data produced by class teachers and identify interventions.

Each department should have a separate feedback and assessment policy to supplement the whole school policy. This policy should include details of -

- Frequency of written detailed feedback and monitoring of other work;
- Frequency of homework;
- Details of how to provide feedback for coursework, controlled assessments and KS5 work;
- Criteria by which students work will be assessed;
- The systems which ensure consistency of teachers' assessments within the department;
- Record-keeping and how the department uses student records to inform progress, planning and reporting;
- The use of target setting;
- How students are involved in tracking their own progress;

Leadership Team

- Devise and implement a programme to monitor the implementation of the School Feedback policy;
- Ensure HODs are carrying out their roles in relation to monitoring of feedback to students;
- Provide CPD opportunities and training on effective feedback.

Top Tips for providing written feedback at Freeman's

- The students should be writing more feedback than you
- You do not need to have written something on every page in every book – a tick and 'good' doesn't really benefit the child.
- Have students hand in books with the page open you want to mark - you'll be surprised how much time you save.
- At the beginning of the year plan on your timetable when you are setting homework and when feedback will be given to students;
- As a department, plan your assessed pieces of work so that not all year groups are requiring the same written feedback at the same time (so, for example, if year 9 are writing an essay, year 7 could be peer assessing presentations).
- After providing written feedback on a set of books, identify patterns and trends in the class. At the beginning of the next lesson, start with some whole class feedback that the students can benefit from. This will save time and address misconceptions to the whole group, rather than individuals.

Remember – feedback is planning!

JUNIOR SCHOOL

KS2 Assessment, Marking and Presentation Guidelines

The School fully embraces the Whole School Assessment, Recording and Reporting Policy with the following adjustments, designed to recognise the ages of the pupils involved.

Informal Assessment

- Assessment is continuous and informal, and enables suitable learning targets to be set to meet the needs of all pupils. Informal assessment is an ongoing process during lessons, as teachers assess pupils' knowledge, understanding and skills from their written and practical work and verbal answers to questions.
- Where appropriate, written work is given a positive comment and a suggestion/target as to how the pupil might improve/develop his/her work in the future.
- This comment and target may be written by a teacher, the pupil or a peer.

Formal Assessment (read in conjunction with the School's Assessment Policy)

- Formal written assessment tasks, where appropriate, are set at the end of each topic. These are used to assess the children's skills and understanding of the topics and to inform teachers for future planning. In some cases, the assessment tasks are in the form of tests.

Autumn Term

Yr Group	NGRT	Hast	CAT	MidYIS	Dyslexia screening
F1	Y	Y	Y		ALL PUPILS
L2	Y	Y	Y		ALL NEW PUPILS
U2	Y	Y	Y		ALL NEW PUPILS
L3	Y	Y	Y		ALL NEW PUPILS
U3	ALL NEW PUPILS	ALL NEW PUPILS		ALL PUPILS	ALL PUPILS
L4	ALL NEW PUPILS	ALL NEW PUPILS			ALL NEW PUPILS

Summer term

Yr Group	NFER Maths	NFER Reading	NFER Writing	KS3 subject assessments
F1	Y	Y	Y	
L2	Y	Y	Y	
U2	Y	Y	Y	
L3	Y	Y	Y	
U3				Y
L4				Y

KS2 pupils take a variety of assessments. All KS2 students sit NGRT, Hart and Cognitive Abilities (CAT4) assessments in the autumn term and NFER assessments in the summer term. These assessments generate age standardised scores which are used to track progress and measure the attainment of pupils over time. Results from CAT4 assessments provide teachers with a comprehensive profile of a pupil's developed abilities and likely academic potential. This data is also used to identify students that may need support or intervention.

- Where it is appropriate to do so, internal assessment results are given to the children. Summer term NFER assessment results are published to parents online via the School website prior to parents' evening. Grades (mastery level and attitude to learning) are communicated to parents in November and June, apart for Form 1 and Lower 2 November grades which are only attitude to learning, (as well as at the end of the Spring Term via the full report), followed a week later by a parents' afternoon/evening, at which the grades are discussed, and further feedback given.
- Each pupil's formal assessments are kept by the form teacher for a year. Assessment scores and other assessment data are inputted on an electronic mark book. Ongoing tracking data is then handed over to the next year group, as part of the year group mark book to allow staff to access historical data easily. A copy of the summer writing assessment is handed on to the next teacher.
- Pupils receive full reports at the end of the Spring Term.

Marking

- In general, work should be marked in green pen. Other colours (and pencil), however, are acceptable – but not red.
- Where appropriate, pupils will carry out self and peer assessment. Self-assessment is particularly appropriate at the end of a topic as it encourages pupils to reflect on their learning and to set their own targets to move their learning forward. Pupil marking is a useful tool (particularly in Mathematics but also in other subjects) as it enables pupils to receive immediate feedback. Pupils should mark their own work in blue/purple pen or blue/grey pencil.
- Each written task should have a title, which is usually (but not always) the learning objective, usually written in the book by the pupil. When marking the task, the teacher should consider whether or not the learning objective has been achieved. If it has, the learning objective should be ticked (or accompanied by a brief comment, sticker or stamp e.g. 'target achieved – well done!'). A double tick (or a 'well achieved/mastered') will indicate that the learning objective has been well achieved.
- If it is appropriate to offer a target, then this should be communicated as briefly as possible – e.g. T: Remember to check your work for accuracy. Please note that a target need not be communicated for every piece of work, but only when appropriate (i.e. when the learning objective has not been achieved) and where needed (to move the learning forward).
- There is no requirement to write any further comments. It is not our policy to cover pupil books in ink; any comments or targets should be concise and to the point.
- Grades/scores are not written in pupil books except in the case of some landmark assessments (e.g. science and comprehension). Numerical marks for objective tasks e.g. spelling, tables, and end of unit tests are given and recorded in teachers' mark books/electronic mark books.
- Marking should be up to date

- When books are handed back, pupils should be directed to look at any comments and respond to them – by initialling them to show that they have read and understood them and by responding to any questions or advice given.

Marking of Spellings






Basic spellings (maximum 3 to 5 words per task) which are repeatedly misspelt should be written out for the pupil to then copy out below (maximum three times in an English task – usually just once in other subjects) or next to the work or in the pupil's personal spelling workbook. The spelling error should be clearly indicated by a circle or underlining and then the correct word inserted, either directly by the error, or in the margin as appropriate. A 'sp' in the margin indicates that there is a spelling mistake. Any comments made by the teacher need to be appropriate to the pupil's developmental stage. Where conducted, oral conferences may be noted by the teacher's initials in the margin. A pupil who has difficulty with spellings should not have every spelling changed as this is very demoralising and will eventually curtail the pupil's creative response and experimentation with exciting vocabulary – this may need to be explained to parents. Initial responses to a pupil's piece of work particularly at the drafting stage should be related to the content ('composition and effect') and should concentrate on the positive aspects of the writing. Later on, during the proof-reading stage, any words that the pupil should know can be 'marked' as suggested above.

Presentation


- Year 3 pupils write in pencil. Some display work is presented using I.C.T.
- Year 4 pupils write in pencil at the start of the year, moving onto blue 'Berol' pen when an individual is ready, as assessed by the form teacher. However, all work in mathematics is written in pencil until the end of Key Stage 2.
- From Year 5, pupils are allowed to move onto blue cartridge ink pens when an individual is ready, as assessed by the form teacher. Some Year 5 (and older) pupils may prefer to continue to use 'Berol' (or similar) pens but not biro pens.
- All work should be dated, and all dates and headings (usually learning objectives) should be underlined with a ruler (in pen from L2 as soon as the class teacher decides that a pupil is ready). 'Full date' should be written for English, while the 'short date' (e.g. 23.5.23) should be used for PSHE, Music, Geography, Science, Maths and DT. History and RS could have either date, at the discretion of the teacher (it is likely that older pupils will write out the full date while younger pupils will write the short date).
- Dates should be written on the top left-hand side of a piece of work (immediately after the margin).
- The learning objective should be written on the line below the date.
- In KS2, one or two lines should be left clear before the pupils start their work.
- Mistakes (in pen) should be crossed out with a single ruler line (also in pen) i.e. no ink eraser or similar should be used except where vital for display work.
- Any worksheets used should be neatly glued into exercise books so that they are completely visible and not folded over.

Types of feedback

Feedback Method	Description
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<p>Whole-class feedback sheet</p> 	<p>Can be used after children have completed assessed work either in class or as homework.</p> <ul style="list-style-type: none"> The teacher fills out a feedback sheet whilst reading through all of the children's work. There will be detail on what was understood in depth, the misconceptions, the common spelling mistakes, which children need praising, which children need to work on presentation and a section on further challenging tasks to complete. An image of the completed sheet can be shown to the class using visualiser during whole-class verbal feedback about the piece of work. Also, a photocopy of the sheet can be given to all children to stick into their books next to their work. DIRT can then be completed, after the whole-class verbal feedback, having used a model answer completed by the teacher/child to show what excellence looks like. DIRT should be carried out in green pen or with DIRT written by the response. Whole class feedback sheets work best when they are designed with the specific subject and class in mind
<p>Peer-assessment</p> 	<ul style="list-style-type: none"> Children can assess each other's work either by swapping books with a neighbour or by walking around the room to visit a range of different children's work. Comments can be written by children either directly into books or on post-it notes. Teachers may wish to provide some suggestions of comments to be used on the board, although children can also use their own. DIRT can then be completed after this. The work gets handed back and the child goes through and works on the areas pointed out. This strategy needs the teacher to go through it meticulously and embed it, prior to allowing students to peer assess. Using a visualiser to show how it is done is great practice.
<p>Modelling</p> 	<p>WAGOLL (What a good one looks like)</p> <ul style="list-style-type: none"> Model answers provided to children after they have attempted a task or exam question. This could be annotated by the teacher to show important elements, eg use of key terms, developing points, use of figures. DIRT can then take place. Alternatively, use show call, whereby you put a child's work under the visualiser or put it on the screen and verbally feedback to the class, during or after the work. The children can then use the feedback to improve/add to their work.
<p>Feeding forward</p> 	<ul style="list-style-type: none"> Prior to beginning a task or exam answer, the children are shown an answer (WAGOLL) to a different question and possibly on a different topic, but which contains all of the elements required for the task about to be undertaken. Children can have this in front of them on paper or on the board whilst they undertake the task. DIRT can then take place, either using the original model answer or a model answer prepared by the teacher answering the question undertaken by the children. Feedback can be given live through modelling to show areas of strength and areas for development.
<p>Use of Visualisers</p> 	<p>Visualisers can be used with a range of different feedback techniques and may be a useful way that teachers can enhance the quality and range of feedback methods used. Visualisers can enable teachers to do the following:</p> <ul style="list-style-type: none"> Deal with whole class misconceptions Address issues that arise at the point of assessment. Show examples of good work. (Show Call) Write model answers.



	<ul style="list-style-type: none"> • Live mark a student answer and demonstrate the thought process of the examiner. • Demonstrate a new skill, or point out features of work to be completed. • Feeding forward (See above) • Engage a whole class in a specific activity.
<p>Verbal Feedback & Questioning</p> 	<ul style="list-style-type: none"> • Use a mixture of closed & open questions. Closed are important as they underpin and consolidate student answers. • Use of probing and extension of answers to develop verbal response further. • Plan a sequence of questions. • Make sure keywords are used in verbal answers. • No hands up • Pausing after asking a question, then choosing a child to answer so that all are thinking about the answer. • No opt out – return to children who answered “don’t know” • Questioning as part of retrieval practice at start of the lesson to strengthen long term memory. • Give lots of positive comments • Stop class to draw attention to common mistakes. • Stop class to highlight a piece of good work and question class why.

APPENDIX 1 – REPORT WRITING GUIDANCE

House Style and grammatical traps

Student names

- Students should be referred to by their preferred name. Where there is a name in brackets (preferred name) it should be used. e.g. Elizabeth (Lizzie) - Lizzie should be used.
- International students will more often than not be referred to by their English name.
- Using the # keystroke in Schoolbase tells the system to insert their preferred name.
- Refer to children as pupils if they are in the Junior School, Students if they are in the Senior School.

Spelling

Please ensure Spell-check is set to English (United Kingdom) to ensure we are consistently spelling words like *focused* (not *focussed*)

Form tutors and form teachers

Throughout the school children are placed in **forms**. In KS2 children have '**Form Teachers**'. In KS3 upwards the staff are described as the '**Form Tutors**' of the students' forms. Please avoid using 'tutor groups' and 'sets' as it is confusing for parents.

Abbreviations, contractions and spellings

Since a report is a formal document to parents, we should avoid abbreviations. For example:

- Had not (not hadn't);
- It is (not it's);
- I am (not I'm)
- examination (not exam);
- should not (not shouldn't);
- Mathematics (not maths);
- homework (not prep or home-work);
- hard-working (not hard working or hardworking)
- Lower 4 (not lower four, Lower Four or L4);
- ampersands (&) should be avoided.

Proper nouns:

- ...have capital letters. You also should use a capital letter for any subject and module title (Biology, Art, The History of Modern Europe). Terms should also be capitalized e.g. '*Summer Term*' as should year groups e.g. '*Form 1*' and '*Lower 4*'. The year group is Lower 4, not L4 or Lower Four. Tutor group is usually a description and does not receive a capital. 'Tutor Time' is only capitalised if it's the name of the lesson e.g. Biology, use 'tutor time' if it describes the time spent with the tutor group.
- Freeman's or School (when used as an abbreviation of City of London Freeman's School) should also have a capital as should House (when used as an abbreviation of Hale House but



the noun following is lower case, House debating/House choir) and should be capitalised when referring to boarding House ('life in Walbrook has been productive for X').

- Unit titles also need capitals (The Rise and Fall of Report Writing at Freeman's).

Verb agreement:

Please watch for collective nouns. E.g. 'Lower 4 has been working on Controlled Assessment' (not 'Lower 4 have...') because there is one group of Lower 4. Similarly, 'the girls' swimming team has enjoyed success in regional heats.' There's only one team; it takes a singular verb.

The apostrophe:

Please use it and use it correctly. (James' violin lessons, Hannah's effort in Chemistry, four weeks' work, the boys' squad). Note that there is no apostrophe in dates – it should read 1900s or 1980s.

Commas and semi-colons:

They are there to make sense of related clauses as I expect you know. Adverbial clauses work well when followed by a comma. Semi colons are a little trickier; if you know how to use them, please do.

Pupils/Students – Sections:

- Pupils in Form 1 - Lower 4 are in the Junior School.
- Pupils in Upper 4 – Upper 5 are in the Upper School.
- Students in Lower 6 – Upper 6 are in the Sixth Form, rather than 6th Form or VI Form

'A level' is written differently, so we will call a house style on this one and go for A level. Refer to Pre-U, A levels, AS levels, A2 modules rather than any other variants such as 'A' levels or A-Levels. Where relevant, refer to 'end of year assessment' after the first year of study in the linear A levels.

Pupil's sex:

The most obvious sign of a cut and paste. Please make sure that pronouns match.

Spacing:

Only one space between sentences rather than the 1980s style of two after a full stop.

Exemplar guidance

1. Comment - *Considering how slowly Bertha worked through the fractions unit this term, due to her poor tables recall, I was quite surprised by her **score** in the Fractions and Coordinates **assessment**. By not simplifying her answers (and seeing common tables factors) she lost numerous **marks**, despite doing most of the sums correctly. I suggest Bertha goes over her tables in the Easter holiday to give herself the best possible chance of producing **marks** which show off her true mathematic potential. Bertha continues to be cheerful and hardworking in class and I look forward to our final term together after Easter.*

Issue - **This report is based solely on assessments and data. Reports should be about the whole child and how they perform in the subject.**

2. Comment - *Bob is a very able student. He listens carefully to teaching points and applies concepts to his classwork well. Bob's tables **tests** are close to **100%**; however, his*



*mixed tables speed **test** was slightly lower suggesting his rapid recall needs work. Continued practice would be beneficial. In general Maths tests, his **results** are mostly good.*

Issue - The focus of this report is on tests. This is not the only task they complete in Maths.

3. Comment - *Bertha is a joy to **teach, she** always arrive with a huge smile.*

Issue - Two separate points. Rather than a comma, there should be a semi-colon or full stop.

4. Comment - *Bertha needs to listen to instructions and **practice** her basic skills.*

Issue - Should be practise.

5. Comment - *Although Bob is a **quieter** member of the class...*

Issue – Quieter than what?

6. Comment - *Bertha has produced consistently decent **xxxxx scores** and*

Issue - This comment relates to test grades. The report should suggest that the score is all that matters, rather than the performances and the learning that has led to the performances.

7. Comment - *Bob has matured considerably as this year has progressed and I am incredibly pleased with his new outlook. He is less worried about what everyone else is doing and is more focussed on himself and improving in the areas where he feels he has weaknesses. **Bob has overcome some setbacks at maths and English this year and I have been hugely impressed with his resilience to get up and have another go. His English has improved since the start of the year and I am looking forward to a similar level of progress with Bob's maths after Easter.** I was fortunate enough to watch Bob glide through the house gala earlier this term and I am pleased Bob is developing into a young man who is not just interested in his sport. I think Bob is in for a great term after Easter...*

Issue - Form reports should not have any subject related comments.

8. Comment - *His xxxxx was skilfully created, **where** he moulded and joined clay to good effect.*

Issue - 'Where' is a location and should not be used in this sentence. Try "as".

9. Comment - *She always gives a maximum effort and has made good progress developing xxxx. Now she needs **to continue to** practise in order to get improve further.*

Issue - Poor wording; no need for the "to continue".

10. Comment - *To improve further, Bertha needs to **ensure that** she links her ideas.*

Issue - No need to ensure that she does it, Bertha needs to do it!

11. Comment - *I **would** advise Bob to get more involved in xxxx speaking activities to gain in confidence.*

Issue - The word 'would' suggests you haven't advised him, rather than stating what you will advise him to do.

12. Comment - Bob **needs to consider** where to sit in class so that he doesn't get distracted by others.

Issue - That is a class management issue, and it looks like you're absolving yourself of those responsibilities.