

## RGS Worcester Assessment, Reporting and Recording (AR&R) Policy

This Policy sets out the process for constructing and publishing attainment, achievement and application grades. It is to be used by all departments in calculating such grades although there is room for departmental interpretation as some of our subjects differ so much from others. Such interpretation, however, must be clearly stated in departmental AR&R policies and no further variation will be allowed.

This Policy will be reviewed annually; feedback from staff is welcome and should be addressed on paper or via e-mail to the Academic Deputy Head or Assistant Head (Academic) for consideration.

### Section 1a: The Attainment Grade

For pupils in all year groups, these grades should be the outcome of a range of assessments designed to test all the relevant assessment objectives as defined in departmental handbooks/schemes of work in the proportion required by any specific subject specifications. They should normally be based on at least three assessments and not on a multiple of the same assessment objective.

#### Years Seven and Eight

For Years Seven and Eight, reporting of the pupil's attainment will be measured using four descriptors;

- Outstanding
- Above expectation
- Meets expectation
- Below expectation

Pupils meeting expectation are deemed to be making a good level of expected progress and therefore most pupils will be awarded this descriptor.

#### Years Nine, Ten and Eleven

For Years Nine to Eleven, Attainment Grades will be set using numerical levels in line with GCSE reporting/grading criteria. It should be noted that this is not a Predicted Grade. Pupils will be awarded a "Working At" Grade. This means that, for that particular stage in the academic year, the pupil is working at an academic standard that means they are likely to achieve this grade at GCSE, i.e. if the pupil continues to work in this vein, this is what they could attain.

The Grading is capped for each Year Group. This is to reflect the fact that each Year Group's learning is accumulative in terms of knowledge and skills and thus, for instance, a Year Nine pupil could not achieve a Grade 9 because there is still a significant amount of the course to be covered.

The Grade capping is as follows;

Year Nine Grading - from Grade 1 to 6+\*

Year Ten Grading - from Grade 1 to 7+

Year Eleven Grading - from Grade 1 to 8+\*\*

\*In each Year Group, the plus (+) represents a pupil's Grade where they are achieving above the expected level for this Year Group.

\*For Year Eleven, we do not report Grade 9s because these represent the very top of a national cohort and thus is very difficult for us to predict from a whole-School sample.

It should be noted that, at the start of the academic year, Grades are likely to start lower than the highest possible achievable Grade and then increase over the year on an upwards trend. Where this does not happen, Heads of Department and Heads of Year track the data and then look to input support to help the pupil to return to an upward trajectory of attainment.

To ensure the appropriate 9 to 1 Grade is assigned, Departments should ensure that grading of work is aligned with the 9 to 1 grading Public Examination expectations. Assessments and marking should be standardised to ensure parity within the Department, and the Department should review grading annually to ensure alignment with national expectations.

## **Sixth Form**

Sixth Form attainment grades will be measured using A Level grades of A\*- U.

## **Section 1b: The Achievement Grade**

The Achievement Grade is given in Years Eight to the Upper Sixth Form.

## **Year Eight**

For Year Eight, this Achievement Grade is only intended for internal use and reports will still continue in the same style as Year Seven reports.

## **Years Nine to Upper Sixth**

For Years Nine to Eleven, it should be noted that this is not a predicted. The two key factors in constructing achievement grades for Years Eight to Upper Sixth will be

- (1) the pupil's minimum attainment grade (MAG) in that subject and
- (2) actual attainment of that pupil as shown by grades given by the teacher across the reporting period in question.

The MAG is a calculation based firmly on the MidYIS (Years Seven to Nine), YELLIS (Years Ten and Eleven) or ALIS (Sixth Form) grade for that pupil in that subject. CEM (the Centre for Educational Management at the University of Durham; the institution nationally used for value-added data) provides the School with a predicted grade in each subject based on a test currently taken by all pupils in Year Seven for MidYIS,

Year Ten for YELLIS grades and an adaptive test (plus GCSE results) to provide ALIS grades in the Sixth Form. We use the predicted grade as the MAG, as the grade reflects what, in all probability, pupils should attain if all things remain equal. If a pupil meets their MAG this means they are attaining in terms of relative performance.

Now the achievement grade can be calculated. We use the word 'achievement' because it contains a judgement on what has been attained. The pupil's attainment grades show what he/she has done; the MAG shows what it was reasonable for us to expect. So if attainment is higher than expected then the achievement is positive; if the attainment is lower than expected then it is not. Therefore, we will express this outcome in terms of degrees above or below the MAG and the iSAMS system will allow us to colour-code that when we share the information with parents. So, attainment above MAG will be set against a green background, attainment equal to MAG will be against a white background, attainment one grade below MAG against amber and two below against red. As the system will know the MAG, then the insertion of the attainment grade will automatically generate the correct colour and in using amber and red, the school is able to quickly differentiate the different levels of under attainment and put in place appropriate interventions.

MAGs remain internal data for Years Seven and Eight. At the end of Year Eight, MAGs are reviewed by Heads of Department and Heads of Year and adjusted where appropriate. This renewed MAG is then published externally for each pupil in Year Nine. Following YELLIS, these MAGs will be reviewed and adjusted where appropriate. This MAD will then remain with the pupil until the completion of his/her GCSE. On entry to Year Twelve, a new MAG is calculated using ALIS and remains with the student until completion of his/her A Level. Only in exceptional cases will any individual's MAG be amended outside of these review points.

## **Section 2: The Application Grade**

The application grade is based on a set of Core Principles that RGS believes make up an effective learner. Each Core Principle will be measured on a 4-1 scale and will be colour coded thus allowing for easier analysis of each pupil's overall performance and for the identification of particular issues.

### **Years Seven and Eight; Method:**

For Years Seven and Eight, an RGS pupil is expected at all time to demonstrate the Core Principles of:

Classroom Learning – Pupils are: attentive in class; do not shout out and always put their hand up to answer questions; work with focus both individually and in groups, do not distract others and do not disrupt the learning environment; work effectively without the need for reminders; correct/relevant equipment is brought to lessons; all notes, handouts etc. either in files or books are kept in date/chronological order and kept in good condition.

Independent Learning – Pupils: use homework time effectively to produce work tasks/assessments/assignments of a high quality; complete and submit homework on time, where appropriate communicate in advance of a lesson to their teacher if they are unable to submit homework; use time outside of the class to refine and enhance their own understanding; engage in the subject beyond the minimum expectation of the classroom, bringing new ideas into their work.

### Years Nine to Upper Sixth

For Years Nine to Sixth Form, pupils will be expected to meet these core principles as well as an additional principle:

Resilience – Pupils are: resilient in their studies – looking for additional ideas/information/help when facing learning difficulties: ask thoughtful questions when faced with challenges, look for other ways to answer questions and do not just as the teacher for the answer; demonstrate perseverance in their approach to learning and be willing to try and to make mistakes and to learn from these mistakes.

The Core Principles will be graded as follows using a range of 4 to 1 where:

1= Unsatisfactory (significant weaknesses/failings in the aspect)

2 = Sound (demonstrating the pupil is meeting the expected requirements in relation to this aspect)

3 = Good (demonstrating the pupil is surpassing the expected requirements in relation to this aspect)

4= Excellent (Outstanding approach to all aspects)

### Section 3: Internal Examination Results Reporting

During the Trinity Term, all non-Public Examination year groups will sit Summer Examinations. These will vary in length dependent on the pupil's year group.

### Years Seven and Eight

For Years Seven and Eight, results will be published as level descriptors. Unlike the Attainment Grade descriptors, the pupil will be measured against the cohort to mimic the public examinations they will sit at GCSE and A Level (not against their individual level of expectation as with their regular reports).

The descriptors for the examination results are as follows;

- Outstanding – placing the pupil in the top 10% of the cohort
- Strong – demonstrating a very good performance with minimal areas for improvement
- Sound – demonstrating a solid performance but with some areas for improvement
- Developing – suggesting there are areas that require some focus and attention.

It should be remembered that the Summer Examinations for Years Seven and Eight and learning and progress indicators and so grading is not applied for these examinations.

## Years Nine, Ten and Lower Sixth

For the remaining Year Groups sitting Internal Examinations, the paper set will be in line with either GCSE or A Level questions. Therefore, the papers will be marked according to Public Examination Board Mark Schemes and then graded in line with the boundaries set by the Examination Boards.

It should therefore be noted that the Grade awarded will be a Performance Grade for the pupil's performance at that stage of the course. The Grades may appear lower than the pupil's Achievement Grade, but this is to be expected because they are not performing at the level expected for when the pupil is ready to sit their GCSE or A Level examination. This aligns with the Reporting Grade Capping, mentioned above.

### Appendix A: AR&R Timetable

Year	Progress Grades	Reports	Parents' Meetings
7	MMLLTT*	L	M / M/T
8	MMLLTT*	T	M / L
9	MMLLTT*	T	M / L
10*	MMLLT T*	L	M / T
11*	MML**LT	M	L
L6^	MMLLTT#T*	L	M / T
U6^	MMLLT	M	M / L

M=Michaelmas      L=Lent      T=Trinity

\* End of year grade (encompasses both Trinity term examinations and assessments/grades across the whole academic year)

\* \*Mock exam grades as opposed to progress grades.

# Internal Examination grade

10\*-11\*: Year Ten and Eleven is to be considered as a whole cycle and therefore the reporting cycle is constructed over an 18 month period as follows:

Year Ten: Parents Evening - Michaelmas, Report - Lent, Parents Evening - Trinity (post Exams)

Year Eleven: Report - mid Michaelmas (October) and Parents Evening - Lent (post Mocks).

L6-U6: The Sixth Form is to be considered as a whole cycle and therefore the reporting cycle is constructed over an 18 month period as follows:

Lower Sixth Form – Michaelmas, Parents’ Evening, Parents’ Evening – Lent, Report – Trinity, Mock Examinations, Parents’ Evening, end-of-year grades

Upper Sixth Form – Michaelmas, Report, Trinity, Mock Examinations, Parent’s’ Evening

Sponsor : Academic Deputy Head

Created and Endorsed by the Chair of the Education Committee: September 2021

August 2022