

Assessment, Recording & Reporting Policy

Version 7.0

Review by People Committee:	February 2024
Adopted by Governing Body:	March 2024
Review Cycle:	Biennial (or when required)
Next Review Date:	March 2026

Reviewer:	M Gomez
Governor Link:	S Harrison

ASSESSMENT, RECORDING & REPORTING POLICY

East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

Key Definitions

- Learning:** A significant change in capability or understanding. This excludes the acquisition of further information when it does not contribute to such changes
(Michael Eraut)
- Assessment for Learning:** The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
(Assessment Reform group 2002)
- Formative Assessment:** Assessments which focus on the learning as it is taking place. Its function is to bring about improvement. This extends from the classroom to marking, reflection and feedback.
(Adapted from Christine Harrison 2009)
- Summative Assessment:** The collection and use of information through ongoing formal assessment in order to place a 'value' on the learner's attainment.
- Reporting:** Formal communication to parents and other stakeholders, regarding student achievement and attainment. This can be written or verbal.
- Learning Intention:** A specific and measurable learning goal which, through engagement in the learning experience, students are expected to achieve.
- Learning Outcome:** A description of what a successful student is able to demonstrate at the end of the learning experience if objectives are met.
- Success criteria:** The planned learning outcomes against which students' achievements in lessons are measured.

A. Statements of Principle

1. The primary purpose of assessment is to improve student learning.
2. Assessment for Learning (AfL) is embedded in all classroom practice to promote the 'I want to learn' culture.
3. Both formative and summative assessments have their place in improving learning and teaching across the school.
4. Students are active participants in the feedback process.
5. Constructive feedback which students understand is an essential part of the learning process.
6. Record appropriate assessment information in order to track the progress of students and to aid short-, medium- and long-term planning is the responsibility of all teachers.
7. Analysis of summative assessment data by the Senior Leadership Team and Governors is key to continued school development.
8. Parents/ Carers have a right to receive timely information about their child's progress and attainment.
9. Summative Assessment data (exam data) must be shared with the governing body as an accountability measure.

B. Requirements

1. Assessment

The Senior Leadership Team must ensure that:

1. KS3 and KS4 subject targets are based on end-of-Key Stage 2 data and the expected GCSE outcome based on Progress8 data from the DfE (See appendix 1), where unavailable CAT results are used
2. students in the new Year 7 intake sit a digital baseline test and the Literacy Assessment in the autumn term to provide standardised internal data
3. SLT to ensure staff have access to student target grades
4. the literacy test is used with relevant Year 9 to support access arrangements at Key Stage 4 and help direct students to the relevant Key Stage 4 pathway for their options
5. in the Sixth Form, ALPs is used to set targets based on average GCSE point scores

6. assessment is timely, meaningful and robust
7. assessment data is provided for Heads of Faculty (HOF), Heads of Department (HOD) and Heads of Year (HOY) in line with the termly reporting cycle
8. appropriate training is provided for middle leaders to enable them to analyse assessment data with confidence
9. raising Achievement Meetings are scheduled with HOFs/HOYs to ensure achievement is a priority.
10. developmental Drop Ins (Refer to Teaching and Learning Policy for DDI explanation) are based upon the 'Principles of Better Practice' of which Assessment is one (See appendix 2)
11. opportunities are created for staff to share good Assessment for Learning (AfL) practice e.g. INSET, CPL Teaching and Learning pods and the EBS Learning Toolkit
12. exemplary practice is recognised and shared through appropriate channels
13. the school is kept abreast of key AfL developments and useful information is disseminated to relevant middle managers for implementation
14. formal examination data is analysed to identify possible underachievement and action plan accordingly.

Heads of Faculty must ensure that:

1. all faculty/department members are adhering to all assessment requirements above
2. long- and medium-term planning is undertaken to ensure consistency of T&L, including assessment across each subject area.
3. assessments are designed to allow students to demonstrate their full potential and therefore must be suitably challenging
4. assessments are based on cumulative knowledge
5. summative assessments provide valid and reliable information about students' progress
6. opportunities are provided in meeting time to share effective AfL practice
7. student feedback on lessons and assessments is gathered to inform future planning of SOWs;
8. summative assessments are marked and systems put in place to ensure consistency and accuracy of marking
9. assessment data is used to set classes (when appropriate)

10. available assessment/performance data for the relevant classes is used to identify any underachieving students and instigate appropriate intervention
11. student effort and achievement is celebrated through Faculty/School reward systems.

Heads of Year must ensure that:

1. available assessment/performance data for the relevant year group is used to identify any underachieving cohorts, and reward those who exceed expected progression
2. appropriate strategies are implemented to challenge underachievement
3. book/ homework monitoring across year group is carried out regularly in a variety of ways and formally at least once per academic year.

All teachers must ensure that:

1. lesson planning is objective-led;
2. learning objectives are shared with students at a relevant point in the lesson, as appropriate
3. learning outcomes are monitored and discussed with students to ensure progression;
4. success criteria are shared with students prior to key assessments
5. assessment data is used to plan suitably scaffolded lessons which will challenge all students and promote learning to meet or exceed expectation
6. a range of Assessment for Learning (AfL) strategies (fit for purpose) are planned for to ensure formative assessment occurs in all lessons
7. students are actively involved in formative assessment by 'green penning' work completed in lesson time
8. the EBS Feedback agreement is adhered to (see appendix 3)
9. constructive feedback is given to students both orally and in written form;
10. individual praise is used to encourage learner motivation and celebrate progress made e.g. House Point system (refer to behaviour policy)
11. time is planned into lessons to encourage students to digest written comments and respond when and where appropriate
12. students are encouraged to self-set targets in response to teacher feedback
13. qualitative feedback for improvement is provided for students in books and folders in order to give areas for improvement

14. summative assessments are planned to measure attainment termly (minimum). This will be more frequent at KS4 and in the sixth form
15. available assessment data is reviewed for teaching groups, and as a result future Teaching and Learning (T&L) is adapted accordingly
16. available assessment/performance data for the relevant classes is used to identify any underachieving students and instigate appropriate intervention.

2. Recording

The Senior Leadership Team must ensure that:

1. staff are provided with Class Profiles from the school's management system (BROMCOM) at the beginning of each academic year
2. assessment data is uploaded to 4Matrix and ALPs for analysis purposes.

All Heads of Faculty must ensure that:

1. each department has a central store of relevant assessment data to track the progress of different cohorts year on year
2. all faculty members adhere to all recording requirements in line with teacher requirements
3. faculty use of mark books (paper or digital) is monitored
4. faculty/ department time is used to share good practice in terms of data recording.

All teachers must ensure that:

1. accurate records (e.g. digital or paper mark book) of summative assessment outcomes are maintained
2. mark books/electronic records are available on request by line managers
3. mark books/electronic records are used in conversation at Consultation Evenings to discuss progress and to identify specific learning targets
4. class profiles (available on BROMCOM) are used to inform class specific planning.

3. Reporting

The Senior Leadership Team must ensure that:

1. the report process is coordinated at whole school level

2. reports are professional and informative in content (see appendix 4)
3. all stakeholders are informed of any proposed report changes
4. BROMCOM training for report purposes is provided as part of new staff induction
5. the checking of reports is co-ordinated effectively
6. feedback is gathered from the report checking process and any issues which may arise are addressed promptly
7. Parents/carers are sent termly reports via MCAS (EBS home-school communication app)
8. attainment analysis is reported to governors as soon as available (in the Autumn Term) and to external agencies on request
9. assessment data reported to Governors is in a form that enables them to monitor compliance with government and legal requirements, including progress of different cohorts of students e.g. Disadvantaged
10. BROMCOM is accessible to all teachers during the report writing process and technical support is available on request
11. reporting is regularly reviewed to ensure that reports can be efficiently completed by staff with enough feedback options to ensure they can give areas for students to improve.

All Heads of Faculty must ensure that:

1. report writing process is overseen to ensure accuracy and consistency of Teacher Assessment
2. assessed Grades for departments are calculated from agreed data in a consistent process
3. any report issues raised through the checking process are addressed with individual faculty members
4. new members of staff are supported in the report writing process.

All Heads of Year must ensure that:

1. the quality of written form tutor reports (summer term only) is high through involvement in the report checking process
2. time is allocated in Year Team meetings to share good practice in writing Form Tutor reports
3. any report issues raised through the checking process are addressed with individual members of staff and/ or the relevant SLT.

All teachers must ensure that:

1. termly reports are completed via BROMCOM by the deadlines set (See appendix 5)
2. accurate assessed grades and attitude to learning are entered on BROMCOM, for each KS3, KS4 and KS5 data drop. Following Year 11 mocks a predicted grade is also required.
3. all reporting guidelines are adhered to (See appendix 6).

ASSESSMENT, RECORDING & REPORTING
East Barnet School, Chestnut Grove, East Barnet, Herts EN4 8PU

APPENDIX 1

Target Setting and EBS Grading system

Key Stage 3

Subject targets are set at the start of Year 7 using Key Stage 2 data where available and data from CATs tests where the information is not. Targets are set ambitiously and if achieved should give a high a positive progress value. Gradings used at Key Stage 3 are F where students are working below the national expected standards, E where students are working at the expected national standard and H where students are working beyond the expected national standard. Each grade is split into a grade from 1-3 with 3 being the top grade. The lowest target grade given to a student is an E1, with the highest of an H3. Targets are shared with students in their termly reports. Faculties have the opportunity to adjust targets upwards at the start of each year where students are already working beyond their target. Targets are never used as a limit of expectations from a student, the EBS culture is underpinned by growth mindset and as a result of hard work it is believed that there are no limits to learning.

Key Stage 4

Subject targets are set using Key Stage 2 data where available and a mixture of prior attainment and CATs scores where it is not. Targets are set to give a positive progress score using the progress 8 measure. Gradings are in line with the grading system depending on whether the subject is a BTEC (P, M, D) or a GCSE (1-9). The lowest target grade given to a student is a 4 or a P. Targets are shared with

students in their termly reports. Faculties have the opportunity to adjust targets upwards at the start of each year where students are already working beyond their target. Targets are never used as a limit of expectations from a student, the EBS culture is underpinned by growth mindset and as a result of hard work it is believed that there are no limits to learning.

For more information about how Progress8 is calculated, please click [here](#).

Sixth form targets are set based on average GCSE point score and ALP predictions in order to ensure students are set a challenging target. 4Matrix is used to produce an accountability measure in line with the progressions expected from the GCSE average points score by the DfE.

EBS Grading

KS3 students are assessed by teacher assessment and graded between F1 and H3, which creates a 9-point scale to reflect the 9-point GCSE scale. The expectation of where students in different years should be, is agreed by departments. In KS3 reporting the terms; 'Above', 'At; and 'Working Towards' can be used to indicate student performance in relation to year group expectation from the H, E, and F prefix of the grade.

KS4 students taking GCSE are assessed by teacher assessment and graded 9 – 1 to mirror the GCSE 9-point scale. Grading of key assessments is robust using both published grade boundaries and grade distributions based on previous cohorts. In KS4 reporting the numbers 9 – 1 are used to indicate both assessed and predicted grades. BTEC subjects are assessed using the appropriate scale of D*-P.

Sixth form students are assessed by teacher assessment and graded to mirror the grading scale of the exam taken, A level A*-E, BTEC D*-P. Grading of key assessments is robust using both published grade boundaries and grade distributions based on previous cohorts. In KS5 reporting the letters A* - E are used to indicate both assessed grades.

Students at all Key Stages are expected as a minimum to achieve a progress measure above 0. Any student judged to be working below this will be deemed to require support, relevant interventions will be implemented to help with a specific area that will improve achievement.

Principles of Better Practice

Principles of 'better practice'	So that...
1. High Expectations of Learning Behaviour	
<ul style="list-style-type: none"> a) Routines in place and effective classroom management. b) Consistent application of behaviour policy. c) Active participation promoted, not passive compliance. d) Reinforcement and recognition of effort, responding to feedback, collaboration and a 'go for it' attitude. 	<ul style="list-style-type: none"> • Minimal lesson time is wasted dealing with low-level disruption. • Pupils can think about their learning and complete tasks free from distraction. • All pupils are engaged in thinking about key learning. • Participation is high from a wide range of pupils. • Pupils understand the connection between achievement and good learning attitudes and skills.
2. Quality of Teaching	
<ul style="list-style-type: none"> a) Precise and concise explanations. b) Clearly defined outcomes. c) New knowledge that builds on existing knowledge d) Teachers model excellence and how to achieve it. e) Teachers use effective strategies to question and gain responses from students. 	<ul style="list-style-type: none"> • Pupils quickly grasp ideas. • Pupils have clarity around what they are learning and what success looks like. • Pupils can learn new ideas by reference to ideas they already know. • Pupils know what excellence looks like as well as how to achieve it. • Pupils are able to contribute to class discussion.
3. Subject Knowledge	
<ul style="list-style-type: none"> a) Comprehensive understanding of the curriculum, including end of year expectations. b) Clear understanding of progression in knowledge and skills for subject taught. c) Misconceptions are planned for and addressed. d) Highest standards of literacy and numeracy promoted. 	<ul style="list-style-type: none"> • Pupils reach or exceed the expected progress for their year. • Teachers are able to confidently teach to the top of the group. • Teachers are able to move pupils on. • Pupils overcome common misconceptions. • Pupils read, write and speak with fluency and accuracy.

4. Making it Stick - Remembering

- | | |
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| <ul style="list-style-type: none">a) Learning is reinforced, including through effective questioning, repetition techniques and opportunities for application.b) Opportunities given to 'deliberately practise'.c) Lessons are innovative, with opportunities for students to apply new knowledge and skills.d) Opportunities to make connections between concepts. | <ul style="list-style-type: none">• Pupils can embed learning into their long-term memory.• Pupils can develop fluency and accuracy in key skills.• Pupils revisit learning in a way which promotes long-term memory.• Pupils can make links within and across key subject skills. |
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5. Adaptive Teaching

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|---|---|
| <ul style="list-style-type: none">a) All groups of students are supported, enabled and challenged.b) All lessons are pitched high.c) Adapts teaching as needs emerge. | <ul style="list-style-type: none">• All pupils are able to access the learning they are doing.• All pupils are challenged to exceed expectation.• All pupils make progress. |
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6. Effective Feedback

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|---|--|
| <ul style="list-style-type: none">a) Timely feedback to maximise learning.b) Formative assessment is embedded throughout a lesson.c) Comments are specific, accurate and clear.d) Time to reflect and act upon feedback. | <ul style="list-style-type: none">• Pupils can swiftly unlock further learning.• Teachers know which topics to re-teach that were not grasped first time.• Pupil actions are refocussed or redirected to achieve a goal.• Pupils are self-regulated learners. |
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Feedback

Rationale:

- to ensure marking, feedback and assessment enable student progress.
- to achieve consistency across the school, whilst being sensitive to the demands of each faculty.

School Expectations:

The following are expected of every member of staff irrespective of the faculty they work in.

1: Verbal feedback should be given continuously.

Rationale: Quality verbal feedback is instant is designed to be meaningful and motivating, allowing the student to progress in real time. It is as valuable as the written feedback students receive.

2: Time must be factored into lessons for students to respond to teacher marking using a green pen.

Rationale: Factoring in time in lessons for pupils to respond to marking creates an opportunity for them to understand what you are asking of them, creating a platform in which they can ask personal questions, develop their work under the watchful eye of the teacher, leading to better and more efficient progress. The green pen marking policy allows student changes to be seen easily. 'Green for growth'.

3: Marking will be diagnostic. After an assessment or analysis, summaries must include what went well (WWW) and even better if (EBI).

Rationale: Making it clear to a student how to improve a piece of work and overall learning, rather than having them transfixed on a grade will help them realise what it is they need to improve on. Grades are important but only useful if pupils are aware of their context/next steps. Targets are useful if they are SMART. Formative rather than summative assessment should ensue.

4: Students' work will be marked according to where they are in the curriculum, considering the context of each student and the purpose of the work set.

Rationale: Promising students, parents or colleagues a particular frequency of marking, encourages marking for the sake of adherence. Marking should instead be regular, proportionate to the curriculum and meeting the needs of the pupils.

5: The depth of marking will be dependent on the importance of the work in question.

Rationale: Being selective about the tasks that require in depth marking, quality rather quantity ensues.

6: All home learning will be acknowledged by the teacher and marked according to its context.

Rationale: Home learning is important part of independent learning. It therefore requires acknowledgement if it is to be valued. Its context is crucial, therefore the teacher approach to acknowledgement will vary dependent on the task set.

7: Marking for literacy will take place.

Rationale: Poor levels of literacy (and numeracy) impact negatively on student learning and self-perception. These skills are necessary to cope with the demands of further education and employment.

8: Teachers will record evidence of assessment.

Rationale: To help inform learning conversations, sanctions/rewards, intervention strategies and evidence of progress; a record of assessment is imperative.

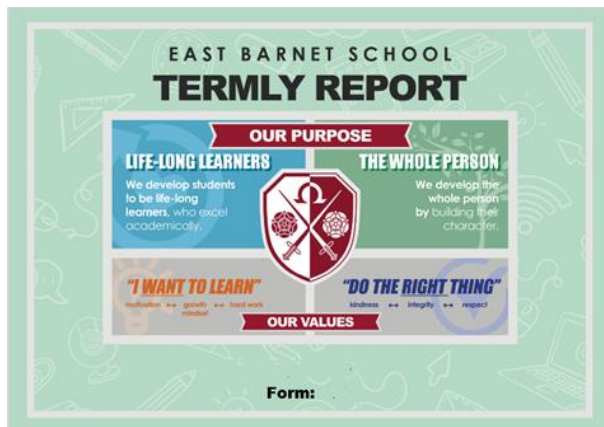
Glossary of Terms

Term	Description	Explanation
EBI	Even Better if...	A student will be given clear instructions as to how they can improve the quality of their work.
WWW	What Went Well...	The teacher will acknowledge what the student did well with respect to the work completed.
SMART	Specific, Measurable, Achievable, Realistic and Timed	Targets for improvement must be SMART, in order for the feedback to be effective in enabling progress.
Green Pen Marking	Student engagement in the feedback process	All students at EBS are equipped with a green pen to actively mark work themselves with teacher guidance in lessons and to show improvements made to work after teacher feedback has been received.

Please note: Each faculty has an individual Feedback Agreement which details what effective feedback looks like within each subject area. This information is available on the EBS website.

Report Format

All reports, page 1 School Values



Page 2 – Attendance and punctuality data

East Barnet School
Summer Term Report 2023



Student Name: Lily Smith

Tutor Group: 07F

Attendance (Year to date): 83.85%

Punctuality: 1 Lates to school this term

	Descriptor	Threshold Attendance	Number of Days Attended	Whole Days Absent	Total Learning Hours Lost
83.85% Year to date attendance	Excellent	100%	190	0	0
	Good	99%	188	2	10
		98%	186	4	20
		97%	184	6	30
		96%	182.5	7.5	37.5
	Requires Improvement	95%	180.5	9.5	47.5
		94%	178.5	11.5	57.5
		93%	176.5	13.5	67.5
		92%	175	15	75
		91%	173	17	85
	Cause for Concern	90%	171	19	95
		85%	161.5	28.5	142.6

So far this year Lily has earned 57 House Points

House points have been awarded in recognition for Community and Curriculum activities as well as Leadership. From the Spring Term they have been achieved through the categories of 'I Want To Learn' and 'Do The Right Thing'.

To date, Lily has received -17 Negative Behaviour Points

Negative points are given when a student receives a detention either for lateness, uniform or behaviour.

KS3 Reports

Page 3 – Report Information

Please find the latest report for your child on the next page.

Targets are set ambitiously and are aspirational using Keys Stage 2 results where available and Cognitive Ability Tests (CAT) where not. Targets are adjusted at the end of the academic year where students are working above their target. This will be done in consultation between the Head of Faculty and a member of SLT.

High	H3	Your child is currently working beyond the level of expectation for the year group. This is an indication of high ability and, if sustained, should result in a top GCSE grade (minimum of 9 - 7) in the relevant subject.
	H2	
	H1	
Expected	E3	Your child is currently working within the level of expectation for the year group. This is an indication of sound ability and, if sustained, should result in a good GCSE grade (minimum of 6 - 4) in the relevant subject.
	E2	
	E1	
Foundation	F3	Your child is currently working towards the level of expectation for the year group. This is an indication of ability and, if sustained, should result in a GCSE grade (3 - 1) or equivalent qualification.
	F2	
	F1	

Attitude to Learning

Students are graded as either Outstanding, Good, Inconsistent or Requires Improvement. The grade is based on completion and quality of homework and behaviour in lesson. Please note if individual pieces of homework are incomplete, students are placed in a detention for 30 minutes.

Outstanding - all homework is completed to a high standard, the student is always engaged in class and they do not receive warnings.

Good - all homework is completed, students engage in lessons and they rarely receive warnings

Inconsistent - homework has been missed on occasions, classwork is not of the expected standard and/or warnings are regularly received during lessons.

Requires Improvement - homework deadlines are often missed, classwork is well below the expected standard and the student regularly receives warnings in lessons.

Page 4 – Subject progress

East Barnet School Summer Term Report 2023



Student Name: _____

Tutor Group: _____

Academic Achievements

Subject	Target	Previous Class Assessment Spring	Most Recent Class Assessment Summer	Progress Towards Target	Attitude to Learning	Teacher
English	E1	E1	E1	At	Good	
Maths	E1	F3	F2	Below	Inconsistent	
Science	E1	E1	E1	At	Good	
Art	E2	E2	E1	Below	Outstanding	
Computer Science	E1	E1	E2	Above	Good	
Drama	E2	E1	F3	Below	Inconsistent	
Design & Technology	E2	E2	E2	At	Good	
Food & Textiles	E2	E2	E2	At	Good	
French	E1	E1	E1	At	Good	
Geography	E1	E1	E1	At	Good	
History	E1	E2	E2	Above	Outstanding	
Music	E2	E1	E2	At	Good	
Physical Education	E2	E2	E3	Above	Good	
Religious Education	E2	F3	F3	Below	Good	

The grade for each subject is calculated using their most recent assessments and indicates how they are achieving against the school's expectations.

KS4 Reports

Page 3 – Report information

East Barnet School
Spring Term Report 2023



Student Name: _____

Tutor Group: _____

Please find the latest report for your child on the next page.

Targets are set ambitiously and are aspirational using Keys Stage 2 results where available and Cognitive Ability Tests (CAT) where not. Targets are adjusted at the end of the academic year where students are working above their target. This will be done in consultation between the Head of Faculty and a member of SLT.

GCSEs range from 9 to 1 and are assigned at KS4 with 9 being the highest result a student can obtain. Results in vocational courses are Pass, Merit, Distinction and starred Distinction.

As part of our school culture all students should aim to have a growth mindset towards their education, which means whatever grade they achieve on their report they should always look for ways to improve their achievement.

In order to get onto a level 3 course most institutions require 5 GCSEs grades at 5 or above with grades of 7 or above in specific subjects to study at A level.

Attitude to Learning

Students are graded as either Outstanding, Good, Inconsistent or Requires Improvement. The grade is based on completion and quality of homework and behaviour in lesson. Please note if individual pieces of homework are incomplete, students are placed in a detention for 30 minutes.

Outstanding - all homework is completed to a high standard, the student is always engaged in class and they do not receive warnings.

Good - all homework is completed, students engage in lessons and they rarely receive warnings

Inconsistent - homework has been missed on occasions, classwork is not of the expected standard and/or warnings are regularly received during lessons.

Requires Improvement - homework deadlines are often missed, classwork is well below the expected standard and the student regularly receives warnings in lessons.

Page 4 – Subject progress

East Barnet School
Spring Term Report 2023



Student Name: _____

Tutor Group: _____

Academic Achievements

Subject	Target	Previous Class Assessment Autumn	Most Recent Class Assessment Spring	Progress Towards Target	Attitude to Learning	Teacher
English	6	4	5	Below	Good	Miss A Denny
Mathematics	5	4	5	At	Outstanding	Mr V Kangelaris
Biology	5	4	4	Below	Good	Mr K Gohil
Chemistry	5	4	4	Below	Good	Dr C Skartsila
Physics	5	3	4	Below	Good	Mr S Robson
Business Studies	5	4	4	Below	Good	Mrs R Schramm
Drama	5	6	7	Above	Outstanding	Mr L Steele
French	5	4	4	Below	Inconsistent	Mrs V Barretto
Physical Education	-	-	-	-	Good	Ms H Potter

The grade for each subject is calculated using their most recent assessments and indicates how they are achieving against the school's expectations.

KS5 Reports

Page 3 – Report information

East Barnet School Summer Term Report 2023



Student Name: _____

Tutor Group: _____

Please find the latest report for your child on the next page.

Targets are set ambitiously and are aspirational using GCSE results. Targets are adjusted at the end of year 12 where students are working above their target. This will be done in consultation between the Head of Faculty and a member of the SLT.

Grades at A level from A* to E for passes with A* being the best result. Results in vocational courses range from Pass to Merit to Distinction and starred Distinction.

As part of school culture all students should aim to have a growth mindset towards their education, which means whatever grade they achieve on their report they should look for ways to improve that grade and their learning regardless of the target.

Top universities expect students to achieve A*-A or Distinctions.

Attitude to Learning

Students are graded as either Outstanding, Good, Inconsistent or Requires Improvement. The grade is based on completion and quality of homework and behaviour in lesson. Please note if individual pieces of homework are incomplete, students are placed in a detention for 30 minutes.

Outstanding - all homework is completed to a high standard, the student is always engaged in class and they do not receive warnings.

Good - all homework is completed, students engage in lessons and they rarely receive warnings

Inconsistent - homework has been missed on occasions, classwork is not of the expected standard and/or warnings are regularly received during lessons.

Requires Improvement - homework deadlines are often missed, classwork is well below the expected standard and the student regularly receives warnings in lessons.

Page 4 – Subject progress

East Barnet School Summer Term Report 2023



Student Name: _____

Tutor Group: _____

Academic Achievements

Subject	Target	Previous Class Assessment Spring	Most Recent Class Assessment Summer	Progress Towards Target	Mock Exam Grade	Attitude to Learning	Teacher
Extended Project	A*	A	B	Below	-	Outstanding	Ms L Carnegie-Gomez
Further Maths	A*	B	A	Below	A	Outstanding	Mrs M Hassan
Mathematics	A*	B	A	Below	A	Outstanding	Ms M Zaman
Physics	A*	A	A*	At	A*	Outstanding	Mr M Ibrahim

The grade for each subject is calculated using their most recent assessments and indicates how they are achieving as an A level or vocational grade.

Reporting Schedule

The table below shows the reporting schedule for all year groups throughout the academic year. It also identifies the schedule for online Consultation Evenings and in school pastoral and curriculum events for each year group.

All reports are completed for the end of term to give a summative assessment of the term as well as areas to improve on for the following term.

Year Group	Autumn Term	Spring Term	Summer term
Year 7	Subject Report Pastoral Evening	Subject Report	Subject Report Form Tutor Report Consultation Evening
Year 8	Subject Report	Subject Report	Subject Report Form Tutor Report Consultation Evening
Year 9	Subject Report	Subject Report Consultation Evening Y9 Option Evening	Subject Report Form Tutor Report
Year 10	Subject Report	Subject Report Consultation Evening	Subject Report Form Tutor Report
Year 11	Subject Report Sixth Form Open Evening Mock Result report	Subject Report Consultation Evening	
Year 12	Subject Report Certificate Presentation and Curriculum Evening	Subject Report Consultation Evening	Subject Report UCAS references
Year 13	Subject Report Consultation Evening	Subject Report	

Reports sent to Parents/ Carers Via MCAS (My Child at School App)

Consultation Evenings – Hosted on Microsoft Teams or in school dependent on year group

Pastoral/ Curriculum Evenings – In School events

Report Guidelines

Report Writing Teacher Guidelines

A: Preparation for report writing

1. Ensure students have completed a recent assessment prior to the report process so that an accurate Teacher assessment can be made.
2. Read the report deadline memos/emails carefully when circulated. The deadlines are strategically planned and appear on the school calendar.
3. Be aware of report deadlines and meet them. Please see the AHT responsible for assessment in advance if you foresee an issue in doing so.

B: Report quantity

1. For KS3 shared classes only one report need to be completed per subject. However please meet to agree on judgements/ comment.
2. For KS4 shared classes only one report need be written per subject. However please meet to agree on grades and judgements.
3. For Sixth form classes only one report need be written per subject. However please meet to agree on grades and judgements.
4. Form Tutor reports are completed once per year for students in Year 7 – Year 10. (summer term).
5. Humanities, EEE, support and literacy classes do not require reports.

C: Subject reports

1. Subject teachers are required to enter a judgement on current attainment for each time reports open for completion.
2. Where a Mock period has been completed, mock grades are also required. Year 11 Autumn grades also include a teacher prediction for students to use for both internal and external applications for post 16 study.

3. Subject teachers are required to complete the Attitude to Learning for each student. This includes a judgement on behaviour and effort.

D: Form Tutor Reports

1. For Y7 – 10 a Form Tutor report will be produced in the summer term. Form tutors will write a summary of each student's achievement throughout the academic year.