

Assessment, Reporting and Monitoring Policy

2025-26



St Teresa's aims to evaluate pupil performance with reference to the school's stated aims of:

- Providing an appropriate and challenging curriculum, based on Gospel values
- Supporting the growth, development and needs of the whole person, based on the Christian way of life
- To maintain an excellent rate of progress throughout the school, with no significant difference between defined groups of pupils or areas of learning

This policy provides the school's guidance on assessment, recording, feedback and reporting, which will:

- Explain the collection and use of baseline assessment data
- Detail expectations regarding the recording of data
- Provide clear guidelines on the school's approach to both formative and summative assessment
- Outline internal assessment procedures at St Teresa's
- Explain the use of attainment levels in KS3, KS4 and KS5
- Promote the highest quality feedback practice to be delivered consistently to pupils to provide them with accurate, useful and timely feedback that supports them in making progress
- Ensure clarity of recording attainment and assessments outcomes and reporting to parents/guardians
- Provide a framework on which departmental assessment policies can be based
- Empower teachers to determine the most effective methods of feedback in their subject specialism
- Offer guidance on how to monitor the effectiveness of assessment

The school is committed to assessing pupils' work regularly and thoroughly. Each department within the school must implement this policy in their own area. This policy applies to all members of our senior school community. St Teresa's seeks to implement this policy through adherence to the procedures set out in the rest of this document. The school is fully committed to ensuring that the implementation of this policy is non-discriminatory, in accordance with the UK Equality Act (2010).

Baseline (Prior Attainment) Data

- Baseline cognitive ability assessments (CEM MidYis/Yellis) are taken by all KS3/4 pupils at their point of entry, providing staff with prior attainment measures of skills, vocabulary, mathematics and reasoning, as well as subject specific GCSE level targets for each pupil
- At KS5, targets are generated using average GCSE scores and verified against nationally using Alps education performance indicators
- This data, whilst not conclusive, provides valuable insight regarding a pupil's potential for learning, and can provide a context in whether a pupil is making appropriate progress. All baseline data and targets are stored in the school's staff shared drive and staff are required to utilise it to inform teaching and learning
- External examination results are compared with baseline data to evaluate academic pupil performance in line with the school's aim of enabling each pupil to reach their potential. This data also allows external examination results to be compared to national norms for schools

Recording (Teacher/Department Mark Books)

All teaching staff are expected to:

- Keep a record of baseline prior attainment data and targets for all pupils
- Keep a record of SEND/EAL/disabilities and utilise personal support plans to maximise the progress of each pupil
- Keep updated records of seating plans. Seating plans should be adjusted throughout the academic year in response to the needs of all students
- Keep a record of marks and grades awarded to pupils throughout the year, in line with department assessment procedures
- Record any academic concerns on CPOMS for the attention of the HOD/tutor/HOY/HOS
- Complete information requests for pupils as requested throughout the school year when necessary

All heads of department are expected to:

- Manage a departmental tracking system that allows oversight of marks, grades awarded to pupils as well as termly attainment grades, to ensure consistency and quality of assessment strategies used

Assessment Strategies

Assessment may be formative, taking place day-to-day in lessons, allowing pupils and teachers to assess understanding frequently and quickly. Useful formative assessment strategies include, but are not limited to:

- 'Hands down' approach to questioning
- Allowing pupils thinking time when answering questions
- The use of challenging, probing and thought-provoking questions
- Self- and peer-assessment
- Use of mini-whiteboards, exit tickets, low-stakes knowledge checks
- Verbal feedback
- Live marking
- Think, pair, share activities
- Concept cartoons or misconception hooks

Assessment may also be summative, providing information to teachers and pupils on how well a topic or unit of work has been understood. Summative assessment usually comprises of an internal assessment, with a common task set for the whole year group (with the exception for subjects with tiers at GCSE or attainment sets). The type of assessment will vary depending on the nature of the subject, the unit of work or the topic and skill being assessed.

Assessment Procedures

- Approximate dates for internal assessments in Key Stage 4 and 5 are shared with parents and students a term ahead to help them to manage their time effectively
- Pupils are provided with subject revision lists ahead of mock examinations and end of year assessments. It is best practice to give pupils revision lists for any internal assessment
- Internal assessments should be well-pitched, adequately stretching and encourage pupils to show off what they know. As pupils move up the school, internal assessments are likely to start to mimic the style of external GCSE assessments. Best practice is to avoid the use of past-papers for end of year or mock assessments due to issues with the security of these papers
- Pupils who are identified as having special educational needs and/or disabilities (SEND), including pupils with an education, health and care (EHC) plan, should be assessed with their needs considered
- Students that qualify for Access Arrangements, such as extra time, the use of a word processor, reading pen or rest breaks, must be allowed these in all assessments

Feedback Procedures

- Each department has its own marking and feedback framework, which can be found in the Marking and Feedback Departmental Guidance booklet. This booklet is designed to support consistent and effective assessment across all subject areas.
- The booklet outlines how each department approaches the assessment of classwork, homework and tests, recognising the unique demands and learning objectives of our diverse subject disciplines. It provides clear frameworks for marking and delivering constructive feedback, ensuring that pupils receive timely, meaningful, and actionable insights to enhance their progress.
- The meaning of department grading or coding systems and the criteria by which they are awarded are clearly explained to pupils and should be displayed in their exercise books or be easily accessible
- Marked work might encompass set in-class or homework tasks, live-marking, low-stakes quizzes, knowledge checks or internal assessments. The assessment of pupils' work should be thorough and focus on providing, where appropriate, constructive comments to help pupils to raise the standard of their future work
- Teaching staff are encouraged to mark the work of their own groups for all internal assessments, such as end of unit tests, to inform their own planning and to ensure a thorough knowledge of the pupils that they teach
- Once an internal assessment has been completed, an assessment feedback lesson or proforma should be used to encourage students to self-assess and act on areas of improvement. Good practice features the sharing of model answers or mark schemes, provides opportunities and the time for pupils to work on their feedback targets and motivate them to do this independently, outside of the classroom
- Assessment of pupils' work should be used to inform planning on a regular basis and to modify provision for pupils, including those with additional learning needs and those who have English as an Additional Language.
- Heads of Departments should ensure that their departmental stance on marking and feedback is understood and adhered to by all members of their department, ensuring standards of marking are consistent within each department
- Activities to monitor department assessment might include the sharing of good practice during department INSET, peer observations, collaborative marking of pupils' work and moderation meetings ahead of, or during, key assessment periods

Reporting

All teaching staff are expected to record termly written reports, grade sheets, attainment and attitude to learning (AtL) grades according to the school's reporting cycle, to be distributed to parents and reviewed by pupils.

Reports will be published to the Parent Portal of ISAMS on four occasions during the academic year. There are three styles of reports:

- Interim Reports: Attainment and AtL grades

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- Full Reports: Academic components: subject content overview, subject teacher comment, attainment and AtL grades. Pastoral components: student personal statement, form tutor comment, Head of Key Stage comment, merits, order marks, detentions
- Examination Grade Sheets: Examination grade/percentage, paper descriptor

Academic Reporting Schedule 2025-26

Reporting Cycle	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Half Term	ATL only	ATL only	ATL only	ATL only	Interim Report	ATL only	Interim Report
Autumn End of Term	Interim Report	Full Report	Full Report	Interim Report	Full Report	Full Report	Full Report
Spring End of Term	Full Report	Interim Report	Interim Report	Full Report	Grade Sheet & Full Report	Grade Sheet (internal) & Interim Report	Grade Sheet & Full Report
Summer End of Term	Full Report & Grade Sheet	Full Report & Grade Sheet	Full Report & Grade Sheet	Full Report & Grade Sheet	n/a	Full Report & Grade Sheet	n/a

Attainment

- Attainment in reports is communicated using the full spread of A-Level A*-U grades available and GCSE Levels (9-1) for Key Stage 4
- In both Key Stage 4 and Key Stage 5, grades are awarded on a broadly predictive basis, i.e. if a pupil continues to work accordingly for the remainder of the course, she will receive a particular grade, as opposed to what a student might get if they sat the examination tomorrow
- Attainment levels at Key Stage 3 are awarded on an 'age and stage' basis, using the 9-1 numerical system. Individual subject departments define what knowledge and skills are appropriate for a pupil to be awarded a particular level at each stage of Key Stage 3. For example, a pupil who demonstrates exceptional subject knowledge in a subject in Year 7 should be awarded a level 9, which indicates that their current performance is at the highest level for their age and stage
- Key Stage 3 curriculum plans must take the awarding of grades on an age and stage basis into account. Since the level of challenge within the curriculum increases from Year 7 to Year 9, progress may be demonstrated by a pupil maintaining or improving upon their grade in a particular subject as they move from one year to the next. For example, an 8 awarded in Year 7 is clearly different from an 8 awarded in Year 9, because the work in Year 9 is more advanced. By maintaining their grade, they have demonstrated that they have made progress.

Attitude to Learning

Attitude to Learning (AtL) grades are communicated to parents as an adjective in reports, as outlined in the table below. A 'best fit' judgement should be made when awarding an AtL grade. The minimum expected level for all pupils at St Teresa's is 'Good'.

'Attitude to Learning' Descriptors	
A 'best fit' judgement should be made when awarding an 'Attitude to Learning' level. The minimum expected level for all pupils at St Teresa's is 'Good'.	
Level	Criteria
Exceptional	<p>I am always punctual, organised and eager to learn.</p> <p>I am always fully engaged during lessons and look to enhance my learning by undertaking independent research.</p> <p>I always strive to improve my learning and academic progress.</p> <p>I complete classwork to an exceptional standard.</p> <p>I complete all homework tasks to an exceptional standard.</p> <p>I ask relevant questions in class to deepen my understanding.</p> <p>I actively engaged with feedback from my teachers and always act on their advice to improve my learning.</p> <p>I develop what I have learnt in lessons in my own time by engaging with further reading or completing extension tasks.</p>
Very Good	<p>I am always punctual, organised and eager to learn.</p> <p>I am always fully engaged during lessons and seek opportunities to further develop my understanding.</p> <p>I take full responsibility for my learning and academic progress.</p> <p>I complete classwork tasks to a very good standard.</p> <p>I complete homework tasks to a very good standard and occasionally look to extend my understanding by completing additional research independently.</p> <p>I often look for ways to improve my work and utilise teacher feedback to enhance my learning.</p> <p>I ask questions in class to deepen my understanding.</p>
Good	<p>I am always punctual, organised and eager to learn.</p> <p>I am engaged during lessons and actively listen to my teacher and those around me.</p> <p>I take responsibility for my learning and academic progress.</p> <p>I complete tasks in class to the best of my ability.</p> <p>I complete homework to the best of my ability and hand it in on time.</p> <p>I engage with feedback from my teachers and act on their advice to improve my learning.</p> <p>I ask questions in class to support my understanding.</p>
Satisfactory	<p>I am usually punctual and organised and I arrive to lessons ready to learn.</p> <p>I usually get involved in lessons, and I usually make a positive contribution to group work and to class discussions.</p> <p>I complete classwork to a satisfactory standard.</p> <p>I complete my homework to a satisfactory standard and I usually hand it in on time.</p>

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	I sometimes engage with feedback from my teachers.
Concern	I am sometimes late to lesson and not prepared to learn. I do not actively engage in lesson activities. I do not always complete classwork activities to a satisfactory standard. My homework is sometimes incomplete or not completed to a satisfactory standard, or to the best of my ability. I do not engage with feedback from my teachers.

Report Deadlines 2025-26

Autumn Half Term Reports

- AtL/Interim reports completed Wednesday 8th October
- Year 11 & 13 academic reports checked by HoDs Friday 10th October
- Published Thursday 16th October

Autumn End of Term Reports

- Academic reports completed Wednesday 26th November
- Academic reports checked by HoDs Friday 28th November
- Pastoral reports completed Wednesday 3rd December
- Published by Friday 12th December

Spring Reports

- Year 11 grade sheet completed Friday 30th January
- Year 12 grade sheet completed (internal only) Friday 27th February
- Academic reports completed (Yr 7-12) Wednesday 11th March
- Academic reports checked by HoDs Friday 13th March
- Year 13 grade sheet completed Friday 13th March
- Academic reports completed (Yr 13) Wednesday 18th March
- Pastoral reports completed Wednesday 18th March
- Published by Friday 27th March

Summer Reports

- Grade sheets completed Wednesday 10th June
- Grade sheets checked by HoDs Friday 12th June
- Academic reports completed Wednesday 17th June
- Academic reports checked by HoDs Friday 19th June
- Pastoral reports completed Wednesday 24th June
- Published by Friday 3rd July

Reporting Window Process

Available

- Reports formatted and made available by GAL
- MRO to alert staff to available reports and encourage all to check classes/students are visible as expected.

Grade sheets completed

- Grade sheets should include a 9-1 or A* to U examination grade, percentages per paper, an overall percentage, as well as paper descriptors.
- For year 12, the full range of A*-U grades should be available, unless the student is specifically preparing for a AS examination.
In the case of shared classes, the grade sheet should be populated by one teacher timetabled to that class

Academic reports completed

- Full academic reports should include attainment, attitude to learning, written comment (max 1400 characters) and subject overview.
In the case of shared classes, a report should be written by each teacher timetabled to that class, with attainment data discussed and agreed by all class teachers ahead of entry to ISAMs. (Note: attitude to learning can differ from teacher to teacher in full reports)
- Interim reports should include attainment and attitude to learning.
In the case of shared classes, the grades should be added to ISAMs by one teacher timetabled to that class, with attainment and attitude to learning grades discussed and agreed by all class teachers ahead of entry to ISAMs

Academic reports checked by HoDs

- HoDs to check all academic reports for completion and follow up with department members where reports are missing
- HoDs to check the quality of written comments and appropriateness of attainment and attitude to learning grades awarded in a small sample from each teacher in the department.
- MRO Grade sheets to check completion of all academic reports following HoDs deadline.
- JGA to begin checking full academic reports for SPaG
- HoYs to begin checking full academic reports, identifying the themes of individual reports, behaviour, attainment, concerns.

Pastoral reports completed

- MRO to check completion of all pastoral reports
- JGA to begin checking form tutor reports for SPaG
- HoYs to begin checking form tutor reports for names and appropriateness of written comments
- CMS/HOYs/HOS to begin writing Head/Head of Year/Head of Section reports
- SLT to begin quality assurance of a small sample of both academic and form tutor reports, student by student

Published

- MRO/CDU/SFI to check formatting of all reports
- Reports published to parent and student portal by SFI
- Students to be given opportunity to view their reports during or before the termly check-in with form tutor

Termly Report Analysis

- Individual tracking sheets recording data attainment, attitude to learning and exam grades data are updated by the tracking and monitoring coordinator including trend analysis on value added, subject grades achieved, subgroup performance, as well as attitude to learning. These are routinely shared and discussed with staff and stored in the staff shared area. Value added predictive data is set at 0.0 to set a minimum achievable grade

Monitoring Performance

- Individual tracking sheets are to be used by staff to monitor pupil performance against their subject targets, to celebrate achievement as well as to allow for adaptations and/or additional interventions to be put in place to support underperformance
- Classroom teachers and heads of departments are expected to work together with the pupil, form tutor, heads of year and where appropriate, parents, to create specific targets and action plans to support underperforming pupils to achieve their potential. These targets should be monitored, reviewed and updated across an agreed period of time and recorded on CPOMS
- Each term, pupils are allocated a one-to-one slot with their tutor or member of their year group team to discuss their progress since the previous term
- To ensure the slot is tailored to the needs of the individual as best as possible, pupils are provided with a survey to complete in advance focused on both academic and personal areas of development
- Pupils will primarily be encouraged to reflect on their academic performance, through the reviewing of the most recent end of term report or grade sheet and to set themselves SMART targets to address their areas for improvement, in conjunction with tailored guidance for doing so provided by the staff member

Pastoral, Enrichment and Academic Check Ins 2025-26

Autumn	Tuesday 7 th October: Registration, P1 and P2
Spring	Friday 23 rd January: Registration, P1 and P2 (all except year 11)
	Thursday 5 th February: Registration, P1 and P2 (Year 11 only)
Summer	Wednesday 22 nd April: Registration, P1 and P2

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Parents' Evenings 2025-26

Year 7 (on-site)	Thursday 13 th November
Year 8	Thursday 5 th March
Year 9	Thursday 15 th January
Year 10	Wednesday 5 th November
Year 11	Thursday 5 th February
Sixth Form (Year 12 and 13)	Thursday 19 th March

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This document is reviewed annually by the SLT or as events or legislation change require.

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