



Plymouth High School for Girls

“For life, not school, we learn”

<u>Culture</u>	Creates a culture in all its schools that is motivating and ambitious for all, including disadvantaged children and children with SEND, so that students can achieve their full potential.
<u>Student Outcomes</u>	Achieves good outcomes for all its students by delivering education that is both high quality and inclusive.
<u>Behaviour & Attendance</u>	Ensures its schools are places where all students attend regularly, are kept safe, feel calm and supported, and are able to actively participate and progress.

<u>Culture</u>	Creates a culture of continuous improvement in its schools through self-evaluation, challenge, support and appropriate action.
<u>School improvement model</u>	Has a clearly defined and effective strategy to improve and maintain the performance of schools that are already part of the trust, as well as those that join.
<u>System led improvement</u>	Supports the wider system in sharing best practice; helps underperforming schools to improve; and contributes to building a trust-led system.

The Trust's education strategy is informed by the 'MADE' framework, that outcomes are MADE by our mission to:



- **Motivate all;** ensure our students have the best support, encouragement and guidance to achieve strong outcomes and transform their life chances
- **Analyse & Act;** use quantitative and qualitative data effectively to drive strong outcomes and thus transform life chances
- **Decide & Drive;** support strong leaders to deliver strong outcomes that will transform life chances
- **Educate All;** ensure all schools have a strong cognitive education provision, to support all learners to achieve strong outcomes that will transform their life chances.

This policy sits under the **Analyse & Act** strand of the MADE framework.

ASSESSMENT, FEEDBACK, DATA, and REPORTING

FROM SEPTEMBER 2025

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PHSG VALUES

We want ALL students to:

- Make progress and excel
- Know how well they are doing and what they need to do to improve
- Know that they can achieve
- Celebrate their progress, whatever their starting points

At PHSG we expect students to achieve attainment and progress at least in line with national performance for different groups e.g. PP and non PP. School performance will be considered against a variety of local and national indicators to ensure students are attaining and progressing in line with their peers locally and nationally.

There will also be consideration of results over time.

RESPONSIBILITIES

School Leaders are responsible for:

- Ensuring the curriculum is appropriate and meets the needs of all students to allow them to make at least good progress from their starting points including those classed as vulnerable (e.g. SEND, PP etc). Curriculum has been designed with backward planning in mind.
- Supporting and challenging teaching staff in their assessment practices and judgements, including through regular training, school to school and moderation;
- Ensuring all required data is uploaded by the deadline and in the correct place in the appropriate data analysis software
- Preparation for and engagement with LM meetings to discuss curriculum and outcomes, ensuring that impact can clearly be evidenced and is positively contributing towards improving student outcomes.
- Ensuring staff are given training to be able to use the appropriate data analysis software effectively and to understand the requirements of this policy
- Analysing the data from across their department and see where their data fits into the school data outcomes, celebrate success as well as create plans to ensure that, where needed, the data improves over time.
- Ensuring the data analysis is used to drive standards and inform teaching and learning
- Ensuring parents and carers are informed of which statutory assessments their child(ren) will be undertaking and what these entail
- Ensuring transition arrangements between year groups is robust and set expectations that student attainment and progress is a key part of discussions.

- Using the data to inform the basis of their Academy Governing Board (AGB) report, as determined by the Trust. Headteachers will ensure that the commentary provided to the AGB is strategic and provides detailed analysis of successes and what the school plans to implement to ensure that where data is not at the expected standard, there are carefully considered plans to address this.

Teachers are responsible for:

- Actively engaging with training, support and moderation for assessment in order to be assessing students' achievements accurately and with confidence;
- Using the strategies outlined in this policy to support students appropriately to achieve their best.
- Setting Professional Growth objectives appropriately to develop their skills and knowledge in delivering outcomes for students.
- Ensuring parents are given regular and accurate information about their progress and how that compares to national benchmarks/expectations
- Ensuring that both formative and summative assessment is used to inform teaching and learning, making sure that students know more and can do more over time.
- Ensuring that relevant data (and analysis) is passed through year groups/key stages for the next teacher(s)
- Engaging fully with the use of the Trust's appropriate data analysis software, or additional school-specific software, using Trust support for training where needed.
- Remaining curious about data and being aware of targets and benchmarks both nationally and within the Trust to understand how students they teach are performing.

Students are responsible for:

- Remaining committed to being their best selves and focusing on their learning and feedback responses

Parents and carers are responsible for:

- Supporting their child(ren)'s learning and engaging with their class teacher or phase leader on achievements so far and next steps to progress further

ASSESSMENT OVERVIEW

When planning for assessments, CLs should ensure that;

- Assessments are fit for purpose, are grade appropriate for the year group and the ability range within the class and should also take into consideration SEND needs including extra time requirements.
- Assessments should accurately reflect the challenge, content and style of the end of year, end of key stage or public examination at some point within the school year.
- Subject assessments are calendared (within the department calendar) and conducted in the same way for all classes in each year group.
- Students should know when the assessment is to take place and have time for independent study. Departments need to give a minimum notice period of two weeks warning before any assessment.
- All teachers have covered the knowledge and skills required for the assessment in the preceding unit/s of work and have routinely set tasks which practice consolidating and applying the knowledge to the style of question in the end of unit assessment i.e. formative assessment is routine.
- All teachers should give students revision lists and resources to help students to revise independently for all assessments throughout the year, as well as providing an opportunity for a revision lesson to help support them prepare for the end of year assessments or mock examinations. This session should also support the students on #HTR as well as revising the content itself.
- Where appropriate, teachers share the exam board marking criteria with the students before and after the assessment.

Internal assessments mentioned in the assessment calendar:

- Substantial assessment
- 40-45 minutes long.
- Examination questions to be used with mark scheme
- Assessing content taught to date, not just the last topic
- Assessment should be helpful for staff and students
- Feedback should be provided for the students that allows them to make progress
- Should not interrupt the curriculum but support it

Practical elements of internal assessments:

- Instructions for the assessment must be clear on the front cover
- Timings on front cover should match the information published to students
- Question numbers must flow.
- Page numbers must flow

- Must be adequate space for students to write their responses
- CL must provide additional material needed such as formula sheets, maps, tables and lined paper etc
- CL should check papers are correct before printing

SEEN TASKS

Seen examinations are where questions are given out at a pre-specified date beforehand. The advantage is that students focus on preparation for the answer rather than second-guessing what questions will be set. Anxiety is reduced and standards are likely to rise because students can use it as a learning experience.

- Provide students with specific information to scaffold their revision and preparation
- Give students the chance to become successful with a part of the course that CLs deem particularly essential for yr11 term 1
- Support students in completing meaningful preparation ahead of the mocks.
- Help students to acquire knowledge that will be tested in the mocks and the public examination
- Give students the chance to practice and test memory techniques ahead of the mocks
- Provide a bridge from yr10 mocks to yr11 mocks, thereby reducing the feelings of being overwhelmed when trying to revise everything for all subjects for the yr 11 mocks
- Give students a sense of success as they should score highly – nothing breeds motivation like success
- Limit the chance for students to find reasons to explain lower than expected performance
- Enable buy-in from parents as their children would have a tangible set of tasks to complete and could be supported at home around the memory agenda
- Provide an early indication of those students likely to score lower than expected in the mocks and enable targeted intervention

To share with students

- In 'seen' examinations, you are **given the essay/question(s) in advance**.
- This allows time for **thorough preparation, research, and planning** before writing your answers under exam conditions.
- This type of exam aims to better assess your **understanding** and **analytical skills** by focusing on an in-depth exploration of the material.

Top Tips for approaching 'Seen' examinations:

- **Avoid rote memorisation:** Instead of memorising an essay word-for-word, focus on understanding the key points and structure.
- **Bullet point planning:** Develop a bullet-point plan with a clear conclusion directly addressing the question. Learn this list to draw upon in the exam room.
- **Timed practice:** Write the full essay/completion of the paper under timed conditions to familiarise yourself with exam constraints and refine your response.
- **Clarity and structure:** Ensure your essay/question answers are concise, well-structured with paragraphs (if written), and uses clear signposting for key ideas.
- **Review and refine:** Allocate time to review your work to ensure you have not missed anything or made an obvious error.

MOCK EXAMINATIONS

Where possible, the administration of mock examinations will take into account the following considerations:

- Mock examinations are taken place in the same environment that formal exams will be undertaken, with a seating plan, malpractice log and any access arrangements made available.
- Mock examinations should be based on previously used papers, as opposed to assessment written by staff.
- Papers should be adapted to reflect the stage of the learning journey and knowledge acquired by students.
- Revision lists may be provided in advance; the lists may be content specific or may outline what areas are not covered in the papers, to support student independence and promote revision habits over time.
- Assessments should be moderated by departments before entering grades and these grades should proportionate reflect what has been assessed according to the learning journey. Data should then be sense checked by curriculum leaders and/or SLT before publishing as a final data set in the Trust data analysis platform.
- Where students have missed mock examinations, every effort should be made to provide the student with the opportunity to complete them.
- The school may wish to conduct resits for students who have demonstrated poor effort or not engaged properly with the mock exam period.

- Malpractice should be reported to the Examinations Officer and treated as per JCQ guidelines as though the examination was conducted as the real examination series

FEEDBACK

This policy has considered the ideas from the *“Eliminating unnecessary workload around marking (2016)”* report commissioned by Ofsted: click [here](#).

Feedback should be: “Meaningful, manageable, motivating etc”

Feedback is part of the complex fabric of high-quality teaching that teachers work hard to implement successfully in their classrooms. It should aim to and be capable of, producing improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome.

Written feedback in books is not expected to be more than once a term, six times a year, (this being in addition to assessment feedback).

- All teachers are to give students their assessments back in a timely fashion as directed by the CL.
- The department has a clear, effective system for feeding back specific targets for improvement, which is used consistently by all staff. For example, WWW and EBI
- There is always a review DIRT session to allow students to reflect on the feedback and identify where they can improve.
- Records are kept by the CL of the assessment data to inform predicted grades and CL monitoring of student performance.
- Quality assurance, including moderation is conducted regularly to ensure consistency and to assess the effectiveness of the assessments and feedback given.
- Feedback can be given to the whole class and/or 121 feedback
- There should be expectation that students to act on feedback. We challenge students to think of other ways they could solve a problem, further research they could conduct in a subject, or practical ways of using their new understanding.
- For SEEN TASKS – model answers on teams, score only given to students

We expect that all students will:

- Read feedback in books, make sure they understand it and what they need to do to improve their work

- Reflect and act on the marking and feedback from the teacher
- Students are to respond to the teacher feedback explaining what they have done to improve their work
- Self-mark and peer assess

REPORTING

In ARBOR we report attitude to learning grades, predicted grades and also end of year or mock results from year 7 through to year 13.

Class teachers are required to decide on predicted grades for their students and to enter these into ARBOR. The schedule for when these predicted grades is due is set out in the school calendar. CLs have responsibility for the accuracy and reliability of the predicted grades submitted into ARBOR and to ensure submission happens by the deadline

Only predicted grades will be issued on reports. Predicted grades will be the teacher's professional judgement based on a range of assessments that will include written timed assessments taken in lessons, regular classwork and the contributions made by a student in lessons to questions posed.

The predicted grade is the grade that the teacher feels the student is most likely to reach at the **END** of Year 11 or, for sixth form students, the **END** of Year 13. It is **not** an indication of the grade that student has just achieved in a recent assessment or assessments.

A variety of assessments will be used by teachers to reach the predicted grade that they enter on the report. Some of the assessments methods used by teachers include:

- Questioning in lessons
- Contribution in lessons
- Classwork tasks
- Homework tasks
- Half termly assessments
- End of chapter/unit assessments
- Formal end of year assessments

When deciding on predicted grades and A2L, CLs should ensure that:

- There is consistency between teachers.
- The predicted grades are based on a range of assessments to include written assessments, classwork and contribution.
- The predicted grade is the grade that the teacher feels the student is most likely to reach at the **END** of Year 11 or, for Sixth Form students, the **END** of Year 13. It is **not** an indication of the grade they have just achieved in a recent assessment or assessments.
- A system is used to ensure consistency and a ranking measure may be useful here. For example, if a department usually has approximately the top 35% of students achieving at least a grade 7 historically, then a rough guide at any assessment point would be that around the top 35% of scores are likely to yield a grade 7 or higher at the end of the course. It is not intended that this is a hard and fast rule, but it is indicative of a system which allows for consistency and fairness.
- There are no significant swings between the predicted grades submitted in consecutive data drops. A trigger point would be a change of one or more grades.
- If a 4 is recorded as the A2L score at any time, the parents should have some received communication about the issues facing their child some time prior to the report going home. It should not come as a surprise.

TRACKING and INTERVENTIONS

We have by using 4Matrix and iDash4&5 to analyse the data we collect to intervene with those students who are not making the sort of progress we would like and to celebrate those exceeding expectations. This could be through the issuing of achievement points or postcards home to name just two possible examples.

When planning for intervention, CLs should ensure that;

- Review the data provided by the data manager to ensure that discussions with their line manager are focussed on where intervention is needed and what it might look like for a given student. (Data to be provided to the CLs by the data manager before the line manager meeting)
- Throughout all data analysis CLs should be taking note to close or remove differences between students in the cohort and between classes. These groups include
 - PP
 - SEND
 - MPA v HPA

- EAL
- They have used baseline data and value-added information to establish which students have underperformed.
- They create a list of students with whom they wish to intervene and keep a record of the interventions used in order to evaluate their success in the light of exam results
- They review the teaching, learning and assessment strategies used in the lessons of those requiring interventions to ensure differentiation and adaptations are being made in response to the additional student needs identified
- They communicate quickly with parents to gain their support and involvement in the intervention process and need for improved student performance.

KS5 tracking and interventions

Year 12 students will need to achieve a D grade or above in the end of year mocks to guarantee progression onto the A2 for each of their subjects. A retake will be sat and if a grade D is not achieved then a conversation between the class teacher, CL, and Head of Sixth form will take place about the viability of continuing with the subject.

SUMMARY OF REPORTING CYCLE

Year	Reports
7-13	<p>In the autumn term an attitude to learning report is sent out to ALL year groups parents.</p> <p>This first report is an early indication of how well a student has settled into their studies and will provide parents with an idea of their effort and behaviour in lessons.</p> <p>The report provides a statement about how well a student is progressing in each of their subjects and a number to indicate their approach to learning in each of their subjects.</p> <p>Statements are:</p> <p>A. Your child has been successful in both the learning and application of the content taught to date. They have successfully met the demands of the content that they have been presented with in class.</p>

B. Your child has at times found some of the content difficult. They must try to work through these difficulties and keep applying themselves to gain full understanding and make progress.

C. Your child has found a considerable amount of the content to date difficult. We would recommend that they use their knowledge organisers to learn key terminology, facts and processes to help support their learning journey and to take up the ongoing support that teachers offer in class to ensure that these difficulties are dealt with quickly to improve understanding and confidence.

As you know we are aiming for 7+ at GCSE and C+ for A 'Level, so a content A2L grade of an A cannot be given for anyone not achieving a 7+ or a C+

The number will outline the student's approach to learning which will include their attitude, effort and behaviour in lessons. This will fall into one of four categories:

1. **Outstanding:** a student who is consistently highly motivated and ambitious, with an excellent work ethic. A student who takes responsibility for their learning and is proactive and goes beyond the expectations of the teacher.
2. **Good:** a student who is motivated and has a good work ethic. They are keen to work and to learn, and is usually **enthusiastic**, participating actively in lessons. They make use of opportunities to reinforce learning and can be independent.
3. **Requires improvement:** a student whose motivation, and work ethic, is inconsistent.
4. **Cause for Concern:** a student who is rarely motivated and has a poor work ethic.

Categories 3 and 4 are further broken down to allow teachers to highlight the specific area that a child might need to improve in and this might be with regards to; effort, attitude, homework or behaviour, or perhaps a combination.

3a. **Requires improvement:** a student whose motivation, and work ethic, is inconsistent. Is not always actively **engaged** with the lesson and may need prompting to keep focussed on a task. Does not make the most of opportunities to reinforce learning beyond lessons.

	<p>3b. Requires improvement: a student whose has repeatedly produced homework late or that is not up to the standard expected on a task.</p> <p>3c. Requires improvement: a student whose behaviour in lessons has had to be challenged on more than one occasion, this may include repeatedly talking when the teacher or another student is speaking or calling out or not listening.</p> <p>3d. Requires improvement: a student whose behaviour in lessons has had to be challenged on more than one occasion and whose homework is often late or not up to standard.</p> <p>4a. Cause for Concern: a student who is rarely motivated and has a poor work ethic. Shows little enthusiasm for learning, needing constant supervision, and prompting. Gives up easily, especially if work is challenging or if low marks are received; shows little resilience; may refuse, or take steps to avoid, advice or requests to improve the work.</p> <p>4b. Cause for Concern: a student whose behaviour is not appropriate and has had to be moved seats or removed from the lesson so that the lesson can proceed without distraction or interruption.</p>
7	<ul style="list-style-type: none"> • Attitude to learning • Attitude to Learning and Tutor comment • Attitude to learning • Attitude to learning, KS3 examination percentage, a predicted GCSE split grade. <p>The split grade will give an early indication of what your child's teacher thinks is a likely GCSE grade at the end of year 11.</p> <p>A split grade is given at this stage in their educational journey as it is very early to predict a final grade, the split grade gives an indication of the likely outcome.</p>
8	<ul style="list-style-type: none"> • Attitude to learning • Attitude to learning and a GCSE split grade • Attitude to learning and a predicted GCSE grade. The grade is no longer a split grade, at this stage in your child's educational journey. One opening sentence and then no more than 3 targets for improvement

	<p>We will now have data from our internal assessments in order to base a judgement on the likely progress that they will make towards their GCSE's.</p> <ul style="list-style-type: none"> ○ eg. 6+ means a grade 6 is the most likely grade, but they could achieve a higher grade ○ 6- means a grade 6 is the most likely grade, but they could slip to a lower grade ○ Grade range to be used 4- to 8+ • Attitude to learning, KS3 examination percentage, a predicted GCSE grade.
9	<ul style="list-style-type: none"> • Attitude to learning • Attitude to learning, predicted GCSE grade and one opening sentence and then no more than 3 targets for improvement • Attitude to learning, KS3 examination percentage, a predicted GCSE grade
10	<ul style="list-style-type: none"> • Attitude to learning • Attitude to learning and predicted GCSE grade • Attitude to learning, predicted grade and one opening sentence and then no more than 3 targets for improvement • Attitude to learning, End of Year assessment result, a predicted GCSE grade
11	<ul style="list-style-type: none"> • Attitude to learning • Attitude to learning, predicted GCSE grade, FULL teachers comments and then no more than 3 targets for improvement following Mocks • Attitude to learning and predicted GCSE grade
12	<ul style="list-style-type: none"> • Attitude to learning • Attitude to learning • Attitude to learning, predicted A'Level grade • Attitude to learning, predicted A'Level grade, FULL teachers comments and then no more than 3 targets for improvement following Mocks
13	<ul style="list-style-type: none"> • Attitude to learning and predicted UCAS grade • Attitude to learning, predicted A'Level grade, FULL teachers comments and then no more than 3 targets for improvement following Mocks • Attitude to learning and predicted grade

ASSESSMENT AND REPORTING CALENDAR

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
7	A2L report	A2L and Tutor comment		Data A2L and pred	EOY KS3	Data A2L, KS3 grade and pred
8	A2L report	Data A2L and pred		Data A2L pred and targets	EOY KS3	Data A2L, KS3 grade and pred
9	A2L report	Data A2L pred and targets			EOY KS3	Data A2L, KS3 grade and pred
10	A2L report TSAT EOYKS3 pred	Internal assessment	Data A2L and pred TSAT Y10 data from internal data	Data A2L, pred and targets		EOY Y10 Data A2L, mock, pred TSAT EOY10 Mock data
11	Internal assessment A2L report	MOCKS TSAT Y11 internal assessment data from T1	Data A2L, mock, pred, comment and targets	Internal assessment TSAT Y11 Mock data and Pred		
12	A2L report	Internal assessment Data A2L, pred and targets	Data A2L and pred Based on internal assessment TSAT Y12 data		MOCKS Data A2L, mock, pred, comment and targets	 TSAT Y12 EOY Y12 data

13	Internal assessment A2L report, UCAS grade, pred based on internal assessment	TSAT Y13 based on internal data	MOCKS	TSAT Y13 mock data		
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