

PUPIL PROGRESS AND REPORTING POLICY

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MONITORING AND REVIEW

Staff Responsible	Deputy Head (Academic) and Head of Prep
Reviewed by	SLT
Approved by	SLT
Frequency of Review	Annually
Date of Last Review	January 2026
Date of Next Review	January 2027

The School refers to all staff and students in St Mary's School, which includes the Early Years/Foundations Stage (EYFS), the Preparatory Department (Years 1-6), Senior House (Years 7-11) and the Sixth Form (Years 12-13). The term 'parent' refers to those who have parental responsibility for a child.

AIMS

St Mary's School is committed to providing the best possible care and education to all its students. The purpose of this policy is to set out the school's expectations for tracking, measuring, reporting on, and acting on the

performance of, the students in Senior House. We endeavour to ensure that every student makes as much progress as they can and we acknowledge that deliberate and timely assessment and tracking of student progress is a key way to facilitate that progress.

WIDER REFERENCES

This policy has been created within a wider framework of advice, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Education Regulations 2014
- SEND Code – SEN and Disability Code of Practice 0-25 years (2015)

RELATED INTERNAL POLICY

This policy should be read in conjunction with:

- Teaching, Marking and Assessment Policy
- Equal Opportunities Policy
- Highly Able Policy
- SEND policy
- Homework Policy

STATEMENT OF ASSESSMENT

ASPECTS, BASE, Quest Core Assessments, Quest CAT4, Quest Wellbeing, MidYIS, Yellis, ALIS and teachers' qualitative judgement are all used to measure progress. Teachers reflect on the quality of students' achievement through internal tracking, short reports (attitude to learning and achievement, projected and aspirational grades for Key Stage 4 and 5) long reports (attitude to learning, achievement and teacher summation), parents' evenings and examination results (particularly during public examination courses).

In Senior House, the data collected is used to inform teacher discussion with students in regards target setting. Students use reflection and target setting sheets, for which the aim is the students can set themselves ambitious, aspirational targets.

In Prep, the data collected is used by subject teachers to identify if a student needs support or challenge. Targets are set based on end of unit assessments scores.

Where there is a concern about the quality of a student's achievement or the rate of their progress, interventions are agreed at a pastoral and/or departmental level to ensure the student can achieve to a good level.

STAKEHOLDERS

Students

Students need to know how they are performing to:

- Understand their progress towards examination achievements
- Set targets to work towards
- Make informed decisions about their next steps, particularly in reference to subject choices for examinations and potential university entrance demands.

Teachers and Heads of Department

Teachers and Heads of Department need to be aware of student performance to:

- Meet tracking deadlines
- Facilitate student development
- Hold themselves/the department to account for the performance of their class or academic cohort
- Have and guide successful conversations for target setting and student/teacher improvement

Pastoral Team

The Pastoral team need to know student performance to:

- Have and guide successful student profiling conversations for target setting and student improvement
- Have helpful discussions with parents to inform them about student progress, and facilitate their assistance of the student

LEAPS (Learning Support)

The Learning Support department need to know student performance to:

- Guide their practice with relevant students in developing their skills, knowledge and understanding
- Guide conversations with parents and students about potential intervention
- Identify students for potential Learning support assessment for in class support/strategies as well as access arrangements

Parents

Parents need to be aware of student performance to:

- Help them assist the school in achieving the highest possible outcomes for their children,
- Parents have a legal right to see the regular progress of their children, particularly in once-a-year formal written reports.

Senior Leadership Team

The Senior Leadership Team need to know student performance to:

- Facilitate the identification, introduction and dissemination of whole school initiatives and programmes of staff improvement.
- Allow faculties, departments and teachers to account for, and improve, the performance of their students
- Successfully identify and provide for those students who need intervention, whether that be to stretch or to support.
- Review the impact of any whole school or departmental initiatives.
- Examples of review could include: Introduction of a new curriculum to develop writing skills in languages would involve a review of the impact on writing skills production following assessments and comparison from other year groups, a review of the impact of Upgrade may involve looking at attendance data, tracking data and summer examination results to compare across the cohort.

Governors

The Governors need to be aware of student performance to:

- Facilitate school improvement

- Hold Senior Leaders to account for the performance of academic cohorts
- Understand the need for, the context of, and to fund programmes of school and staff improvement

MEASUREMENT

Teachers will diagnose and act on student performance in lessons through live marking, discussion and/or in class monitoring. They can see the performance of individual students and offer immediate guidance on improvements. They can see the progress of the class as a whole and change their instruction based on whole class understanding. Teachers may make notes during lessons about student progress to guide their own future planning of students or classes. They will also use their continual experience of the class and the students to inform their overall assessment of the students for reporting periods.

Books / Notes

Teachers will ensure students are working towards goals and address any major misunderstandings of content/ knowledge.

Homework

Homework provides the opportunity for students to work independently on a task. This provides a useful measurement of the student's current abilities and areas for improvement. Homework can be a primary assessment opportunity for teachers, and the results will often be recorded in mark books.

Summative Assessment

End of topic tests provide a key indicator of overall progress. Teachers must make a note of these to fully report on student progress at departmental and whole school level. Year groups will also experience larger summative assessments in the form of exam week or mock examinations.

COMMUNICATING PROGRESS

Long Report

Each year group receives at least one long report in the academic year. School full reports are written at various points in the year, in line with the needs of the given year group. **In Senior House,** the report will contain grades on Attitude to Learning and Achievement in each subject as well as a written statement from the subject teacher detailing the progress made and further areas to improve. In Senior House Reports are given to the students to read before they are taken home to parents and a copy is kept on file. **In Prep, the report will contain grades on Attitude to Learning and Achievement in each subject as well as a checklist of the skills attained in each subject and steps to develop.**

Parents are encouraged to come in to discuss any concerns that they might have with the relevant person: Head of Department, Deputy Head (Academic), Assistant Head (Pastoral), Deputy Head (Head of Prep), Head.

Short Report

Short Reports are published termly in Senior House when there is no Long Report. They provide parents with brief information on the student's Attitude to Learning and Achievement in each subject. In Prep, Short Reports with brief information on the student's Attitude to Learning and Achievement in the core subjects are published at the end of the Michaelmas Term. They are useful in highlighting any areas of concern.

Parents' Evening

Parents' evenings are held annually for each year group in the Senior School. All parents are given specific appointments and in Senior House all teachers are present to be visited in turn by parents. Senior House Parents' Evenings are held in school and appointments are booked using the School Virtual Learning Environment, 'Firefly'

In Prep, Parents' Evenings are held in October and March. Parents in Nursery – Year 3 meet their daughter's Class Teacher. In Years 4 – 6, in addition to their daughter's Class Teacher, parents can meet their daughter's Maths and English teachers. Any parent who fails to attend is contacted via the school to update them on or reschedule a meeting about their daughter's progress. Prep Parents' Evenings are in person and are booked using the School Virtual Learning Environment, 'Firefly'.

Target Setting

Student profiling and target setting occurs throughout the academic year in Senior House and Sixth Form, and students have individual meetings with a member of the pastoral team or SLT with whom they will review progress and set their own academic and personal targets. These are called Profiling Meetings. In Prep, academic targets are set following end of unit assessments and pastoral targets are set during one-to-one pastoral meetings.

REPORTING AND PARENTS EVENING SCHEDULE

These are produced on an annual basis. They are designed to give regular updates about student progress. These dates are shared with all parents at the beginning of the year. The complete list is available on request.

REPORTING LANGUAGE

Prep Department

Attitude to Learning (ATL)

Cause for Concern	Pupil's work does not meet minimum expectations. They need support to maintain focus and effort in class. Their homework is often late, incomplete or not completed to a standard appropriate to their age and ability. This pupil may seek distraction from the lesson and/or needs to be encouraged to participate during class activities.
Needs Improvement	Pupil's work meets the minimum expectations. They may need support in order to maintain consistent focus and effort when working. Homework is usually completed on time and generally to an appropriate standard. This pupil generally shows engagement with lessons and usually participates actively in class activities.
Good	Work in class and at home shows consistent signs of good effort. They engage in classwork, though may take a smaller role in group activities. They tend to absorb information, rather than pro-actively ask questions. Most homework is completed on time and to an appropriate standard. They have good levels of motivation, though may need direction or support from the teacher very occasionally.
Very Good	Work in class and at home shows consistent signs of high effort and motivation. They will do extra learning or research when prompted. They habitually follow instructions and have a very good attitude to the subject. They actively engage and ask questions. They stay focused, though they may not always play a leading role in discussions or group work. All homework is completed on time and to a very good standard. They know they can ask if they need support and feel comfortable in so doing.
Exceptional	This student goes above and beyond in terms of their effort both inside and outside of class. They follow instructions first time and act as a role model for other students in this respect. They are highly independent, self-motivated, self-driven learners, who often steer group work, co-operating enthusiastically with their peers. The student will ask and answer questions regularly and engage fully. They are resilient and happy to make mistakes along the way. Homework shows impressive effort and they often do extra learning.

Achievement Grades (ACH)

Initial	Shows initial (basic) understanding of the knowledge/skills taught in the unit or the assessment or the term.
Working Towards	Pupil's work demonstrates attainment that is developing towards being appropriate to their age and year group. They consistently show a basic understanding across the range of topics and skills and, with support, will attempt to apply this to more challenging tasks.
Working At	Pupil's work demonstrates attainment appropriate to their age and year group. Their retrieval of previously taught material is becoming consistent but they can sometimes need prompts or reminders. This is within the expected band.
Working At Secure	Pupil's work demonstrates attainment appropriate to their age and year group. They consistently show a secure understanding across the range of topics and skills and can confidently retrieve previously taught material. This is within the expected band.
Working at Greater Depth	Pupils' work demonstrates attainment which is good or better for their age and year group. They consistently perform to this standard in class and for homework. New material and skills are absorbed quickly and rapid progress is sustained.
Working at Greater Depth *	Pupils' work in class and for homework demonstrates performance and ability far above that expected for their age and year group. Extension work and those tasks designed to assess higher-order skills reveal particular aptitude, perhaps for a particular skill or part of the syllabus. This grade is rare.

Senior House

Attitude to Learning

Excellent Attitude	<ul style="list-style-type: none"> • She chooses to do the most challenging tasks whenever possible and shows high levels of resilience. • She is a highly independent learner who strives for excellence, completing homework and subject accolades. • She uses feedback given on a previous piece of work to improve subsequent pieces of work.
Enthusiastic Approach to Learning	<ul style="list-style-type: none"> • She is keen to do well and shows resilience when working on challenging tasks. • She strives to complete tasks as independently as possible using strategies she has learnt to guide her. • She acts effectively on feedback and makes good use of improvement and reflection time. • She participates in lessons and is usually interested and enthusiastic about the work.
Developing Resilience	<ul style="list-style-type: none"> • She works well on most tasks and needs to build her confidence in trying challenging tasks. • She can complete some tasks independently and is beginning to use learning strategies to help her progress. • She participates in some lessons.
More Ambition Required	<ul style="list-style-type: none"> • She works well on some tasks and needs to build resilience and attempt all work set. • She can be distracted and needs reminders to stay on task. • She is reluctant to use learning strategies and needs to ask for help and guidance when struggling on an independent task. • She rarely participates actively in lessons and needs to engage in discussions or respond in more depth to tasks set.
Cause for Concern	<ul style="list-style-type: none"> • Persistent lack of equipment or resources brought to lessons. • She is persistently absent. • Poor attendance is the greatest barrier to progress in this area. • Consistently poor behaviour or attitude which disrupts learning; this will need to improve considerably to meet expected standards of behaviour.

Achievement Grades

Key Stage 3 Achievement

Achievement is identified through numerical grading system with clear descriptors for each grade provided by each subject. with each grade being subdivided into three levels: a minus (-) means a student is achieving some aspects of the grade but still working towards others; a grade without a sign means the student is securely working at that level; a plus (+) means the is secure and working in greater depth in some aspects of the grade.

Key Stage 4 Achievement

GCSE Projected Grades (PG) and Aspirational Grades (AG) are collected based on the teacher's continual professional judgement and summative assessments.

In line with Key Stage 3, an Attitude to Learning (ATL) is reported, using the same rubric.

Key Stage 5

A Level Projected Grades (PG) and Aspirational Grades (AG) are collected based on the teacher's continual professional judgement and summative assessments.

In line with Key Stage 3, an Attitude to Learning (ATL) is reported, using the same rubric.

TRACKING AND RECORDING

In Senior House and Sixth Form, we record five separate data points in addition to those collected by Teachers and Departments. In Prep, we record three separate data points. These data collection points cover the full school year and enable us to measure whether a student is exceeding expectations and needs further challenge or whether additional support may be required. In Senior House, Heads of Year and the Deputy Head (Academic) review the data collected and record progression steps. **In Prep, the Subject Leaders meet with the Deputy Head and the Director of Studies to discuss the data and any actions taken on a termly basis following assessments. The Head of Prep, the Deputy Head, the Director of Studies and the SENCO meet in the Lent term to review data, discuss student progress and any actions needed. A follow up review meeting is held in the Trinity term to assess progress and the impact of any actions taken.**

Teacher

Teachers must, as a minimum, keep paper or electronic copies of all major assessment pieces: these will be summative assessments and tracking pieces and will be recorded on iSAMS. Teachers may record more minor assessment data to inform their own planning. This is at the discretion of the Teacher and/or the Head of Department.

Department

Departments should regularly review the tracking data in Departmental meetings to inform the Teaching and Learning of all students within the subject.

Year Group

The Head of Year will review tracking data, and this will be used to form either whole year strategy and intervention or more specific individual support and intervention programmes. This is done in collaboration with the Deputy Head (Academic) and Assistant Head (Pastoral).

CENTRE FOR EVALUATION AND MONITORING / VALUE ADDED

The School currently uses the services provided by the Centre for Evaluation and Monitoring (CEM). Students in Year 7 take the computer adapted baseline test (CABT) known as MidYIS (Middle years Information System), Year 10 take the CABT known as Yellis (Year 11 Learning Information System) and Year 12 take the ALIS (A Level Learning Information System).

The tests are designed to measure ability and aptitude for learning rather than achievement. Results can be used to give an expected level of attainment in National Qualifications. The tests also help to highlight where support may be required for cohorts and individuals. The information provided by CEM is to provide additional information to teachers to inform judgements on progress and achievement.

The School recognises that the CEM data is just one of many metrics that help to form part of a wider picture about each student.

Prep currently use CEM ASPECT in Nursery and CEM BASE in Reception. The students are assessed at the beginning and end of the academic year so that progress can be monitored. Students in Year 1 complete termly Quest assessment in Maths and English. Maths is also assessed using White Rose end of topic and end of term assessments. Students in Years 2 to 6 take Quest CAT4 assessments in the Michaelmas Term. The results for Years 3 – 6 are shared electronically with parents. Students in Year 1 – 6 take termly Quest assessments in English and Maths, and students in Years 4 – 6 also take Quest assessments in Science in the Trinity Term. All students in Year 1 - 6 do a termly Big Write which is assessed against age-appropriate curriculum expectations.

FINAL MESSAGE ON PROGRESS

While we recognise there are many ways to track and record student progress, we maintain the best way for our teachers to accelerate student progress is through getting to know them and having continual conversations with them in class. We are ambitious for our students and provide adaptive teaching and an adaptive curriculum to offer the appropriate stretch and challenge for our students to flourish.