FHS
Francis Holland Schools

Assessment, Recording, and Reporting Policy

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Assessment, Recording and Reporting Policy

This policy applies to:
Francis Holland Regent's Park
Francis Holland Sloane Square
Francis Holland Prep
Where there are differences between the schools these have been clearly highlighted.

Related Policies:

Non-Examination Assessment Policy
Exams: Internal Appeals Procedure
Data Protection Policy

1. Policy Statement

Assessment, recording and reporting are central to the development of learning and are a part of good teaching practice. They enable each girl to develop and perform to the best of her ability and to strive for high academic standards. Both assessment and reporting should be constructive and informative, useful to the girl herself, her teachers, and her parents. Positive achievement will always be recognised. In the few cases where a girl is not yet meeting the required standard, this is noted and guidance is always given on how improvement can be achieved. Records of assessment are kept, centrally and departmentally; pupils' progress is monitored and tracked, and information is communicated to parents at regular intervals.

2. Purposes

- To ensure students have a strong sense of their academic progress and potential;
- To monitor progress and to collect evidence to record pupils' achievement over time;
- To identify strengths and weaknesses in pupils' learning and to plan, with them, further steps for individual development;
- To provide constructive advice about how to improve;
- To evaluate teaching and learning strategies in order to assist with planning for future learning;
- To motivate pupils and enhance their learning by recognising achievement and providing on-going feedback;
- To inform parents of achievement, progress, areas of weakness and strategies for improvement;
- To ensure progression of learning and achievement as the pupil moves through the school.

For public examinations please refer to the Non-Examination Assessment, Internal Appeals and other relevant examination policies which are kept distinct from the Assessment, Recording and Reporting policy that deals with internal school matters.

3. Review

Policy author/s	RP: Deputy Head Academic SSq: Senior Deputy Head Teaching and Learning Prep: Deputy Head Academic
This review	SLT's: Autumn 2026
Approved by	Education Committee, Autumn 2026
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Next review	Autumn 2027

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Appendix 1: Assessment, Recording & Reporting Procedures at FHS Regent's Park

- **ASSESSMENT**

  Each department has its own arrangements for assessment, which should be in line with school policy. The number of assessments that a pupil should sit in a week is set centrally and departments are asked to identify assessment on a central spreadsheet for this purpose. In the subjects where streaming takes place, Heads of Department ensure pupils are placed in the correct division. It is the responsibility of each teacher to assess work in accordance with the relevant school and departmental policies; Heads of Department are responsible for ensuring that departmental policies are in place, and for monitoring the work of members of their departments. There should be regular opportunities for moderation and discussion of approaches to feedback via departmental quality assurance at department meetings to ensure consistency of standards.

  Each department has systems for monitoring progress, which are suited to the subject involved e.g. across-year unit tests, assessment tasks, set pieces, practicals etc. In appropriate subjects, practical or oral assignments may also be assessed.

  All departments should be involved in the assessment of spelling, punctuation and grammar, and monitor study and communication and other key skills.

  FREQUENCY AND FORM OF ASSESSMENT

  Written work, including classwork, homework and tests, should be marked regularly by the subject teacher according to department policy. Students should have work marked in detail at least once a fortnight and preferably more often. Work should ordinarily be returned within one week of completion (or within two weeks for longer assessments, such as those for KS4 English). Other work completed by the pupils must be assessed by either the teacher or by the student herself or a peer, in which case it should be acknowledged by the teacher.

  The assessment of work during the term should essentially be formative.

  - The work set must be linked to the learning outcomes of the lessons and the assessment criteria should be clear to students and their parents.
  - Teachers should comment on at least one point where the student has done well and one point explaining what the student needs to do to improve.
  - Where oral feedback is given, students should note one point where they have done well or improved and one point on how to improve further.
  - Students should be given time in class to reflect and act upon comments given to close the feedback loop.
  - These comments should form part of the department's target setting process so that pupils have a clear understanding of their strengths and areas for development.

  Peer and self-assessment can be used, where appropriate, to inform learning and encourage effective independent learning. Schemes of work should refer to specific opportunities and strategies for peer and self-assessment.

- **MARK SCHEMES AND GRADING**

  Departments are encouraged to use comment based marking for lower school work to place the onus on the feedback rather than a grade.

  From Lower Fifth upwards, grades should relate to GCSE and then A-Level or Pre-U marking criteria. Marks and grades should be accompanied by a constructive comment and target for improvement. Teachers should always check that a pupil has responded to the feedback that they have been given.

MONITORING OF MARKING

Heads of Department are responsible for the quality and frequency of the marking of every member of their department. They must ensure that all work is marked according to the department and school policies through formal monitoring of each teacher's marking. The marking of each teacher should be monitored via the departmental quality assurance process. Feedback is also monitored termly at an SLT level. New members of staff should have their marking reviewed during their first term at the school by their head of department.

When monitoring the quality of marking, Heads of Department should consider:

- Are the comments supportive and challenging?
- Are the comments analytical and detailed and specific to the work set?
- Does the marking give each pupil written feedback on what she has done well and what she needs to do to improve?
- Does the marking address misconceptions?
- Does the marking encourage differentiation or further creativity?

HOMEWORK

Homework is a central part of assessment of a pupil's academic progress. It is set because academic success relies on a pupil acquiring and maintaining a steady routine of independent work undertaken outside lessons and generally at home. Homework may take various forms, for example, learning, reading, research, note-making, written exercises and essays. It is designed to support the girl's learning and augment her academic progress. The amount set should reasonably be completed in the recommended time, although girls naturally work at different speeds.

Aims

- To encourage girls to acquire responsibility for their work;
- To help them to acquire good study habits;
- To foster research and reinforce skills and knowledge taught in the lessons;
- To encourage independent study and thinking.

Procedures

A copy of the homework timetable is sent home by the relevant Head of Year at the beginning of the academic year. This should be adhered to, and homework should be set unless there is a school decision not to do so. Subject specific guidelines will be issued to girls in the Sixth Form. Teachers will set clear deadlines for the completion of homework, and all homework tasks will be set as Assignments in Microsoft Teams

Each girl is given a homework diary at the start of the academic year. It is essential that this is kept up-to-date and well organised. The diaries are checked regularly by Form Tutors. At the Form Tutor's discretion, a parent may be asked to check and sign their daughter's homework diary regularly for a specified time.

Under special circumstances, a girl may be given dispensation regarding homework, which can be negotiated with the subject teacher or Form Tutor. In the first five years of school, this should be supported by a letter of explanation from parents. If a girl is absent, she is responsible for finding out what was set and completing the work, where relevant, after discussion with the subject teacher. In the LV, UV and Sixth Form, coursework may be required in certain subjects. The girls are given clear information summarising the coursework requirements for the year, to assist in planning deadlines through the year.

Procedures for dealing with incomplete or late homework

If a girl produces work of an unacceptable standard, she may be asked to repeat it. A girl in the Thirds to Upper Fifth inclusive may be put into Lunchtime Supervision in order to complete her work. If work

is not completed by the specified time, a blue slip is issued via ISAMS. In the Sixth Form if work is not completed by the specified time, a blue slip is issued via ISAMS.

Homework Timetable (times in minutes, per week)

Lower School	**III**	**LIV**	**UIV**
English	45	50	60
French	25	25	35
Geography	25	30	35
History	25	30	35
Language Option	n/a	25	35
Latin/ Class. Studies	25	25	35
Mathematics	30	40	50
Music	20	20	20
ICT	20	20	25
Art	20	20	20
Religious Studies	25	30	35
Sciences(Bio,Chem,Phys)	3 x 20	3 x 20	3 x 25

Upper School	**LV**	**UV**
English	70	80
Mathematics	70	75
Sciences	3 x 50	3 x 55
Modern Language(s)	60	70
Option subjects	60	70

Sixth Form - As a general guide, girls are expected to work for at least six hours per week on each A level subject outside formal teaching time.

- **INTERNAL EXAMINATIONS**

All year groups will take annual internal examinations. Mock examinations for Upper Fifth and Upper Sixth will take place in the spring term; internal examinations for other year groups will be held in the summer term.

Years 7 to 9

Examinations will be marked as a percentage, according to a set departmental mark scheme. Girls and parents will be informed of the median for the year group on the full reports. As a guideline, the top 15% of girls in each examination may be awarded Honours; the lowest 10% may be identified, for internal purposes, as causes for concern. However, departments may vary this percentage according to the ability and attainment of the group.

Years 10 to 13

Examinations will be marked and graded according to GCSE/A Level criteria; girls will be given a grade.
Coursework and controlled assessment
Please see the separate Non-Examination Assessment and Internal Appeals policies
Examination Appeals (Appeals in relation to Internal Assessment of Work for External Qualifications)
Please see the separate Non-Examination Assessment and Internal Appeals policies

- **RECORDING**

  Marks for classwork and homework should be recorded in the relevant departmental spreadsheet. Examination results should also be recorded there and in ISAMS. The subject teacher is responsible for this, overseen by the Heads of Department.

  Copies of reports and assessment grade sheets are kept on the central database (ISAMS). The Head's files contain any confidential or particularly significant information about each girl. Each Head of Year will maintain more general files. When a girl leaves the school, these files, should be combined, rationalised and stored confidentially, in accordance with the school's data protection policy.

- **TRACKING AND MONITORING**

  Progress reports detailing approach to organisation and deadlines, participation and effort in class, attentiveness in class and effort in homework, as well as academic achievement are completed in the intervening periods between parents' evenings and full reports, every half term. This is to enable academic tracking to take place in addition to informing parents of their daughter's progress. Additional internal reports may be requested for a variety of reasons, such as a request for an impending special meeting with parents, identification of difficulties through pupil monitoring or at a Staff Meeting, for references for UCAS or another school, or a means of monitoring work/behaviour.

MONITORING

The Exams Officer and Director of Studies arrange for MidYIS testing for all Thirds plus any girls who enters the school at a later stage. YELLIS testing is completed in the LV. GCSE target grades are devised using MiDYIS and YELLIS data. ALIS target grades, based on GCSE results and a computer adaptive test, are used for tracking and monitoring in the Sixth Form. It is the responsibility of the subject teacher and the Head of Department to monitor a girl's progress within the subject against these benchmarks. All monitoring data is on ISAMS and stored on SharePoint, and it should also be in the relevant departmental tracking spreadsheet. Students' overall performance is monitored, and concern may be signalled, in the following ways:

1. Pupil monitoring/Tracking

The Academic Deputy Head and Director of Studies liaise with the Heads of Department and Heads of Year to monitor academic progress and track results from all available sources. These include the base-line test data; the progress reports, the full reports, the assessment grade sheets, the mock examination results for the GCSE and final A Level years, the end of year examinations for the Thirds to Lower Fifth and Lower Sixth and the external examination grades for the GCSE and A Levels.

Any anomalies between the MidYIS, YELLIS or ALIS target results and the girl's subsequent progress are flagged up for action by Heads of Department, Form Tutors, Heads of Year, Director of Studies or the Academic Deputy Head, whichever is the most appropriate. Action by Heads of Year, Director of Studies or the Academic Deputy Head includes communication or meetings with the girl and/or her parents and the putting in place of strategies to support individual pupils. This is relevant to both negative and positive anomalies, flagging up not only causes of concern, but also where girls have made considerable progress and need congratulating to consolidate this development.

Examination results of individuals are reviewed following mock examinations or the end of year internal examinations. Annual evaluation of GCSE and A Level results takes place between the Head, Deputy Head Academic, relevant line managers and Heads of Department early in the autumn term.

2. Meetings

Individual girls may be raised at Briefing, Staff, Senior Tutors' (Heads of Year), Heads of Department, Pastoral or Departmental meetings, and appropriate action taken.

3. Rewards

The school believes in positive reinforcement. Merits are awarded by academic or pastoral staff during the year for academic or pastoral work, effort and contribution. Commendations are awarded by individual members of staff for outstanding academic work, effort or contribution to the school. Students who achieve five merit awards are also awarded a commendation.

Certificates for Contribution, Achievement and Effort are awarded each term to students in each year group. The Head of Year and Form Tutor decide on one girl per form to receive each certificate. They are presented in the end of term assembly. At the beginning of Lower Sixth, special certificates for outstanding GCSE results are awarded to all those for whom it is deemed appropriate.

4.'Blue' Slips and Homework slips

Blue Slips are entered electronically on the school database (ISAMS) and used to pass on concern about work habits or behaviour to the girl's tutor. Some may result in either lunchtime supervision to catch up on work or after-school detention for Thirds to Upper Fifth and gating for Upper Fourth to Upper Sixth.

Homework slips are entered electronically on the school database (ISAMS). They are issued for late, incomplete or unsubmitted homework. Students may be required to attend lunchtime supervision to complete outstanding work. Tutors monitor homework slips in the same manner as Blue Slips. Students who receive several homework slips may be put on homework report to help them improve their organisation.

5. On Report

Girls may be placed 'On Report' to follow their progress more closely and may be monitored on a daily basis.

6. Referral

Girls may be referred to the Learning Enhancement Department.

- **REPORTING**

PROGRESS REPORTS

Students receive a number of progress reports and one written report each year. The progress reports contain the following information:

Academic Attainment

Linked School Value: Knowledge - This grade measures a pupil's understanding and application of subject knowledge through classwork, homework, and assessments.

Grade	Lower School Metric	Middle School Metric	Sixth Form Metric
Academic Attainment	Word-based descriptors – Meeting expectations, Developing, Concern	GCSE working at grade	A Level working at grade

Previous Academic Attainment

Linked School Value: Knowledge - These grades are provided for parents and guardians to compare academic attainment in the current report with the previous one.

Academic Engagement

Linked School Value: Perseverance and Spirit This reflects how interested and involved a pupil is during lessons, including their enthusiasm, participation, and willingness to take on challenges.

Grade	Descriptor
Meeting expectations	Shows enthusiasm and active participation in lessons. Embraces challenges and demonstrates perseverance.
Developing	Engagement varies and the pupil needs reminders to stay involved. Hesitant to participate or take on challenges consistently.
Concern	Often passive and reluctant to engage in lessons and with challenges or feedback.

Organisation and Independent Learning

Linked School Value: Perseverance & Spirit - This grade reflects how well a pupil stays organised, works independently, meets deadlines, and develops effective routines to support their learning.

Grade	Description
Meeting expectations	Organised and reliable. Homework is completed on time and meets the expected standard. Demonstrates consistent progress and growing independence.
Developing	Organisation is improving but inconsistent. Homework may be late or of variable quality. Routines and responsibility for learning require development.
Concern	Needs frequent support to prepare, manage tasks, and meet deadlines. Homework is frequently late or below standard.

Improvement Codes

If a pupil receives a 'developing' or concern' grade for any of the above areas, at least one improvement code must be provided. Subject teachers can assign up to two target codes per subject, which should guide their future progress. Additionally, teachers may—at their discretion--choose to give improvement codes to pupils who are meeting expectations.

Where a teacher has awarded below a 7 or below a C for academic attainment, at least one improvement code must be provided.

Code	Target
ACC	Improve the depth and accuracy of your work.
ATT	Pay close attention to instructions and minimise distractions.
CON	Consolidate your learning between lessons through regular review or practice.
DIS	Contribute more actively to class and group discussions or activities.

EQU	Bring all required equipment to lessons and ensure devices are fully charged.
FEE	Respond thoughtfully to feedback to make improvements.
HWK	Improve the quality and/or punctuality of your homework.
IND	Work more independently in class before seeking help.
LAT	Arrive punctually to all lessons.
PRE	Improve the presentation of your work
PSS	Proactively seek support when you need it, in and out of lessons.
RES	Show greater resilience; persevere and attempt all tasks without leaving blanks.
TAR	Take more academic risks to stretch your thinking and creativity.

TARGET SETTING

Target setting forms are completed four times a year (twice in the autumn term and once in the Spring and Summer terms), along with the progress reports or summer examination grades. Students are encouraged to discuss their reports with their parents and propose targets. These are discussed and agreed with their form tutors the following week, during the scheduled 1:1 discussions.

GRADE SHEETS

Grade sheets are completed for the Upper Fifth and the Sixth Form in the spring term and for other year groups in the summer term. These list the grades obtained by the students in each of their GCSE or A level subjects in the mock examinations or summer exams, and are emailed to parents shortly after their completion.

PARENTS' EVENINGS

There is one parents' evening scheduled for each year group with the exception of the Lower and Upper Sixth, who have two parents' evenings. Other evenings concerning careers, Higher Education, social or pastoral matters take place during the year. Pupils accompany their parents to the parents' evenings from Lower Fifth upwards.

Parents' evenings for the Upper Fourth and Upper Fifth not only discuss pupils' progress, but also choice of subjects for the next stage in their education. A Higher Education Evening is held in the Spring Term for the Lower Sixth girls and their parents to give information and advice about the applications process to universities and other Higher Education establishments.

Reporting schedule for all year groups

	III	LIV	UIV	LV	UV	LVI	UVI
Autumn 1	Progress report	Progress report	Progress report	Progress report	Progress report	Progress report	Progress report Parents' evening
Autumn 2	Progress report	Parents' evening	Full report	Progress report	Full report	Parents' evening	Progress report

		Progress report				Progress report	
Spring 1	Progress report	Progress report	Parents' evening Progress report	Progress report	Mock exam results Parents' evening	Progress report	Mock exam results Parents' evening
Spring 2	Parents' evening Progress report	Progress report	Progress report	Full report	Progress report	Full report	Full report
Summer 1	-	-	-	-	-	-	-
Summer 2	Exam results Full report	Exam results Full report	Exam results	Exam results Parents' evening	-	Exam results and UCAS grades Parents' evening	-

Appendix 2: Assessment, Recording and Reporting Procedures at FHS Sloane Square

Assessment, Marking, and Feedback

Assessment, marking, and feedback are integral aspects of effective teaching and learning at FHS, Sloane Square. Their purpose is to support progress by helping pupils understand what they have achieved, identify misconceptions and determine the next steps in their learning. Effective feedback develops confidence, promotes intellectual curiosity and a willingness to embrace challenge, and supports pupils in becoming increasingly reflective and independent learners.

The primary purpose of feedback is to improve future learning. Methods of feedback may vary according to subject, age and task. These may include written feedback, verbal feedback, whole-class feedback, self-assessment, peer assessment, live marking and responsive classroom practice. Teachers should use their professional judgement to determine the most appropriate approach in each context.
Feedback should be adapted to meet the needs of all pupils, including those with special educational needs and disabilities and those for whom English is an additional language, in line with guidance from the Learning Strategies department.

All feedback should:

- be purposeful, timely and linked to learning;
- identify strengths and areas for development;
- provide clear guidance for improvement;
- promote reflection and pupil response;
- support the retention, application and transfer of knowledge and skills;
- develop pupils' independence and resilience; and
- be manageable and sustainable for staff.

Assessment is referenced both to the school's aims and values and to national norms, including standardised baseline data (MIDYIS, YELLIS and ALIS) and the standards set by public examination boards.

Feedback in Key Stage 3

In Key Stage 3, the emphasis is on formative assessment, the development of strong learning habits and the secure acquisition of disciplinary knowledge and skills. Assessment approaches should encourage pupils to engage positively with challenge, take intellectual risks and develop confidence as learners.
Departments should use a range of assessment and feedback strategies appropriate to their discipline. Attainment is reported using the common descriptors set out below, but the principal purpose of feedback is to support improvement and deepen understanding.
Pupils should understand what successful work looks like within each subject. Feedback should therefore be linked to clear success criteria, subject-specific knowledge and disciplinary skills.

Key Stage 3 Attainment Descriptors

To support consistency across the school, Key Stage 3 attainment is reported using the common descriptors Developing, Advancing, Commendable and Exemplary (in ascending order).

These descriptors provide a shared language for discussing attainment and progress with pupils and parents. Departments are responsible for applying the descriptors consistently within their subject context and ensuring that pupils understand the characteristics associated with each standard.
In Key Stage 3 reports, subject skills are evaluated using these descriptors, which are also used in the Learning Habits Matrix. Summer assessment results are reported as a percentage alongside the cohort median.
Attainment descriptors must always be accompanied by formative feedback that enables pupils to understand their strengths and identify the next steps required to improve their work and make further progress.

Feedback in Key Stages 4 and 5

In Key Stages 4 and 5, assessment and feedback should increasingly support pupils in understanding examination requirements, assessment objectives and the standards expected in public examinations.
Formal assessments may include marks, grades and examination-style commentary. Feedback should continue to focus on improvement by identifying the specific knowledge, skills and examination techniques required for future success.
Work submitted for assessment must be the pupil's own. Expectations for the use of artificial intelligence in assessed work are set out in the school's guidance on AI and academic integrity, and examination board regulations apply to non-examined assessment.

Pupil Response and Reflection

Feedback is most effective when it informs subsequent learning. Departments should provide planned opportunities for pupils to reflect upon and respond to feedback through GROW (Girls Reflect On Work) time and other appropriate classroom activities.
Responses may include correcting errors, addressing misconceptions, improving answers, redrafting work, completing follow-up tasks or reflecting on strategies for learning. Pupils respond to written feedback in green pen, so that their responses are clearly visible.
As pupils progress through the school, they should take increasing responsibility for acting upon feedback and applying it to future work.

Monitoring and Quality Assurance

The quality and impact of assessment, marking and feedback are monitored by Heads of Department and the Senior Leadership Team.
Heads of Department are responsible for ensuring that departmental practices are implemented consistently and remain aligned with whole-school expectations. Departments should review assessment and feedback practices regularly through their quality assurance processes. New members of staff have their marking and feedback reviewed by their Head of Department during their first term.
Monitoring activities should include:

- scrutiny of pupils' work;
- moderation of assessed work;
- lesson visits and learning walks;
- the annual departmental Deep Dive (see below);
- pupil voice activities;
- review of assessment outcomes and pupil progress data; and

- departmental discussion and sharing of effective practice.

Quality assurance should focus on the impact of assessment and feedback on pupil learning, progress and response rather than compliance with prescribed marking routines.

Work scrutiny and moderation activities should include consideration of:

- the consistency with which attainment descriptors are applied;
- the quality of feedback provided to pupils;
- the quality of pupil response to feedback; and
- the extent to which assessment supports progress from Developing through to Exemplary standards.

Outcomes from departmental review processes should inform professional dialogue, staff development and departmental improvement planning.

Departmental Deep Dives

Each year, every department undertakes a Deep Dive to evaluate the quality of teaching, learning and pupil progress in Key Stage 3. Subjects taught only at A Level are reviewed in Key Stage 5. The process is collaborative and evidence-informed: it is led by the Head of Department with their line manager and is designed to identify strengths, areas for development and priorities for improvement.

Deep Dives draw on learning walks, work scrutiny, pupil voice and assessment information, and consider:

- how well pupils acquire, retain and build on knowledge and skills over time;
- the level of challenge and the appropriateness of provision for pupils with different starting points, including pupils with SEND;
- the effectiveness of teaching, including explanation, modelling, checking for understanding, adaptation and feedback;
- the consistency of pupils' experience across classes and teachers; and
- pupils' understanding of what they are learning, how it connects to prior learning and how they can improve.

The Head of Department leads the departmental evaluation, reviewing curriculum planning, visiting lessons, gathering pupil voice and scrutinising pupils' work. The line manager samples lessons, work and pupil voice independently in order to test and refine the department's evaluation.

The process runs across the academic year:

- Autumn term: review of departmental context and curriculum provision, learning walks and pupil voice;
- Spring term: work scrutiny, further pupil voice and evaluation of the evidence gathered; and
- Summer term: triangulation of the evidence and agreement of departmental priorities for the following year.

Conclusions should be drawn from patterns across classes and pupil groups rather than from individual lessons or isolated observations. The process is developmental, with an emphasis on professional dialogue and continuous improvement.

At the end of the process, the Head of Department and line manager agree two or three departmental priorities. These set out the improvements required in teaching or curriculum implementation, any pupil groups requiring particular attention and how the impact of subsequent actions will be monitored. Evidence, findings and next steps are recorded on the KS3 Deep Dive proforma.

Monitoring Pupil Progress

Pupil progress is monitored at departmental, year group and whole-school level, drawing on baseline data (MIDYIS, YELLIS and ALIS), internal assessment results, reports and public examination outcomes.

Each department monitors the progress of the pupils it teaches. Heads of Department have access to baseline data and the resulting GCSE and A Level predictions, and receive value-added analysis for their subject following public examinations. Where setting takes place, Heads of Department ensure that pupils are placed in the appropriate set. Mock examination results are discussed with line managers, and pupils whose progress is a concern are discussed in department meetings.

Form tutors and Heads of Year are usually the first point of contact when a pupil is falling behind. Heads of Year meet the Deputy Head Academic, the Senior Deputy Head (Teaching and Learning) or the Head of Sixth Form to review the progress of each year group, including following end-of-year examinations. The Head of Year coordinates any resulting intervention and recognises success, including through recommendations for Prizegiving. Before each Teacher Consultation Meeting, the Head of Year shares relevant data with staff, together with updates from the Learning Strategies department.

Following the end-of-year examinations for Year 10 and LVI, the Assistant Head (Assessment and Data) presents an analysis of the results to the Senior Leadership Team. The Head sees all sets of examination marks and all reports, holds a review meeting with each department following the public examinations, and receives regular updates on pupil progress from the Senior Deputy Head (Teaching and Learning).

Recording

Marks and assessment outcomes are recorded by subject teachers in departmental tracking systems, and internal assessment results and report grades are recorded in iSAMS. Academic concerns are logged on CPOMS. Heads of Department oversee the accuracy and completeness of departmental records.

Marking Codes

A common set of marking and feedback codes is used across the school (set out below) to support consistency and help pupils understand and act upon feedback. Departments may supplement these with subject-specific codes where necessary.
Pupils should be familiar with the codes used within their subjects and should respond appropriately to feedback during GROW time and other designated reflection time.

Code	Meaning
Sp	Spelling
G	Grammar correction required
P	Punctuation
ECF	Error carried forward
C	Calculation error

^	Missing word
RTQ	Read the question
NAQ	Not answering the question
Eg	Provide an example
…?	Develop your point
VF:	Verbal feedback
TV	Too vague
NP	New paragraph

Pupils respond to these codes and to other comments in green pen during GROW time at the start of the lesson in which feedback is returned.

Prep

Purpose of Prep

Well-designed prep is an integral part of pupils' learning. It should be planned as part of a sequence of lessons, and pupils should understand its purpose and how it connects with their work in class. Prep should never be set simply because it appears on the prep timetable.

- Prep may be used to:
- prepare for forthcoming lessons;
- revise for tests and assessments;
- consolidate and extend learning from lessons;
- develop proficiency through regular practice, particularly in subjects such as music and languages;
- allow time for reflection and the synthesis of ideas; and
- develop independence, self-motivation and responsibility.

Setting Prep

Prep tasks should be linked to clear success criteria so that pupils understand what is required, and examination classes should be helped to frame their work in terms of the relevant assessment objectives. Tasks should be appropriate to pupils' age and ability and may be adapted through additional scaffolding, extension tasks or a choice of tasks at different levels of challenge. Advice should be sought from the Learning Strategies department when setting prep for pupils with individual needs.
In Years 7 to 9, pupils record prep in their planners, and most prep should be completed without the use of technology. Teams assignments are introduced in the summer term of Year 9, and from Year 10 prep is set as Teams assignments.

Amount of Prep

Prep is set in the context of pupils' co-curricular and wider commitments, and the amount increases gradually through the school:

- Year 7: 60 minutes a night (3 x 20 minutes);
- Year 8: 75-100 minutes a night (3/4 x 25 minutes);
- Year 9: 90-120 minutes a night (3/4 x 30 minutes);
- GCSE: two 30-minute pieces of prep per subject per week (9 hours a week for nine GCSEs); and
- A Level: 5 hours of independent study per subject per week in the Lower Sixth, rising to 6 hours in the Upper Sixth, including consolidation and revision as well as set tasks.
-

The prep timetable, which is published on SharePoint, sets out the night on which prep is due in each subject Pupils should stop work once the specified time has elapsed. After Easter, most prep in Year 9, Year 10 and LVI is given over to preparation for internal examinations.

Weekends and Holidays

In Years 7 to 9, no work is set for the weekend beyond the prep timetabled for Friday, so that pupils have time to read, pursue music, sport and other interests, and spend time with family and friends. From Year 10, some weekend work may be set, with clear deadlines.

Prep is not set over holiday periods for Years 7 to 9, with the exception of the Year 9 summer holiday, when prep is set to help pupils prepare for GCSE. Years 10 and LVI may be set holiday tasks that revisit topics covered during the term.

The prep timetable may be suspended for up to one week each term to coincide with major co-curricular events, such as a school production or concert. During these periods, pupils are encouraged to read widely around their subjects.

When reports are being written, teachers should set prep that does not require detailed written marking, such as research tasks that are checked and discussed in the following lesson.

Parents and Guardians

Prep should be completed independently, so that teachers can assess pupils' understanding accurately and pupils develop the habits of independent learning. Parents and guardians can support their daughters by encouraging them, monitoring their progress with prep and providing a suitable environment for study, including limiting distractions from mobile devices. In Key Stage 3, form tutors and parents check planners to ensure that prep is being completed.

Prep Club runs from Monday to Thursday after school for pupils who would benefit from a supervised space in which to complete their prep.

Grading and Reporting

Reporting Summary

Year group	Term	Report name	Attendance and Punctuality	Learning Habits	Skills	Assessment mark (%)	Cohort median mark (%)	Mock exam grade	Estimated grade range	Current working grade	HE grade	Subject teacher comment	Tutor comment	Student reflection	GCSE suitability
Year 7	Autumn 2	Progress Report	✓	✓	✓								✓	✓	
	Summer 2	End of Year Progress Report	✓	✓	✓	✓	✓						✓	✓	
Year 8	Spring 1	Progress Report	✓	✓	✓								✓	✓	
	Summer 2	End of Year Progress Report	✓	✓	✓	✓	✓						✓	✓	
Year 9	Autumn 2	Progress Report	✓	✓	✓								✓	✓	
	Spring 1	GCSE Suitability Notes													✓
	Summer 2	End of Year Progress Report	✓	✓	✓	✓	✓						✓	✓	
Year 10	Spring 2	Progress Report	✓	✓					✓			✓	✓	✓	
	Summer 1	Summer Examination Mark Sheet	✓	✓		✓	✓		✓						
Year 11	Autumn 2	Progress Report	✓	✓					✓			✓	✓	✓	
	Spring 1	Mock Examination Mark Sheet	✓	✓		✓		✓							
LVI	Autumn 2	Mid-term Assessment Mark Sheet	✓	✓		✓	✓								
	Spring 2	Progress Report	✓	✓						✓		✓	✓	✓	
	Summer 2	Summer Examination Mark Sheet	✓	✓		✓				✓	✓				
UVI	Autumn 1	HE Grade Sheet									✓				
	Autumn 2	Progress Report	✓	✓						✓		✓	✓	✓	
	Spring 2	Mock Examination Mark Sheet	✓			✓		✓							

REPORT CONTENT

The Learning Habits Matrix

The Learning Habits Matrix is designed to empower students and parents to track progress by clearly defining behaviours across key areas. It aims to promote self-awareness, encourage responsibility, and support growth through structured feedback and by identifying strengths and areas for development.

Level	Engagement	Resilience	Organisation	Collaboration
Exemplary	Exceptional effort and enthusiasm in class. Commences tasks without hesitation. Seeks out challenges.	Perseveres with difficult problems. Instinctively explores alternative approaches. Readily embraces and implements feedback.	Highly prepared for lessons. Takes responsibility for own learning.	Listens actively and clearly values the views of others. Consistently contributes insightful ideas to discussions.
Commendable	Keen and attentive in class. Commences tasks readily. Regularly attempts challenges.	Attempts problems before seeking support. Often explores alternative approaches.	Routinely prepared for lessons. Generally takes responsibility for own learning.	Listens actively and considers the views of others. Often contributes thoughtful ideas to discussions.

		Mostly implements feedback.		
Advancing	Mostly involved in class but can lack focus. Generally commences tasks readily. Occasionally attempts challenges.	Often seeks support before attempting problems. Starting to explore alternative approaches. Tends to repeat errors.	Mostly prepared for lessons. Increasingly taking responsibility for own learning.	Improving listening skills and awareness of the views of others. Contributes some useful ideas to discussions.
Developing	Maintaining focus in class is a challenge Tasks are started with hesitation. Challenges are rarely attempted.	Routinely seeks support before attempting problems. Alternative approaches are seldom considered. Errors are frequently repeated	Often unprepared for lessons. Not yet taking responsibility for own learning.	Needs regular reminders to listen actively and consider the views of others. Increased contributions would be welcome.

How Heads of Department, subject teachers and tutors can use the Matrix

1. *Formative Feedback:* Use the descriptors to give students specific, actionable feedback on their learning behaviours.
2. *Targeted Support:* Identify students who are developing or advancing and tailor interventions to help them progress.
3. *Parent Communication*: Share matrix-based insights during parent meetings/ TCMs to clarify strengths and areas for growth.
4. *Self-Reflection:* Encourage students to self-assess using the matrix to build metacognitive awareness.
5. *Lesson Planning*: Design activities that promote habits like resilience, independence, and collaboration.

How Heads of Year can use the Matrix

1. *Curriculum Design:* Embed the matrix into form time programmes to explicitly teach learning behaviours.
2. *Progress Tracking:* Use it to monitor cohort trends and identify common barriers to learning.
3. *Student Voice:* Facilitate discussions around the matrix to help students articulate their learning needs and goals.
4. *Staff CPD:* Guide tutors on how to integrate the matrix into classroom practice and form time activities.
5. *Celebration & Recognition:* Use the matrix to celebrate exemplary habits through assemblies and rewards.

Skills by Year Group

In Years 7 to 9 progress is evaluated using the same levels as the learning habits. Each subject is broken into four topics. For example, History, Geography, and Theology and Philosophy in year 7 evaluate progress against the skills of knowledge and understanding, analysis and evaluation, accurate and detailed use of evidence, and clarity and communication. Maths uses the skills of numeracy, algebraic skills, spatial graphical reasoning, and problem-solving skills.

Completing the report

Subject Comment

Written subject comments are included in KS4 and KS5 Progress Reports. Subject comments provide more nuanced feedback than the skills levels that are included in progress reports in KS3, as is appropriate for students as they approach public examinations.

Although AI may be used to aid drafting, teachers are responsible for the content, and care must be taken to ensure your report is grounded in evidence and reflects your judgement of the girl's progress and targets. Teachers are encouraged to use a spell checker to correct errors of spelling and grammar before entering their comments in iSAMS. If AI is used, Copilot is the only acceptable programme.

Subject comments need to be proofread within the department as directed by the relevant HoD.

Tutor Comment

The tutor comment has two purposes. The first is to highlight the experience of the student beyond the academic and will focus upon the co-curricular involvement of the student, their well-being, a pastoral overview, and a reflection on how the student operates within their form. As the student progresses through the school, this could include a greater focus on their leadership skills, support of younger students, and involvement in super-curricular activities. The second purpose is to facilitate the reflections of their tutees, supporting and enabling them to reflect on their learning to date and strategies for academic success.

Student Reflection

Student comments will increase in sophistication as they progress through their time at school. In Years 7 and 8 students will be asked to reflect on their own learning holistically through a series of questions. As students move into Year 9 and through KS4, they will have developed the skills to reflect on their learning habits, and what they need to do to improve, in a more nuanced fashion, setting targets to enable them to achieve their learning goals. Again, this will be a holistic, overall comment. In the Sixth Form, students will respond to the comments and targets written by each subject teacher, which will allow their comments to be nuanced and focussed on the demands of the individual A level courses. *Student comments are written in the first person.*

The form tutor will check the student's comment(s) to ensure that nothing inappropriate is written. The comment will be sent home as written, with no corrections to SPAG. There is a window of 3-5 days for a student to write their comment(s); if they are absent for the whole period, then the report will be sent home with no student comment(s).

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GCSE Suitability

To ensure every pupil is placed on the most appropriate academic pathway, in Year 9 we conduct a suitability review of GCSE courses. The goal is to identify support and appropriate programmes of study for every pupil, not to bar access. Suitability is assessed on a three-step scale. By default, all pupils will begin at Level 1. GCSE suitability scores are for internal use only and are not published to parents or students.

Estimated Grade Ranges

In Years 10-11, we provide estimated 3-grade ranges; in later reports, the highest attaining students can be given 2-grade range of 9-8 instead, but this not an option for the Progress Report in the spring of Year 10 as students will not yet have had the opportunity to demonstrate *consistent* performance.

GCSE Estimated Grade Range

Estimated grade range	**What does this mean?**
9-8	Students are working consistently at the highest level with all work produced indicating the most likely grade would be a 9, however an 8 is possible
9-7	….the majority of work produced at this stage indicates that the most likely result would be an 8, however a 9, or indeed a 7, are also possible
8-6	….the majority of work produced at this stage indicates that the most likely result would be a 7, however an 8, or indeed a 6, are also possible
7-5	….the majority of work produced at this stage indicates that the most likely result would be a 6, however a 7, or indeed a 5, are also possible
6-4	….the majority of work produced at this stage indicates that the most likely result would be a 5, however a 6, or indeed a 4, are also possible
5-3	….the majority of work produced at this stage indicates that the most likely result would be a 4, however a 5, or indeed a 3, are also possible

Current Working Grade (CWG)

At A Level, Current Working Grades are holistic assessments of the level at which a student is currently working, rather than grades based on individual assessments. They are first reported in the Spring term of the LVI.

At this stage, students are only six months into an 18-month course and have not yet covered the full syllabus or completed assessments testing multiple topics under examination conditions. Grades may therefore be

lower than students are accustomed to at GCSE. Progress also varies between subjects, with some seeing greater improvement towards the end of the course and others becoming more demanding in the UVI. CWGs reflect these differences and should not be interpreted as predictions of final A Level outcomes.

Higher Education (HE) Grade

HE Grades are predictions used for university applications, typically submitted in the Autumn term of the UVI. They are intended to be optimistic but must remain realistic and evidence-based, taking account of the progress students are expected to make over the remainder of the course.

Provisional HE Grades are issued in the Summer term of the LVI, following the summer examinations. Teachers consider examination results, performance throughout the year, working habits and their professional judgement of likely progress within the subject.

Students who are dissatisfied with their provisional HE Grades may choose to sit additional assessments in September. These provide further evidence for teachers to consider but do not guarantee an increase in the predicted grade.

Year Group Forum

Alongside our approach to assessment and reporting, we place equal importance on fostering open, thoughtful dialogue between home and school. Each year group has a Forum in the first half of the Autumn term each year. They provide every parent with the opportunity to hear directly from the academic and pastoral teams, ask questions, and engage in conversations that help shape their daughter's learning journey.

More than just an opportunity to share information, the Forums strengthen the relationship between school and home, creating space to listen as well as to speak, and to work together in support of each girl's academic and personal development.

Teacher Consultation Meetings (TCMs)

	Meeting Length	***TCM Frequency***
KS3	4 minutes	Once a year
KS4	5 minutes	Twice a year
KS5	5 minutes	Twice a year

ASSESSMENTS

Years 7-9

Year 7 summer assessments
Subjects tested: • Maths • English • Biology, Chemistry, Physics • Geography, History, TP

- French, Latin

Duration:
- Two days, three sessions per day
- Maximum length of each paper 30 minutes, Maths and English assessments are longer
- Most sessions will include two 30-minute papers in different subjects with 40 minutes of revision time in between.

Reporting:
- Assessment mark (%) and cohort median (%)

Preparation:
- A revision booklet is published at the beginning of the Summer Term. Revision material for English and Maths will be released at the end of the Spring Term.

Year 8 summer assessments

Subjects tested:
- Maths
- English
- Biology, Chemistry, Physics
- Geography, History, TP
- Computer Science
- French, German/Spanish, Latin

Duration:
- Three days, two or three sessions per day
- Most sessions will include two 30-minute papers in different subjects with 40 minutes of revision time in between.

Reporting:
- Assessment mark (%) and cohort median (%)

Preparation:
- A revision booklet is published at the beginning of the Summer Term. Revision material for English and Maths will be released at the end of the Spring Term.

Year 9 summer assessments

Subjects tested:
- Maths
- English
- Biology, Chemistry, Physics
- Geography, History, TP
- Computer Science, Music
- French, German/Spanish, Latin

Duration:
- Five days, two or three sessions per day
- Most sessions will feature one assessment of 1 hour followed by 40 minutes of revision time.

Reporting:

- Assessment mark (%) and cohort median (%)

Preparation:
- A revision booklet is published prior to the Summer Term.
-

Years 10-11

Year 10 summer exams
Subjects tested: • All GCSE subjects except Art • A 1-day Art exam will be timetabled later in the summer term Duration: • Six days, two or occasionally three sessions per day • Maximum length of each session (excluding extra time): 2 hours 20 minutes. • Maximum exam duration in one day: 4 hours 15 minutes. • Students will sit a single paper in most sessions, except for MFL and Further Maths, and a maximum of three papers in one day. Reporting: • Assessment mark (%) and cohort median (%) • Estimated grade range (3 grades) Preparation: • A revision booklet is published several weeks prior to the Easter break.
Year 11 mocks
Subjects tested: • All GCSE subjects except Art • A 2-day Art exam will be timetabled during the Autumn term. • Bilingual Year 10 students entering for GCSEs will also sit mock exams at this time. Duration: • Ten days, two or occasionally three sessions per day • Maximum length of each session (excluding extra time): 2 hours 20 minutes. • Maximum exam duration in one day: 4 hours 20 minutes. • Students will sit a single paper in most sessions, except for MFL, English Literature and Further Maths, and a maximum of three papers in one day. Reporting: • Mock exam mark (%), mock exam grade and mock exam grade boundaries Preparation: • Revision materials released on Teams at the beginning of Autumn 2

VI Form

LVI mid-terms
Subjects tested: • All A level subjects with written papers (i.e. all except Art)

Duration:

- Five days, during normal lessons

Reporting:

- Assessment mark (%) and cohort median (%)

LVI summer exams

Subjects tested:

- All A level subjects including Art

Duration:

- Seven days, two sessions per day
- Maximum length of each session (excluding extra time): 3 hours.

Reporting:

- Assessment mark (%) – no median
- A level grade boundaries from previous summer
- Current working grade
- Provisional HE grade

UVI September assessments

Subjects tested:

- Optional exams for all A level subjects excluding Art

Duration:

- Two days, two sessions per day
- Maximum length of each session: 2 hours.

Reporting:

- Mock exam mark (%), mock exam grade and mock exam grade boundaries

Learning to learn:

- Assessment preparation sheet shared before summer holidays

UVI mocks

Subjects tested:

- All A level subjects including Art

Duration:

- Nine days, two sessions per day
- Maximum length of each session: 3 hours.

Reporting:

- %, mock exam grade and grade boundaries

Learning to learn:

- Assessment preparation sheet shared 4 school weeks before
- Programme of study skills sessions in form time
- Target and reflection sheet shared before exams and completed afterwards

Appendix 3: Assessment, Recording and Reporting Procedures at FH Preparatory School

ASSESSMENT GUIDELINES

Both formative and summative data is tracked from entrance to ensure progression and inform teaching to promote achievement of potential. Assessment data is shared with Class Teachers and is discussed upon entrance into each year level. Assessing pupil progress at Francis Holland Prep is ongoing.

- **HOMEWORK**

  Frequency and expectations of homework varies according to year group and these details are outlined during curriculum meetings at the start of each academic year. The homework is designed to support the girls' learning and augment academic progress through consolidation and revision of key skills covered in school during lesson time. Occasionally girls may be asked to complete independent research linked to a specific class topic, and this will be guided by the appropriate class or specialist teacher. Key Stage 2 girls are expected to write their homework in their homework diary and record their daily reading in their reading journal. Younger pupils will have teachers and parents recording their reading. Girls should read for 20 minutes each day on top of the following homework times:

Year Group	Number of minutes for homework
Reception	10 minutes
Year 1	15 minutes
Year 2	20 minutes
Year 3	30 minutes
Year 4	40 minutes
Year 5	50 minutes
Year 6	60 minutes

- **FORMATIVE ASSESSMENT**

  This takes place through:
  - Termly pupil progress meetings with the Class Teacher, FHP Head and Assessment and Tracking Leader to coincide with reports;
  - Observations of children working;
  - Questioning the children;
  - Discussions with the children;
  - Target setting;
  - Marking of children's work – *see below for the FHP marking guidelines*.

- **SUMMATIVE ASSESSMENT**

  This takes place through:
  - **Standardised testing**: Y3-6 sit Cognitive Abilities Test (CAT4 in September) All standardised scores are in teacher planning folders for all years. Reception use their own baseline in September to inform their teaching. All Year 3, and any new girls above, take the Dyslexia Screening assessment. The results of these tests are used to inform class teaching and to indicate possible specific student needs. Years 3 to 6 site GL Assessment Progress Tests in English and maths during the first and third terms of the academic year to track progress year on year.
  - **Summer term exams:** Y5 sit end of year exams in core subjects, Verbal Reasoning (VR) and Non-Verbal reasoning (NVR). Parents receive these marks via the Class Teacher.

- **Attainment grades:** these are based on classroom half-term or end-of-module assess-ments and are recorded on our electronic Year Group Tracking spreadsheets.
- **Informal and formal internal assessments throughout the year:** for example, end of topic tests.

- **RECORDING**
  - The staff in Reception record each girl's progress through observation and collate a file of each girl's work. This culminates in the Foundation Stage Profile of Assessments at the end of the year.
  - The staff in Key Stage 1 use recorded work in books and observations during any practical tasks as evidence of children's progress.
  - The staff in Key Stage 2 keep clear records of marks and grades awarded for class work, homework and tests.
  - Test results for all year groups are recorded electronically.

- **REPORTING**
  - At the beginning of each academic year, parents are jointly invited to a meeting with their daughter's new Class Teacher, the Head of FHP and specialist teachers. The parents are informed of the timetable, the curriculum in that particular year and the expectations of their daughters.
  - Parents receive a written report with individual subjects, on their daughter's progress, effort and attainment three times a year, two shorter interim reports are received in November and March and a more detailed full report is received at the end of the year.
  - Progress grades are awarded as follows:

Working Beyond	Independently applies knowledge and skills of the FHP Curriculum; accessing challenging tasks to greater breadth and depth.
FHP Standard	Working at the expected level of this year group's FHP Curriculum*
Working Towards	Working towards the FHP Curriculum standard for this year group.

**Our Francis Holland Prep School Curriculum is generally one to two years ahead of the National Curriculum in Key Stage 2 and making accelerated progress towards that in EYFS and KS1.*

  - Effort grades are awarded as follows:

Outstanding (O)	The pupil has exceeded the highest expectations of effort. There is abundant evidence of initiative, and the girl moves significantly beyond the expectations of the FHJS Code of Conduct.
Excellent (E)	The girl has met the highest expectations of effort. There is clear evidence of initiative, and the girl consistently demonstrates the highest expectations of the FHJS Code of Conduct.
Good (G) (School Standard)	The girl has met the expectations of effort and the FHJS Code of Conduct.
Fair (F)	The girl could work more consistently to meet the expectations of the FHJS Code of Conduct.
Unsatisfactory (U)	There are concerns about the engagement and effort of the girl with the FHJS Code of Conduct.

- **TEACHER CONSULTATION MEETINGS (TCMs)**
  - There is a formal time for Teacher Consultation Meetings (TCMs) in the autumn and spring terms for Years R – 6, where they are given individual appointments to discuss their daughter's progress.

- Parents can meet informally or formally with their daughter's Class Teacher or the FHP Head at other times if requested by parent or teacher. Formal meetings are organised through the FHP Head's PA.

11+ MEETINGS

- Y4 parents are invited to an information morning in the summer term with the Head of the Senior School, Head of the FHP and Class Teachers.
- In Y5, individual parent meetings with the Class Teacher and FHP Head happen in the spring term to discuss specific school choices.
- In Y6, individual parent meetings with the Class Teacher, the FHP Head and the English and Maths specialists happen early in the autumn term to finalise school choices and discuss each girl's progress, prior to the 11+ assessments towards the end of the autumn term.

- **FRANCIS HOLLAND PREP SCHOOL MARKING GUIDELINES**

AIMS OF FHP MARKING AND FEEDBACK:

- Help pupils to identify what they have done well and how they might improve.
- Promote pupil independence, ownership, confidence, and self-esteem.
- Promote accelerated learning and progress.
- Indicate the extent to which pupils have met the learning objectives.
- Support teacher assessment to inform future lessons.
- Create, across the school, consistent processes to move learning forwards.
- To facilitate a written or verbal response from the pupil to the marking.

EXPECTED PRACTICE:

English
• Deep marking is evident once per week, in addition to standard marking.
• Work to be marked by the class teacher in red pen.
• Class work clearly dated with learning objective.
• Success criteria for all writing pieces; pupils self-assess (or peer assess) against success criteria.
• Best sentence / example from pupil work is highlighted in yellow.
• Teachers highlight in green, the focus for growth or improvement. A green box summarises next steps.
• Incorrect answers shown with a dot.
• Opportunities for verbal feedback are acted upon throughout the lesson.
• Common incorrect spellings to be corrected. Spelling mistakes are written for the pupil to copy three times.
• Key punctuation errors (appropriate to age range) are corrected.
• Corrections recorded next to the incorrect answer.
• Evidence of self or peer assessment (green pen).
• Evidence of challenge when pupils have answered consistently correctly.

• Teacher comments are linked to the learning objective / success criteria / pupil targets.
• Adult support is recorded.
• Rewards for particularly impressive work are given in line with Behaviour for Learning policy.

Maths
• All work is marked, either by the teacher / TA (red pen) or by the children (green pen).
• Each lesson follows the format: Fluency, Problem Solving and Reasoning, with a challenge on a separate sheet.
• The Fluency, Problem Solving and Reasoning sheet has the Learning objective and date clearly written at the
• Fluency can be differentiated by Fluency A or Fluency B or by the teacher selecting different starting points
• Mastery approach – children are exposed to the same Problem Solving and Reasoning questions.
• There is a challenge available for every lesson, which allows the children to demonstrate a greater depth of
• Teachers may sometimes highlight in green the focus for growth or improvement. A green box summarises next steps for pupils. This only needs to be implemented when a pupil has a misconception or needs stretching. It is not expected otherwise.
• Incorrect answers shown with a dot.
• Opportunities for verbal feedback are acted upon throughout the lesson. It is expected that teachers / TAs
• The meaning and spelling of key mathematical vocabulary should be highlighted by the teacher.
• Corrections recorded next to the incorrect answer.
• Evidence of self or peer assessment (green pen).
• Where necessary, teacher comments are linked to the learning objective / Fluency, Problem Solving,
• Adult support is recorded, as is use of concrete apparatus.
• Rewards for particularly impressive work are given in line with Behaviour for Learning policy.

MARKING CODES

•	Incorrect
√c	Corrected Work
NS	Next Step
VF	Verbal Feedback
WS	With Support
^	Missing Word

	Capital Letter or Punctuation Error (circles)
//	New Paragraph
Sp.	Spelling Mistake
√√	Successful …
……	Example of a Good Sentence (highlighted in yellow)
……	Next Step / Link to Comment (highlighted in green)
Response	Children's responses in Green