

## **Assessment, Recording, and Reporting Policy**

---

## Table of Contents

1. Policy Statement.....	3
2. Purposes .....	3
3. Review .....	3
Appendix 1: Assessment, Recording & Reporting Procedures at FHS Regent's Park .....	5
Appendix 2: Assessment, Recording and Reporting Procedures at FHS Sloane Square .....	14
Appendix 3: Assessment, Recording and Reporting Procedures at FH Preparatory School.....	26

# 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 (Operations, Assessment and Tracking)
This review	SLT's: Autumn 2025
Approved by	Education Committee, Autumn 2025
Next review	Autumn 2026

The Francis Holland Schools Trust is an educational charity which manages three leading independent girls' schools in central London, across three sites.

Registered charity number: 312745

Registered office: Francis Holland Schools Trust, 35 Bourne Street, London SW1W 8JA

## 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 be returned within one week of completion. 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 teachers 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.

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)

<b>Lower School</b>	<b>III</b>	<b>LIV</b>	<b>UIV</b>
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

<b>Upper School</b>	<b>LV</b>	<b>UV</b>
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 each of the first four 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 arranges 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 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 liaises 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 written 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 ALPS target results and the girl's subsequent progress are flagged up for action by Heads of Department, Form Tutors, Heads of Year or the Academic Deputy Head, whichever is the most appropriate. Action by Heads of Year 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 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 which are issued in line with certain percentage guidelines for the year group	GCSE working at grade for Lower Fifth GCSE working towards grade for Upper Fifth	A Level working at grade for Lower Sixth A Level working towards grade for Upper Sixth

##### Academic Engagement

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

Grade	Descriptor
<b>1. Exceptional</b>	Shows high enthusiasm and active participation in lessons. Embraces challenges.
<b>2. Very Good</b>	Regularly engaged and interested in lessons. Participates confidently and shows perseverance when facing challenges.

<b>3. Good (Expected Standard)</b>	Consistently attentive and participates when prompted. Maintains a positive approach to learning.
<b>4. Developing</b>	Engagement varies and the pupil needs reminders to stay involved. Hesitant to participate or take on challenges consistently.
<b>5. Concern</b>	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
<b>1. Exceptional</b>	Highly organised and fully always prepared. Completes homework to an excellent standard and on time. Manages learning independently and seeks challenge.
<b>2. Very Good</b>	Consistently prepared and meets deadlines. Homework is completed to a very good standard. Works independently with minimal reminders.
<b>3. Good (Expected Standard)</b>	Organised and reliable. Homework is completed on time and meets the expected standard. Demonstrates consistent progress and growing independence.
<b>4. Developing</b>	Organisation is improving but inconsistent. Homework may be late or of variable quality. Routines and responsibility for learning require development.
<b>5. Concern</b>	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 performing at, or above, the expected standard.

Code	Target
<b>ACC</b>	Improve the depth and accuracy of your work.
<b>ATT</b>	Pay close attention to instructions and minimise distractions.

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

Engagement with School Life (Awarded by the Form Tutor, one per pupil)

**Linked School Value: Spirit & Compassion** - This grade reflects how well a pupil engages with school life beyond the classroom. It considers their participation in co-curricular activities, demonstration of school values, and contribution to the wider school community.

<b>Grade</b>	<b>Descriptor</b>
<b>1. Exceptional</b>	Consistently lives out school values. Leads in co-curricular activities and makes a significant contribution to school life.
<b>2. Very Good</b>	Often demonstrates school values. Actively involved in co-curricular activities and supports the wider school community.
<b>3. Good (Expected Standard)</b>	Demonstrates school values and is positively engaged in school life. Takes part in co-curricular activities and contributes reliably.
<b>4. Developing</b>	Some engagement in school life. Beginning to take part in co-curricular activities and show school values more consistently.
<b>5. Concern</b>	Limited engagement in school life. Rarely involved in co-curricular activities. Needs support to connect with school values and the community.

## 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.

## THE TIMING OF REPORTS, PARENTS' EVENINGS AND ASSESSMENT SHEETS

### Thirds to UV

	Thirds and Lower Fourth (Years 7 and 8)	Upper Fourth and Lower Fifth (Years 9 and 10)	Upper Fifth (Year 11)
Autumn 1	Progress report	Progress report	Progress report
Autumn 2	Progress report; Parents' evening (LIV)	Progress report Written Report (UIV) Parents' evening (LV)	Progress report Written Report
Spring 1	Progress Report; Parents' evening (III)	Progress report; Parents' evening (UIV)	Grade sheet and parents' evening (in person)
Spring 2	Progress Report	Progress report Written Report (LV)	Progress report
Summer 2	Grade sheet and written report	Grade sheet	N/A

## Sixth Form

	Lower Sixth (Year 12)	Upper Sixth (Year 13)
Autumn 1	Progress report	Progress report and parents' evening (in person)
Autumn 2	Progress report and parents' evening	Progress report
Spring 1	Progress report	Grade sheet and parents' evening
Spring 2	Progress report and Written Report	Progress report and Written Report
Summer 2	Grade sheet and parents' evening	N/A

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

**AIMS of the Whole School Marking Policy NB this is under review for the academic year 2025/26 and will be updated in Summer 2026.**

The whole school marking policy and guidelines aims to be:

**Girl-centred...** so that girls' learning and well-being is the main focus for discussions about prep, marking and feedback.

**Coherent...** so that where internal FHS grades are used, they are held in common across departments and applied consistently in marking and feedback throughout the school, enabling girls to easily access feedback.

**Effective...** so that marking and feedback enables girls to make excellent progress

**Straightforward...** for girls to understand and for colleagues to use.

**Manageable for colleagues...** and realistic about staff work load.

**Useful...** for monitoring the consistency of marking and feedback across the school.

- **MARKING AND FEEDBACK**

### **MARKING**

The aim of marking is both summative (testing current performance) and formative (contributing to continuing development). However, often pupils are pre-occupied with **current performance** to the detriment of their **continuing development** and this in turn can reflect a fixed rather than a growth mindset. In order to develop the latter, therefore, it is necessary to take significant steps to focus the girls' attention upon feedback.

There are a range of different ways in which girls can be encouraged to reflect on their continuing development and these include **peer and self-assessment** - both of which require mark schemes and/or assessment objectives and are especially useful with examination classes – as well as **marking by the class teacher**.

The school distinguishes between **two levels of marking**: **Level 1: quick checking** for monitoring purposes and **Level 2: deeper marking** to support girl's continuing development.

**The marking of prep should alternate between level 1 and 2 so that colleagues are able to manage their marking load in a way that enables them to offer high quality written feedback when level 2 marking takes place.** The quantity of level 2 marking will vary from subject to subject depending upon the number of lessons and the frequency with which the subject appears on the prep timetable. These guidelines are important for managing expectations in relation to **marking and feedback reviews** which will be conducted annually within each department and at a whole school level to ensure effective feedback is being provided. This is to be understood in relation to the quantity of prep set in each subject, as explained below. **It is possible to mark at level 2 through comment only marking without giving grades, though The School would expect that grades should be awarded regularly (At least twice a half term).**

### **FEEDBACK**

It is important that feedback is given *as near to the completion of a piece of work as possible*. Often highly effective feedback is given during lesson time whilst pupils are working and this high quality feedback is frequently over-looked. To avoid this problem, the school uses 'VF:' as a symbol, in order to enable girls to quickly record their teacher's verbal feedback. VF may also be used by girls to record verbal generic feedback to a whole class. In order to make marking more efficient for staff and clearer for pupils a set of **whole school marking symbols** will be used across departments.

Symbol	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
Girls should respond to these symbols and other comments in <b>green pen</b> during <b>GROW time</b> at the start of the lesson when feedback has been received.	

In order for feedback to be meaningful and valued by the girls, it ought to be of a high quality. Whilst **regular checking** of work is necessary for monitoring purposes, **the main objective of marking is to provide specific and detailed comments which facilitate pupils' continuing development**. Such feedback will avoid being generic in nature and will, ideally, *interact with specific aspects of each pupils' work in a way that is sincere and personal*. Such interaction is an essential way in which teachers can show *respect* for the approach of their pupils as well as supporting their progress.

**GROW** (Girls reflect on work) time should be incorporated into the start of a lesson whenever work has been marked at level 2. During this time, girls will respond to their teacher's comments and questions in **green pen**, making corrections and additions as appropriate. This is an important way of enabling girls to reflect on their work and to respond immediately to feedback.

Given that the central purpose of feedback is to enable girls to learn from their mistakes, departments will want to devise ways of helping girls to avoid repeating the same mistakes on multiple occasions, re-visiting comments from previous work before starting their next significant written piece.

A learning culture that **fosters risk** is to be actively encouraged and, as such, teacher's comments should be framed in such a way as to **make girls feel safe to take a risk and fail**. As such, there should always be positive reinforcement as well as constructive critical feedback and formative feedback should include an *appreciative comment* about an aspect of the work as well as an area for **continuing development**.

- **PREP**

**What is it for?**

Well-conceived prep tasks form a vital part of pupils' learning. In order to be effective, it is essential that girls are aware of the point of each task, how it fits into a series of lessons and how it complements the work done in the classroom. *Prep should never be set simply because it is on the prep timetable, but should be an integral part of each teacher's planning.*

The purpose of prep also includes:

- preparation for the next lesson (using the principles of the Flipped Classroom)
- Specific revision for a test

- Consolidation or extension of a topic that has been introduced and explored in the lesson.
- Creating self-motivation, independence and a sense of responsibility in each girl.
- Practice leading to proficiency. This is especially important for subjects like music and languages where frequent practice is essential.
- Allowing time and space for deep reflection so that girls can absorb and synthesise ideas raised during a lesson.
- Contributing to dynamic and collaborative problem solving in lessons by ensuring that girls are proficient in their use of terms, ideas and arguments.
- Enabling the school to make the most effective use of teacher presence and expertise by girls completing work outside of lessons for which the teacher's presence is not essential. This will in turn mean that effective use of teacher expertise and guidance can be made during lessons.
- Developing enthusiasm & engaging interest, in recognition that lesson time alone is inadequate to develop proficiency in any single area.
- Developing an understanding of what is required to attain the top grades.
- Within the overall purpose of prep there will also be subject specific aims.

### ***What kind of tasks?***

It is vitally important that the principles of Assessment for Learning (AfL) are used when setting work and, in particular, that pupils understand clearly **what they need to do** for a particular piece of work in order to achieve each grade. This should be explained clearly when the work is set and HoDs may often consider it appropriate for significant **whole cohort pieces of work** to provide a handout explaining what is required to achieve each of the grades.

Exam groups must be helped to think of work in terms of the exam board **assessment** objectives.

It is often appropriate for prep tasks to be **differentiated**. This may be achieved by producing additional **scaffolding** for weaker pupils, **extension** tasks for the more able, or simply offering pupils a **choice** of prep tasks which are of differing levels of challenge.

Central to any prep task must be pupil progress and, as such, the effectiveness of tasks should be judged according to the way they facilitate pupil progress. This will render some tasks inappropriate. Research projects may be useful, but these will require *careful monitoring* and *clear feedback* offered to pupils at key points in the development of the project.

### ***How much prep should girls receive?***

Prep should be set in the context of girls' co-curricular and wider commitments in acknowledgment of the fact that the *hidden curriculum* is an essential dimension of girls' education. As such **prep for Y7 - 9 is tapered** with year 7 receiving 60 minutes a night (3 x 20 minutes); year 8 receiving 75 minutes a night (3 x 25 minutes) and year 9 receiving 90 minutes a night (3 x 30 minutes). For longer pieces of prep the task can either begin in the lesson and be finished at home, or two preps can be used.

For GCSE and A-Level subjects, it is important that sufficient prep time is allowed to support the completion of specifications in time for an adequate revision period, whilst at the same time support pupils' mental well-being.

**At GCSE: Two 30 minute pieces of prep per subject per week:** 540 minutes a week for the norm of 9 GCSEs (9 hours of prep each week)

**At A-Level: 5 hours of private study per subject per week in LVI, increasing to 6 hours in UVI**, as guided by the sixth form handbook. This should include individual consolidation and on-going revision and is not to be used solely for prep tasks set by the teacher. For example, departments should make expectations clear about independent study tasks at the start of the year and they will want to make use of MS Teams in this process.

It is important that girls stop their prep after the specified time and that colleagues set prep that is appropriate to the age and ability of their pupils. Adequate time should also be allowed for revision,



with most prep time for Y9, 10 and LVI after Easter being given over to preparation for FHS internal examinations.

## **PARENTS & GUARDIANS**

Parents should not play any direct role in the completion of prep since this prevents teachers from accurately assessing the level at which girls are performing. The girls themselves also need to develop independence which such help can hinder.

However, parents might helpfully monitor their daughters' prep. Whilst not completing the prep for them, parents might helpfully be involved in creating a suitable environment for the completion of prep as advised by the Head of Academic Mentoring in the *Learning to Learn* programme. In particular, the avoidance of distraction caused by mobile devices during prep and guidance about the proper use of the internet will be important. Parents should also be informed about the meaning of FHS internal grades and expectations about the amount of time that their daughter should spend on each piece of prep. The school will communicate such expectations to parents as appropriate.

At present MS Teams (from the summer of Year 9 to UVI) and the planner (Years 7-9) will be used to record prep, and parents and tutors both continue to play an essential role in checking the planners at KS3 to ensure the prep timetable is being adhered to and that girls are developing as independent and organised learners. Particular thought should be given to the way in which prep is set for girls with individual needs and the advice of the Learning Support department should be sought here.

## **CREATIVITY SPACE**

Given the importance of co-curricular involvement and the space required for creativity, there may be *some weeks during the year when the prep timetable is temporarily suspended*. However, this will **not be for more than one week each term** and will be designed to dovetail with significant co-curricular events such as a drama production or major school concert. During these periods teachers will encourage girls to read more widely around their subjects.

Years 7 – 9 should not be set additional work for the weekend, beyond the prep timetable for a Friday night. As the prep timetables states: *The prep timetable indicates the night that prep should be completed by the girls. Teachers will set prep during the lesson prior to the day of completion.*

At the weekend girls should be given space to think, explore and create. In particular, tutors should encourage girls to **read, play music and sport as well as spending time with friends & family**.

In years 10 – UVI some weekend work may be required, though clear guidance must be given about when the prep is due. In general, prep should be completed on the night when it is set, and MS Teams will be used to support prep organisation.

For years 7 – 9 there is a policy not to set prep over holiday periods. In addition to normal prep tasks years 10 and LVI should also be given time to re-visit topics covered during the term and prep tasks may be structured to facilitate this. From time to time the Senior Deputy Head (TL) may issue further guidance as appropriate.

Finally, and in order to support colleagues work load, Level 1 prep should be set when reports are being written. One example of this would be a research task that constitutes prep for a lesson and which colleagues are able to check in the lesson and offer verbal feedback on.

## Grading and Reporting

### Reporting Summary

Progress report date	Learning habits	Skills	Subject teacher comment	Tutor comment	Overall student comment	Student comment for each subject	Assessment percentage	Assessment median	Estimated 3-grade range	Mock exam grade	Mock exam grade boundaries
KS3 Autumn	✓	✓		✓	✓						
KS3 Summer	✓	✓		✓	✓		✓	✓			
Y10 Autumn & Spring	✓	✓		✓	✓						
Y10 Summer	✓		✓	✓	✓		✓	✓	✓		
Y11 Autumn	✓		✓	✓	✓				✓		
Y11 Spring	✓		✓	✓	✓		✓		✓	✓	✓
LVI Autumn	✓		✓			✓	✓	✓			
LVI Spring	✓		✓	✓		✓			✓		
LVI Summer	✓		✓	✓		✓	✓		✓		
UVI Autumn	✓		✓	✓		✓			✓		
UVI Spring	✓					✓	✓			✓	✓

### 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	Effort & Engagement	Resilience & Initiative	Organisation & Independence	Collaboration & Contribution
<b>Exemplary</b>	Exceptional engagement and enthusiasm. Always 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.	Always listens actively and clearly values the views of others. Consistently contributes insightful ideas to discussions.
<b>Commendable</b>	Keen and attentive. Commences tasks readily.	Attempts problems before seeking support.	Routinely prepared for lessons.	Listens actively and considers the views of others.

	Regularly attempts challenges.	Often explores alternative approaches. Mostly implements feedback.	Generally takes responsibility for own learning.	Contributes thoughtful ideas to discussions.
<b>Advancing</b>	Mostly involved 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.	Usually prepared for lessons. Beginning to take responsibility for own learning.	Improving listening skills and awareness of the views of others. Sometimes contributes useful ideas to discussions.
<b>Developing</b>	Struggles to stay focused. Commences tasks hesitantly. Tends not to attempt challenges.	Always seeks support without attempting problems. Rarely considers alternative approaches. Frequently repeats errors.	Often unprepared for lessons. Struggles to take responsibility for own learning.	Needs regular reminders to listen actively and consider the views of others. Contributions are rarely task-focused.

### Skills by Year Group

In Years 7 to 10 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

Subject comments are included in KS4 progress reports from the summer of Year 10 onwards and in all KS5 reports, with the exception of the very last one after the UVI mocks. Subject comments provide more nuanced feedback than the skills levels that are included in progress reports in KS3 and earlier in KS4, as is appropriate for students as they approach public examinations.

The idea is that students will read and respond directly to teacher feedback within the reporting cycle, so subject comments are written in the second person. The comment should focus on academic performance, with particular emphasis on recent assessment data, and highlight strengths and areas for improvement.

## 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 Comment

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.

**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).

## Estimated Grade Ranges

At GCSE and A Level we use Estimated Grade Ranges to show the trajectory that a student is on.

### 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

## A Level Estimated Grade Range

Estimated grade range	What does this mean?
A*-A	... the majority of work produced at this stage indicates that the most likely result would be an A, however an A* is possible
A*-B	....the majority of work produced at this stage indicates that the most likely result would be an A, however an A*, or indeed a B, are also possible
A-C	....the majority of work produced at this stage indicates that the most likely result would be a B, however an A, or indeed a C, are also possible
B-D	....the majority of work produced at this stage indicates that the most likely result would be a C, however a B, or indeed a D, are also possible
C-E	....the majority of work produced at this stage indicates that the most likely result would be an D, however a C, or indeed a E, are also possible
D-U	....the majority of work produced at this stage indicates that the most likely result would be an E, however a D, or indeed a U, are also possible

In years 10 and LVI we explain to both parents and students that they are on a trajectory. Most students do not always produce work at a consistent level, and we are only six months into an 18-month course. They are yet to cover the synoptic material of the UVI for example, and students have not yet completed summer exams where multiple topics together are tested in timed conditions. Whilst, in sciences for example, a student can achieve a score of over 90% in a topic test, this does not provide sufficient evidence of how a student will perform when having to recall numerous topics in a more extended exam paper.

In the LVI, very few students will receive an A\*-A or even an A\*-B as they simply have not been able to evidence the required standard to show they are on track for an A\*. We would expect this to change following the summer exams.

In year 10, very few students will receive a 9-8 or even a 9-7 as they simply have not been able to evidence the required standard to show they are on track for a 9 yet.

## ASSESSMENTS

### Key Stage 3

Year 7
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Science (composite sitting: Biology, Chemistry, Physics)</li> <li>• Humanities (composite sitting: Geography, History, TP)</li> <li>• Languages (composite sitting: French, Latin)</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• Two days, two or three sessions per day</li> <li>• Maximum length of each paper 1 hour 15 minutes (or 30 minutes each if multiple papers in a sitting)</li> </ul>

<p>Reporting:</p> <ul style="list-style-type: none"> <li>• % and cohort median %</li> </ul>
<b>Year 8</b>
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• Maths (non-calculator and calculator)</li> <li>• English</li> <li>• Science (composite sitting: Biology, Chemistry, Physics)</li> <li>• Humanities (composite sitting: Geography, History, TP)</li> <li>• Languages (composite sitting: French, German/Spanish, Latin)</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• Two days, two or three sessions per day</li> <li>• Maximum length of each exam 1 hour 20 minutes (or 30 minutes each if multiple papers in a sitting)</li> </ul> <p>Reporting:</p> <ul style="list-style-type: none"> <li>• % and cohort median %</li> </ul>
<b>Year 9</b>
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• Maths</li> <li>• English</li> <li>• Biology, Chemistry, Physics</li> <li>• Geography, History, TP, Latin, Computer Science, Music</li> <li>• French, German/Spanish</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• Four days, three sessions per day</li> <li>• Maximum length of each exam 1 hour 20 minutes</li> </ul> <p>Reporting:</p> <ul style="list-style-type: none"> <li>• % and cohort median %</li> </ul> <p>Students will only sit papers in subjects they are taking for GCSE (if undecided, then students should sit all potential options). Students have the option of sitting non-GCSE subject papers if they choose to. Timetable will be organised so that compulsory papers are at end of day, to ensure that students are revising if not sitting a paper.</p>

#### Key Stage 4

<b>Year 10 summer assessments</b>
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• All GCSE subjects with written papers (i.e. all except Art)</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• Six days, two or occasionally three sessions per day</li> <li>• Maximum length of each session (excluding extra time): 2 hours 20 minutes.</li> </ul> <p>Reporting:</p>

<ul style="list-style-type: none"> <li>• % and cohort median %</li> <li>• Estimated 3-grade range</li> </ul>
<b>Year 11 mocks (January)</b>
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• All GCSE subjects with written papers (i.e. all except Art, which takes place in December)</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• Ten days, two or occasionally three sessions per day</li> <li>• Maximum length of each session (excluding extra time): 2 hours 20 minutes.</li> </ul> <p>Reporting:</p> <ul style="list-style-type: none"> <li>• %, mock exam grade and grade boundaries</li> <li>• Estimated 3-grade range</li> </ul>

## VI Form

<b>LVI mid-terms</b>
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• All A level subjects with written papers (i.e. all except Art)</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• Five days, during normal lessons</li> <li>• Maximum length of each session (excluding extra time): 1 hour 20 minutes</li> </ul> <p>Reporting:</p> <ul style="list-style-type: none"> <li>• % and cohort median %</li> </ul>
<b>LVI summer assessments</b>
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• All A level subjects including Art</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• Seven days, two sessions per day</li> <li>• Maximum length of each session (excluding extra time): 3 hours.</li> </ul> <p>Reporting:</p> <ul style="list-style-type: none"> <li>• % (no median)</li> <li>• 2025 A level grade boundaries</li> <li>• Estimated 3-grade range</li> </ul>
<b>UVI September assessments</b>
<p>Subjects tested:</p> <ul style="list-style-type: none"> <li>• Optional exams for all A level subjects excluding Art</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>• One full day, plus two additional sessions on subsequent days</li> <li>• Maximum length of each session: 2 hours.</li> </ul>

Reporting: <ul style="list-style-type: none"> <li>HE grade</li> </ul>
<b>UVI mocks (February/March)</b>
Subjects tested: <ul style="list-style-type: none"> <li>All A level subjects including Art</li> </ul> <p>Duration:</p> <ul style="list-style-type: none"> <li>Nine days, two sessions per day</li> <li>Maximum length of each session: 3 hours.</li> </ul> <p>Reporting:</p> <ul style="list-style-type: none"> <li>%, mock exam grade and grade boundaries</li> </ul>

#### YEAR GROUP FORUMS (YGF)

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.

In addition to the presentation from the Head of Year, and the chance to meet form tutors, each Forum features a substantial academic presentation, offering deeper insight into what and how the girls are learning, as well as the principles that guide our teaching.

#### TEACHER CONSULTATION MEETINGS (TCMS)

	<b><i>Meeting Length</i></b>	<b><i>TCM Frequency</i></b>
KS3	4 minutes	Once a year
KS4	5 minutes	Twice a year
KS5	5 minutes	Twice a year

- DEPARMENTAL MONITORING**

All departments carefully monitor the work of the girls they teach and have their own internal systems for doing so. Heads of Departments have access to the results of the baseline MidYIS, and ALIS tests, together with the resulting GCSE and A Level predictions. They also receive the GCSE and A level Value-Added Analysis for their subject.

- WHOLE SCHOOL MONITORING**

Heads of Year meet with either the Deputy Head Academic, Senior Deputy Head Teaching and Learning or Head of Sixth Form to monitor and evaluate the overall progress of students in each year group. The Head of Year then coordinates any necessary interventions, and celebrates successes through recommendations at Prizegiving.



## **MONITORING OF STANDARDS**

In addition to informal communication about pupils' performance and standards, the following members of staff all take a part in monitoring the performance of pupils:

- **Form tutors, Heads of Year and the Senior Deputy Head Teaching and Learning**  
In the first instance these are the staff who are usually approached, in an informal way, if a pupil is falling behind in her work or failing to achieve at an acceptable standard. Minor penalties and detentions are also monitored by the Form tutors, Heads of Year, Heads of Section and SLT. Academic concerns are logged on CPOMs.
- **Heads of Department**  
Each department has its own system for keeping academic records and monitors internally the performance of pupils in their subject, and, in subjects where setting takes place, ensures that pupils are placed in the correct set. Mock exam results are discussed in meetings with Line Managers, and students of concern are discussed in department meetings.
- **The Head**  
The Head sees all sets of examination marks and all reports. She carries out public exam review meetings with each department and receives updates from the SDH (TL) on the progress that pupils are making.
- **All staff**  
Prior to a TCM, data relating to the pupils in the relevant year groups is shared by the Head of Year, along with relevant updates from Learning Strategies.

## 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) and the School may decide to roll-out CAT4 testing to Year 2 in the future. 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.
- **Summer term exams:** Y4 and 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 assessments 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 some 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 year 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.

<ul style="list-style-type: none"> <li>Teacher comments are linked to the learning objective / success criteria / pupil targets.</li> </ul>
<ul style="list-style-type: none"> <li>Adult support is recorded.</li> </ul>
<ul style="list-style-type: none"> <li>Rewards for particularly impressive work are given in line with Behaviour for Learning policy.</li> </ul>

Maths
<ul style="list-style-type: none"> <li>All work is marked, either by the teacher / TA (red pen) or by the children (green pen).</li> </ul>
<ul style="list-style-type: none"> <li>Each lesson follows the format: Fluency, Problem Solving and Reasoning, with a challenge on a separate sheet.</li> </ul>
<ul style="list-style-type: none"> <li>The Fluency, Problem Solving and Reasoning sheet has the Learning objective and date clearly written at the</li> </ul>
<ul style="list-style-type: none"> <li>Fluency can be differentiated by Fluency A or Fluency B or by the teacher selecting different starting points</li> </ul>
<ul style="list-style-type: none"> <li>Mastery approach – children are exposed to the same Problem Solving and Reasoning questions.</li> </ul>
<ul style="list-style-type: none"> <li>There is a challenge available for every lesson, which allows the children to demonstrate a greater depth of</li> </ul>
<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>Incorrect answers shown with a dot.</li> </ul>
<ul style="list-style-type: none"> <li>Opportunities for verbal feedback are acted upon throughout the lesson. It is expected that teachers / TAs</li> </ul>
<ul style="list-style-type: none"> <li>The meaning and spelling of key mathematical vocabulary should be highlighted by the teacher.</li> </ul>
<ul style="list-style-type: none"> <li>Corrections recorded next to the incorrect answer.</li> </ul>
<ul style="list-style-type: none"> <li>Evidence of self or peer assessment (green pen).</li> </ul>
<ul style="list-style-type: none"> <li>Where necessary, teacher comments are linked to the learning objective / Fluency, Problem Solving,</li> </ul>
<ul style="list-style-type: none"> <li>Adult support is recorded, as is use of concrete apparatus.</li> </ul>
<ul style="list-style-type: none"> <li>Rewards for particularly impressive work are given in line with Behaviour for Learning policy.</li> </ul>

## 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