



OUR LADY'S ABINGDON (OLA)
ASSESSMENT, RECORDING AND REPORTING POLICY

This policy, which applies to the whole school, is publicly available on the school website <https://www.ola.org.uk/> and upon request a copy may be obtained from the School Office.

Document Details

Information Sharing Category	Public Domain
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Authorised by (if required)	The Governing Board
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Responsible Area	Head and Leadership Team

We comply with the Government guidance and regulations, currently in force, regarding COVID.

Availability: All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours, including activities away from school.

Monitoring and Review:

Reviewed: January 2022

Next Review: January 2023

Signed:

Head	Deputy Head
Mr Daniel Gibbons	Dr Beth Reynaert
Signed: 	Signed: 

1. Aims

This policy demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress in relation to their starting points. OLA places a great deal of emphasis on *Value Added*, rather than standalone assessment scores. This fits with our ethos as a pastorally strong school which supports pupils through their learning journeys as individuals. OLA aims to:

- recognise and encourage the strengths and talents of each pupil
- identify areas for development and to ensure that each child makes as much progress from starting points as possible
- equip pupils with knowledge to assess what they are doing well, how they can improve and what they can aspire to
- equip every parent with knowledge of how their child is progressing, what they are studying and how they can support their child's learning

In addition to assessing individual pupil progress for the purpose of lesson planning, OLA gives parents a detailed and clear assessment of the performance of their child, providing a mix of written reports and progress checks on each pupil's effort, progress and attainment in each main subject area across the year. This enables the parent to judge the child's performance in the context of the OLA's curriculum and previous performance/value added.

2. Types of assessment

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

a) Formative Assessment

Dylan Wiliam describes assessment as *'the bridge between teaching and learning'*.

Formative assessment describes all those processes by which teachers and learners use information about student achievement, to adjust the pupils learning which improves their achievement. It's about using information to adapt teaching and adapt the work of the students to put the learning back on track - to make sure that the learning is proceeding in the right direction and to support that learning. Focus on this assessment process, minute by minute, and day by day, not at the end of a sequence of learning, allows teachers to reflect on their practice and make small steps in improving that practice. Formative assessment can help both the teacher and pupil understand what needs to be learned and how this can be achieved.

During the learning process, formative assessment can identify students' progress as well as highlighting gaps in their knowledge and understanding, therefore giving the teacher useful insight as to what feedback and instruction can be provided to continue to move learners forward. Formative assessment takes place during the learning process. It continually informs the teacher and student as to how learning can move forward as it is happening. This is different to summative assessment, which focuses on the evaluation of student learning at the end of the process. During lessons and activities, teachers give pupil feedback in line with the school's feedback and marking policy. Questioning and other teaching and learning tools are used to elicit pupil responses which indicate understanding. Teachers also track pupil's progress using digital tracking systems, based on pupil's performance in classwork and in informal assessments.

OLA regularly refers to evidence-informed educational research for best practice ideas, including those that relate specifically to remote learning during the COVID-19 pandemic ([Formative Assessment in the Context of Covid-19](#)). We ask teachers to reflect on:

- How they use formative assessment at present to support developing high quality learning and teaching?
- What strategies could they use to maximise the use of formative assessment further?

OLA's SENDCo offers regular guidance and support to teachers, to enable them to tailor their formative assessment to the needs of all pupils, including those with a SEND or SEMH need, who may need greater support in responding to assessment and feedback.

b) Summative Assessment

In the Lower School, each half term, teachers award pupils a level for Reading, Writing, Maths and RE using the Target Tracker steps tool. Children are assessed against the National Curriculum expectation as one of the following levels:

b	b+	w	w+	s	s+
beginning		working within		secure	

Teachers may use unit tests or informal assessments to make these decisions, but Target Tracker also provides teachers with guidance according to the number of statements which have been highlighted during the term. Formal Assessments also take place during the school year (See **Appendix 1**).

In the Senior School, class teachers regularly set end of topic tests at the end of a sequence of work. Year 11 sit Mock GCSE exams at the start of the Hilary term, in January. Upper Sixth sit Mock A level exams in the second half of the Hilary term. There are also internal exams for Years 7-10 and Lower Sixth in the Trinity term. Heads of Department are responsible for monitoring the results of these assessments and are alert to instances of over or under-performance.

In the Senior school, we are developing our use of Gradebook and Tracking modules within iSAMs to track progress.

c) Diagnostic assessment

A variety of assessments can be utilised if a pupil is suspected of having a SEND need which may be impacting on their learning. In addition, routine CEM baseline assessments carried out at the start of an academic year (MIDYis, YELLis, ALIS for Year 7,9,10, L6 in Senior School) or GL Assessments (INCAS in Lower School, CAT4 for academic scholarship assessments) may flag up strengths and areas for development in pupil learning.

d) Assessment for Centre Assessed Grading (CAGs) and Teacher Assessed Grading (TAGs)

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

During the COVID-19 pandemic, OLA was required to devise a process for teacher assessed grades. This type of assessment is only used if the Government stipulates that it is needed due to disruption or cancellation of public exams. OLA has a clear TAG Policy which states that pupil GCSE and A level teacher-assessed grades are determined by a holistic approach and is based upon a minimum of three substantial and gradable pieces of assessed work. See *OLA TAG Policy*.

e) Remote/Online Assessments

Full details of how online assessments are conducted is provided in OLA's Remote Learning Policy. If assessments are undertaken in this way, assessment material is released onto Teams 5 minutes before the assessment begins. Responses are typed onto a Word document, which is then submitted back to the teacher via Teams, within 5 minutes of the assessment finishing. Pupils are invigilated by the class teacher via Teams video, with pupil home laptop/PC screens being visible to the invigilator. All pupils remain on mute during the assessment, with any questions raised through the Teams video chat. All assessments submitted through Teams are screened using a similarity checker via inbuilt software called Turnitin.

SPAG marks cannot be awarded in online assessments due to the inability to be able to turn off spellchecker.

3. Pupils with a SEND or SEMH need

If a pupil is entitled to an access arrangement, this is given to the pupils during any form of written assessment, so that this becomes their normal way of working. Information on agreed access arrangements is found on the pupil record in iSAMs and teachers know where to find this. The SENDCo carries out regular learning walks to assess how well SEND/SEMH pupils are progressing in their subjects. The SENDCo provides weekly strategies and tips to OLA staff to support them in effectively teaching, assessing and supporting SEND/SEMH pupils to ensure they make good progress from their starting points. Assessment and feedback on results can be difficult for a pupil to absorb positively if their resilience and confidence levels are low.

Staff from the Learning Support Department offer group interventions where appropriate, deliver 1:1 EAL support and are able to drop in and observe/support pupil needs in lessons where needed. The Heads of Section know their year groups well and also provide ongoing support to pupils, parents and teachers. In the Lower School, there are two teaching assistants who assist in the delivery of lessons in some subjects.

4. Monitoring Progress

Teachers, Heads of Department and Heads of Section monitor pupils' progress throughout the academic year, using data from the reporting cycles in addition to other data held about a pupil's progress. OLA staff are being trained to use the tracking module in iSAMs, which enables different groups of staff to view year group, subject or individual pupil attainment and effort data. Staff liaise with the SENDCo if they have any concerns about a pupil's learning or feel that the pupil should be added to the OLA's gifted and talented register (see the *SEND Policy* and the *More Able Policy*).

The Assistant Head Academic has the overview of the iSAMs tracking module and monitors pupil progress over time, with particular focus on the SEND/SEMH and More Able sub-groups. The Assistant Head Academic carries out regular learning walks to see learning in action, to monitor the impact of any CPD initiatives on learning and to quality assure the teaching and learning within Departments. The Leadership Team meets weekly and the Governing Board are kept abreast of any ongoing issues relating to pupil progress, assessment or reporting changes. At appropriate moments or when requested, data on assessments is presented at Governor meetings. Public exam performance and analysis is reported back to the Governing Board on an annual basis.

In the Lower School, Pupil Progress Meetings are held regularly to discuss children's progress. These are attended by the Form Teacher, the SENDCo and Lower School Head of Assessment. In the Senior School, there are weekly Heads of Section meetings and Department meetings in which pupil progress is discussed. OLA has a coordinated approach to support all pupils learning which draws in various staff where needed to support a pupil.

Case conferences may be held for any pupils of academic/pastoral concern. These pupils may also be discussed as part of Whole School Safeguarding Team (WSST) meetings.

5. Feedback on assessment

OLA is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching. OLA draws upon the latest evidence-informed recommendations and the recent report on effective feedback from the Education Endowment Fund ([EEF Guidance Report: Teacher Feedback to Improve Pupil Learning October 2021](#)) is helpful in this regard.

Teacher feedback may be defined as: *'information given by a teacher to pupil(s) about their performance that aims to improve learning.'* When giving this information, teachers have a range of decisions to make, and can provide feedback in a variety of different ways. Feedback can:

- focus on different content
- be delivered in different methods
- be directed to different people; and
- be delivered at different times.

OLA draws upon the six best practice principles of effective feedback:

- 1) **Lay the foundations for effective feedback:** Before providing feedback, OLA teachers will provide high quality instruction, including the use of formative assessment strategies. High quality initial instruction will reduce the work that feedback needs to do. Formative assessment strategies are required to *set learning intentions* (which feedback will aim towards) and to *assess learning gaps* (which feedback will address).
- 2) **Deliver appropriately timed feedback that focuses on moving learning forward:** teachers will judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class.
 - Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. High quality feedback may focus on the task, subject, and self-regulation strategies.
 - Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective.
- 3) **Plan for how pupils will receive and use feedback:** Careful thought is given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers will implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. Teachers will also provide opportunities for pupils to use feedback. This closes the feedback loop so that pupil learning can progress.
- 4) **Carefully consider how to use purposeful, and time efficient, written feedback:** Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils.
- 5) **Carefully consider how to use purposeful verbal feedback:** Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed.
- 6) **OLA has a feedback policy that prioritises and exemplifies the principles of effective feedback:** OLA has a feedback policy which promotes and exemplifies the principles of effective feedback (Recommendations 1–3). This Policy does not over-specify features such as the frequency or method of feedback.

6. Moderation

In the Lower School, there is a termly curriculum meeting dedicated to writing moderation and another for RE. Once a year, in the Hilary term, a week is allocated to reading moderation. During this week, teachers read with children from a different class and discuss their findings with the class teacher.

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In the Senior School, moderation occurs for coursework at GCSE (ie: Moderation day for English) and if TAGs are required.

7. Reporting Calendar

OLA sets out a calendar of reporting dates at the start of each academic year. The Deputy Head is responsible for the calendar process, which includes publishing dates for report cycles and parent meetings. Reports and progress checks are completed through iSAMs and then published on the iSAMs Parent Portal at appropriate points across the year. Proofreading of written reports is carried out in four stages: by the subject teacher, by the Form tutor, by the Head of Section, by the Leadership Team.

Final Reporting Schedule for 2021 –2022 (Welcome Evenings, GCSE Info Eve, etc not included as not reporting events)

	M1	M2		H1	H2		T1	T2
Lower School	Class teacher feedback	Parents' Evening Wed 10/Thu 11 Nov & Grade reports	Christmas Holiday	Class teacher feedback	Parents' Evening Wed 9/Thu 10 Mar & Grade reports	Easter Holiday	Class teacher feedback	Report
Year 7	Progress Check	Parents' Evening Thu 25 Nov		Report	Progress Check		Report	Exams w/c 6 June Exam Data
Year 8	Progress Check	Report		Progress Check	Report		Parents' Evening Thu 5 May	Exams w/c 6 June Exam Data
Year 9	Progress Check	Report		Progress Check	Parents' Evening Tue 8 March		Report	Exams w/c 6 June Exam Data
Year 10	Progress Check	Report		Parents' Evening Thu 20 Jan	Progress Check		Report	Exams w/c 6 June Exam Data + short comment
Year 11	Progress Check	Report		Post-Mock Parents' Evening Thu 27 Jan	Progress Check + short comment			
Lower 6th	Progress Check	Parents' Evening Tue 9 th Nov		Report	Progress Check		Report	Exams w/c 13 June Exam Data + short comment
Upper 6th	Progress Check	Report		Progress Check + short comment	Post-Mock Parents' Evening Tue 15 Mar			

Progress checks:

These consist of a general curriculum comment, which provides information on topics studied that half term, and a 'Now' attainment and effort grade. The attainment grade is a 'now' grade and is based on current levels of performance by the pupil. Where Target grades are used, these are based to an extent on the indicative grades provided by the CEM baseline data, supplemented by any Department historic value-added data. Grading given on progress checks builds up across the year, so parents can see how the grading has changed across each term.

Senior School Reports contain:

- A general curriculum comment for the class for all subjects (provides information on topics studied that half term)
- A progress comment which is specific to the pupil
- Actions to improve
- A 'now' attainment grading
- An effort grading
- A Form Tutor comment

A full set of Senior School report grading descriptors can be found in **Appendix 2**

Lower School Reports contain:

- A general curriculum comment for the class for all subjects taught either by Form teacher or by Senior School specialist teachers (provides information on topics studied that half term)
- Actions to improve - which are specific to the pupil (for English and Maths only in Michaelmas term)
- Assessment scores (Michaelmas Term only): *INCAS: Reading; INCAS: General Maths, INCAS: Mental Arithmetic, INCAS: Developed Ability, Spelling (SWST): Spelling age, Spelling (SWST): Standardised score*
- An effort grading
- A 'Now' attainment grading
- A Form Teacher comment

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A full set of Lower School report grading descriptors can be found in **Appendix 3**

Exam group grade cards consist of:

- A target grade
- A 'Now' grading
- A 'Most Likely' grading
- An effort grading
- An exam %

No written comments are required for this report style as it is issued just before a Parent Meeting.

Reporting schedule in Lower School:

The Lower School has an open-door policy and parents are always welcome to discuss any concerns they may have about their child's learning.

- *Parent Meeting:* In the Michaelmas Term, there is a Parents' Meeting, held over 2 evenings, so that parents can discuss how their children are settling in to their new classes. Specialist teachers are also invited to these meetings. In the Hilary Term, there is a Parents' Meeting so that academic progress and targets can be shared and discussed with parents. Specialist teachers are also invited to these meetings.
- *Reports:* Short reports are released to parents via the iSAMs Parent Portal at the end of the Michaelmas and Hilary Term. These include attainment grades and effort grades for all subjects, the results of any examinations they have sat that term and targets for Reading, Writing and Mathematics. Longer reports are sent out at the end of Trinity Term including all the information above with teacher comments for each subject.

Reporting schedule in the Senior School:

Our aim is to provide parents/guardians with information each half term on a pupil's performance and progress. To provide teachers, Form Tutors and Heads of Section with information that can inform their teaching and/or pastoral care. Parents will receive feedback on a pupil's progress every half term through the following communications, as detailed on the reporting calendar.

- Written Reports
- Progress Checks
- Parents' Evenings

Each term parents can expect either a written Report or a Parents' Evening. In the other half terms, these will be supplemented by Progress Checks, which will include Attainment and Effort scores but no written comments. Parents can access Reports and Progress Checks via the iSAMs Parent Portal.

Reports include comments and actions from each subject teacher, as well as a Form Teacher comment. Published Reports are available to staff to discuss with pupils and to inform teaching and pastoral care. Form Teachers look at Reports and Progress Checks with Pupils and pupils write actions in their School Planners (special action planning pages provided).

8. Parental Communications

Meaningful, regular and positive communications between teachers and the parents/guardians of pupils are very important in a pupil's education. OLA will communicate with parents/guardians in a number of different ways:

- by written communications e.g. letters, newsletters, reports, parent portal, Classcharts, OLA newsletter, website, email
- by verbal personal contact e.g. Parents Evenings, telephone conversations and individual conversations either by arrangement or when children are dropped off/collected from OLA. Please note that we operate an 'open door' policy, but we ask that parents do not go beyond the entrance foyer unaccompanied because of safeguarding regulations.
- at School events e.g. Open Days, Welcome Evenings, Lower School Class Assemblies and other services, Leavers' Mass, Prize Giving, New Entrants' afternoon etc.

OLA expects parents/guardians to:

- show an interest in, and ask questions about, the work and activities in which their son/daughter is currently engaged at School and/or at home
- check pupil planners, the parent portal and the school website on a regular basis;
- ensure that their son/daughter industriously completes any set homework

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- make every effort to attend OLA's parents' evenings and any other events which involve their child or his/her year group
- communicate to the Class Teacher (Lower School), Head of Section or Form Tutor (Senior School) any concerns or difficulties, interests or aspirations, that are either specific to, or that are seriously affecting their son/daughter's education
- ensure that their son/daughter has (at least) the basic equipment necessary for proper participation in lessons.

OLA expects teachers:

- to be aware of the correct form of address, so as not to cause embarrassment to pupils or their parents/guardians
- in all communications, to employ a form and tone that is clear, straightforward, appropriately friendly, and not patronising
- to seek the assistance of bilingual staff to aid communication with parents when necessary and possible;
- to gain approval from the Head or Deputy Head for all letters to parents before they are sent.

9. Parents Meetings

In the Senior School, each year group has one Parents' Evening per year. As far as is possible, these evenings are arranged on different nights of the week. For Year 11 and Upper 6th these are just after the mock examinations so we can explain outcomes and action plans to parents. The Parents' Evenings for Year 7 and Lower Sixth are in the Michaelmas Term so teachers can set expectations and give feedback on how pupils are settling into courses.

Face-to-face Parent meetings:

These are organised by the Head of Section. Wherever possible, face-to-face meetings are the preferred method of communication with parents. Teachers book a time with each of the pupils they teach. Appointments are 5 minutes long and the evening normally runs from 5.30 pm to 8.30 pm. On the actual evening, teachers sit at a table in the CMA, corridors or classrooms and parents find the appropriate member of staff at the appointed time. Teachers make every effort to stick to 5-minute slots. Longer meetings to address specific issues can be held as required.

Online Parent Meetings:

During the COVID-19 pandemic, parent meetings all moved to the online SchoolCloud system. This system enables parents to book appointments with all their child's teachers. Younger year groups have 5-minute appointments, whilst exam year groups have between 7-10min appointments.

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Assessment, Recording and Reporting Policy: Reviewed September 2021

Appendix 1: Lower School Termly Assessment Cycle

	MICHAELMAS	HILARY	TRINITY
Year Three	<ul style="list-style-type: none"> Children produce one piece of writing for their writing portfolio Single Word Spelling Test CAT4 INCAS Test Group Reading Test 	<ul style="list-style-type: none"> Children produce one piece of writing for their writing portfolio 	<ul style="list-style-type: none"> Children produce one piece of writing for their writing portfolio GL Assessment Progress Test in English GL Assessment Progress Test in Mathematics Single Word Spelling Test
Years Four and Five	<ul style="list-style-type: none"> Children produce one piece of writing for their writing portfolio Single Word Spelling Test CAT4 INCAS Test Group Reading Test for new children and children whose reading is being monitored 	<ul style="list-style-type: none"> Children produce one piece of writing for their writing portfolio 	<ul style="list-style-type: none"> Children produce one piece of writing for their writing portfolio GL Assessment Progress Test in English GL Assessment Progress Test in Mathematics Single Word Spelling Test
Year Six	<ul style="list-style-type: none"> Mock Entrance Examination – Mathematics, English and Verbal Reasoning Single Word Spelling Test CAT4 INCAS Test Children produce one piece of writing for their writing portfolio Group Reading Test for new children and children whose reading is being monitored 	<ul style="list-style-type: none"> Entrance Examinations – Mathematics, English and Verbal Reasoning Children produce one piece of writing for their writing portfolio 	<ul style="list-style-type: none"> Children produce one piece of writing for their writing portfolio GL Assessment Progress Test in English GL Assessment Progress Test in Mathematics Single Word Spelling Test

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Appendix 2: Senior School Reporting Descriptors

REPORTING DESCRIPTORS

EFFORT

E - Excellent. Working exceptionally hard to perform and improve in all areas; taking a lead in class; consistently striving to the very best of ability. Highly committed to the subject and a regular recipient of positive class charts points by showing endeavour and accomplishment in lessons.

V - Very good. This could include one or more of the following: working hard to perform and improve; taking a lead in class; consistently striving to the very best of ability. Regularly achieving class charts points in relation to being on task and showing engagement.

G - Good. This could include one or more of the following: working hard to fulfil requirements to the best of ability; contributing positively in class; working conscientiously and consistently submitting work. Being positively consistent in their approach to the subject.

S - Satisfactory. This could include one or more of the following: meeting main subject requirements; participating in class when called upon; producing work in line with their potential, but not going above and beyond that.

D - Disappointing. This could include one or more of the following: taking a perfunctory approach and sometimes failing to meet requirements; avoiding participation; needing to be chased for work. Class charts reflects the occasional negative behaviour point in line with missed deadlines and being off-task.

U - Unacceptable. This could include one or more of the following: displaying a negative and/or disrespectful attitude. Negative class charts points awarded due to poor behaviour in lessons, failure to meet deadlines regularly and standard of work well below expectation.

N/A In some instances (e.g. missed lessons) it may not be possible to provide an effort grade

ATTAINMENT (Years 7 to 9 use descriptors below. Years 10-UVI use exam grades 9-1 and A*-U respectively)

E - Excellent. Consistently displaying flair, insight, depth and accuracy. Producing work consistently of the highest standard, well above what might be expected at this point.

G - Good. Work is thorough and substantial, displaying understanding, detail and accuracy. Producing work consistently of a good standard and above what might be expected at this point.

O - On Track. Moderately well executed work, displaying knowledge, some detail and general accuracy. Could have more complexity, depth and precision. Producing work consistently of a standard in line with what might be expected at this point.

B - Below Expected. Not yet on track. Needs more work on the basics. Whilst meeting some aspects of 'on track' criteria, the work needs more substance, depth, detail or accuracy. Producing work consistently of a standard below what might be expected at this point.

I - Insufficient. Work shows insufficient understanding and/or substance. The student should refer more to class notes and books when working and seek help when necessary. Producing work consistently of a standard well below what might be expected at this point.

N/A In some instances (e.g. missed lessons) it may not be possible to provide an attainment grade

Appendix 3: Lower School Reporting Descriptors

REPORTING DESCRIPTORS

EFFORT

E - Excellent. Working exceptionally hard to perform and improve in all areas; taking a lead in class; consistently striving to the very best of ability. Highly committed to the subject and a regular recipient of positive class charts points by showing endeavour and accomplishment in lessons.

V - Very good. This could include one or more of the following: working hard to perform and improve; taking a lead in class; consistently striving to the very best of ability. Regularly achieving class charts points in relation to being on task and showing engagement.

G - Good. This could include one or more of the following: working hard to fulfil requirements to the best of ability; contributing positively in class; working conscientiously and consistently submitting work. Being positively consistent in their approach to the subject.

S - Satisfactory. This could include one or more of the following: meeting main subject requirements; participating in class when called upon; producing work in line with their potential, but not going above and beyond that.

D - Disappointing. This could include one or more of the following: taking a perfunctory approach and sometimes failing to meet requirements; avoiding participation; needing to be chased for work. Class charts reflects the occasional negative behaviour point in line with missed deadlines and being off-task.

U - Unacceptable. This could include one or more of the following: displaying a negative and/or disrespectful attitude. Negative class charts points awarded due to poor behaviour in lessons, failure to meet deadlines regularly and standard of work well below expectation.

N/A In some instances (e.g. missed lessons) it may not be possible to provide an effort grade

ATTAINMENT in relation to age expectations

S - Working significantly above age expectations. Consistently displaying flair, insight, depth and accuracy. Producing work consistently of the highest standard, well above what might be expected at this point.

A - Working above age expectations. Work is thorough and substantial, displaying understanding, detail and accuracy. Producing work consistently of a good standard and above what might be expected at this point.

W - Working within age expectations. Moderately well executed work, displaying knowledge, some detail and general accuracy. Could have more complexity, depth and precision. Producing work consistently of a standard in line with what might be expected at this point.

T - Working towards age expectations. Not yet working within age expectations. Needs more work on the basics. Whilst meeting some aspects of 'working within' criteria, the work needs more substance, depth, detail or accuracy. Producing work consistently of a standard below what might be expected at this point.

B - Working below age expectations. Work shows insufficient understanding and/or substance. The student should refer more to class notes and books when working and seek help when necessary. Producing work consistently of a standard well below what might be expected at this point.

N/A In some instances (e.g. missed lessons) it may not be possible to provide an attainment grade

Lower School INCAS Standardised Scores	
130+	Working significantly above age expectations
115-130	Working above age expectations
90-114	Working within age expectations
70-90	Working towards age expectations
<70	Working below age expectations

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Appendix 4: Education Endowment Fund (EEF) Feedback recommendations

Principles			Methods		Implementation
1 Lay the foundations for effective feedback	2 Deliver appropriately timed feedback that focuses on moving learning forward	3 Plan for how pupils will receive and use feedback	4 Carefully consider how to use purposeful, and time-efficient, written feedback	5 Carefully consider how to use purposeful verbal feedback	6 Design a school feedback policy that prioritises and exemplifies the principles of effective feedback
					
<ul style="list-style-type: none"> • Before providing feedback, teachers should provide high quality instruction, including the use of formative assessment strategies. • High quality initial instruction will reduce the work that feedback needs to do; formative assessment strategies are required to set learning intentions (which feedback will aim towards) and to assess learning gaps (which feedback will address). 	<ul style="list-style-type: none"> • There is not one clear answer for when feedback should be provided. Rather, teachers should judge whether more immediate or delayed feedback is required, considering the characteristics of the task set, the individual pupil, and the collective understanding of the class. • Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies. • Feedback that focuses on a learner's personal characteristics, or feedback that offers only general and vague remarks, is less likely to be effective. 	<ul style="list-style-type: none"> • Careful thought should be given to how pupils receive feedback. Pupil motivation, self-confidence, their trust in the teacher, and their capacity to receive information can impact feedback's effectiveness. Teachers should, therefore, implement strategies that encourage learners to welcome feedback, and should monitor whether pupils are using it. • Teachers should also provide opportunities for pupils to use feedback. Only then will the feedback loop be closed so that pupil learning can progress. 	<ul style="list-style-type: none"> • Written methods of feedback, including written comments, marks, and scores, can improve pupil attainment; however, the effects of written feedback can vary. • The method of delivery (and whether a teacher chooses to use written or verbal feedback) is likely to be less important than ensuring that the principles of effective teacher feedback (Recommendations 1–3) are followed. Written feedback may be effective if it follows high quality foundations, is timed appropriately, focuses on the task, subject, and/or self-regulation, and is then used by pupils. • Some forms of written feedback have also been associated with a significant opportunity cost due to their impact on teacher workload. This should be monitored by teachers and school leaders. 	<ul style="list-style-type: none"> • Verbal methods of feedback can improve pupil attainment and may be more time-efficient when compared to some forms of written feedback. • However, as with written feedback, the effects of verbal feedback can vary and the method of delivery is likely to be less important than ensuring the principles of effective teacher feedback (Recommendations 1–3) are followed. 	<ul style="list-style-type: none"> • Enacting these recommendations will require careful consideration and this implementation should be a staged process, not an event. This will include ongoing effective professional development. • Schools should design feedback policies which promote and exemplify the principles of effective feedback (Recommendations 1–3). Policies should not over-specify features such as the frequency or method of feedback.

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