Marking, Assessment and Reports Policy
Senior School

1. Aims

This policy provides guidance in:

- Marking classwork and homework
- Assigning grades for half-termly and termly assessments and reports
- The writing of full reports

All departments should adhere to the policy. However, it is understood that more detailed subject-specific requirements will be outlined in departmental documentation.

2. General principles for marking student work at Kent College:

2.1 At Kent College we believe that effective feedback plays an essential role in enabling our pupils to develop academically.

2.2 We recognise that regular grades and numerical marks can be detrimental to a pupil's perception of themselves as learners and can distract from the feedback and direction they are given. Noting this, grades will not always be given in response to pupils' work, as is appropriate to each task.

2.3 In place of grading all work, staff will mark and give feedback in a manner that encourages pupils to engage actively with the learning process. Comments should be constructive, enabling the pupil to identify their successes (learning that has been consolidated) and mistakes (learning that is still developing). Manageable targets should be created. Staff should utilise WWW (what went well) and EBI (even better if) as a structure for comments. Staff should give pupils time to engage with the feedback in lessons and may ask them to set their own targets.

2.4 Teachers should be aware of any special educational needs and issues such as dyslexia, dyspraxia, organisational difficulties etc. In these cases, comments should focus on content and subject-specific language. Problems with Standard English should be communicated to relevant support staff. Rather than correcting every mistake, staff may focus on a persistent error.

2.5 Teachers are required to mark all written homework assignments formally. It will also be the case that some formative assessments done in class (such as examination questions) will also require written feedback. For other classwork, staff can give feedback orally or utilise peer marking. Notes do not need to be marked but should be checked half termly to identify gaps.

2.6 Work for assessment should be saved either in the relevant Microsoft Class Notebook or in an exercise book. Individual teachers may decide which is preferable but will ensure the normal way of working is in place for SEND pupils. Work should not be sent by students via email, Teams assignments or Satchel One.

2.5 While we envisage that most work will be marked with constructive feedback only, certain key assessments may be graded. Departments may mark such work numerically or use a department specific version of the Progress Grades used for reporting. However, staff will still give detailed feedback and expect pupils to engage with their targets.

2.6 It is expected that every academic department will have at least one main summative assessment per term. This should be marked as a percentage, with grading criteria shared with pupils. This mark will then be added to the end of term report/grades. This assessment does not need to be a formal test but can be a major assignment. Pupils should be properly prepared for this assessment. For instance, they should be provided with a full revision list or rubric.

2.6 For some tasks related to GCSE and A-level work, staff will utilise grades. Departments should link their grades and comments to the criteria set out by examination boards. Staff will still give detailed feedback and expect pupils to engage with their targets. Pupils should be advised that marks given for homework are not predicted grades and that even coursework marks are subject to external moderation.

2.7 Most work should be returned within one week in line with the Homework Charter. Pupils should understand that longer pieces of work may take longer to mark.

2.8 Staff should be mindful to check for the use of AI in students' work and should refer to the AI policy for guidance.

3. The Kent College Assessment and Reporting System:

All pupils receive regular half-termly grades. See the following reporting and assessment overview for approximate timings. These grades, which will be entered onto the school's administrative system, iSAMS, should be based on the marks given for homework as well as for work done in class. Teachers are expected to keep a record of these marks in their mark book. Departments should maintain a tracking system for each student in their department Sharepoint area. An overview of all published grades is also held in a central tracking area on Sharepoint.

3.1 Reporting and Assessment Overview

The approximate timings of key events are below:

	Autumn Term	Spring Term	Summer Term
Year 7	ATL Grades (Oct) Meet the Tutor Evening (Nov) ATL and Progress Grades (Dec)	ATL Grades (Feb) Parents Evening (March) ATL & Progress grades (March-April)	ATL grades (May) Lower School Exams (June) Full written report (July)
Year 8	ATL Grades (Oct) Meet the Tutor Evening (Nov) ATL and Progress Grades (Dec)	Full written report (Feb) ATL & Progress grades (March-April)	ATL grades (May) Lower School Exams (June) ATL & Progress grades (June) Parents evening (June)
Year 9	ATL Grades (Oct)	ATL Grades (Feb)	ATL grades (May)

	ATL and Progress Grades (Dec) Parents Evening (Dec)	ATL & Progress grades (March-April)	Lower School Exams (June) Full written report (July)
Year 10	ATL Grades (Oct) Meet the Tutor Evening (Nov) ATL and Progress Grades (Dec)	Full written report (Feb) ATL & Working at Grades (March-April)	Internal exams (April) Exam results (May) Parents evening (May) Target report (June)
Year 11	ATL and Working at Grades (Oct) Mock examinations(Nov) Mock results (Dec) Predicted GCSE Grades (Dec)	Parents Evening (Jan) ATL and Working At Grades (Feb) Full written report (March/April)	Public examinations (May-June)
Lower 6th	ATL Grades (Oct) Meet the Tutor and Study Skills Evening (Nov) ATL and Progress Grades (Dec)	ATL Grades (Feb) In-class assessment week (Feb) Parents evening (March) ATL & Progress grades (March/April)	ATL & Working at Grades (May) Internal exams (June) Full written report (July) UCAS Predicted Grades (July)
Upper 6th	ATL and Working at Grades (Oct) Target Report (Dec)	Mock exams (Jan) Mock Exams results (Feb) Parents evening (Feb) Full written report (March/April)	Public Exams (May-Jun)

3.2 Grades for Academic Work

Grades and reports are opened on the School's MIS (iSAMS) early in the term and remain open until the deadline. Therefore, it is possible to assign grades, write reports and make amendments at any stage in the cycle. Please note that the deadline is the same for all year groups and teachers are advised to plan ahead accordingly. All grades and reports should be completed by 2pm on the day of the deadline.

3.3 Lower School

i) In Years 7 to 9, pupils are given half termly grades in each subject based on their Attitude to Learning (ATL) – see Appendix 1. Research shows that effort is the key to success, so the purpose of these ATL grades is to help pupils identify how they can improve in their essential work habits. They are assessed on three areas: Resilience, Reliability and Respect. Staff should use a "best fit" approach in applying these grades, though the published descriptors set clear requirements. Tutors should use these grades as a starting point to set targets for improvement.

ii) At the start of Year 7, 10 and the L6, pupils sit standardised tests (MidYIS, Yellis and Alis) that generate predicted grades for examinations. The school utilises these predictions to generate Grade Ranges that are shared with families. It is the expectation for Kent College students to make between 1 and 2 grades progress during their time at the school. As a result, each Grade

Range will cover three grades, with the lowest being that predicted by the standardised test. For instance, a student who was predicted a 4 in English would receive a Grade Range of 4-6.

iii) In the end of term report, pupils are also given a Progress Grade (PG1-5) (See Appendix 1) for each subject along with their ATL grades and Grade ranges. The Progress Grade is designed to show where the pupil is in terms of her own progress in relation to her Grade Ranges. The new progress grades are trajectory grades, not a measure of current GCSE/A level performance (i.e. were pupils to sit papers at that time). This is an important distinction particularly in the awarding of Lower School grades. For instance, in Year 7 most students will, of course, not yet be completing high grade GCSE level work, but will be showing the aptitudes and potential that should enable staff to make a judgement of possible outcomes. This will inevitably mean considering attitude to work as well as aptitude at this stage.

iv) At the end of the year all pupils will sit summative assessments. For Year 7 and 8, students will sit formal internals examinations in Maths, English and the Sciences, alongside in class assessments in other subjects. In Year 9 students will sit formal examinations in most subjects.

3.4 Middle School and Sixth Form

i) Year 10 is something of a transition year. We begin the year using ATL grades and Progress Grades, but move towards GCSE based grading as the year proceeds. These are termed as Working at Grades and reflect current performance in relation to GCSE criteria.

ii) In Year 11 and in the Sixth form we continue to use ATL grades but also utilise the grading system appropriate to GCSE and A-Level. Pupils are also given grades based on their current rate of progress. Teachers may assign 'slash' grades (e.g. A/B) for pupils who are working at the borderline between two grades. The following grades are available:

- GCSE grading 9-1 (9 being the highest)
- A Level courses: A*, A, B, C, D, E, U (plus borderline grades)

iii) Year 10 will sit formal "mock style" GCSE examinations in the summer term. Year 11 will sit formal mocks in late November. The Lower Sixth will sit in class summative assessments in February and formal mocks in June. The Upper Sixth will sit formal mocks in January. Year 11 and Upper Sixth mocks will be sat in the examination space utilised for final external examinations.

3.5 Subject teacher's reports

In combination with regular grades and parents' evenings, teachers will write an extended report at least once per year.

Reports should:

- be well written, with correct grammar and spelling in line with guidance contained in Appendix A.
- contain at least two clear targets for academic improvement;
- be written on a 'no surprises' basis. Parents should not learn of substantive issues/ concerns from reports but should endorse / follow up communication with home;
- be personalised/bespoke to each pupil;
- be positive and encouraging but honest. Comments such as "She never puts up her hand," or "He is quiet in class" are unhelpful and negative in tone;
- offer constructive advice on how the pupil can improve;
- communicate high expectations to the pupil and parents.

Reports may be brief (for example, three or four sentences), and the use of unnecessary educational jargon is to be avoided.

3.6 Form tutor's reports

Reports should:

- comment on participation in form activities;
- discuss any pastoral issues of note;
- identify additional contributions to school life such as participation in teams or performances in dramatic or musical productions;
- identify any additional responsibilities such as form captain or eco/charity rep.

3.7 House Parent's report for boarders

These reports should:

- encourage and praise student development - especially personal development;
- point out any concerns;
- comment on balance between work and activities in the boarding house;
- highlight contribution to the life of the boarding community;
- mention any active participation in boarding house events;
- comment on the way responsibilities have been carried out.

3.8 Senior leader's report

This will summarise the report, commenting on both academic, extracurricular and pastoral progress as appropriate.

3.9. Parents' evenings

During the year families of each Year group will be offered an online parents evening to discuss progress. In addition, each Year group will be offered an additional face-to-face evening. This might be a meeting with the student's tutor to discuss performance, or an information evening focused on future study options.

Agreed by SLT: Jan 2009
Approved by Education Committee Jan 2009
Reviewed: Deputy Head: Aug 2013
Approved by Education Committee: Oct 2013
Reviewed by Deputy Head: September 2016
Reviewed by Deputy Head (Academic) July 2017
Approved by Education Committee: November 2017
Reviewed by Deputy Head Academic: April 2021
Approved by Education Committee: June 2021
Reviewed by Deputy Head Academic: June 2024
Approved by Education Committee: June 2024
Reviewed by Deputy Head Academic October 2025
Approved by Education Committee: November 2025

Appendix A

Senior School Report Writing Guidelines

Each student will receive a grade sheet every half term and one full report a year. There will also be a face-to-face opportunity to meet with parents and an online event for each year group. Please see Key Dates spreadsheet for the report deadlines and dates for parent meetings.

Course Content

All subject reports include a paragraph summarising what has been taught during the period to which the report refers. This should avoid technical jargon as far as possible. Each Head of Department will be given a copy of the previous year's text prior to the report season for amendment. Heads of Department are responsible for writing the course content on behalf of the department.

Purpose of Reports

- To encourage and motivate students to achieve their full potential.
- To engender a sense of responsibility in students for their own learning.
- To assist students to focus on aspects of work where further development is needed by the setting of clear targets.
- To assist in effective communication to parents about students' progress.

Subject Report Writing Guidelines

- Reports should be written in formal, good, clear English.
- Reports should be pupil specific and not copied and pasted. AI should not be used.
- Say something encouraging – start well even if you then go on to be critical.
- Give praise for what is well done but do not hesitate to point out if someone is not making progress, not working hard enough, has given you problems with handing work in late, or is having difficulties with a particular concept. This is vital. The report is a formal record of such issues. However, even before you write the report you should have taken some form of action to deal with any such problems.
- Detail if pupils are progressing satisfactorily in gaining knowledge, understanding and skills.
- Staff may use a student's preferred name within the report itself if indicated in the pupil profile.
- What are the pupil's attitudes to learning, motivation, interest, concentration, co-operative working?

Target Setting

- Each report should have two targets.
- Write targets in the 3rd person.
- Instead of writing to the pupil you are writing about the pupil. E.g. 'Go back through your end of year exam,' should be 'Go back through the end of year examination.'
- Ensure targets have capital letters and full stops.
- Avoid targets along the lines of, 'Keep up the good work!' The target should be subject specific to enable progress.
- Personalise the targets for every student, linked to their progress, even if copied and pasted from a bank of targets.

Pastoral Report Writing Guidelines

- Reports should be written in formal, good, clear English.
- Reports should be pupil specific and not copied and pasted.
- Say something encouraging – start well even if you then go on to be critical.
- Report on behaviour, punctuality, commitment to school life.
- Comment on overall progress and targets within the main subject reports.

House Style

- Abbreviations such as 'exam' for 'examinations' and 'it's' for 'it is' are not acceptable.
- GCSE not G.C.S.E.
- Use capitals: Year 10, Upper Sixth, Geography, History, French, Middle Ages, etc.
- Avoid split infinitives e.g. to boldly go.
- If you are referring to the 1-9 grading system at GCSE, you should use 'Grade 6, Grade 9 etc….'. I.e. use the word 'grade' instead of 'level'. The word 'grade' should have a capital letter.
- When referring to A-levels, use the following format: 'A-level'. I.e. Capital A, dash, small 'l'.
- Remember we no longer have coursework, instead it is Non-Examined Assessments or NEAs.
- End of year examinations, not end-of-year-examinations.

Common Errors

- Its = this is a possessive so no apostrophe – e.g. the specification and its demands.
- Practice = the noun, e.g. "We will have time for more practice".
- Practise = the verb e.g. "She must practise these calculations".
- Principal = someone OR something of the highest importance e.g. "The principal is your pal".
- Principle = a noun e.g. "She has a sound grasp of the principles of algebraic manipulation".
- Program = for an IT program only.
- Programme = a television programme or a programme of study.

Keep An Eye Out For:

- Students for whom reports are no longer required e.g. they have left, or no longer take a subject.
- Duplicate reports for a subject.
- ATL, Assessments and Grades should all have a value. If not leave enter 'N/A'. Use uppercase for consistency.
- Assessment scores should have a '%' sign.

Report Checking

- Heads of Department are responsible for proof-reading and correcting reports for their department.
- Form Tutors should read reports to understand the progress of their form group and to be able to comment on the progress in their summary report.
- Leadership will conduct a second proofread and add a Leadership Comment.
- To help you review your reports, you can preview the draft .pdf reports in the format seen by the parents when they are published on the portal. This is a much easier way to review reports, sanity check and spot any errors. In addition, reports can quickly be filtered by Department, Year, Form, Set or Teacher or generated for just one student.

In iSAMS:

1. Select 'Report Printing' from the main menu (i.e. the waffle at the top of the page takes you to the main menu).
2. Select the 'Bulk Printing' tab in orange at the top of the page.
3. In Printing Options: Printing template, Cycle Type and Report Cycle must be selected. There are quite a few options which can seem a bit confusing at first. E.g. Select Y7, Y9 and L6 Summer End of Term Reports:
   Printing Template: End of Term Report.
   Cycle Type: Report.
   Report Cycle: E.g. Summer Report 2024 (Summer Term of 2023/2024).
4. In Printing Filters, filter reports as required e.g. for all Y7 Maths student reports:

Year Group: Y7
Subject: Maths

5. Leave Report Format set to 'PDF' and select the 'Product Reports' button in the bottom right of the screen.
6. A pdf file will be produced of reports which can be read on screen, saved and/or printed and reviewed.

	RESILIENCE	RELIABILITY	RESPECT
5	**A very resilient approach to learning** → Starts tasks quickly. → Regularly contributes in class in a manner that shows real engagement with the subject. → Pays **close attention** to teacher feedback to make significant progress. → Works very hard to complete tasks, **even when challenged.**	**Completely reliable with homework and organisation.** → **Always** completes homework on time to the best of her ability. → Is **always** on time to class. → **Always** brings the correct equipment.	**Works very well with others.** → Always respects the right of other girls to learn, and **never** distracts others from their work. → Works **very** well in paired or group work, **offering leadership or support.** → Interacts very well with her teacher.
4	**A resilient approach to learning** → Starts tasks promptly and works hard to complete tasks. → Engages in lessons. → Uses teacher feedback to make progress	**Reliable with homework and organisation.** → Completes homework on time and as required. → Is on time to class. → **Nearly always** brings the correct equipment.	**Works well with others.** → Respects the right of others to learn and does not distract others from their work. → Works well in paired or group work. → Interacts well with her teacher.
3	**Target: to improve engagement or perseverance in lessons** One of: → Can take too long in starting tasks. → Works at tasks but could make greater effort. → When work becomes challenging, she can start to become disengaged. → Contributes in class, only when prompted. → Needs to pay more attention to teacher's feedback.	**Target: to improve reliability with homework or organisation** One of: → **One** homework task not completed correctly or on time without good reason. → Has been late to class without a good reason **more than once.** → Has not brought the correct equipment to class **more than twice.**	**Target: either avoid distracting others or pay closer attention to her teacher's instructions.** One of: → Sometimes distracts her classmates from working or listening. → Does not immediately respond to her teacher's instructions.
2	**Target: to improve both engagement and perseverance in lessons** Two or more of: → Can take too long in starting tasks. → Works at tasks but could make greater effort. → When work becomes challenging, she can start to become disengaged. → Contributes in class, only when prompted. → Does not pay attention to teacher's feedback.	**Target: to improve both reliability with homework and organisation.** Two or more of: → One homework task not completed correctly or on time without good reason. → Has been late to class without a good reason **more than once.** → Has not brought the correct equipment to class **more than twice.**	**Target: to avoid distracting others and pay close attention to her teacher's instructions.** Both: → Sometimes distracts her classmates from working or listening. and → Does not immediately respond to her teacher's instructions.
1	**Target: significant improvement in engagement and perseverance in lessons.** One or more of: → Deliberate procrastination in starting tasks. → Will not contribute in class even when prompted. → Needs to show more independence in completing most tasks. → When work is challenging, tends to disengage.	**Target: significant improvement needed regarding reliability.** One or more of: → **Two or more homework tasks** not completed or on time without a good reason. → Has been late to class without a good reason **more than twice.** → Has not brought the correct equipment to class **more than three times.**	**Target: must not distract others from working and significantly improve her focus in lessons.** One or more of: → **Often** distracts her classmates from working. → Does not improve after her teacher's repeated requests. → Has spoken in a disrespectful manner to her classmates or teacher.

Progress grade	Descriptor
PG1	Working below projected grade range.
PG2	Working in line with low end of projected grade range.
PG3	Working around middle of projected grade range.
PG4	Working at upper end of projected grade range. Making excellent progress.