

# SHREWSBURY HOUSE SCHOOL

## ASSESSMENT, MARKING AND FEEDBACK POLICY

### Introduction

The aim of this policy is to set out the expectations for assessment, feedback and reporting in the school, to guide new colleagues and to inform discussions, ensuring that there is consistency in application throughout the school. This policy gives guidance to staff on the purpose, types and frequency of marking, assessment and reporting that is required to support the delivery of the academic curriculum at Shrewsbury House School and contains examples of types of reporting.

### Principles of Marking and Constructive Feedback

The key purpose of marking and feedback is to support boys in their learning journey. Marking and feedback should recognise, encourage and reward the boys' efforts, achievement and celebrate success. It should be directly linked to the learning objective/success criteria indicated at the start of the assessment and be not only meaningful to the boys but also give clear indicators of the next steps in their learning.

Assessment should be part of an on-going dialogue with boys, encouraging them to reflect on their learning and should inform our assessment and future planning. Assessment should be verbal, as well as written, and should aim to help learners take ownership of their own learning and allow them to progress.

Marking and feedback should help pupils avoid repetition of mistakes, rather than just drawing attention to errors and correcting them for the pupil. Our boys will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim - or close the gap in their knowledge.

Our assessment provides information to support progression in learning and monitors attainment of individuals, groups and classes. It ensures continuity and progression for boys' learning within and across year groups and is also used to set boys appropriately so that progression for each boy is enhanced. Assessment is also used to identify special educational needs, raise standards of learning and, where appropriate, assist in informing decisions about future school options.

Assessment complements teaching and learning. It provides a framework within which the school can develop and enhance the learning of its boys.

## **Purposes of Marking**

- To inform the teacher of a boy's progress and to aid future planning;
- To provide feedback to the boy about current work and progress;
- To require a response from the boy to the teacher's marking when appropriate;
- To encourage self-assessment, where the boy can recognise his difficulties and mistakes and to promote the acceptance of help/guidance from others.

## **Types of Marking**

- Marking should be relevant to the lesson objective e.g. presentation, spelling or content. It does not always require every aspect to be annotated. The boys must be made aware of the main focus for the marking before they undertake the task.
- Teachers' comments: positive comments can be shown in a number of ways. For example, a tick at the appropriate point, a comment in the margin or at the end of a piece of work. Written work, where appropriate, should have advice for improvement, which will require a response or acknowledgement from the boy.
- Spellings: a balance between identifying errors and over-correcting should be achieved, as a piece of work covered by the teacher's pen can be counter-productive; especially, if the pupil in question has SEND. There is an expectation that high frequency words are spelt correctly; subject-specific vocabulary should be learned and used correctly.
- Peer and self-assessment: are valuable tools and can be undertaken at any level. They are most valuable, with a clear rubric or guideline. Longer answers and essays can be assessed when boys are able to feel confident with this task.
- Verbal feedback stamps/comments: can be used in conjunction with peer and self-assessment, to allow a brief comment from the teacher, of the marking which has taken place. The boys are encouraged to write down the feedback or sign their initials to indicate their understanding, thereby owning the process.
- Criteria Grids: for essays are incredibly helpful and indicate current levels of attainment as well as descriptors for future targets.
- Assessment for Learning (AFL): can be best achieved with an LO stating the learning objective with accompanying success criteria which enables the learner to engage with their progress on the journey to achieving the lesson's goal (objective) by the end of the lesson. During the lesson, teachers can ask pupils to tick-off their success criteria if achieved or explain to them what they need to do if not achieved. Learning objectives can then be ticked once achieved and a comment added, where appropriate. Completed work should not repeatedly be marked with just a tick, as that is not useful or constructive feedback.

## Frequency of Marking

- Marking is encouraged to take place during the lesson which allows for immediate feedback and the involvement of the boy in the process of review.
- Most work will be marked within a reasonable time-frame of that lesson - usually one week. However, in the case of a long-term project, it may not be finally marked until the completion of the project. In this case, ongoing feedback is essential.

## Marks and Grades

The actual marks given for pieces of work must be consistent and comments/symbols must follow the School Marking Policy Codes (see appendix i) and the policy for the subject. Spelling corrections should be addressed sensitively, as previously mentioned, by all teaching staff.

## Work Scrutiny

Heads of Department monitor boys' books (and work on Google Classroom) in order to:

- ensure that standards of both the boys' work and the marking remains high and consistent - particularly in the event that more than one teacher teaches a year group;
- ensure that objectives are being met;
- provide feedback to the boys by commenting in books or on Google Classroom;
- provide regular feedback to members of their department.

Books are to be inspected once a year in the case of all examinable subjects. This will be a collaborative experience that will involve a random sample of books (top, middle, bottom which includes SEND/EAL) to ensure that the required procedures are being followed. Heads of Department are also encouraged to complete learning walks to support this process as well as The Deputy Head, Academic.

The process will be either:

- Subject Heads undertake the required sample from the relevant year group, examine the books and/or files, complete the work scrutiny form and give feedback to the members of staff. Copies should be saved by the subject head and further copies distributed to the Deputy Head, Academic for recording purposes; or
- Random work sampling undertaken by the Deputy Head, Academic will happen during the year. The Deputy Head Academic may decide to complete both processes in a year.

As a school, we should aim to ensure that:

*'...marking and constructive feedback from teachers and pupils are frequent and of a consistently high quality, leading to high levels of engagement and interest.' Also, this is checked by involving ourselves in transparent and regular work scrutiny.*

[Taken from the outstanding grade descriptor for the Quality of Teaching judgement, Ofsted 2012]

### **Assessment Serves Several Purposes:**

**Formative** - such assessment is an integral part of curriculum planning and should be used in mapping out the steps which boys follow in their learning. i.e. ongoing classwork. Many AFL opportunities.

**Diagnostic** - this provides a detailed picture of a boy's strengths and weaknesses

**Summative** - summative assessment provides a picture in time of a boy's development i.e. a summary of his progress (e.g. tests)

Assessment is a vital part of teaching and learning and should aid teachers in planning work, identifying problems and helping the boys to make progress. Follow-up should take place to ensure that the needs of individual boys can be addressed. It should form an important part in target setting for individuals.

Assessment is helpful in reporting to parents on their son's progress and in suggesting any consolidation or extension work which may be applicable.

### **Forms of Assessment**

We assess in a variety of ways for a variety of purposes. These include the elements of assessment as outlined above. This should not solely rely on one piece of evidence but on a series of pieces of work or through tests. It should also take into account the processes involved in producing a piece of work and not just the finished result. Assessments may also take the form of discussion or observations as outlined below:

**Observing the boys** – this includes listening to how they describe their work and their reasoning. This can also include verbal feedback. In the Younger Years, photographs are taken of children's work to demonstrate their understanding.

**Questioning** – using a variety of types e.g. open and closed, to check and probe for understanding.

Open questions, inspired by Bloom's Taxonomy, are more desirable and encourage critical thinking.

**Setting tasks** – in ways which require the boys to use and apply their knowledge, skills and understanding

**Asking the boys to demonstrate their thinking** in other ways e.g. drawing, studying artefacts, actions, role-play and concept mapping, as well as writing.

**Further ideas:** essays, interviews, performance tasks, exhibitions and demonstrations, portfolios, Journals, teacher-created tests, rubrics, self- and peer-evaluation, assignment, individual project and group projects. In the Younger Years, the Seesaw app can be used to video or take photographs as evidence.

### **Codes, symbols and general expectations**

While we expect each subject to set out work with a date, title and whether the assessment is class work or prep and the LO/SC is set, each subject will also have its own marking policy outlining in greater detail, the expectations of the subject. Alongside the whole-school marking codes, additional marking codes should appear in the subject policy for each subject and in each boy's exercise book / file.

Please find general expectations across all subjects:

- All new work to include an underlined date, with a clear learning objective and success criteria (when relevant) included at the top of the page. Depending on the nature of the lesson, subject and the particular year group, learning objectives and success criteria will either be verbalised, continued from a previous lesson or noted down by the boys in the exercise books or online document as appropriate. Staff may also print the LO/SC and date in advance of the lesson.
- Boys to be told if their layout or presentation is not in line with expectations. Neatness is an expectation.
- Boys should be aware of expectations or success criteria and the work should be marked accordingly
- If work has been copied from a board, it should be indicated as such to differentiate between work copied and exercises / tasks. This should be indicated by the boys; A tick from the teacher to acknowledge will suffice in this instance.
- Work marked by boys should indicate 'self-assessed' and a pen different in colour to that of the work, should be used. A tick by the teacher should acknowledge the assessment. Provide opportunities for boys to self-mark against an agreed success criteria and peer mark in order take ownership of the learning and identify their own next steps.
- If a stamp (or other) denoting 'verbal feedback' is given, boys are encouraged to include their response to this and there should be an acknowledgement from the teacher.
- Recognition of boys' effort should be made either verbally or through the written feedback provided.
- There should be evidence of pluses awarded. In the Younger Years, stickers may also be given.

## **Assessment of Learning**

It is through an effective tracking system that all boys' progress is monitored carefully to make sure that every boy is achieving his potential and to enable all needs to be met. Together with regular analysis of the boys' attainment, the curriculum is constantly reviewed and planning reflects the requirements of the boys. Boys' attainment is tracked through summative and formative assessment, as well as diagnostic.

## **Using our Virtual Learning Environment (Google Classroom) to assist with feedback**

### Collaboration

Google Classroom's collaborative tools can be used to provide feedback and assess through the platform's marking and tracking system. The boys can 'accept' comments that teachers post to improve their work and react to 'next steps' set by the teacher.

### Self and peer-assessment

Boys can work together on shared documents, spreadsheets and powerpoints present on Google Classroom. They are able to post constructive feedback to each other.

### Sharing and synthesising information

Boys can use the full range of Google Classroom's functionality to respond to critical thinking challenges and the higher order thinking requirements required by the teaching staff.

### Communication with the boys

Direct messaging can occur between teacher and pupil so that immediate feedback can be provided on a set task and any misconceptions addressed. However, pupils are not allowed to use the 'stream' as an open forum for comments in order to protect the needs of all pupils and deter any unnecessary and unrelated comments.

## **Methods of Assessment**

The method of assessment will be different for each subject and for each year group. It is the Subject Head's responsibility to ensure that assessment is taking place in his/her subject across the year groups, consistently and throughout the school year and that this is monitored.

Boys should be given clear guidelines as to the purpose, nature and requirements of any task to enable them to perform to the best of their ability.

If an assessment requires boys to do some revision, the teacher should give very clear instructions and go through the work to be revised in class.

## **How will we show progression throughout the school?**

- Boys will have a chance to reflect on what has been marked; this could be self-reflection, dedicated improvement time or it could be a discussion with the teacher and/or peers.
- Self and peer marking can be introduced in Year 2 and used more regularly thereafter. Boys should use a different coloured pen/pencil to the teacher's. (I have already started doing this in Year 2)
- Targets/next steps should be reviewed regularly and responded to by both boys and teachers. This is undertaken regularly in the mandatory target and evaluation sheets at the start of each term in the examined subject areas.
- Next Step targets are also provided through the individual pupil Progress Report. There is a culture of target-setting and self-improvement, as boys own their own learning and become independent learners.

## **How will we measure our success?**

Our assessment is successful if our boys have a clear idea of their next steps and how to achieve them. If that is successful, boys will have more ownership of their learning and be more motivated during lessons, will take more risks and push themselves to achieve more. Boys will value teachers' marking more and it will be more meaningful to them. Boys' self-esteem will increase as they find it easier to achieve success.

## **Roles and Responsibilities**

### **Governors**

- to ensure that the school shares, implements and monitors this policy;
- to ensure that the policy is reviewed annually.

### **The Executive Head and Deputy Head, Academic**

- to ensure that the implementation and monitoring of this policy is manageable, consistent and has a positive impact on boys' learning;
- to monitor, through scheduled and/or random work scrutiny, that the policy has been implemented at all levels.

### **Heads of Department**

- to ensure the effective implementation of this policy within their department and to include in their subject policies, more detailed marking applicable to that subject in particular;
- to monitor regularly the implementation and effectiveness of this policy through department work scrutiny;
- to provide feedback to the Deputy Head, Academic, when required.

### **Teaching Staff**

- to implement this policy and follow the identified guidelines, as well as detailed version within departments;
- to ensure that boys' work is marked appropriately, positively and within appropriate timescales;
- to provide workbooks for scrutiny as required and to act on any feedback given.

## Reporting

Reporting to parents should take three forms (*please see Appendix ii*) :

- Verbally on an informal basis
- Verbally at Parents' Evenings
- In written form

**Informal Reporting** - This will occur at the request of either the parent or a member of staff and will take place at a time other than the official Parents' Evening. A record of the meeting is kept, notes are added to SchoolBase on the boys' profiles.

**Parents' Consultations** - These take place once a year for each different year group. The meeting is principally to discuss the academic and social progress of each individual boy. Parents have the opportunity to discuss their son's progress with each of his/her academic teachers. In the Younger Years, parents will have two consultations during the academic year, in person.

**Written Reports** - Over the course of the academic year, parents will receive four Progress Card and Report updates which incorporate: Behaviour for Learning grades (BFL) and Attainment Grades (ATG) as well as a 'Next Step' (NST) target for each subject area based on Shrewsbury House School standards. (*Please see Appendix iii*).

Parents also receive: a Full Report, or for Year 8 a Valedictory report, at the end of the academic year. (*Please see Appendix iv*).

### Written reports include:

A comment from each subject teacher (except STEAM and Opening Minds), the Form Tutor with a Head of Year and Executive Head signature, together with any relevant test/examination results.

### The assessment schedule (please see Appendix v) will provide:

- CAT4 scores, enhancing verbal and non-verbal, spatial and quantitative reasoning to provide more detail;
- Spelling and reading ages through the NGRT and NGST GL Assessments;
- Diagnostic information from the above indicating strengths and weaknesses and giving national comparisons;
- Regular feedback from reports and other interventions;
- PASS Test (GL Assessment) analysis relating to the pupil's feelings about school and to learning.
- Mock ISEB pretest assessments in Year 5 and 6;
- GL Dyslexia Screener in Year 4;
- Mock Common Entrance and Scholarship Exams in Year 8;
- School Examinations from Year 3-7;
- PiRA tests in Year 1 and Year 2 help to assess a child's reading comprehension and understanding

The assessment data is used to:

- Inform teaching;
- Monitor individuals especially those who may be struggling or those who need extension work;
- Track boys' progress from one year to the next and assess their performance against national norms;
- Identify pupils with specific learning difficulties;
- Better inform parents about their son's progress;
- Assist in advising parents about possible future schools for their sons.

Spelling and Reading age tests help us in assessing and tracking boys. Any special educational needs are identified as early as possible so that an appropriate course of action can take place. Concerns are raised with our Learning Enrichment team, where applicable. There are detailed policies to read alongside the assessment policy:

- Learning Enrichment Policy
- More Able, Gifted and Talented Policy (and register)
- English as an Additional Language.

It is the responsibility of the Executive Head, Deputy Head, Academic and the Director of Scholarship, Reporting and Assessment to make sure that assessment procedures are working well (with staff sharing information with one another when appropriate), that data is submitted, analysis of data takes place and individual needs of boys are being met including, when required, in consultation with Learning Enrichment Co-ordinator (LEC) further assessment such as dyslexia screening and Educational Psychologists' assessments.

At Shrewsbury House School, parents are kept well informed about their son's progress both formally during Parents' Evenings and in written Reports as well as through other communications such as e-mail and telephonic conversations. Discussion takes place at pastoral meetings and with Heads of Year to discuss factors affecting boys' progress. Communication with parents is a vital part of the work of Shrewsbury House School and all parents are involved in their son's learning.

## Marking Policy Key Codes (Appendix i)

### SHS Whole-School Marking Symbols

|                  |  |
|------------------|--|
| V                | <i>Verbal Feedback</i>   |
| +                | <i>Plus</i>  |
| I                | <i>Independent Work</i>  |
| S                | <i>Supported Work</i>  |
| NS or EBI        | <i>'Next Step' target / Even Better If</i>   |
| ?                | <i>Not correct or clear – check/think again</i>  |
| SC ✓             | <i>Success Criteria Achieved (not ticked if not achieved)</i>  |
| LO ✓             | <i>Lesson Objective achieved (not ticked if not achieved)</i>  |
| sp               | <i>Spelling (no more than three per piece of work – may depend on child)</i>   |
| <b>Highlight</b> | <i>Work that can be celebrated e.g. an impressive sentence, excellent vocabulary, strong working-out in maths, neat handwriting etc.</i>   |
| <b>CHIPS</b>     | <u><i>C - Capital Letters H - Handwriting I - Interesting Words P - Punctuation S - Spelling</i></u><br><i>This acronym is for pupil-driven proofreading to drive the checking and uplevelling of independent work</i> |

## Reporting and Feedback Overview (Appendix ii)

|          | Rec, Year 1, Year 2   | Year 3   | Year 4   | Year 5   | Year 6  | Year 7   | Year 8   |
|----------|---|--|--|--|---|--|--|
| Aut 1    |   | Progress Card  | Progress Card  | Progress Card  | Parents' Evening – Tutor, Eng & Maths only Tues 11 Oct (5.30-7.30pm)<br>Progress Card               | Progress Card  | Progress Card  |
| Aut 2    | Reception, Year 1 & Year 2 Parent Consultations - Thur 6 Nov 2025 (17:30-20:30) | Progress Card<br>Year 3 Parents' Consultations - Tue 25 Nov & Thur 27 Nov (17:30-20:30)<br><br>Progress Card | Progress Report  | Progress Report  | Progress Report   | Progress Report  | Year 8 Pupils' & Parents' Consultations - Tues 2 Dec 2025 & Thur 4 Dec 2025 (17:30-20:30)<br><br>Progress Card |
| Spring 1 |   |  | Year 4 Parents' Consultations - Tue 20 Jan & 22 Jan 2026 (17:30-20:30) |  | Year 6 Parents' Consultations (without: Eng, Ma, Rea) - Tue 27 Jan & Thur 29 Jan 2026 (17:30-20:30) | Year 7 Pupils' & Parents' Consultations - Tue 10 Feb & 12 Feb 2026 (17:30-20:30) |  |
| Spring 2 |   | Progress Report  | Progress Card  | Year 5 Parents' Consultations - Tue 10 Mar & Thur 12 Mar 2026 (17:30-20:30)<br><br>Progress Card | Progress Card   | Progress Card  | Progress Report  |
| Summer 1 |   | Progress Card  | Progress Card  | Progress Card  | Progress Card   | Progress Card  | Progress Card  |
| Summer 2 |   | Full Report  | Full Report  | Full Report  | Full Report   | Full Report  | Valedictory Report   |



| Subject    | Autumn Term |          |           |          | Spring Term |          | Summer Term |          |
|------------|-------------|----------|-----------|----------|-------------|----------|-------------|----------|
|            | Aut 1 BFL   | Aut 1 AT | Aut 2 BFL | Aut 2 AT | Spr 2 BFL   | Spr 2 AT | Sum 1 BFL   | Sum 1 AT |
| Technology |             |          |           |          |             |          |             |          |
| TPR        |             |          |           |          |             |          |             |          |

Autumn 2 - Tutor Comments

Form Tutor: **Mr M Males**                      Head of Year: **Mr C Nicholas**                      Executive Head: **Mrs J Hubbard**

|                  | Autumn 1 | Autumn 2 | Spring 2 | Summer 1 |
|------------------|----------|----------|----------|----------|
| Absences / Lates |          |          |          |          |
| Pluses & Minuses |          |          |          |          |



## Progress Report 2025-26

SHS Values: Respect, Perseverance, Integrity, Compassion, Aspiration

| Pupil      | Pupil Number | Year Group | House  | Tutor       | Date       |
|------------|--------------|------------|--------|-------------|------------|
| A. Student | 1946         | Year 8     | Nelson | Mr N French | 18/10/2025 |

| Subjects                     | Autumn Term |          |           |          | Spring Term |          | Summer Term |          |
|------------------------------|-------------|----------|-----------|----------|-------------|----------|-------------|----------|
|                              | Aut 1 BFL   | Aut 1 AT | Aut 2 BFL | Aut 2 AT | Spr 2 BFL   | Spr 2 AT | Sum 1 BFL   | Sum 1 AT |
| English                      |             |          |           |          |             |          |             |          |
| Mathematics                  |             |          |           |          |             |          |             |          |
| Science                      |             |          |           |          |             |          |             |          |
| French                       |             |          |           |          |             |          |             |          |
| Art                          |             |          |           |          |             |          |             |          |
| Computing, Coding & Robotics |             |          |           |          |             |          |             |          |
| Drama                        |             |          |           |          |             |          |             |          |
| Games                        |             |          |           |          |             |          |             |          |
| Geography                    |             |          |           |          |             |          |             |          |
| History                      |             |          |           |          |             |          |             |          |
| Latin                        |             |          |           |          |             |          |             |          |
| Music                        |             |          |           |          |             |          |             |          |
| PE                           |             |          |           |          |             |          |             |          |
| Swimming                     |             |          |           |          |             |          |             |          |
| Technology                   |             |          |           |          |             |          |             |          |

| Subjects | Autumn Term |          |           |          | Spring Term |          | Summer Term |          |
|----------|-------------|----------|-----------|----------|-------------|----------|-------------|----------|
|          | Aut 1 BFL   | Aut 1 AT | Aut 2 BFL | Aut 2 AT | Spr 2 BFL   | Spr 2 AT | Sum 1 BFL   | Sum 1 AT |
| TPR      |             |          |           |          |             |          |             |          |

Spring 2 - Tutor Comments

Form Tutor: **Mr N French**                      Head of Year: **Mr T Eaves**                      Executive Head: **Mrs J Hubbard**

|                  | Autumn 1 | Autumn 2 | Spring 2 | Summer 1 |
|------------------|----------|----------|----------|----------|
| Absences / Lates |          |          |          |          |
| Pluses & Minuses |          |          |          |          |

## Attainment Grades

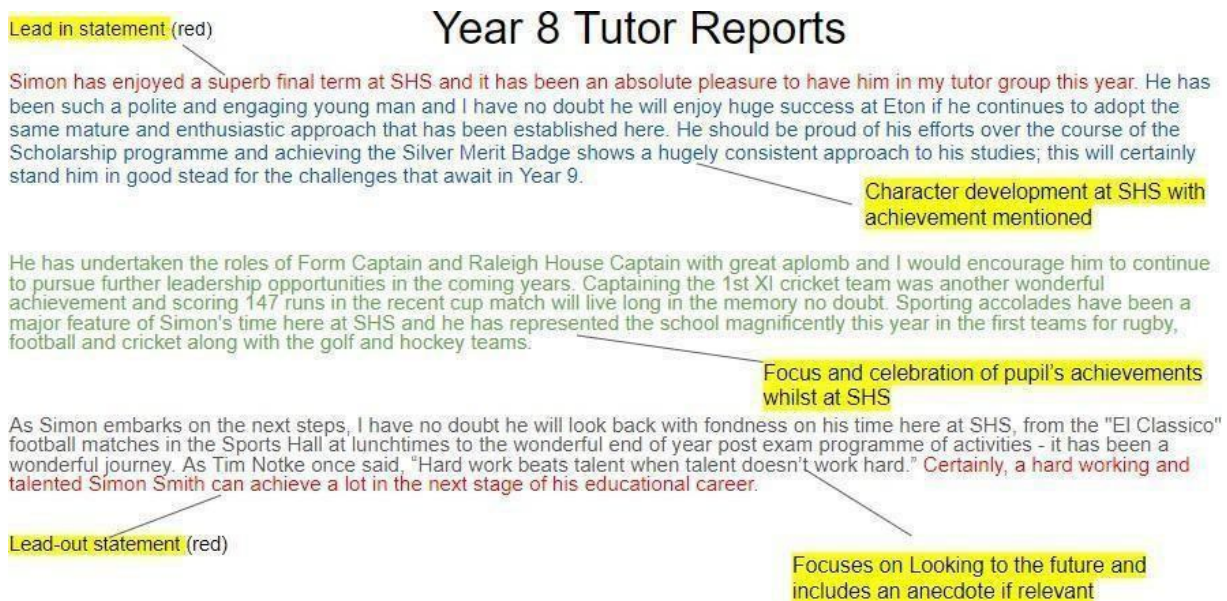
| Band                              | Attainment | Sub Level | Explanation   |
|-----------------------------------|------------|-----------|---|
| Working Well Above Expected Level | 1+         | Exceeding | • Producing high quality work at this stage in relation to all SHS formative and summative assessments.   |
|                                   | 1          | Meeting   | • Skill, knowledge or understanding is demonstrated and applied naturally and in context without any prompting or modelling.  |
|                                   | 1-         | Emerging  | • Embraces academic challenge and displays a deep understanding of topics covered.  |
| Working Above Expected Level      | 2+         | Exceeding | • Producing work above the expected level at this stage in relation to all SHS formative and summative assessments.   |
|                                   | 2          | Meeting   | • When a skill or objective is modelled/ taught the pupil fulfils all aspects of the criteria within their work, and is then able to apply the concepts independently and consistently. |
|                                   | 2-         | Emerging  | • Ready to deepen understanding with further academic challenges.   |
| Working at Expected Level         | 3+         | Exceeding | • Producing work in line with expectations at this stage in relation to all SHS formative and summative assessments. When a skill is modelled, the pupil can employ the skill.          |
|                                   | 3          | Meeting   | • They are not yet fully independent at this stage and require continued practice to apply the skill which may be through the form of scaffolding or further modelling.                 |
|                                   | 3-         | Emerging  | • Responds appropriately to the academic challenge posed by staff and the curriculum.   |
| Working Below Expected Level      | 4+         | Exceeding | • Producing work that is not consistently in line with expectations at this stage in relation to all SHS formative and summative assessments.   |
|                                   | 4          | Meeting   | • The skills, concept or body of knowledge taught is rarely shown or applied consistently or appropriately, without direct adult support.   |
|                                   | 4-         | Emerging  | • Responds inconsistently to the academic challenge posed by staff and the curriculum.  |
| Working Well Below Expected Level | 5+         | Exceeding | • Producing work that is regularly below the set expectations in relation to SHS formative and summative assessments and expectations.  |
|                                   | 5          | Meeting   | • Significant support is required for the pupil to access the curriculum.   |
|                                   | 5-         | Emerging  | • Struggles to commit to the academic challenge posed by staff and the curriculum.  |

## Behaviour for Learning Grades

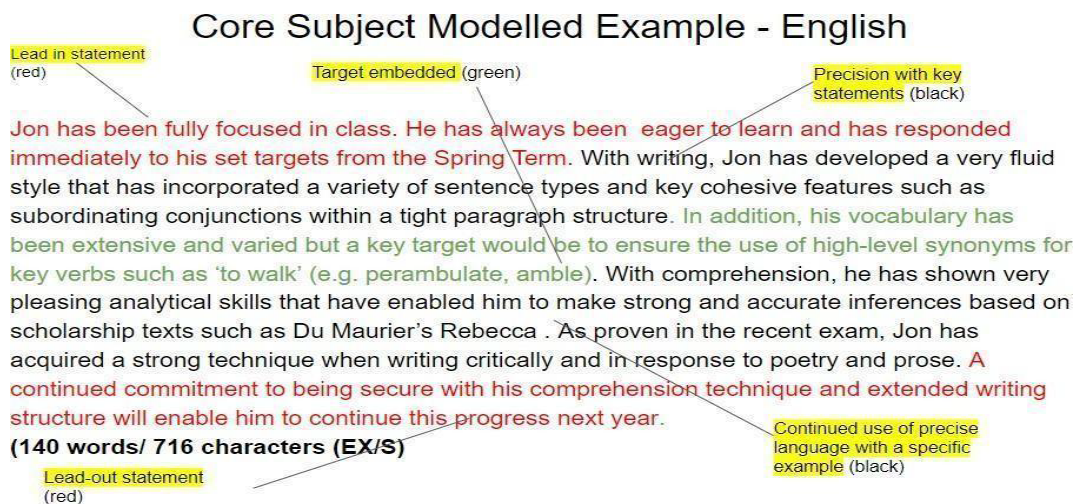
| Band                    | Explanation   |
|-------------------------|---|
| 1 <b>Outstanding</b>    | <ul style="list-style-type: none"> <li>• Always organised and ready to learn.</li> <li>• Always having the correct equipment.</li> <li>• Always punctual to lessons, lining up in a focused and sensible manner.</li> <li>• Always listening carefully and attentively to teachers and other pupils.</li> <li>• Always committed to learning and making excellent and regular contributions to group work and class discussions.</li> <li>• Always acting on feedback and taking full ownership of set targets.</li> <li>• Always displaying exemplary behaviour throughout the lesson.</li> <li>• Always completing prep to an excellent level.</li> </ul>   |
| 2 <b>Very Good</b>      | <ul style="list-style-type: none"> <li>• Most of the time being organised and ready to learn.</li> <li>• Most of the time having the correct equipment.</li> <li>• Most of the time being punctual to lessons, lining up in a focused and sensible manner.</li> <li>• Most of the time listening carefully and attentively to teachers and other pupils.</li> <li>• Most of the time being committed to learning and making excellent and regular contributions to group work and class discussions.</li> <li>• Most of the time acting on feedback and taking full ownership of set targets.</li> <li>• Most of the time displaying exemplary behaviour throughout the lesson.</li> <li>• Most of the time completing prep to an excellent level.</li> </ul> |
| 3 <b>Good</b>           | <ul style="list-style-type: none"> <li>• Frequently organised and ready to learn.</li> <li>• Frequently having the correct equipment.</li> <li>• Frequently punctual to lessons, lining up in a focused and sensible manner.</li> <li>• Frequently listening carefully and attentively to teachers and other pupils.</li> <li>• Frequently committed to learning and making excellent and regular contributions to group work and class discussions.</li> <li>• Frequently acting on feedback and taking full ownership of set targets.</li> <li>• Frequently displaying exemplary behaviour throughout the lesson.</li> <li>• Frequently completing prep to an excellent level.</li> </ul>   |
| 4 <b>Inconsistent</b>   | <ul style="list-style-type: none"> <li>• Sometimes organised and ready to learn.</li> <li>• Sometimes having the correct equipment.</li> <li>• Sometimes punctual to lessons, lining up in a focused and sensible manner.</li> <li>• Sometimes listening carefully and attentively to teachers and other pupils.</li> <li>• Sometimes committed to learning and making excellent and regular contributions to group work and class discussions.</li> <li>• Sometimes acting on feedback and taking full ownership of set targets.</li> <li>• Sometimes displaying exemplary behaviour throughout the lesson.</li> <li>• Sometimes completing prep to an excellent level.</li> </ul>   |
| 5 <b>Unsatisfactory</b> | <ul style="list-style-type: none"> <li>• Rarely organised and ready to learn.</li> <li>• Rarely having the correct equipment.</li> <li>• Rarely punctual to lessons, lining up in a focused and sensible manner.</li> <li>• Rarely listening carefully and attentively to teachers and other pupils.</li> <li>• Rarely committed to learning and making excellent and regular contributions to group work and class discussions.</li> <li>• Rarely acting on feedback and taking full ownership of set targets.</li> <li>• Rarely displaying exemplary behaviour throughout the lesson.</li> <li>• Rarely completing prep to an excellent level.</li> </ul>   |

## Summer Term Full-Written Reports (examples) (Appendix iv)

### Year 8 Tutor Report



### Year 3-7 Examined Subject End of Year Report



Year 3-7 Non-Examined Subject End of Year Report

## Foundation Subject Modelled Example - DT

Lead in statement (red)

Tom has made noticeable progress this term with his targets on 3D-drawing set at the end of the Spring Term. With design, Tom has been able to explain how parts of his bridge-project will work, such as the beam and truss, and how they are fit for purpose. Through the making stage, he has accurately measured and shaped materials to successfully complete a solid, functioning drawbridge. Through evaluation, Tom was able to self-assess his work honestly and thoughtfully. A key target would be to consider how different the finished product was against his original specification and what the advantages and disadvantages of this would be. Continued commitment to his project work will enable Tom to further progress next year.

(105 words / 556 ex/s)

Lead-out statement (red)

Target embedded (green)

Continued use of precise language with a specific example (black)

### Summer Term Full-Written Reports (examples) (Appendix v)

| Shrewsbury House School Assessment Overview 2025-2026  |                                     |                   |                      |                               |                            |                      |                      |                      |  |              |
|--|-------------------------------------|-------------------|----------------------|-------------------------------|----------------------------|----------------------|----------------------|----------------------|--|--------------|
| <ul style="list-style-type: none"> <li>• ATOM Mock ISEB - online exam practice for the ISEB Common Pre-Tests (GL and CEM style) and independent senior school assessments.</li> <li>• CAT4 - Cognitive Abilities Test</li> <li>• NGRT - New Group Reading Test</li> <li>• NGST - New Group Spelling Test</li> <li>• PTE/PTM- GL Assessment Progress Tests in English, Maths</li> <li>• IPQ - Independent Project Qualification</li> <li>• Year 8 Scholarship Exams - depending on the school, these can occur between January and May of the academic year.</li> </ul> |                                     |                   |                      |                               |                            |                      |                      |                      |  |              |
|  | Sep                                 | Oct               | Nov                  | Dec                           | Jan                        | Feb                  | Mar                  | Apr                  | May                                    | June         |
| R-Year 2   |                                     |                   |                      |                               |                            |                      |                      |                      |  |              |
| Year 3   | NGRT/NGST<br>CAT4                   | PASS              |                      |                               |                            |                      |                      |                      | NGRT/NGST, PTE/PTM                     | School Exams |
| Year 4   | NGRT/NGST<br>CAT4                   | PASS              |                      |                               | GL Dyslexia<br>Screener    |                      |                      |                      | NGRT/NGST, PTE/PTM                     | School Exams |
| Year 5   | NGRT/NGST<br>CAT4                   | PASS              |                      |                               | ATOM<br>Mock ISEB          |                      | ATOM<br>Mock ISEB    |                      | ATOM Mock ISEB, PTE/PTM                | School Exams |
| Year 6   | NGRT/NGST<br>CAT4<br>ATOM Mock ISEB | ATOM<br>Mock ISEB | ISEB Pre-Test        | Senior<br>School<br>Pre-Tests | Senior School<br>Pre-Tests |                      |                      |                      | NGRT/NGST, PTE/PTM                     | School Exams |
| Year 7 /<br>7S   | NGRT/NGST<br>CAT4                   | PASS              |                      |                               |                            |                      |                      |                      | NGRT/NGST, PTE/PTM                     | School Exams |
| Year 8   | NGRT/NGST<br>CAT4                   | PASS              | CE Mocks             |                               |                            | CE Mocks             |                      |                      | NGRT/NGST, PTE/PTM                     | CE Week      |
| Year 8S  | NGRT/NGST<br>CAT4                   | PASS              | Scholarship<br>Mocks |                               | Scholarship<br>Exams       | Scholarship<br>Exams | Scholarship<br>Exams | Scholarship<br>Exams | NGRT/NGST PTE/PTM<br>Scholarship Exams | IPQ          |

Policy owner: Deputy Head, Academic  
 Approved: Executive Head  
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