



WAKEFIELD GIRLS' HIGH SCHOOL

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CHANGE RECORD - REVIEW PERIOD ANNUALLY

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WGHS Measuring Pupil Progress Policy

1. Introduction

Effective assessment provides information to improve teaching and learning. At Wakefield Girls' High School we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage against the expectations. Test results can describe performance, in terms of standardised scores and age result compared to chronological age.

Pupils are given regular feedback on their learning so that they understand what is necessary to improve their work.

2. Objectives

At Wakefield Girls' High School, the objectives of assessment are;

- To enable pupils to demonstrate what they know, understand and can do in their work
- To help pupils recognise the standards to aim for, to understand what they need to do next to improve their work and to empower them through this knowledge in order to achieve the improvement
- To allow teachers to plan work that accurately reflects the needs of each pupil
- To provide regular information for parents that enables them to support their child's learning
- To provide information that ensures pupils achieve their full potential
- To provide the Head of the School, Director of Section and Governors with information that allows them to make judgements about the effectiveness of the school.

3. Junior Section Assessment

Assessment opportunities are identified in the medium and short-term planning. Subsequent planning is adapted in light of the ongoing assessment.

A record is made of each pupil's achievement against key learning objectives in English and mathematics lessons. These records are then used to target future learning, to indicate strengths and weaknesses and to form part of the summer report in these subject areas.

We use the GL Assessment Testwise Reporting Service which provides a report of a pupil's achievement compared to past performance and national norms in English and mathematics. The report contains a comprehensive set of tables and charts that illustrate the performance of individuals, year groups and classes and is used to track progress and identify targets for individual pupils.

We also test spelling and reading ages to inform future learning and to identify where pupils need to receive support.

Pupils are assessed each half term in Maths. Pupils are also assessed on their writing in unaided tasks four times per year. These tasks are marked and moderated using standard record sheets. Pupils are also assessed on a comprehension task three times a year.

Recording

The following assessment data is recorded and stored electronically;

- Progress Test in Maths
- Progress Test in English
- Suffolk Reading Standardised Scores
- Headstart comprehension Scaled Scores
- Teacher assessment of Key Objectives in English and mathematics

Scores from the Progress in Maths and English tests are used to measure the attainment and progress of individual pupils, classes and year groups in each subject.

Pupils who have high attainment, low attainment, high progress, low progress will be identified to ensure teaching and learning is appropriate to their needs.

Pupils are assessed in English and Maths lessons on their achievement of the learning objective. Their achievement is recorded and tracked by class teachers on a set format.

Pupil assessment papers are stored in individual pupil files by the class teacher and made available to the next year group at the end of the academic year.

4. Senior Section Assessment

Pupils in Year 7 and 12, or other year groups if joining at a different stage, undertake either the MidYIS test (Year 7) or Alis test (Year 12) from CEM Centre, Durham. These tests help to identify strengths and weaknesses of our pupils and also provide appropriate bench marks for them at either GCSE or A Level. We also send the GCSE average point scores of Year 12 pupils to the CEM Centre and receive a set of target grades for Year 12 based on these figures. From these two sets of Year 12 target grades, the highest target grade for each pupil is used for each subject, to ensure that pupils are working towards their most aspirational targets.

The subject specific target grades from the CEM tests are used to monitor pupils' progress and attainment throughout their school career with us, alongside other indicators such as attitude to learning, attendance, SEND needs, and any areas for concern.

At Key Stage 3, the subject specific target grades are converted to the school's own grading system (see *Table 1*). At Key Stages 4 and 5 the subject specific target grades used are on the 9-1 or A*-E, U grading scales respectively.

MidYIS Target Grade	WGHS KS3 Grade
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9	A1
8/9	A1
8	A1
7/8	A1
7	A2
6/7	A2
6	A3
5/6	B1
5	B1
4/5	B2
4	C
3/4	C

Table 1: Conversions from CEM Centre subject specific MidYIS grades to WGHS Key Stage 3 grading system.

5. Reporting

5.1 Junior Section

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

At the start of the academic year we hold an information evening to explain the expectations of the year's curriculum coverage for the year as well as homework.

In the Autumn and Spring term, we offer parents the opportunity to meet their child's form teacher and discuss their attainment and progress in core subjects up to that point in the year. Learning Support, Games and Music teaching staff are also available at these evenings to discuss progress.

Parents also receive a mid-year report before the February half term, giving feedback on attainment and progress in English, mathematics and Science.



Year 3
Spring 2023

English

Reading	2	Always achieves the learning objective and in a good many lessons works beyond the objective
Writing	3	Consistently achieves the learning objective in lessons
Spelling	3	Consistently achieves the learning objective in lessons
Punctuation	2	Always achieves the learning objective and in a good many lessons works beyond the objective

Progress	2	Achieving above expected progress most of the time
Effort	1	Works to the best of her ability in all lessons

Teacher Comments

■■■■ has made a very good start to her work in English and I am pleased that she always tries her best to get things right. She can read a range of texts with increasing confidence and her answers in reading comprehensions show a good understanding. Creative writing is always interesting to read and there are often some effective words and phrases within her work. Spelling is an area for improvement, although I know ■■■■ tries hard to get things right. Handwriting joins are improving and I am pleased with the presentation of her work.
Target: to practise reading work aloud to ensure sentences make good sense.



Year 3
Spring 2023

Mathematics

Computation	3	Consistently achieves the learning objective in lessons
Data Handling	2	Always achieves the learning objective and in a good many lessons works beyond the objective
Problem solving	2	Always achieves the learning objective and in a good many lessons works beyond the objective
Shape and measures	3	Consistently achieves the learning objective in lessons

Progress	3	Achieving expected progress in all lessons
Effort	1	Works to the best of her ability in all lessons

Teacher Comments

I am pleased with ■■■■'s efforts in maths so far this year and she always tries hard in lessons. She is developing a good understanding of the areas covered and is beginning to show more confidence when applying her number knowledge to word problems. She can use mental methods such as partitioning when adding, doubling and halving, although occasionally needs to check answers to ensure they are sensible, especially in tests. ■■■■ can estimate and measure accurately using centimetres and millimetres and I am pleased with her work on number lines.
Target: to ensure number bonds to 100 are accurate.



Year 3
Spring 2023

Project

Knowledge and understanding	3	Consistently achieves the learning objective in lessons
Application of skills	3	Consistently achieves the learning objective in lessons
Quality of work produced	3	Consistently achieves the learning objective in lessons

Progress	3	Achieving expected progress in all lessons
Effort	1	Works to the best of her ability in all lessons

Teacher Comments

■■■■ has a very good understanding of the different oceans and continents on Earth and she completed an accurate timeline showing the discoveries of explorers through history. She participated with real enthusiasm during our visit to Mearwood Valley Urban Farm, learning about different rocks being formed and how soil is made. ■■■■ understands how Earth moves in space in relation to the Sun and can name different light sources.
Target: to ensure capitals are used for place names.



Year 3
Spring 2023

General comments

■■■■ has made a very good start to Year 3 and is coping with all aspects of her work this year so far. She is generally a keen and enthusiastic member of the class and she always participates in lessons with genuine interest and a determination to succeed, putting teaching points into practice. Although occasionally needing reassurance with finer details such as spellings, ■■■■ is developing confidence in her ability and I can see that she is making good progress so far. I am sure that her positive efforts will continue.

Director of Junior Section Comment

This is a positive report containing several aspects that ■■■■ can be proud of. Making sure that she takes on board the targets set in the report, especially regarding number bonds, will help ■■■■ make the progress she is capable of. ■■■■ is a sociable member of the year group and is always well mannered and respectful around school. A good start to her time in the Junior Section. Well done. ■■■■

Figure 1: Example report, showing report format with teacher comments redacted. See Appendix 3 for grade descriptor sheet which accompanies reports.

During the Summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, standardised scores achieved in the summative English and mathematics tests are included and we also identify target areas for the next school year. We write individual comments on all subjects which have been studied. Parents are given an opportunity to feedback on the reports.

We encourage parents to discuss pupil progress with the Director of Section or the class teacher at any time if they are concerned.

Reporting/Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that there is consistency in how work is marked. Please see the WGHS Marking Policies on the website [WGHS Policies](#).

5.2 Senior Section

The school produces termly reports to parents, which are also published to pupils on their Firefly profile page so that they can view and evaluate their current attainment and progress in each subject and can use this to determine areas which may require further focus. The reports (see *Figure 2 below*) display the subject-specific bench mark grades and current attainment grades, and use colour to indicate whether the pupil is currently working above, at, just below or more significantly below their target grades. The reports also offer further guidance, such as attitude to learning grades and areas for concern from all teachers of the pupil.

WGHS				
YEAR 11 AUTUMN 2019				
Subject	MidYIS Grade	Attainment	Attitude to Learning	Areas for Concern
Biology <i>Dr J. Korosi</i>	6.5	5	Satisfactory	Homework
Chemistry <i>Mrs J. Baldwin</i>	6	5	Good	
English <i>Mrs J. Megson</i>	Language 6	Language 6	Good	
	Literature 6	Literature 5		
Food & Nutrition <i>Mrs S. Oldale</i>	6	6	Good	Revision Engagement
History <i>Mr O. Shaw</i>	6	6	Good	
Maths <i>Mrs C. Heathcote</i>	6	5	Good	Revision
Physics <i>Mr D. Hannard</i>	6.5	6	Good	
Religious Studies <i>Mr D. Sheehan</i>	6	7	Good	
<i>Mrs R. Keegan-Phipps</i>			Good	
Spanish <i>Mrs D. Walker</i>	5.5	5	Satisfactory	Homework Engagement

M.E. awarded

Attendance for the academic year to date: 98.9%

Figure 2: Example report, showing report format and colouring system. See Appendix 1 for grade descriptor sheet which accompanies reports.

Detailed, subject-specific feedback is also given to each student via Firefly, with a minimum of two comments per term for each subject.

Following each reporting session, data is produced for the use of teaching staff, Heads of Department, Form Tutors, Heads of Year and Senior Leaders which summarises the pupil progress and attainment data. Students reflect on their reports with Form Tutors and set SMART targets for the next term, which are reviewed at the next reporting session. Successive data analysis also details pupil attainment from any previous reporting sessions within that academic year so that trends in progress can be easily identified and acted upon

as necessary. Heads of Department and class teachers also have access to subject specific tracking data for their subjects/current classes, where they can easily access the above progress data for their current pupils for their subject. These subject and class-level tracking sheets show pupils' progress in the subject for all of either KS3, KS4, or KS5, depending on the current Key Stage of the class.

Following external exams, our pupils' performance against their targets is again measured on a pupil, class, and subject level. This data is analysed by Heads of Department and the Senior Leadership Team. Heads of Department are asked to prepare a report on this exam performance, answering a range of questions about the data, which ensures this analysis has parity across the departments. This data is used to determine areas of strength and weakness within the teaching and learning of the school, and is an iterative process which then feeds back to current teaching, providing areas of focus to strengthen future teaching and learning.

6. Monitoring and Review

The Deputy Head Academic and the Director of the Junior Section are responsible for monitoring the implementation of this policy by inspecting samples of the children's work, observing the policy being implemented in the classroom and the interpreting and sharing of data.

This policy is reviewed in accordance with the policy review schedule at WGHS.

Appendix 1

Timetable of Formal Assessments at WGHS

Year Group	Assessment	Time of Year
Year 3	Progress Test In Maths 7 Progress Test in English 7 Progress Test In Maths 8 Progress Test in English 8 Suffolk Reading	Sept Sept May May May
Year 4	Progress Test In Maths 9 Progress Test in English 9 Suffolk Reading	May May May
Year 5	Progress Test In Maths 10 Progress Test in English 10 Suffolk Reading	May May May
Year 6	<i>Senior School Entrance Test (Ma/Eng Comp/Writing)*</i> Progress Test In Maths 11 Progress Test in English 11 Suffolk Reading	<i>January</i> May May May May
Year 7	MIDYIS Test School Summer Exams	Sept June
Year 8	School Summer Exams	June
Year 9	School Summer Exams	June
Year 10	School Summer Exams	June
Year 11	Mock Exams GCSE Exams	Nov May/June
Year 12	School summer exams	June
Year 13	Mock Exams A levels Exams	Feb May/June

**This is voluntary for those wishing to attempt to secure an academic scholarship. Unless otherwise communicated to parents, graduation to the Senior Section is automatic.*

Appendix 2

Reporting and Feedback Schedule at WGHS JS

Term	St John's House (KS2)
Autumn 1	Junior Curriculum Meeting (Sept)
Autumn 2	Y3-Y6 Parents' Evening (Oct/Nov)
Spring 1	Mid-Year Report (Feb)
Spring 2	Y3-Y6 Parents' Evening (Mar)
Summer 1	
Summer 2	End of Year Report (July) <i>Parents invited to comment on the report through a feedback form</i>

Reporting and Feedback Schedule at WGHS SS

WGHS REPORTING AND TRACKING SCHEDULE 2023-24 (All reporting deadlines 9.00 am)							
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
September							QEGS Yr 13 Initial assessments. 29 September Results sheet
October						QEGS Yr 12 Initial assessments.	
November			Grade Sheet 21/11/23	Grade Sheet Tue 14/11/23 Parents' Evening Tue 21/11/23 (remote)	Mocks 20/11/23 -01/12/23	Grade Sheet 21/11/23	Joint Parents' Evening Tue 7/11/23 (in person QEGS)
December	Grade Sheet 05/12/23	Grade Sheet 05/12/23			Taster lessons & Scholarship exam 6/12/23? Mock	Joint Parents' Evening Thu 30/11/23 (in person)	

					results sheet 12/12/23	QEGS)	
January	Parents' Evening Tue 23/1/24 (remote)		Grade Sheet 23/01/24 Options/Parents' Evening Wed 31/01/24 (in person WGHS)		Parents' Evening Wed 17/01/24 (in person WGHS)		
February							Mocks 19/02/24 – 01/03/24
March	Grade Sheet Tue 12/03/24	Grade Sheet Tue 05/03/24 Parents' Evening Thu 14/03/24 (remote)		Grade Sheet 12/03/24		Grade Sheet 05/03/24	Marking Deadline 12/03/24 Joint Parents' Evening Tue 19/03/24
April							
School exams Yr 10 + Y12 15/5/24 - 24/5/24, Yr 7, 8 & 9 20/5/24 - 24/5/24							
Marking Deadline (Years 7, 8, 9, 10) 11/06/24							
June	Grade Sheet Tue 11/06/24 Letter home from Form Tutor Tue 25/06/24	Grade Sheet Tue 11/06/24 Letter home from Form Tutor Tue 25/06/24	Grade Sheet Tue 11/06/24 Letter home from Form Tutor Tue 25/06/24	Grade Sheet Tue 11/06/24 Parents' Evening Thu 13/06/24 (in person WGHS)		Grade Sheet Tue 11/06/24 Joint Parents' Evening Thu 20/06/24	
July							

Appendix 3: Junior Section example grade descriptor sheet which accompanies mid-year reports



**Wakefield Girls' Junior Section
Mid-Year Report**

This report details [redacted]'s attainment, progress and effort in English, Maths and Project work. The class teacher comment highlights contributions to school life, social wellbeing, organisation and attitudes to learning

Subjects are divided into learning strands to indicate strengths and areas of development.

The following descriptions and grading have been used throughout the report:

Attainment is the standard achieved within the context of this school and her current year group.

1. Consistently works beyond the learning objective
2. Always achieves the learning objective and in a good many lessons works beyond the objective
3. Consistently achieves the learning objective in lessons
4. Achieves the learning objective in most lessons but may require support to do so
5. Regularly needs support to achieve the learning objective in lessons

Progress is the improvement made.

1. Achieving well above expected progress consistently
2. Achieving above expected progress most of the time
3. Achieving expected progress in all lessons
4. Achieving expected progress but not consistently
5. Progress is of concern

Effort relates to her motivation and participation in the subject.

1. Works to the best of her ability in all lessons
2. Works to the best of her ability in most lessons
3. Works hard in all lessons
4. Works with appropriate effort most of the time
5. Needs motivating to work with appropriate effort

Attendance 07 September 2022 to 03 February 2023

<u>Authorised Absence</u>	0
<u>Unauthorised Absence</u>	2
Late	0

Please note - each absence equates to half a day.

Appendix 4: Junior Section example grade descriptor sheet which accompanies summer reports

WGHS Grade Descriptors 2022-23 Years 3 to 6

Objectives Grading:

These tracking grades are used to measure current attainment against the shown list of objectives in English and mathematics.

Working Beyond (B): Has demonstrated an ability to apply understanding of the objective to extension tasks and activities that require higher order application. Recall of understanding is accurate over time and does not require guidance.

Working At (A): Is able to access the learning for this objective and demonstrate consistent, accurate understanding and application of the objective at or around an age appropriate level. This may or may not be done independently and reflects the achievement at the time; accurate recall may need guidance.

Working Towards (T): Is making progress towards understanding the objective, but has not yet demonstrated sufficient consistency or accuracy when applying their learning.

Overall Attainment:

These grades reflect the overall achievement in subjects other than English and mathematics.

(1) **Excelling:** Consistently works independently at an academic level significantly above age related expectations.

(2) **Working Beyond:** Works independently at an academic level above age related expectations on a regular basis.

(3) **Working At:** Works independently at or around a level appropriate for a student their age for the majority of the tasks and objectives set in class.

(4) **Working At with Support:** Can work at or around an age appropriate level, but requires support to do so.

(5) **Working Towards:** For a significant amount of tasks and objectives the age appropriate level is not met on a consistent basis.

Progress:

Learning and skill acquisition is not linear and there may be times when consolidation of previously acquired skills and understanding is more important than progressing to new material. New objectives may also concentrate on broadening a student's experience, providing greater depth to an area or allowing opportunities for linking together previous understanding. The levels for progress do not necessarily link to attainment. For example, a student that has previously struggled in a subject might be starting from a lower attainment level that year and therefore make excellent progress whilst still reaching attainment grades lower than their peers. It is also possible for a high attaining student to not make as much progress as previous years whilst retaining the capacity to attain.

(1) - **Excellent** progress in the subject, significantly above the average expected rate throughout the year.

(2) - **Above the expected** rate of progress has been made in the subject.

(3) - **Expected** rate of progress has been made in the subject.

(4) - **Below expected** levels of progress have been made throughout the year in the subject.

(5) - Levels of progress and development are a **cause for concern**.

Effort:

These grades reflect the overall effort in a subject.

(1) **Excellent:** This student is always fully engaged in lessons, showing high levels of attention, perseverance and natural curiosity. The work produced in class is always completed to the best of their ability.

(2) **Good:** This student is usually engaged in lessons, showing a good level of attention, perseverance and natural curiosity.

The work produced in class is usually completed to the best of their ability.

(3) **Satisfactory:** This student is generally engaged in lessons, showing a satisfactory level of attention, perseverance and natural curiosity. The work produced in class is generally completed, though not always to the best of their ability.

(4) **Unsatisfactory:** This student is regularly not engaged in lessons and their behaviour, unless prompted, is below expectations. Work in class does not reflect their potential.

Appendix 5: Senior Section example grade descriptor sheet which accompanies reports

WGHS Grade Descriptors 2019-20

Years 10 and 11

Attainment: 9-1, U GCSE grade scale based on current attainment

Colour Coding:

- The student's current attainment is 1 grade or higher than the MidYIS grade or the MidYIS grade is a 9 and the student is working at this standard
- The student's current attainment is the same as the MidYIS grade
- The student's current attainment is 1 grade below the MidYIS grade
- The student's current attainment is 2 or more grades below the MidYIS grade

Attitude to Learning:

Excellent	<p>This student is always fully engaged in lessons showing a high level of confidence and natural curiosity. The work produced in class and at home is always completed to the best of their ability and all deadlines are met. This student is always ready to learn both independently and collaboratively, is not averse to taking risks and is receptive to guidance and other perspectives. This student is always resilient and is prepared to persevere and practice in order to develop and consolidate her learning.</p>
Good	<p>This student is usually engaged in lessons showing a good level of confidence and natural curiosity. The work produced in class and at home is usually completed to the best of their ability and all deadlines are met. This student is usually ready to learn both independently and collaboratively, is not averse to taking risks and is receptive to guidance and other perspectives. This student is usually resilient and is prepared to persevere and practice in order to develop and consolidate her learning.</p>
Satisfactory	<p>This student is generally engaged in lessons showing a satisfactory level of confidence and some natural curiosity. The work produced in class and at home is generally completed to the best of their ability and all deadlines are met. This student is generally ready to learn both independently and collaboratively, is sometimes prepared to take risks and is becoming more receptive to guidance and other perspectives. This student shows some resilience and is improving her ability to persevere and practice in order to develop and consolidate her learning.</p>
Unsatisfactory	<p>This student is not engaged in lessons and her behaviour is below expectations with little evidence of natural curiosity. Work in class and at home does not reflect their potential and deadlines are seldom met. This student shows little resilience and needs to improve her ability to persevere and practice in order to develop and consolidate her learning.</p>

Areas for Concern: Deadlines, Engagement, Organisation, Quality of Homework, Revision

Merit Attainment – awarded to a maximum of the five highest achieving girls in the teaching group

Merit Effort – awarded to a maximum of five girls considered to be making significant effort in the teaching group