

Chetham's

Assessment, Recording and Reporting Policy

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Academic Assessment

Each academic department has its own marking policy, which is set out in departmental handbooks. Departmental and whole-school consistency is promoted and monitored via the School's quality assurance program, INSET, and with reference to the School's *Literacy Policy* and *Teaching & Learning Policy.* Marks for classwork, tests and homework are recorded, as appropriate, in teachers' mark books. Teachers are encouraged to ensure that their students have a sound understanding of their individual marking schemes, the meaning of their symbols, etc. Summative assessments are collated through Aim High track-sheets and used to measure progress against nationally standardised baseline measures.

Assessment is not confined to written work, as much on-going assessment occurs in oral work, listening tasks, practical work, improvisation, group work, etc. While we record and report on student progress through the marking and grading of summative assessment, teachers should be aware that not all work needs to be graded. Comment only feedback is a highly effective type of assessment. Peer / self-assessment should also be regularly integrated into formative assessment (see *Teaching & Learning Policy – Assessment and Feedback).*

Instrumental / Vocal Assessment

Student progress and development is monitored through means of ongoing formative assessment. All staff involved in the musical development of a student can record their thoughts and suggestions through the online music journal.

Students in years 7, 9 & 11 will perform a recital-like program to their Head of Instrumental Department (HOID) and Joint Principal (JP) (TR) and receive verbal and written feedback. Students are encouraged to take advantage of all performance opportunities, the main ones being performance class (music block) and lunchtime concerts.

Technical assessments take place at a time deemed suitable for the individual student through consultation between HOID and instrumental tutor(s). The HOID will visit an instrumental lesson and hear the technical work that is relevant to the individual student at that time. This may include scales, arpeggios, studies, exercises dependent on area of study. Feedback is threefold to: student; tutor; and HOID.

Sixth form students will undertake mock auditions either in the summer term of year 12 or in the early part of year 13. These will be conducted by an external panellist, most likely the relevant head of department from one of the UK conservatoires.

2nd study piano progress is monitored through means of a tutor switch in the late spring and summer terms. Students will play to a different tutor and receive feedback and comment through the music journal.

Progress Card System

Progress Cards measure effort from 1 to 4:

1. has worked outstandingly well throughout the year
2. has worked well throughout the year
3. has sometimes fallen below the standards of effort we expect from a student
4. has often fallen below the standards of effort we expect from a student.

Progress Cards also allow concerns to be flagged (e.g. attainment, wellbeing, attendance), and to measure progress against nationally standardised Cambridge Insight baselines (MidYis for KS3 (Y7 to Y9), Yellis for GCSE (Y10 and Y11), and Alis for A Level (Y12 and Y13)).

For A Level we reference progress against the Alis baseline grade (or GCSE where there is no Alis baseline for a subject e.g. German), and for GCSE against the Yellis baseline. There will be a few instances where an A Level student does not have a subject baseline for either the Alis test or based on their GCSE score; for example, an overseas student who has not done GCSEs and will therefore not have a baseline for German, in which case think about whether the student's progress is in line with your expectations based on your experience.

The GCSE and A Level progress descriptors are:

= or +	meeting or exceeding baseline grade
-1	up to one grade below baseline
>-1	more than a grade below baseline.

Key Constructs
Progress at KS2 and KS3 will be linked to each subject's Key Constructs. Students will be given a TG (target grade) for each academic subject's Key Constructs. There will be nine target grades made up of: a plus (+), equals (=) and minus (-) version of each of the three Key Construct categories (**Developing**, **Secure**, and **Mastery**) which will be mapped against the projected GCSE grades from the Midyis test (Y7-Y9) (see table below). In addition, some subjects use a precursor, **Emerging**, which sits below **Developing** in terms of attainment.

Key Construct TG	Projected GCSE Grade from Midyis Test
D-	1
D	2
D+	3
S-	4
S	5
S+	6
M	7
M-	8
M+	9

The same progress descriptors will be used to measure progress at KS2 and KS3 as for GCSE A Level but will reference the TG rather than the baseline equivalent:

= or +	meeting or exceeding TG
-1	up to one grade below TG
>-1	more than a grade below TG

KS2 students will also have the same descriptors as KS3 students but their TGs will be based on the National Foundation for Educational Research (NFER) tests rather than Cambridge Insight data (MidYis, Yellis, Alis).

NFER Assessments
NFER assessments are tests that produce age-standardised scores. These scores indicate how a student's attainment compares with the national average for children of the same age, taking into account their exact age in years and months.

Students in Years 4 and 5 complete NFER assessments in both the autumn and summer terms. This provides a direct comparison between scores across the academic year and allows progress to be tracked annually over time.

Students in Year 6 complete NFER assessments in the autumn term. In the summer term, they complete a past SATs paper, as NFER summer assessments are not available for Year 6. SATs papers also generate standardised scores, enabling meaningful comparison with autumn assessment outcomes and providing reliable evidence of progress.

Age-standardised scores are considered alongside the School's Key Constructs for English and maths. NFER data helps us identify whether a student is working below, in line with, or above the national average. The accompanying guidance also indicates whether a student's performance places them within higher-attaining national groups, such as the top third nationally, or highlights areas where they may not yet be meeting expected standards.

A score that securely meets the national average would typically support a judgement of **'Secure'** within the relevant key construct, although no single assessment determines a student's overall attainment grade.

The reading assessment is mapped against the Reading Key Construct, while the spelling, punctuation and grammar assessment is mapped against the SPaG Key Construct. Maths assessments are considered alongside all Maths Key Constructs.

Current working grades are based on a combination of standardised assessment data and teachers' professional judgement of students' day-to-day classwork. This ensures that attainment judgements reflect a broad range of evidence gathered over time, rather than relying on the outcome of a single test.

Progress Cards are completed each half-term for the first five half-terms, in accordance the School’s Year Plan. They are completed by all academic teachers, tutors, practice administrators and Heads of Instrumental Departments. In the week immediately after the completion of Progress Cards, there is an intervention meeting attended by HoS and Academic HoDs to discuss the outcomes of the Progress Cards and to implement appropriate responses. Following the Progress Card intervention meeting, personal tutors give feedback to their tutees and implement support / recognition / consequences as appropriate. Progress Card feedback is also shared with parents / carers via the Parents’ Gateway.

Progress Cards are designed to give an early indication of problems which can then be picked up and acted upon. Tutors have a central role in managing their tutees, monitoring effort and following up concerns raised by subject / instrumental staff:

- Students with no 3s or 4s for effort in their core subjects and instrumental study, are recognised with recognition points
- Middle School Students with all 1s and 2s are allowed to organise their evening working hours and do not need to attend supervised prep sessions
- Sixth formers are given the additional privilege of an optional 9.30 a.m. start if they do not have any period 1 commitments
- Parents / carers of students whose effort has been exceptional over the half-term receive 'e-cards' praising their child's effort
- The top 10 students in Lower School, Middle School and Sixth Form, and their parents receive a personalised letter from the Joint Principal (NS) acknowledging their excellent effort
- Students with 3s and 4s will have appropriate interventions to help them get back on track. This could include supervised prep, lesson-by-lesson progress card and / or gating. They will also have their curriculum reviewed to make sure that they are not overloaded.

Heads of Department Meetings

The first Heads of Department meeting of the academic year includes a discussion of students (especially September arrivals) and the baseline testing outcomes so that tutors and teachers have an overview of student potential and can identify strengths and weaknesses. Follow-up actions may take the form of student management strategies or, for example, may result in referral of a student to the Head of Learning Support, who will assess any appropriate level and type of support including, if necessary, a further referral to the School's clinical / educational psychologist.

Profiles

Parents of all students are sent two Profiles per year. Profiles are issued through the Aim High system and are published on the School's Parents' Gateway, according to the Year Plan. The academic reports follow a broadly uniform framework in referring to the work that has been covered, the attainment and effort levels of the student, baseline information, targets, and for all students a measure of likely progress against the nationally standardised baselines referred to previously. Academic teachers can also highlight any 'barriers to progress' (i.e. punctuality, organisation, lesson focus, prep. and attendance). The Head of Instrumental Department will also comment on student progress in their first study instrument(s). The completed set of Profiles is discussed between the student and the tutor before the tutor adds their own summative comment.

Parent-Teacher Meetings

There is one Parent-Teacher Meeting a year for each year group every year, as well as one in October for all students who are new to the school. The schedule is published in June for the following academic year. All parent-teacher meetings are held online via Insight.

Formal Academic Assessment

The various types of formal assessment listed below cover both School-based and public examinations:

- Key Stage 2: English and Mathematics (NFER and Y6 SATs test) and half-termly feedback on progress and attainment
- Y7-Y9 students complete summative end-of-year assessments in all core academic subjects and receive half-termly feedback on their attainment and progress. As with KS2, feedback is linked to each subject's Key Constructs; the big ideas and key skills in subject areas which students need to understand and be able to apply in order to move to the next phase of learning. In addition, for students in Y9, their likely outcome at GCSE is also included as feedback with students banded by GCSE grades i.e. working in the range of 1-3, 4-6, or 7-9
- Nationally standardised base-line testing: NFER (Y4-Y6), MidYIS in Years 7-9, Yellis in Year 10, Alis in Year 12
- Y10-Y13 will have a January mid-year assessment (Y10 and Y12) or mock exams (Y11 and Y13), as well as an end-of-year exam, unless the year group is on study leave for public exams. Cambridge Chances Graphs are used as part of the feedback to students to raise aspirations and awareness of potential
- GCSE, IGCSE, A2 public examinations: June series. CIE English Language GCSE is taken in the first term of Y11 by most students. November resits are also available for Sixth Formers who have not achieved a grade 4 or higher in English Language GCSE and Maths GCSE
- Instrumental and Theory of Music grades: as individually appropriate, typically June.

Recording

Student assessments and reports are stored securely on the staff intranet, SIMS (Insight) and Aim High, covering:

- internal assessments (Progress tracking)
- base-line scores
- public examination results
- Progress Cards (see '*Progress Cards'*)
- Profiles (see '*Profiles'*).

Aim High track-sheets are used to collect internal assessment data, the track-sheets collate this data with baseline predictors and internal / external results to provide an overview of student attainment / progress.

Progress trackers are used for all students to monitor progress across KS2, KS3, GCSE and A Level subjects. Students are flagged according to their outcomes:

green: at or exceeding their baseline / target grade
amber: within a grade of their baseline / target grade
red: more than a grade below their baseline / target grade.

KS2 and KS3 progress is linked to the academic subject Key Constructs which focus on the key ideas / concepts and skills that are essential precursors to student development within that subject. Within the key constructs, student development is assessed as:

- emerging
- developing
- secure
- mastery.

Students who have reached 'Secure' by the end of the academic year will be well-placed to move onto the higher-level skills / concepts in the next academic year.

In addition to the Key Constructs, progress in Maths and English at KS2 is also monitored through the nationally standardised NFER tests which are also used for summative assessments in Year 4 to year 6.

Results of all public and internal examinations are collated and held by the Academic Manager (Teaching, Learning & Assessment) and are viewable for staff through SIMS and Insight. Students and parents / carers can access all published progress cards and profiles via Insight.

Value-Added Data

Feedback on public examinations is issued to HoDs in September. This is used to inform departmental and whole school strategies. The Academic Manager (Teaching, Learning & Assessment) also submits a report giving an overview of student progress.

Student References

These are normally written for students at the end of Year 12 by the Joint Principals, Vice or Assistant Principals, or Head of Sixth Form, as part of the Higher Education application procedure. They are based on contributions from instrumental tutors, academic teachers and personal tutors, and the students themselves. They therefore cover instrumental and academic attainment, extra-curricular activity, and character assessment.

Other references may be required at interim times in a student's School career, for example, in the case of a student transferring from Year 11 at Chetham's to a Sixth Form college. These are also usually provided by the Joint Principals or appropriate Head of School, though in some cases they may be written by a member of the instrumental, academic or pastoral staff, with the prior approval of, and right to final amendment by, one or more of the formal referees.

Resources

Independent Schools Standards Guidance 2026