

## **Daffodil Grammar School for Girls**

### **Pupil Assessment, Recording and Reporting Procedures**

#### **1. Purpose and principles**

At Daffodil Grammar School for Girls (“the School”), assessment is central to:

- **Improving learning and teaching**
- **Monitoring progress over time**
- **Identifying need and providing support or challenge**
- **Informing pupils, parents and teachers** about attainment and next steps
- **Evaluating the effectiveness of the curriculum and teaching**

Our assessment procedures are:

- **Fair and transparent** – pupils know what is being assessed and why.
- **Rigorous and reliable** – using standardised approaches, moderation and clear criteria.
- **Proportionate** – assessment supports learning and does not overload pupils or staff.
- **Inclusive** – considering the needs of pupils with SEND and EAL and using access arrangements where appropriate.
- **Aligned with national expectations** – especially GCSE specifications at Key Stage 4.

These procedures apply to **all pupils in Key Stages 3 and 4**.

#### **2. Types of assessment**

We use three main types of assessment:

1. **Baseline assessment** – to establish starting points when pupils join the school.
2. **Formative assessment** (“assessment for learning”) – ongoing, to inform day-to-day teaching.
3. **Summative assessment** (“assessment of learning”) – periodic, to judge attainment at a given point.

##### **2.1 Baseline assessment**

On entry to the school (normally in Year 7, and for any pupil joining later):

- Pupils will complete **baseline assessments** in:
  - **English** (reading, writing, comprehension).

- **Mathematics** (number, algebra, geometry, data).
- **Science** (key concepts and skills).
- We will gather information from:
  - Key Stage 2 outcomes (where available).
  - Previous school reports and any SEND documentation.
  - Pupil and parent interviews.

Baseline data is used to:

- Identify **starting points** and set aspirational but realistic **targets**.
- Identify pupils who may need additional **support, intervention or challenge**.
- Inform **teaching groups/sets** where appropriate.

## 2.2 Formative assessment (Assessment for Learning)

Formative assessment is integral to every lesson and includes:

- **Skilled questioning** to check understanding.
- **Mini whiteboard responses / quick quizzes / exit tickets**.
- **Marked classwork and homework** with feedback.
- **Peer and self-assessment** against clear success criteria.
- Retrieval practice and low-stakes testing to strengthen recall.
- To identify “gaps in knowledge and understanding”

Teachers use formative assessment to:

- Adjust teaching and planning.
- Identify and address misconceptions quickly.
- Provide **specific, actionable feedback** so pupils know how to improve.
- Group pupils flexibly for targeted support.

## 2.3 Summative assessment (Assessment of Learning)

Summative assessments include:

- **End-of-unit tests and assignments**.
- **Termly or half-termly assessments** in core subjects.
- **End-of-year exams** for each year group.
- **Pre-public exams (PPEs / mock exams)** at Key Stage 4, mirroring GCSE exam conditions.

Summative assessment outcomes are:

- Recorded centrally (e.g. on the school's MIS/assessment system).
- Analysed by class teachers, Heads of Department and SLT.
- Reported to pupils and parents in a clear format.

### **3. Assessment across Key Stage 3 (Years 7–9)**

#### **3.1 Assessment model**

In Key Stage 3, assessment aims to ensure that pupils:

- Acquire secure **knowledge and skills** in each subject.
- Are **ready for GCSE** courses at Key Stage 4.
- Demonstrate progress from their baseline starting points.

Each subject will have:

- A **subject-specific progression model** that outlines:
  - Key knowledge and skills for each year group.
  - Performance descriptors or grades that indicate how securely pupils are meeting expectations.

#### **3.2 Frequency of summative assessment at KS3**

Each department will:

- Conduct **at least one substantial summative assessment per term per subject**.
- Use a combination of:
  - Tests, extended tasks, projects, practical assessments (where relevant).

In core subjects (English, Mathematics, Science):

- There will typically be **two or more summative assessments per term**, including timed or exam-style tasks.

#### **3.3 Judging progress at KS3**

Progress will be evaluated by comparing:

- Baseline information and prior attainment.
- Current performance against **age-related expectations** and individual targets.

Pupils may be reported as, for example:

- **Working above expected standard**

- **Working at expected standard**
- **Working towards expected standard**

Or through a **school-defined grading scale** (e.g. numerical bands) – but consistently applied and explained to parents.

#### **4. Assessment across Key Stage 4 (Years 10–11)**

##### **4.1 GCSE-aligned assessment**

At Key Stage 4, assessment is closely aligned with **GCSE specifications** for each subject, including:

- Specification content and skills.
- Assessment objectives.
- Exam-style questions and marking criteria.

Teachers will use:

- **Topic tests** based on GCSE-style questions.
- **Past papers and specimen papers** under timed conditions.
- **Pre-public exams (mocks)** in Year 10 (if used) and Year 11.

##### **4.2 Frequency of summative assessment at KS4**

As a minimum:

- Each GCSE subject will formally assess pupils **at least once per half term**, using exam-style tasks or tests.
- Pupils in Year 11 will sit:
  - At least **one full set of mock exams** (“Pre-Public Examinations” – PPEs) in the Autumn or Spring term.
  - Additional mock assessments in key subjects as needed.

##### **4.3 Predicting GCSE outcomes**

Teachers, Heads of Department and SLT will:

- Use **assessment data, mock exam results and professional judgement** to predict GCSE outcomes (e.g. grades 1–9).
- Review predictions at least **three times per year**.
- Use this information to:
  - Target intervention and support.
  - Inform discussions with parents and pupils on progress and next steps.

Predictions are estimates and will be shared carefully with pupils and parents, emphasising that **effort, attendance and revision** can positively affect outcomes.

## 5. Marking and feedback

### 5.1 Principles of feedback

Effective feedback at Daffodil Grammar School for Girls is:

- **Timely** – given soon after the work is completed when possible.
- **Specific** – referring to clear success criteria and assessment objectives.
- **Actionable** – including guidance on how to improve (“next steps”).
- **Balanced** – recognising strengths and identifying areas for development.
- **Manageable** – for both staff and pupils.

### 5.2 Feedback methods

Teachers use a range of feedback methods, including:

- **Written comments** on key pieces of work.
- **Feedback codes** and marking schemes understood by pupils.
- **Verbal feedback** during lessons, sometimes noted by the pupil.
- **Whole-class feedback** to address common strengths and misconceptions.
- **Peer and self-assessment** using success criteria or mark schemes.

### 5.3 Pupil response

Pupils are expected to:

- **Read and reflect on feedback** carefully.
- Complete **“response” tasks** (“purple pen”/“green pen” or equivalent) to act on feedback.
- Track their own progress and set **targets for improvement**.

Departments will incorporate structured opportunities for **Dedicated Improvement and Reflection Time (DIRT)** or equivalent.

## 6. Target-setting and progress tracking

### 6.1 Target-setting

Targets are set using:

- Baseline assessments.
- Prior attainment data where available.

- Professional judgement of teachers and the Senior Leadership Team.

Targets are intended to be:

- **Aspirational** – to stretch pupils.
- **Realistic** – achievable with sustained effort.
- Reviewed and adjusted if necessary, in light of progress.

## 6.2 Central tracking

The school maintains a **central assessment and tracking system** (e.g. MIS) that records:

- Baseline and prior attainment.
- Summative assessment outcomes by subject.
- Working at/above/below expectations judgements.
- Predicted GCSE grades (KS4).
- Attitude to learning / effort grades (where used).

## 6.3 Data review and intervention

At least **three times per year**, SLT and Heads of Department will:

- Analyse data for:
  - Individual pupils.
  - Classes, year groups and subjects.
  - Groups (e.g. SEND, EAL, more able, disadvantaged).
- Identify:
  - Pupils making **strong progress**.
  - Pupils **at risk of underachievement**.
- Agree **interventions**, such as:
  - In-class adjustments.
  - Small-group support or booster sessions.
  - Targeted homework or revision programmes.
  - Mentoring or pastoral support.

Intervention effectiveness is reviewed regularly; adjustments are made as needed.

## 7. Assessment for pupils with SEND and EAL

### 7.1 Pupils with SEND

For pupils with Special Educational Needs and/or Disabilities (SEND):

- Assessment is used to:
  - Identify needs early (in collaboration with the SENDCo).
  - Monitor progress against **individual targets** as well as curriculum expectations.
  - Inform adjustments to teaching, support and access arrangements.

Teachers will:

- Use assessment evidence to help create and review **pupil profiles/individual education plans** where appropriate.
- Consider how to adapt assessments (e.g. additional time in class, alternative formats) without compromising standards.

The SENDCo will advise on:

- Interpreting assessment data for pupils with SEND.
- Appropriate intervention strategies.
- Access arrangements for internal and external assessments (see 8).

## 7.2 Pupils with English as an Additional Language (EAL)

For pupils developing English proficiency:

- Initial assessments of language skills will be carried out.
- Teachers will:
  - Use assessments to identify particular strengths and gaps in language, literacy and subject understanding.
  - Provide additional scaffolding, differentiated tasks and language support.
- Progress will be tracked both in terms of:
  - **Language development**, and
  - **Subject-specific knowledge and skills**.

## 8. Access arrangements for internal assessments and exams

To ensure fairness and compliance with equality duties:

- The school will provide **access arrangements** for internal assessments and mocks that reflect the needs of individual pupils, such as:
  - Extra time.
  - Rest breaks.
  - Reader or scribe.
  - Use of a word processor.

- Separate/quiet rooms.

The SENDCo will:

- Identify pupils who may be eligible for access arrangements.
- Gather evidence and implement arrangements for internal assessments.
- Liaise with exam boards / JCQ (via the Exam Officer where applicable) to ensure that **external exam access arrangements** are supported by appropriate evidence and reflect “normal way of working”.

## 9. Moderation and ensuring consistency

To ensure that assessment judgements are **accurate and consistent**:

- Departments will carry out regular **standardisation and moderation** activities, such as:
  - Joint marking of sample work.
  - Comparing work against exam board exemplars or agreed standards.
  - Cross-marking between staff.

At Key Stage 4:

- Mock exams and key assessments will be marked in line with **GCSE mark schemes and grade boundaries** (adjusted appropriately for internal purposes).
- Heads of Department will sample marking to check robustness and comparability.

Where appropriate, the school may engage in **external moderation** with partner schools or external consultants.

## 10. Reporting to parents and carers

### 10.1 Frequency of reporting

Parents and carers receive information about their child’s progress through:

- **Written reports** (at least **once per year**), including:
  - Attainment or progress measures in each subject.
  - Comments on behaviour, effort and personal development.
- **Interim progress updates** (e.g. data reports) during the year.
- **Parents’ evenings/consultation evenings** at least annually for each year group.

### 10.2 Content of reports

Reports will typically include:

- For each subject:
  - Current attainment (e.g. grade, band or “working at/above/below”).
  - Effort/attitude to learning rating.
  - Brief comment on strengths and next steps (where appropriate).
- Overall:
  - Attendance and punctuality information.
  - Comments on conduct, character, contribution to school life.
  - Tutor/Form Teacher/Head of Year comment as appropriate.

Reports are written in clear, parent-friendly language and may draw on Islamic values and character development as part of the overall picture.

### 11. Pupil involvement in assessment

Pupils are encouraged to be **active participants** in the assessment process by:

- Understanding **learning objectives and success criteria**.
- Using **self- and peer-assessment** to reflect on their work.
- Setting **personal targets** (e.g. at the start/end of terms or after key assessments).
- Reviewing their progress with teachers and tutors, especially at key transition points (e.g. Year 9 options, Year 10 start, Year 11 revision planning).

### 12. Use of assessment to support curriculum and school improvement

Assessment information is used to:

- **Refine curriculum planning:**
  - Identifying topics where pupils consistently struggle.
  - Adjusting sequencing or teaching strategies.
- **Inform staff training and professional development:**
  - Identifying areas where teachers would benefit from training (e.g. questioning, feedback, stretch and challenge).
- **Evaluate interventions:**
  - Reviewing the impact of support programmes on pupil outcomes.
- **Support whole-school self-evaluation** and school development planning.

Heads of Department and SLT will review assessment outcomes as part of **annual subject reviews and whole-school reviews**.

### 13. Quality assurance and responsibilities

### 13.1 Headteacher and Senior Leadership Team

The Headteacher and SLT are responsible for:

- Ensuring that the **assessment procedures are implemented consistently** across the school.
- Monitoring **standards and progress** across year groups and subjects.
- Leading on data analysis and the strategic use of assessment.

### 13.2 Heads of Department

Heads of Department will:

- Develop and maintain **subject-specific assessment plans** and criteria.
- Ensure quality assurance through moderation and standardisation.
- Monitor assessment outcomes to identify strengths and areas for improvement.
- Support and guide subject staff in effective assessment practice.

### 13.3 Teachers

Teachers are responsible for:

- Planning and implementing **formative and summative assessment** in line with this policy and departmental plans.
- Marking and feedback that supports learning.
- Accurate recording of assessment outcomes.
- Communicating assessment information to pupils and parents.

### 13.4 SENDCo and pastoral staff

The SENDCo and pastoral staff will:

- Use assessment data to identify pupils needing **additional support**.
- Support teachers in interpreting data and adapting provision.
- Contribute to target-setting, intervention planning and review meetings.

## 14. Data protection and confidentiality

- All assessment data is handled in line with **Data Protection legislation (UK GDPR / Data Protection Act 2018)**.
- Access to detailed assessment records is restricted to staff who need it for their role.
- Summaries may be shared with:
  - Parents (in relation to their child).

- Pupils (in an age-appropriate format).
- External agencies where appropriate and with consent or in line with legal requirements.

### **15. Monitoring and review of these procedures**

These Pupil Assessment Procedures will be:

- **Monitored** by SLT and Heads of Department through:
  - Review of assessment data.
  - Lesson observations and work scrutiny.
  - Feedback from pupils, parents and staff.
- **Reviewed annually** by the Headteacher and SLT and approved by the Proprietor/Governing Body.
- Updated if:
  - There are changes in DfE or exam board requirements.
  - The school's context or curriculum changes.
  - Monitoring indicates that adjustments are needed to improve validity, reliability or workload.