

Southend High School for Girls



A Guide to Summative Assessment Reporting and Recording

Parent version

The aim of summative assessment is to evaluate student learning at the end of the learning process by measuring it against an agreed benchmark, in turn enabling subject teachers, subject leaders, students and parents to understand students' progress in their learning. Unlike formative assessment, summative assessment is often high stakes.

At Southend High School for Girls we do not set artificially created targets for students. The expectation is that all students will aim for the highest outcomes as their target.

Reporting

We report formally on student progress and attainment at three points in the academic year for Years 7 to 12 and twice for Year 13 via the following :

- a parents' consultation evening (Years 7-13)
- a short progress report (Years 7-12 only)
- a full report detailing examinations results and an extra narrative provided by the form tutor (Years 7-13)

(Please see Appendix 1 for the Assessment Reporting and Recording Schedule for 2024-25.)

As well as including information about students' academic progress, both short and full reports also contain an Attitude to Learning grade (ATL). This grade is used to describe a student's attitude towards their learning and will consider such aspects as the student's level of task commitment, class participation, quality and quantity of work, timely completion of class and homework assignments and organisation. A 'best fit' approach is taken when giving these grades. (Please see Appendix 2 for grade descriptors.) Please note that these have been reversed for 2024-25 to align with the quartiles, therefore ATL 4 is outstanding and ATL 1 is unsatisfactory)

Where a student is working below the expected level for their year group and/or displaying an attitude toward their learning that requires improvement an appropriate target will be set by relevant subject teachers.

Lower School (Years 7-9)

In Lower School we assess students' abilities to demonstrate knowledge, skills and understanding against a core set of learning objectives in each subject; these are rooted in

the National Curriculum Plus and the three pathways of the Trivium, Grammar, Dialectic and Rhetoric.

At appropriate points in each subject's programme of study, students' progress against these core learning objectives will be assessed via internal subject assessment tasks, which are often cumulative in nature and determined by the head of subject; this is also supported through day-to-day formative assessment. At the end of the academic year progress is assessed through a summative end-of-year examination.

When reporting to parents, students' progress will be determined by the quality of work being produced **at that point** within each subject **given the context of this selective grammar** school. Progress will be reported according to the following standards:

- **Working beyond expected year standard**
- **Working at expected year standard** (this is the expected standard for the vast majority of students; it is anticipated that a small number of students will exceed this standard)
- **Working towards expected year standard**

The full report at the end of the year will also contain the results of the end-of-year examinations reported as a percentage and a quartile ranking; quartile 4 reflecting those students in the top 25% of the year group for each subject according to examination results, working down sequentially to quartile 1.

Middle School (Years 10 and 11)

In Middle School we assess students against the core content and assessment objectives as outlined by the relevant GCSE examination board specifications.

At appropriate points in each subject's programme of study, students' progress against the core content and assessment objectives of each subject will be assessed via common assessed tasks, which are often cumulative in nature and determined by the head of subject; this is also supported through day-to-day formative assessment.

In Year 10 students will receive a short progress report at the end of the autumn term. This report is designed to simply provide an indication of whether the student is making the expected progress for the early stages of their GCSE courses and whether they are exhibiting the right attitudes towards learning. Predicted grades are not reported at this point as it is too early to do so. Progress will be reported according to the following standards:

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

In Year 10 all students will undertake PPEs (Pre Public Examinations) at the end of the spring term. These examinations will reflect the length, style, content and structure of the GCSE examinations, but be adapted as necessary for that point in the course. The results of these

examinations will be reported as a percentage and a GCSE grade on the student's full report and also include a quartile ranking. In addition, a Most Likely GCSE grade (MLG) will be given at this point (a teacher predicted grade), along with an Attitude to Learning Grade and an extra narrative provided by the form tutor.

In Year 11 students will receive a short report containing their predicted grades (MLGs) and an Attitude to Learning grade at the beginning of December.

In Year 11 all students will undertake PPEs in the first two weeks of January. These examinations will reflect the length, style, content and structure of the GCSE examinations. The results of these examinations will be reported as a percentage and a GCSE grade on the student's full report and also include a quartile ranking. In addition, a final predicted GCSE grade (MLG) will be given at this point, along with an Attitude to Learning Grade and an extra narrative provided by the form tutor.

Upper School (Years 12 and 13)

In Upper School we assess students against the core content and assessment objectives as outlined by the relevant A Level examination board specifications.

At appropriate points in each subject's programme of study, students' progress against the core content and assessment objectives of each subject will be assessed via common assessed tasks, which are often cumulative in nature and determined by the head of subject; this is also supported through day-to-day formative assessment.

In Year 12 students will complete a knowledge test in the first week of November. This short assessment is designed to assess how well students are retaining key knowledge and skills for the beginning of A Level study.

In Year 12 students will receive a short progress report at the end of the autumn term. This report is designed to simply provide an indication of whether the student is making the expected progress for the early stages of their A Level courses and whether they are exhibiting the right attitudes towards learning. Most Likely Grades (teacher predicted grades) are not reported at this point as it is too early to do so. This report will also include the results of the knowledge tests expressed as a percentage. Progress will be reported according to the following standards:

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

In Year 12 all students will undertake PPEs (Pre Public Examinations) at the beginning of the summer term. These examinations will reflect the length, style, content and structure of the A Level examinations, but be adapted as necessary for that point in the course. The results of these examinations will be reported as a percentage and an A Level grade on the student's full report and a quartile ranking will also be provided. In addition, a Most Likely Grade (MLG) will be given at this point, along with an Attitude to Learning Grade and an extra narrative provided by the form tutor.

In Year 13 students will have their final UCAS grades confirmed in September. These are not reported as they serve a different purpose to teacher predicted grades (Most likely grades).

In Year 13 all students will undertake PPEs in the first two weeks of January. These examinations will reflect the length, style, content and structure of the A Level examinations. The results of these examinations will be reported as a percentage and an A level grade on the student's full report and a quartile ranking will also be added. In addition, a final A Level predicted grade will be given at this point, along with an Attitude to Learning Grade and an extra narrative provided by the form tutor.

Feedback from summative assessments, monitoring and review

Feedback from summative assessments can be used formatively by both students and departments/faculties to guide students' efforts and activities in subsequent learning.

Each subject should have in place agreed procedures for feeding back the results of summative assessment in a formative way. Suggestions of good practice are, but not limited to the following:

- share examples of high level responses.
- highlight common misconceptions.
- model how to respond to questions.
- share mark schemes.
- provide opportunities for students to redraft and improve their answers.

Appendix 1

Year Group	Parents' evening	Short Report	Full report	Year examinations
7	<p>Tutor / Parent consultation evening 26th Sept 2024</p> <p>Parents' Evening 23rd Jan 2025</p>	<p>Short Progress report 13th Dec 2024.</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>11th July 2025</p> <p>Exam % Quartile ranking Attitude to Learning Grade 4-1 Form tutor comment Reading age scores</p> <p>Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>End-of year examinations 2nd June-6th June 2025</p> <p>Exam papers will:</p> <p>-reflect key content and skills covered during the academic year.</p> <p>Examinations to last 50 mins</p>
8	<p>Parents' Evening 20th Mar 2025</p>	<p>Short Progress report 13th Dec 2024</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p>	<p>11th July 2025</p> <p>Exam % Quartile ranking Attitude to Learning Grade 4-1 Form tutor comment</p> <p>Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p>	<p>End-of-year examinations 2nd June-6th June 2024</p> <p>As per Year 7 but provide an opportunity to recall and use knowledge and understanding from Year 7 too.</p> <p>Examinations to last 50 mins</p>

		Target to be given for 'working towards ...' and ATL grade 2 and 1	Target to be given for 'working towards ...' and ATL grade 2 and 1	
9	Parents' Evening 6 th March 2025	<p>Short Progress report 13th Dec 2024</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>17th July 2024</p> <p>Exam % Quartile ranking Attitude to Learning Grade 4-1</p> <p>Form tutor comment Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>End-of-year examinations 2nd June -6th June</p> <p>As per Year 7 / 8 but provide an opportunity to recall and use knowledge and understanding from Year 7 and 8 too.</p> <p>Examinations to last 50 mins</p>
10	Parents' Evening 19 th Jun 2024	<p>Short Progress report 13th Dec 2024</p> <p>Attitude to Learning Grade 4-1</p> <p>Current progress reported as : -Working beyond expected year standard -Working at expected year standard -Working towards expected year standard</p> <p>Target to be given for 'working towards ...' and ATL grade 2 and 1</p>	<p>13th June 2025</p> <p>Exam % GCSE Grade Quartile ranking Most Likely Grade (Predicted Grade) Attitude to Learning Grade 4-1</p> <p>Form tutor comment</p> <p>Target to be given for Most Likely Grades (MLGs) of grade 6 and below and ATL grade 2 and 1</p>	<p>PPEs 22nd April-21st May 2025 Year 10 MFL PPEs are scheduled 31st Mar -4th April Year 10 Art PPE 27th & 28th Mar</p> <p>Examination papers must reflect the length, style, content and structure of GCSE paper(s) including: -same front cover -assess skills and content that have not been taught will not be assessed. -grade boundaries will be the same as the 2024 grade boundaries</p>

11	Parents' Evening 5 th Dec 2024	Short report – Most Likely Grades (predicted grades) 29 th Nov 2024 Current Most likely Grades (MLGs) Attitude to Learning grade 4-1 Target to be given for MLGS of grade 6 and below and ATL grade 2 and 1	28th February 2025 Exam % GCSE grade Quartile ranking Most Likely Grade (Predicted Grade) Attitude to Learning Grade 4-1 Form tutor comment Target to be given for ATL grade 2 and 1 and Most Likely Grades (MLGs) of 6 and below	PPEs 6th Jan-21st Jan 2025 Art PPE 2nd & 3rd Dec MFL Speaking PPEs 9th-13th Dec Examination papers must reflect the length, style, content and structure of GCSE paper(s) including: - assess all areas of the course that have been taught -skills and content that have not been taught will not be assessed -grade boundaries will be the same as the 2024 grade boundaries
12	Tutor/Parent consultation evening 3 rd Oct 2024 Parents' Evening 6 th Feb 2025	Short Progress report 13 th Dec 2024 Attitude to Learning Grade 4-1 Current progress reported as : -Working beyond expected standard -Working at expected standard -Working towards expected year standard Knowledge test % Target to be given for 'working towards ...' and ATL grade 3 and 4	13th June 2025 Exam % A Level Grade Quartile ranking Most Likely Grade (teacher prediction) Attitude to Learning Grade 4-1 Form tutor comment Target to be given for ATL grade 2 and 1 and Most Likely Grades which are below expectation	PPEs 22nd April-21st May 2025 ART PPE is scheduled 31st Mar-2nd April MFL Speaking PPEs 24th-27th Mar Examination papers must reflect the length, style, content and structure of A Level paper(s) including: - assess all areas of the course that have been taught - skills and content that have not been taught will not be assessed. -grade boundaries will be the same as the 2024 grade boundaries
13	Parents' Evening 21 st Nov 2024	NA	28th February 2025 Exam % A Level Grade Quartile ranking Most Likely Grade (Predicted Grade) Attitude to Learning Grade 4-1	PPEs 6th Jan-21st Jan 2025 Art PPE scheduled 22nd Jan-24th Jan MFL PPE speaking 16th and 17th Dec Examination papers must reflect the length, style, content and structure of A Level paper(s) including:

			<p>Form tutor comment</p> <p>Target to be given for ATL grade 2 and 1 and Most Likely Grades which are significantly below expectation</p>	<p>- assess all areas of the course that have been taught</p> <p>- skills and content that have not been taught will not be assessed.</p> <p>-grade boundaries will be the same as the 2024 grade boundaries.</p>
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Appendix 2

Attitude to learning (ATL) grade descriptors

An ATL grade describes the student's level of task commitment, class participation, quality and quantity of work, timely completion of class and homework assignments, vision, organisation and general attitude towards their learning. These grades should be awarded as a 'best fit.'

4 - Outstanding	A student whose attitude to learning is outstanding: <ul style="list-style-type: none">• shows dedication and enthusiasm for learning at all times.• is fully prepared and actively engaged in every lesson, participating to the best of their ability.• always produces work of a high quality regularly going beyond the requirements of the task.• volunteers constructive contributions in class, asking questions which challenge their thinking and/or that of their teachers.• demonstrates resilience when faced with challenging tasks and will persevere using a range of strategies to support them until the task is completed.• actively seeks and responds to feedback on how to improve the quality of their work.• shows great determination and perseverance; views setbacks and mistakes as opportunities to learn and grow.• manages their time and work efficiently and is an excellent role model who is highly disciplined.• uses their initiative in a range of situations without always having to be told what to do.• uses a range of strategies to support their learning.• completes all HW on time to the best of their ability.• uses a range of highly effective systems for organising, revising and learning work that require active participation.• is goal orientated; often sets themselves personal bests against which they then measure themselves.
3 - Good	A student whose attitude to learning is good: <ul style="list-style-type: none">• shows a good interest in their learning and is attentive and focused.• often produces good quality work which goes beyond the requirements of the task.• responds well to and acts on feedback and targets, completing work to the expected standard.• frequently asks questions to seek clarification and help.• at times, may also ask questions, which challenge their own thinking.• shows determination and will persevere when work is challenging.• takes responsibility for their work and is well-organised.• willingly does all that is asked of them and sometimes more.

	<ul style="list-style-type: none"> • accepts mistakes as being an opportunity to progress their learning but may need guidance on how to apply appropriate strategies to act on them. • uses a range of systems for organising, revising and learning work that require active participation. • completes homework on time to a good standard, appropriate to their ability. • is able to set appropriate targets against which to measure themselves.
2 Requires improvement	<p>A student whose attitude to learning requires improvement:</p> <ul style="list-style-type: none"> • produces work that does not always meet expectations. • usually engages in the lesson but needs reminding to stay on task. • may be prone to distraction. • may make a good level of effort some of the time but this is not consistent. • may be willing and ready to learn but is sometimes unprepared e.g. forgets books / equipment. • may not have effective systems for organising and managing their work and requires regular intervention from the teacher to support them. • is not proactive in their learning e.g. does not readily seek help, clarification, feedback or ask questions. • may not try hard enough to improve their work after feedback, having to be directed to do so by the teacher with very clear guidelines. • often gives up when tasks are challenging. • may not complete HW on time and / or rush HW, not completing it to the required standard. • is rather passive with revision relying mainly on reading and highlighting notes, focussing largely on work they already know. • may lack confidence. • may not have a clear sense of purpose; may, therefore, resent setting goals and targets.
1 Unsatisfactory	<p>A student who attitude to learning is unsatisfactory:</p> <ul style="list-style-type: none"> • makes little effort to be involved in the lesson and may disrupt the learning of others instead. • produces work which does not meet expectations in terms of quality of content and length. • may need frequent reminders to stay on task. • is frequently unprepared, e.g. forgets books and equipment. • does not have effective systems for organising work. • fails to act on feedback provided and as a result may not make much progress. • does not seek feedback, clarification or support. • is not interested in being challenged and will give up without really trying. • spends an inadequate amount of time on tasks and may produce poor work as a result. • takes little or no responsibility for their own learning or behaviour. • completes less than the minimum requirements of tasks and is not engaged in their learning.

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| | <ul style="list-style-type: none">• rarely completes HW on time and to the required standard.• has difficulty managing their time and prioritising; frequently misses deadlines.• does not engage with revision on a regular basis and in a structured and targeted manner.• has no clear sense of purpose; resents target setting |
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