



Assessment and Reporting Hautlieu School Policy

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Glossary of acronyms

AHOY – Academic Head of Year

G&T – Gifted and Talented

HOD – Head of Department

HOF – Head of Faculty

KS – Key Stage

JP – Jersey Premium

ML – Multilingual Learner

SLG – Senior Leadership Group

SEN – Special Educational Needs

SENCO – Special Educational Needs Co-ordinator

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1. Assessment and Reporting

Overview

At Hautlieu School, our assessment and reporting system is guided by three core foundations: progress, purpose, and precision. Foremost, we view student progress and assessment as inseparable, with each informing the other in a reciprocal cycle that underpins effective teaching, learning, and curriculum sequencing. Secondly, assessment must serve a clear purpose, identifying where students are in their journey to provide meaningful feedback and inform the next steps so that every student can fulfil their academic potential. Lastly, precision in assessment design is essential; tasks must be subject-specific in relation to both content and means of assessment and synoptic where appropriate. Grading structures must precisely represent student progress and be carefully considered. The assessment processes must also allow for precise conclusions to be drawn about how students have responded to what has been asked of them, subsequently informing feedback, planning and teaching, and therefore student progress. The process of assessment and reporting should involve every student throughout; the system must therefore be transparent and clear so that all students can take ownership of their learning.

Principles

At Hautlieu School we aim to achieve the following principles through our assessment and reporting system as outlined in this below:

- *Support student progress* through clear, structured and constructive feedback that highlights strengths and areas for improvement
- *Improve study habits of learners* through carefully considered resources and tasks to guide students to develop their own study habits in relation to the content and skills required to prepare for different assessment types
- *Use feedback to inform subsequent planning and teaching* through diagnostic review of the assessment data and student responses to understand the comprehension of knowledge and skill acquisition of the student, the class and cohort
- *Evaluate the effectiveness of curriculum sequencing* and make changes as necessary to improve student outcomes
- *Student ownership and parent/carer understanding of the progress in learning and predicted attainment* through transparent and professional sharing of assessment data in Go4Schools and informed discussions alongside the curriculum sequence to foster a culture of support at home
- *Systematically monitor and evaluate student progress – of individuals, classes, subject cohorts and departments to assess the impact of teaching* and ensure all students (including significant groups of students) are effectively supported to reach their Target Grades for and concerns can be identified early for appropriate intervention

2. Core Features of the Assessment and Reporting Policy

Grading

a) Target Grade

Each 'Target Grade' for a particular subject will be set for the course of study at both Key Stage 4 and Key Stage 5. Target grades should be intentionally aspirational, serving to promote high expectations and encourage student growth. Target grades are not limiting predicted grades based on assessment data, they should stretch and challenge students within a culture of ambition; fostering an understanding that with perseverance and determination, significant progress is achievable. Summa Petamus.

See Appendix A: 'Year 10 Target Setting Process' and Appendix B: 'Year 12 Target Setting Process'.

b) Current Grade

The 'Current Grade' is informed by the contributions of the assessments in the marksheets and weightings of the marksheets in the markbook.

c) Predicted Grade

The 'Predicted Grade' is a realistic indication of the grade that students will achieve at the end of their GCSE or A Level studies, informed by the professional judgement of the teacher. Consideration of the current performance, Mock and End of Year Exam performance, attendance to lessons and each student's learning behaviours should also be taken into consideration. It should also consider each student's Target Grade and knowledge of the challenges of the specification. The predicted grade must not be more than two grades above the current grade and the predicted grade must not be lower than the current grade (unless discussed with and agreed by the relevant HOD).

All grades should be reported as whole grades, as set-up in the markbook for each qualification.

All students should be aware of each of the grades outlined above through open and frequent conversations with their subject teachers so that they know where they are in their learning journey, the justification for this and what steps they need to take to achieve or exceed their Target Grade.

Current Grade Contribution

Markbooks have now been constructed in line with a whole school consistent approach so that marksheets grades are visible to parents and students through the Go4Schools platform. All assessment data that contributes to the Current Grade should be completed in controlled conditions with the exception of NEAs or other specific assessments that have been agreed by the HOD and HOF. Homework tasks should not contribute towards the current grade unless there are specific requirements to do so, as agreed by the HOD and HOF.

See Appendix C: 'Homework - Purpose and Expectations'.

Assessments must be consistent between classes within a cohort of a particular subject if they contribute towards the Current Grade unless there are any specific reasons as to why this is not possible. For example, to ensure the legitimacy of the assessment and the data, in which case, a like for like assessment must be devised.

At each point of the Reporting Schedule (2025- 2026) (**see page 9**), the number of assessments that are required to inform the Current Grade must be reflected through the assessment system in each department and completed by all classes in the year group.

Following each assessment, the contribution of each assessment to the marksheet and the weighting of the marksheet in the markbook should be reviewed by the HOD to ensure that current grade reporting is accurate and a true reflection of the current progress of each student.

See Section 7: 'Assessment and Marksheet Grading Structures'.

Marksheets should be 'Private' and hidden from parent/carer and student view until populated with assessment data and reviewed as outlined above.

Significant Groups of Pupils

In line with the Jersey Schools Review Framework Handbook (September 2025), reference to 'significant groups of pupils' throughout the policy refer to:

- Pupils with high prior attainment (Hautlieu's highest 20%)
- Pupils with low prior attainment (Hautlieu's lowest 20%)
- Pupils with special educational needs and/or disabilities (SEN)
- Multilingual Learners (ML)
- Pupils eligible for Jersey Premium (JP).

See Appendix D: 'Government of Jersey: Jersey Schools Review Framework – Information Relevant to Assessment'.

3. Roles and Responsibilities

Staff central to the delivery, maintenance and management of the Assessment and Reporting Policy:

- Assistant Headteacher with the responsibility for Assessment and Reporting: LKD
- Data Manager: JAB
- Data Analyst: NB

All teaching staff with a responsibility to deliver or design assessments and provide information to students and parent/carers through reporting at Hautlieu, must read and be familiar with the Assessment and Reporting Policy to include their roles and responsibilities within it.

A subject teacher has the responsibility to:

- Share the Target Grade, Current Grade and Predicted Grade with each student through conversations, ensuring that they are aware of these at the time of reporting
- Apply subject-specific assessment standards and criteria as directed by each HOD
- Plan assessments and lessons according to the Reporting Schedule (2025 – 2026) and curriculum sequencing to ensure that all data is completed and entered in accordance with the schedule
- Provide timely, positive and constructive feedback that supports progress

A Head of Department has the responsibility to:

- Line manage and support the department KS Lead and Teacher in Charge of a Subject where they are assuming responsibility for any of the below
- Fulfil the responsibilities outlined below in line with the HOD Job Description
- Oversee the department system for proofreading and checking reports to ensure the timely completion of quality written reports and accuracy of assessment data shared with students and parent/carers and delegate this responsibility within the department structure as appropriate.
- Review the grading scheme of the assessments and markbook, the contribution of each assessment to the marksheet and the weighting of each marksheet in the markbook to accurately inform the Current Grade;
 - a) Following the completion of an assessment
 - b) Prior to the reporting window

A Head of Department/Key Stage Lead/Teacher in Charge of a Subject (where appropriate and as outlined in their Job Description) has the responsibility to:

- Co-ordinate the timing and structure of assessments in line with Reporting Schedule (2025 – 2026)
- Ensure marking accuracy and consistency through moderation
- Review assessment data prior to making marksheets visible to parents and students through the Go4Schools platform and in line with reporting windows
- Design assessments following Section 6: 'Assessment Design'
- Build and maintain Go4Schools markbooks following Section 7: 'Assessment and Marksheet Grading Structures' and Section 8: 'Markbook Design in Go4Schools'
- Monitor the quality of feedback across the department
- Use data (Go4Schools, Alps, Hautlieu Data Dashboard) to:
 - Identify trends
 - Address underperformance
 - Support significant groups of students

A Head of Faculty has the responsibility to:

- Line manage and support HODs to fulfil their responsibilities as outlined above
- Oversee accountability for effective assessment and reporting practices, quality feedback and effective intervention strategies
- Share transparently with SLG in line management meetings the progress of the departments within their faculty on the following areas:
 - The effectiveness and purpose of assessment design
 - The accuracy of grading structures and schemes
 - Student progress and concerns
 - Support for significant groups of pupils

A Mentor has the responsibility to:

- Review the interim report and full report with their mentees as directed by the AHOY
- Effectively conduct 1-2-1 academic mentoring discussions with mentees to enhance student engagement with their progress, to ensure engagement of students with the Go4Schools platform and to motivate students to assume accountability for their learning
- Record academic mentoring discussions as directed by the AHOY

An Academic Head of Year has the responsibility to:

- Carry out appropriate action to maximise student and parent/carer engagement with reports and progress on the Go4Schools Platform through:
 - Supporting the delivery of assemblies
 - Planning and monitoring effective academic mentoring
 - Taking appropriate action when students and/or parent/carers are not engaging with student progress
 - Fostering a positive attitude within their cohort towards viewing and engaging with student progress and using the Go4Schools platform
- Analyse and monitor cohort data provided by the Data Manager following interim reports and full reports for their cohort, alongside the Assistant Headteacher with the responsibility for Assessment and Reporting
- Present findings from cohort analysis following interim reports and full reports to SLG to inform:
 - Celebration of success
 - Interventions in line with the Behaviour for Learning Policy
 - Progress of High and Low Prior Attainers

A Senior Leadership Group member as Line Manager has the responsibility to:

- Oversee implementation of the Assessment and Reporting Policy within line management meetings, ensuring compliance
- Drive improvement through accountability

A Demographic Lead has the responsibility to:

- Analyse performance data for their assigned significant groups of students
- Plan and deliver appropriate interventions to promote equity
- Collaborate with other colleagues when a student belongs to multiple significant groups to ensure tailored and appropriate support

Named Leads:

G&T: Rachel Sinfield - RES

JP: Lauren Devine - LKD

SEN: Orla Priestly - OMP

ML: Emma King - EWK

The Data Manager has the responsibility to:

- Ensure that data systems are robust, accurate and accessible to staff at all levels to enable effective assessment and reporting across the whole school
- Manage student information systems to include SIMS, Go4Schools and Alps Connect
- Produce and disseminate internal assessment data in co-ordination with statutory reporting requirements so that teachers, mentors and leaders can monitor progress, identify need, and celebrate achievement with confidence
- Support the timely and informed interventions of both HOD and AHOY to enhance student progress (linked with attendance and significant groups of students) through the availability and accessibility of high-quality assessment data
- Manage the technical infrastructure that underpins the assessment and reporting systems, to include the development and maintenance of tools such as the Hautlieu Data Dashboard
- Provide bespoke reports for senior and middle leaders in the school to support with tasks such as self-evaluation and strategic planning

The Data Analyst has the responsibility to:

- Collect and upload the relevant data to Alps Connect at each reporting point
- Provide summaries to the Head Teacher on the progress in each subject using the Alps Connect progress measures
- Support the whole school approach and improvement planning on analysis, tracking, monitoring predicted outcomes and reporting on progress
- Analyse data at a whole school level
- Support the Assistant Headteacher with responsibility for Assessment and Reporting in their role, specifically regarding the validity and processing of the data collected in Go4Schools

The Assistant Headteacher (Assessment and Reporting) has the responsibility to:

- Ensure the implementation of the policy and hold all relevant staff accountable for consistent and accurate assessment and reporting
- Collaborate with the Data Manager and Data Analyst to make data accessible and understandable to colleagues as necessary, allowing them to fulfil their role with an understanding of the data
- Provide guidance and training to relevant staff on assessment and reporting practices, keeping staff updated with any changes to the whole school approach and the policy
- Review and refine the reporting process to accurately communicate progress, motivate students to view and understand their individualised progress and inform parent/carers of each student's progress
- Oversee the markbook design across the school including assessment design, assessment grading, and data input and analysis as necessary
- Line manage and collaborate with the Data Manager and Data Analyst to ensure continual review and adaptation as necessary of the assessment and reporting system to fulfil to principles of the policy

The SLG Team has the responsibility to:

- Ensure that the assessment and reporting policy aligns with Hautlieu's vision, curriculum intent and statutory requirements
- Engage with the HOD, HOF and AHOY analysis to monitor student progress, identifying trends and inform school improvement planning
- Ensure clear, timely and meaningful communication of assessment outcomes of students to parents, governors and the CYPES as required

The Governors have the responsibility to:

- Ensure that the school has a clear and transparent approach to assessment and reporting
- Review the policy's alignment with the school's vision for learner progress

Parents and Carers are responsible for:

- Support the policy of the school and engage with the progress of their son/daughter through using the Go4Schools platform to view progress in each subject and interim and full reports.

4. Reporting Schedule and Requirements (2025 – 2026)

The assessment structure within each department should complement the curriculum sequencing and align with the Reporting Schedule. Interim report and full report windows are shared ahead of the 2025 – 2026 academic year so that teachers and HODs can plan effectively to manage workload throughout the academic year.

Reporting Schedule 2025 – 2026				
	Year 10	Year 11	Year 12	Year 13
Target Grades for residual measures in Go4Schools and Target Setting for Year 10 and Year 12	GCSE Target Grade (residual measure) Year 10 Target Setting Window 8th September – 24th October SLG Discussions: w/c 3rd November LM Discussions: 10th – 21st November	GCSE Target Grade (residual measure)	A Level Target Grade (residual measure) Year 12 Target Setting Year 12 Summer Task: Indication of performance in G4S dependent on subject and purpose of the task. Weighting 0% (no content has been taught at this stage)	A Level Target Grade (residual measure)
AUTUMN: INTERIM REPORT	24th November – 3rd December: 11 Weeks + 3 Weeks (July) Current Grade must include 4 pieces of assessed work	6th – 14th October: 5 Weeks + 3 Weeks (July) Current Grade must include 3 pieces of assessed work	17th – 26th November: 10 Weeks Current Grade must include 4 pieces of assessed work	6th – 14th October: 5 Weeks + 3 Weeks (July) Current Grade must include 3 pieces of assessed work
Mock Exam Session 1: Y11 & Y13		8th – 12th December Marking and Feedback Deadline: 14th January		19th – 23rd January (Hall) Marking and Feedback Deadline: 6th February
SPRING: Y10 & Y12: INTERIM REPORT Y11 & Y13: FULL REPORT	16th – 27th March: 12 Weeks Current Grade must include a further 4 pieces of assessed work	19th – 28th January: 10 Weeks Current Grade must include a further 3 pieces of assessed work (this could include preparation for the Mock) and the Mock Exam Session 1 grade	2nd – 11th March: 10 Weeks Current Grade must include a further 4 pieces of assessed work (as a minimum)	9th – 25th February: 14 Weeks Current Grade must include a further 3 or 4 pieces of assessed work* (this could include preparation for the Mock) and the Mock Exam Session 1 grade
Mock Exam Session 2: Y11 & Y13 EOYE: Y10 & Y12	11th – 15th May Marking and Feedback Deadline: 16th June	23rd – 27th February Marking and Feedback Deadline: 16th March	11th – 15th May Marking and Feedback Deadline: 8th June	9th – 13th March Marking and Feedback Deadline: 27th March
SUMMER: Y10 & Y12: FULL REPORT Y11 & Y13: FINAL INTERIM REPORT	16th – 24th June: 6 Weeks Current Grade must include a further 2 pieces of assessed work (this could include preparation for the EOYE) and the EOYE grade	18th March: 5 Weeks Current Grade must include a further 1 piece of assessed work (this could include preparation for the Mock) and the Mock Exam Session 2 grade	8th – 17th June (8 Weeks) Current Grade must include a further 2 pieces of assessed work (this could include preparation for the EOYE) and the EOYE grade NOTE: Only grades are required	27th March (4 Weeks) Current Grade must include Mock Exam Session 2 grade, *and an additional Assessment if only 3 included in the Spring Assessment window NOTE: Only grades are required
	11 Assessed pieces Average 1 per 3.2 weeks 33 Weeks (last report)	9 Assessed pieces Average 1 per 2.7 weeks 25 Weeks (last report)	11 Assessed pieces Average 1 per 3 weeks 33 Weeks (last report)	9 Assessed pieces Average 1 per 3.25 weeks 26 Weeks (last report)

Mock Exams

Mock Exams for Year 11 and Year 13 must be complete/partial GCSE or A Level papers relevant to the specification and appropriate to the timing of the mock weeks in the Reporting Schedule (2025 – 2026) and marked or graded using the external standardised criteria.

End of Year Exams

End of Year Exams should be a representation of complete/partial GCSE or A Level papers relevant to the specification and appropriate to the timing of the End of Year Exam weeks in the Reporting Schedule (2025 – 2026).

Marking and Feedback Deadlines

All students should receive their mark and feedback (See Section 5. 'Formative and Summative Assessment Purpose and Feedback') and grade by the deadline given in the schedule above.

5. Formative and Summative Assessment Purpose and Feedback

All feedback provided to learners should be framed positively, focusing on strengths and constructive next steps, to motivate learners and support sustained progress. Feedback on summative assessment tasks must be provided within two weeks of the completion date of the assessment.

	Formative Assessment	Summative Assessment
Purpose	<p>Assessments for learning provide immediate feedback to learners and create a culture of feedback dialogue. The feedback is equally important to teachers as it is to the students about what learning has taken place and therefore the effectiveness of the teaching and learning process. Subsequently, the feedback process should achieve two outcomes:</p> <p>To inform the next steps of teaching and learning</p> <p>To provide the learner with information about what steps will take them from where they are, to where they need to be and how</p>	<p>Assessments of learning to provide a reflection and information at a particular point in a sequence of learning. Assessments that are summative by nature should identify gaps in knowledge, misconceptions and strengths in particular areas of the learning process (of individual students, classes and cohorts), allowing teachers to evaluate and diagnostically review the understanding of the students. Assessment data is used to inform predictions on outcomes for students and track progress throughout the curriculum.</p>
What could it look like?	<p>WALKTHRU's</p> <p>Cold Calling (CC), Think Pair Share (TPS), Show Me Boards (SMB), Check for Understanding (CFU)</p> <p>Self-assessment tasks</p> <p>Peer-assessment tasks</p>	<p>Assessment tasks should be relevant to the specification and Assessment Objectives. When designing assessments, the six questions on page 14, Section 6: 'Assessment Design', must be considered</p>
What does it produce?	<p>CC: Immediate feedback on the understanding of individual learners in the classroom and the class, asking probing questions to gain an insight into the thinking and reasoning behind student responses, providing the opportunity to address misconceptions or re-teach.</p> <p>TPS: Circulating around the classroom to listen to the ideas and responses of learners to provide an insight into the learning that has taken place and the effectiveness of the teaching. CC can be used here to offer probing questions and CFU.</p> <p>SMB: Immediate whole class feedback on the understanding of concepts, content and skills. The range of responses can be analysed, as well as individual responses and engagement. Common errors and misconceptions can be quickly and effectively identified.</p> <p>CFU: A picture of what learners have understood and providing an opportunity to explore differences in detail.</p>	<p>Summative assessments produce evidence of what students have learned and how successfully they can apply this to meet the demands of the task</p> <p>Summative assessments will produce accurate data to monitor learner progress, identifying learning strengths and weakness of individuals, classes and cohort, including significant groups of students</p> <p>Summative assessments will produce data to inform predictions and an open dialogue with students and parents about their progress and the next steps that they need to take in their learning</p>
What do we do with the results?	<p>Results of formative assessment tasks should be used to inform next steps in teaching and learning:</p> <p>Short term – Use a different approach to re-teach content/skill immediately</p> <p>Medium Term – Plan to re-visit content within the next 2 weeks</p> <p>Long term – Change the curriculum sequencing to promote better learning</p>	<p>Results of summative assessment tasks should be used to:</p> <p>Evaluate teaching effectiveness</p> <p>Evaluate the strengths and weaknesses of curriculum sequencing</p> <p>Inform planning and teaching of subsequent lessons</p> <p>Inform student interventions and support strategies</p> <p>Maintain up to date records to track student progress</p>
What does feedback look like?	<p>Immediate</p> <p>Verbal</p> <p>Clear and concise, using exam specific terminology (ensuring that this has been decoded and understood through the principles of oracy).</p> <p>The culture of feedback dialogue that should be created in the classroom, it should be constructive and non-judgemental, where learners feel safe to make errors and learn from them.</p>	<p>Time should be allocated to provide feedback within two weeks of completing the assessment and should consider the following:</p> <p>Links to External Standards: Feedback should be clearly tied to the criteria or grade descriptors from the subject specification. Students should understand why they received a specific grade based on those standards.</p> <p>Reasoning and Clarity: Teachers should justify the grade by explaining how specific aspects of a student's response met or fell short of the required level (e.g. what made it a Grade C). Help learners to understand the difference between their current performance and the next grade up (e.g., what would move their work from a C to a B).</p> <p>Action-Oriented: Feedback should include clear strategies that learners can use to improve their responses and gain more marks in future assessments.</p> <p>Transparency: The whole process should be transparent, learners need to see and understand how their performance aligns with assessment criteria and how they can improve. Avoid vague comments; feedback should be specific, targeted.</p>
What do we do with the feedback as teachers and HODs?	<p>See 'What do we do with the results?'</p> <p>Formative assessment data can be recorded in Go4Schools as an assessment if appropriate, but it should not contribute to the weighting of the current grade.</p>	<p>Results of summative assessment tasks should provide feedback to students as outlined above be used to inform next steps in teaching and learning:</p> <p>Short term – Use a different approach to re-teach content/skill immediately</p> <p>Medium Term – Plan to re-visit content within the next 2 weeks</p> <p>Long term – Change curriculum sequencing to promote better learning and moderation of marking should inform planning and departmental discussions</p> <p>Summative assessment data should be recorded in Go4Schools.</p>

6. Assessment Design

In line with the 'Overview' of the Assessment and Reporting Policy, **progress, purpose** and **precision** should be at the centre of assessment planning, design and data sharing. Assessments should take the form of either formative or summative tasks. Formative assessment data can be recorded in Go4Schools if appropriate, but it should not contribute the Current Grade, unless there is a specific reason as agreed by the HOD and HOF.

The following questions should always be considered when designing summative assessments to ensure the **progress** of learners, consideration of the **purpose** of each assessment, and **precision** of the assessment data:

1. What content and skills are being assessed within the assessment task, and why?

This should be considered alongside curriculum sequencing and what we want to know about where students are in their learning journey.

2. How are the learners being assessed?

Careful consideration of the assessment task to ensure that the task and the questions (inclusive of content, skill and question style) are relevant to the specification.

3. How is the assessment being marked or graded?

Marking and grading should relate directly to the Assessment Objectives of the specification or any other relevant materials that have been used in the assessment design. See Section 7: 'Assessment and Marksheet Grading Structures'.

4. Does the assessment effectively contribute towards the progress and development of learners to support in them in their preparation for their GCSEs or A Levels?

It should be carefully considered as to whether specific and narrow end of topic tests, or inclusion of synoptic elements, are the most appropriate at various stages of the curriculum sequencing.

5. What conclusions can be taken from the assessment data?

Following assessments there should be a reflection of the class and/or cohort performance, including significant groups of students.

6. What will be done with the conclusions to ensure that all students can be supported to make progress in their learning?

Department discussions about the conclusions from assessment data should inform individual and small group intervention (to include significant groups of students), as well as informing next stages of teaching and where appropriate changes to curriculum sequencing should be made to prioritise the progress of the students.

7. Assessment and Marksheet Grading Structures

Go4Schools markbooks require regular maintenance and review in order to fulfil the requirements of this policy. The contribution of each assessment and the weighting of each marksheet towards the Current Grade in the markbook will be a reflective process over the course of the two year Programme of Study and will look different for each department and specification. Constructing ideas about how this could look and keeping a record of this to reflect on alongside the rationale for change will be supportive to discussions in both HOF and SLG line management meetings.

Not all assessments will assess students at the maximum level, e.g. A* at A Level or grade 9 at GCSE and the grading structure, proportions of these assessments in the marksheet and weightings in the markbook should give an accurate representation of this.

Grading scheme can be set at individual marksheet level:

Sheet name	<input type="text" value="Year 10 Biology"/>	Sheet Options ▼
Private	<input type="checkbox"/> Do not show this sheet to students or parents	
Weighting	<input type="text" value="1"/> Enter a weighting of zero if you don't want the sheet to contribute to the markbook	
Residual scheme	<input checked="" type="checkbox"/> Colour this marksheet using the markbook residual scheme*	
Grading scheme	<input type="button" value="A.."/> Edit... Using the mark book's grading scheme	

Grading structures can also be set at individual assessment level:

Assessments

Type	Name	Due Date	Max. Mark				
Grade	Assessment 1	<input type="text" value="dd MMM yyyy"/>	-	<input type="checkbox"/>	<input type="checkbox"/>		X

[Add a new assessment or tracking column](#)

The type of assessment that should be used in each marksheet to record each student's attainment (as either a grade, mark, checkbox, note or percentage) should reflect the assessment requirements of the specification in relation to the content, skill and mark allocation and weighting of Assessment Objectives.

Example:

Assessment Objectives

Students must:		% in GCSE
A01	Demonstrate knowledge and understanding of: <ul style="list-style-type: none">scientific ideasscientific techniques and procedures.	40
A02	Apply knowledge and understanding of: <ul style="list-style-type: none">scientific ideasscientific enquiry, techniques and procedures.	40
A03	Analyse information and ideas to: <ul style="list-style-type: none">interpret and evaluatemake judgements and draw conclusionsdevelop and improve experimental procedures.	20
Total		100%

Assessments can be combined in different ways in each marksheet:

How to combine assessments in the sheet:

Take the simple average of all assessments

Close

Calculate the mark for the sheet as:

Do not calculate an overall grade/mark - equivalent to all assessments having a weighting of zero

Simple average of all assessments

Simple average of the best assessments

Simple average of the rightmost assessments

Weighted average of all assessments - specify weightings below

Weighted average of the best assessments - specify weightings below

Weighted average of the rightmost assessments - specify weightings below

Sum of all assessments

Sum of the best assessments

Sum of the rightmost assessments

Best of all assessments

Best of the rightmost assessments

Options include:

- Simple average of all assessments: This assessment combination is used effectively to generate a consistent mark/grade to contribute to a Current Grade when the same area is assessed over several assessments
- Weighted average of all assessments: The weighted average combination could be used to give the percentage contributions for each Assessment Objective if set-up as separate assessments to reflect the specification
- Sum of all assessments: This assessment combination is suitable when the sum of the assessments (as reflected by the specification) inform the whole mark/grade, or, when the marksheet has been set-up for Question Level Analysis of an assessment
- Best of all assessments: This assessment combination is suitable when a learner has the opportunity to re-do the same/similar task, such as a 12-mark essay, and the best, or the most recent (can be set-up as rightmost), is the most appropriate piece of data to inform the current grade

NEA contribution and Mock Exam papers should be representative of marks, weightings and allocations in the specification

Key Assessment points, such as End of Year Exams and Mock Exams should be weighted between 50 – 60% at the end of each year of the Programme of Study.

8. Markbook Design in Go4Schools

Marksheets are now visible to parents and students through the Go4Schools platform, as such, there is a need for consistency in markbook design across the whole school whilst simultaneously appreciating the nuances of the qualifications undertaken by students in each department.

Consistency in markbook design is achieved through the following:

- Markbooks are set-up to reflect two-year Programmes of Study in line with each department's curriculum sequencing to include a minimum of 14 and a maximum of 18 marksheets across the two-year Programme of Study, unless discussed and agreed with either LKD, NB or JAB.
- Marksheets are named using one of the following whole school approaches (unless there has been a specific discussion and agreement with LKD or SLG LM):
 - ***the timing of the assessments in line with the curriculum sequencing***, for example: Year 10 Autumn – States of Matter and Separating Substances
This marksheet will include assessment data over the Autumn term of Year 10 on the topic of 'States of Matter and Separating Substances'.
 - ***the whole name of the unit in which assessments which are completed over the course***, for example: Year 10 – Research Methods
This marksheet will include assessment data over the course of Year 10 on the unit 'Research Methods'.
 - Course codes, question numbers and unit numbers should not be used to name Go4Schools marksheets unless discussed and agreed with either LKD or SLG LM.
 - Titles must be clear and transparent to students and parent/carers
 - Spelling, punctuation and grammar must be correct
 - Key points of assessment relevant to each cohort and in line with Reporting Schedule (2025 – 2026) must be named as follows:
 - Year 10 End of Year Exam
 - Year 11 Mock 1
 - Year 11 Mock 2
 - Year 12 End of Year Exam
 - Year 13 Mock 1
 - Year 13 Mock 2
- The most appropriate assessment type for the nature of the assessment is selected: marks, grades, checkboxes or notes
- The timely input of assessment data ensuring that it meets the number of assessments required as per the Reporting Schedule (2025 – 2026).

See Appendix E: 'Online resources to support with the use of the Go4Schools platform'.

9. Reporting

The reporting system ensures that all year groups receive two 'Interim Reports' and one 'Full Report', including assessment data each academic year. The assessment and reporting system should be encouraging to learners and parent/carers so that they feel supported and that student well-being is considered. Staff will be reminded of the interim report and full report opening and closing windows, as well as checking and proofreading deadlines as they approach through Staff Briefing.

Interim reports and full reports will include the following grades:

- Target Grade – cannot be changed once set
- Current Grade – generated automatically from the markbook
- Predicted Grade – changed by the subject teacher

Go4Schools uses the following residuals to measure student progress in the:

- a) Markbook – Target Grade vs. Current Grade
- b) Report – Target Grade vs. Predicted Grade

Year 11 and Year 13 Residual Legend

Label	Lower bound	Upper bound	Colour
Above expected progress	1		Light Purple
Making expected progress	0	1	Light Green
Working towards expected progress	-1	0	Light Yellow
Progress below expected		-1	Light Red

Year 10 and Year 12 Residual Legend

Label	Lower bound	Upper bound	Colour
Above expected progress	0		Light Purple
Making expected progress	-1	0	Light Green
Working towards expected progress	-2	-1	Light Yellow
Progress below expected		-2	Light Red

At a particular point, a student may be surpassing their Target Grade, as informed by their Current Grade. The Predicted Grade should be reflective of this and should not be lower than the Current Grade, equally, it should not be two grades higher than the Current Grade. If there are reasons to suggest that this should be the case, a comment should be made in the 'Teacher Comments' section when interim reports and full reports are to be completed to provide context as discussed with each HOD.

Example:

5
9
8
7

This student is considered as demonstrating 'Outstanding' effort both in and outside of the classroom and has far exceeded their Target Grade (5) in their End of Year Exam (9), their Current Grade is a grade 8 and yet their predicted grade is a 7.

Here, the following should be reviewed:

- Weighting and contribution of assessments and marksheets
- Predicted Grade, it is below both current grade and End of Year Exam mark
- The assessment design for rigour, challenge and relevance
- Grading structures of the End of Year Exam and other assessments that contribute to the marksheets of the current grade

Interim reports and full reports will include the following attributes for successful learning:

<i>Work in class</i>	<i>Engages actively in class, contributes productively, and works well with others.</i>
<i>Work out of class</i>	<i>Completes homework and independent tasks on time and to a high standard.</i>
<i>Behaviour for learning</i>	<i>Demonstrates a positive attitude, respect for others, and supports a productive classroom environment.</i>
<i>Organisation</i>	<i>Arrives punctually, prepared and manages learning responsibly.</i>

Students will be measured against the following descriptors:

Outstanding – *Consistently models*

Good – *Frequently models*

Developing – *Occasionally models, but can require prompting*

Requires improvement – *Infrequently models and there are emerging concerns*

See Appendix F: 'Example Attributes and Descriptors'.

a) Interim Report Requirements

See Appendix G: 'Exemplar: Completing and Checking Interim Reports'.

See Appendix H: 'Completing Interim Reports and Full Reports in Go4Schools'.

b) Full Report









The intended audience for the full report is the parent/carer, not the student. This is a formal document, and reports should be framed positively. It is important to share areas of concern; however, this can be done constructively and give actionable feedback. For example: 'Poor attendance has reduced performance', should be framed, 'Performance will be improved by engaging with the support available to regularly attend lessons'.

All full reports will be shared with parent/carers and students through the Go4Schools platform. Parent/carers are informed that the report is available to view via e-mail and parent/carers are encouraged to contact the school office should they wish to receive a printed version of the report.

c) Interim Report Checking and Full Report Proofreading

It is the responsibility of every teacher to check their own interim report data and proofread their own full reports before making their HOD aware that they are ready for checking and proofreading. This includes using the correct name and pronouns as used in SIMS and Go4Schools and thorough checks of spelling, punctuation and grammar in addition to the character length. A process for checking interim reports and proofreading full reports should be in place within each department, this should include HOFs and HODs, who may delegate this task where appropriate within their department structures.

When flagging an area as 'requires attention' please leave a comment to direct the attention of the subject teacher and make the subject teacher aware of this. Once changes have been made, it is the responsibility of the subject teacher to update the delegated member of staff who responsible for proofreading and checking their reports. Each subject teacher should check their 'Reports' view on Go4Schools until the closing deadline to see if any of their reports have been 'Flagged by peer' (orange) or 'Flagged by report manager' (red).

 No report required	 Passed 2nd review - ready to publish	 Passed 1st review	 Ready to review
 Incomplete	 Flagged by peer	 Flagged by report manager	 Not started

Once the report has been proofread and all necessary changes have been made, the 'First Review' must be completed by the member of staff responsible for checking and proofreading.

Student names must not be used and linked with student data if an Artificial Intelligence website is being used to support with report writing.

10. Collecting and Using Data

Data should be inputted in line with the Reporting Schedule (2025 – 2026). Once reviewed and made visible in the markbook by the HOD, this assessment data and the relevant marksheet is instantly available to parents and students in the Go4Schools platform. The data collected through interim reports and full reports in Go4Schools will be uploaded to both Alps Connect and the Hautlieu Data Dashboard. Alps Connect will allow for the data to be reviewed for each cohort after each reporting point using specific 'Gradepoints' at both subject and student level, the tracking of data gives a clear indication of the progress within a subject, across a cohort and for individual students, including significant groups. The Hautlieu Data Dashboard provides a measure of the mean residual for each student demonstrating the difference between either Target Grade vs. Current Grade or Target Grade vs. Predicted Grade. The Hautlieu Data Dashboard can provide data for either residual for any reporting point. The Hautlieu Data Dashboard will also provide data for analysis of learning behaviours of students in a cohort. Students can be viewed in Mentor Groups, alongside attendance percentages from Go4Schools and with consideration of significant groups of students to track and measure progress and effort.

11. Inclusion

The principles of this Assessment and Reporting Policy apply to all learners, including those with SEN. Assessment design should take this into account and assessments will be used diagnostically to contribute to the early and accurate identification of any learners with barriers to learning, ensuring that referrals to the SENCO can support all learners with access arrangements or further referrals as necessary.

Our curriculum sequencing and assessment design should reflect the high expectations that we have at Hautlieu of all learners as individuals. The Assessment and Reporting Policy therefore should also reflect the effort to fulfil the attributes to be successful learner and not just their attainment in summative assessments or progress towards their Target Grades.

12. Training

It is essential for all staff to read the Assessment and Reporting Policy as assessment is an inextricable part of our curriculum sequencing and delivery, promoting progress for all students. It is the responsibility of all staff to seek guidance from their HOD/HOF/SLG line manager as appropriate where they feel that they have questions about this policy or that they require additional training to meet the requirements of this policy.

All staff will be kept up to date with developments to assessment practice and provided with opportunities to engage with whole school training on Assessment and Reporting as per the INSET and Twilight schedule. Relevant members of staff, to include HODs, HOFs and Key Stage Leads or Teachers in Charge of a subject will participate in training to be able to fulfil their roles and responsibilities.

13. Links with Other Policies

This policy is linked to:

Mental Health and Wellbeing Policy

Teaching and Learning Policy

SEN Policy

Behaviour for Learning Policy

Data Protection Policy

Jersey Premium Policy

Policies are linked on the Hautlieu School website and can be found here:

<https://www.hautlieu.co.uk/policies/>

14. Links to UNCRC – Rights Respecting Schools

This policy links to the following UNCRC articles:

- Article 1:** Everyone under 18 has all of these rights
- Article 2:** You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have disability, or are rich or poor
- Article 3:** All adults should always do what is best for you
- Article 5:** Parents and carers have the responsibility to provide direction to their child as they grow up
- Article 13:** You have the right to express their views and access information
- Article 16:** You have the right to privacy
- Article 42:** All adults and children should know about this convention. You have a right to learn about your rights and adults should learn about them too

15. Appendices

Appendix A: Year 10 Target Setting Process

Example: Minimal Expected Grade (MEG) average point score is 6.38.

The MEG average point score is calculated from the average grade attained by learners in a prior attainment band for their mean CAT4 score at the 75th percentile in the national UK dataset. This is the minimal expected average (mean) across the 9 or 10 GCSE subjects taken at GCSE for an individual student. Individual subjects may vary from this benchmark to reflect the subject taken and knowledge of the student, however, the average score across the subjects for an individual student should be targeted at or above this score. Departments must engage with this process and discuss students as individuals, alongside the previous outcomes in their subject, to consider the realistic nature of the personalised targets that are set for both individual students and the cohort. The Data Analyst will provide a scatter plot to all departments to support with this process, which shows the previous year's actual outcomes in correlation to the mean CAT4 attainment.

Target Grades for each subject:

Maths	English Language	English Literature	Biology	Chemistry	Physics	Design Technology	Computer Science	History	Spanish
7	6	5	6	7	7	7	8	6	6

Total = $7 + 6 + 5 + 6 + 7 + 7 + 7 + 8 + 6 + 6 = 65$

Personalised Target Average Point Score = 6.50, this is above the MEG average point score.

Personalised Subject Targets will be set on 21st November 2026 and communicated home in the Autumn Assessment on 3rd December 2026.

Appendix B: Year 12 Target Setting Process

The Year 12 target grades are calculated by mapping the GCSE average point score to an attainment band in Alps Connect. The band produces the average grade (minimum expected grade) attained by the schools at the 75th percentile in the national dataset, across all students and all entries in that band.

Appendix C: Homework – Purpose and Expectations

Homework plays an essential role in supporting student progress and reinforcing curriculum content.

Purpose of Homework:

- To reinforce and extend learning beyond the classroom
- To prepare students for upcoming units or assessments, ensuring alignment with curriculum sequencing
- To develop independence, responsibility, and time-management skills
- To identify and address gaps in understanding or barriers to learning early

Homework Platform and Submission - all homework must be:

- Set on Satchel:One, providing consistency and accessibility for students, parents, and staff
- Tracked and recorded through the platform, ensuring visibility of completion and aiding in identifying non-submission patterns.

Homework Frequency, Length and Planning:

- Tasks should be set in accordance with departmental homework policies, which should define frequency and length of homework per year group
- HODs should make adaptations to the setting of homework according to the key points in the school calendar, such as assessment periods, trips, or another curriculum demand
- Consider student wellbeing, ensuring that expectations are realistic and manageable

Feedback and Marking of Homework:

- All completed homework must receive some form of feedback to demonstrate that student effort is recognised and valued
- Feedback approaches should align with each department's marking policy and may include:
 - Verbal feedback
 - Whole-class feedback
 - Live marking
 - Written comments
 - Self or peer-assessment
- The method of feedback should be purposeful and proportionate, supporting students' understanding and progression without placing undue workload on staff.

Classwork and Non-Assessed Work:

The checking and review of classwork and non-assessed tasks, including homework, is essential for:

- Connecting teachers to each student's level of understanding and effort
- Demonstrating to students that their work is valued and deserving of high-quality effort
- Identifying and addressing learning needs early through classroom-based interventions or SEN referrals.

Appendix D: Government of Jersey: Jersey Schools Review Framework Handbook (September 2025) – Information Relevant to Assessment

Page 9:

Throughout this handbook, reference is made to considering how appropriate provision is for all groups of pupils. Within any individual setting, consideration will be given to how well a school identifies the needs and then provides for significant groups of pupils.

These groups are likely to include:

- Pupils with high prior attainment (the school's highest 20%)
- Pupils with low prior attainment (the school's lowest 20%)
- Pupils with special educational needs and/or disabilities (SEND)
- Multilingual learners (MLL)
- Pupils eligible for Jersey Premium (JP)

Page 11:

'What difference is our curriculum making to our pupils?'

How effectively do we use our ongoing assessment of pupil's learning to feed into our planning and adaptation of the curriculum?

Page 12:

Implementation

21. Reviewers will consider how effectively teachers use assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct any misunderstandings and inform teaching.

Page 13:

22. Reviewers will consider the extent to which teachers:

Use assessment to check pupils' understanding to inform current and future teaching. They should help pupils embed key concepts, applying their knowledge fluently, deepening their understanding, and not simply memorise disconnected facts.

Consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment.

Page 52:

Sources of information for Curriculum, Teaching & Learning – possible areas of focus/questions to be explored:

- Discussions with Senior Leaders
- School approaches to assessment (formative and summative)

- Current attainment and progress (internal assessments and published data reports for all groups)
- Discussion with teachers:
 - How do staff use assessment, and what information does this yield?
 - Review of any available data (where available for that subject)

The school's own performance data on each of the current year groups considering the quality and rigour of assessment information on which it is based. Comparison of this data with the data from Jersey (and where available England), evaluating overall rates of progress and the progress of all groups of pupils.

Discussion with leaders about the school's approach to assessment, and what this shows them.

Page 95:

Reviewers recognise that marking and feedback to pupils, both written and verbal, are important aspects of assessment. They will evaluate the impact of feedback given in all its forms on pupil' progress and learning. If it is necessary for reviewers to identify marking as an area for improvement for a school, they will pay careful attention to the way recommendations are written to ensure that these do not cause unnecessary workload for teachers.

Page 118:

Appendix 11: Assessment in the Jersey Context

This JSRF makes some reference to 'English standards'. These mostly apply to pupils in Key Stages 4 and 5, who take some comparable UK-accredited courses at GCSE and post-16. This Framework therefore makes assumptions as follows:

- Approaches to, and use of, assessment and testing will follow the advice of CYPES

Judgements about the proportion of pupils achieving expectations will be based on the expected standards identified for each year group. Schools will evaluate the proportion of pupils who are keeping pace and making solid progress against the requirements of CYPES Assessment and Reporting Arrangements⁵⁰.

- Schools own internally generated data/spreadsheets (if shared by the school) should not automatically be considered by reviewers as evidence in their own right. Rather, reviewers should use these to help explore with subject leaders how they design and use assessment to inform and refine the quality of the curriculum offer in order to meet the needs of all groups of pupils.

Appendix E: Online resources to support with the use of the Go4Schools platform

<https://www.go4schools.com/schools/Support/OnlineResources.aspx>

[General User Guide.pdf](#)

[Curriculum Leaders Guide.pdf](#)

[Guidance for Using No Scaling in Markbooks.pdf](#)

[Setting up Markbooks for the Next Academic Year.pdf](#)

See Appendix F: 'Example Attributes and Descriptors'.

Work in Class

- *Outstanding – Always engaged, contributes thoughtfully, produces excellent work, and collaborates well.*
- *Good – Usually engaged, contributes appropriately, produces good work, and works well with others.*
- *Developing – Sometimes engaged, contributes inconsistently, and infrequently completes tasks to a satisfactory standard.*
- *Requires improvement – Rarely engaged, contributes little, and produces incomplete or low-quality work.*

Work out of Class

- *Outstanding – Always completes homework on time to a high standard and extends learning independently.*
- *Good – Usually completes homework on time and to a good standard and prepares for assessments adequately.*
- *Developing – Sometimes completes homework, but quality or timeliness is inconsistent, inconsistent preparation for assessments.*
- *Requires improvement – Rarely completes homework or tasks, improper preparation for assessments.*

Behaviour for Learning

- *Outstanding – Always positive, respectful, and supports a productive learning environment.*
- *Good – Usually positive and respectful, contributing to the supportive classroom environment.*
- *Developing – Sometimes positive but requires occasional reminders to stay respectful and focused.*

- *Requires improvement – Rarely positive or respectful; behaviour often disrupts learning.*

Organisation

- *Outstanding – Always punctual, prepared, meets deadlines set for all tasks/activities, and manages learning independently.*
- *Good – Usually punctual, prepared, and meets deadlines with minimal issues, frequently assuming responsibility for their own learning.*
- *Developing – Sometimes late and/or unprepared, may miss deadlines; needs reminders to stay organised and/or be punctual, infrequently assuming responsibility for their own learning.*
- *Requires improvement – Often late and/or unprepared, misses deadlines, and struggles with organisation and rarely assuming responsibility for their own learning.*

Appendix G: Exemplar: Completing and Checking Interim Reports

Residuals are automatically generated by Go4Schools when a subject teacher adds their Predicted Grade.

Remember:

- Target Grade is fixed
- Current Grade fed from the markbook
- Predicted Grade is to be set by the teacher
- Predicted Grade must not be lower than current grade
- Predicted Grade must not be more than two grades above current grade (unless discussed with and agreed by the relevant HOD – a comment should reflect this)

EXAMPLE: This student has a Target Grade of a 7 and a Predicted Grade of a 6, their residual is “making expected progress” because it is one grade below their Target Grade, which is to be expected at this stage of the course – given the content and skills covered.

Subject	Target Grade	Current	Predicted
Chemistry	7	6	6

Attributes for Successful Learning:

<i>Work in class</i>	<i>Engages actively in class, contributes productively, and works well with others.</i>
<i>Work out of class</i>	<i>Completes homework and independent tasks on time and to a high standard.</i>
<i>Behaviour for learning</i>	<i>Demonstrates a positive attitude, respect for others, and supports a productive classroom environment.</i>
<i>Organisation</i>	<i>Arrives punctually, prepared and manages learning responsibly.</i>

Descriptors:

Outstanding – Consistently models

Good – Frequently models

Developing – Occasionally models, but can require prompting

Requires improvement – Infrequently models and there are emerging concerns

NOTE: Teachers are required to leave a comment if:

- The "progress is below expected", and/or
- The descriptor is "requires improvement" for any of the attributes.

Checking Interim Reports

It is the responsibility of every teacher to check their own interim report data.

A process for checking interim reports should be in place within each department, this should include HOFs and HODs, who may delegate this task where appropriate within their department structures.

Each subject teacher should check their 'Reports' view on Go4Schools until the closing deadline to see if any of their reports have been 'Flagged by peer' (orange) or 'Flagged by report manager' (red).

<input type="checkbox"/> No report required	<input type="checkbox"/> Passed 2nd review - ready to publish	<input type="checkbox"/> Passed 1st review	<input type="checkbox"/> Ready to review
<input type="checkbox"/> Incomplete	<input type="checkbox"/> Flagged by peer	<input type="checkbox"/> Flagged by report manager	<input type="checkbox"/> Not started

A Head of Department has the responsibility to:

- Oversee the department system for checking interim reports to ensure to ensure the timely completion of assessment data and delegate this responsibility within the department structure as appropriate.

When flagging an area as 'requires attention' please leave a comment to direct the attention of the subject teacher and make the subject teacher aware of this. Once changes have been made, it is the responsibility of the subject teacher to update the delegated member of staff who responsible for checking their reports.

Once the report has been proofread and all necessary changes have been made, the 'First Review' must be completed by the member of staff responsible for checking.

- Review the weightings and contribution of each assessment and/or marksheet to the markbook, informing the overall Current Grade.

Following each assessment, the contribution of each assessment to the marksheet and the weighting of the marksheet in the markbook should be reviewed by the HOD to ensure that Current Grade reporting is accurate and a true reflection of the current progress of each student.

Marksheets should be 'Private' and hidden from parent/carer and student view until populated with assessment data.

Appendix H: Completing Interim Reports and Full Reports in Go4Schools

1. Log into Go4Schools
2. Using the 'Teacher' drop-down menu, you will see 'REPORTS' – if there are reports to be completed this will be indicated the number of reports to be completed in brackets, e.g. Reports (1), indicates that you have one report due for completion. Select 'Reports (1)' and you will see which classes require completion
3. To complete 'Interim Reports'
 - Current Grade – directly inputted to the Assessment from the markbook

NOTE: At each assessment point, the weighting of each assessment and marksheet should be considered to ensure that the Current Grade is an accurate reflection of progress at this stage.

- Predicted Grade – to be completed by the teacher (using the guidance on page 3 of the policy)
 - Where there are EOYE and Mock Grades to be entered, this should be populated in the pre-defined grades set-up in the markbook, they will then be directly fed through to the assessment.
4. For 'Full Reports', the 'Interim Report' section should also be completed, comments should then be written in the 'Teacher Comments' section in line with the Appendix G: 'Hautlieu Interim Report and Full Report Requirements 2025 – 2026: ALL TEACHING STAFF'.

NOTE: Please remember to save reports regularly, using the 'Save' button in the bottom left corner of the page to prevent loss of information due to connectivity issues.

Appendix I: Full Report Requirements

Remember the audience is the parent, not the student. Reports should be framed positively. Negative statements may be necessary and unavoidable in some cases but every effort should be made to express matters as positively as possible. Remember: Poor attendance has reduced performance is negative, but Performance will be improved by more regular attendance is positive and is preferable.

PLEASE DO NOT WRITE IN PARAGRAPHS – THE TEMPLATE IS AN ONLINE FORMAT WHICH READS AND PRESENTS BETTER AS ONE BODY OF TEXT FOR REPORTING – THERE ARE ALSO INCONSISTENCIES OF WHO, HOW AND WHEN WE ARE USING THEM – SO PLEASE WRITE AS ONE BODY OF TEXT.

Comments in reports should cover some, or all, of the following areas:

- General comment on progress (and possibly different skill/knowledge areas in the specific subject)
- Attainment in recent assessments, to include Mock Exams

- Reference to the attributes for successful learning (see below) – particularly when there is improvement required
- How to work towards achieving target grade and predicted grade/grade achieved (especially if there is any ambiguity)
- Offer areas to improve / how to make further progress – clearly with resources / suggestions / stages (if not already covered)

Please read and use the following points to ensure consistency in our written reports:

- Full reports are 2500 characters maximum and 1000 characters minimum (including spaces). A minimum word count cannot be set on G4S, however, the characters can be viewed at the bottom of the comment box. Any written reports fewer than 1,000 characters should be flagged.
- Use the spell check. Check all punctuation has carried through to G4S when copying/pasting. (e.g. full stops at the end of the last sentence)
- Make sure that what you say in the report does not contradict the grades or effort descriptors that you have given.
- Subjects have capital letters e.g. Biology, Mathematics, individual sports e.g. tennis, cricket, rounders do not. Use full word for Mathematics.
- Avoid describing a student as 'quiet' as this can be a label. You could use 'she works with quiet determination'.
- Do not just outline what students have been doing this year. The report should be as individual as possible to your subject and the student.
- Be mindful of copying and pasting reports for different students. If you do, make sure the report flows and sounds personal, check for the right name - it is easier to amend at this stage.
- Use the correct pronoun e.g. his / her and do not impersonalise using they / their as a standard.
- Use the students full name as seen on Go4Schools.
- *Proofread your own reports before sending them to the designated person to proofread.*
- *PLEASE SEE BELOW FOR LANGUAGE, GRAMMAR AND SPELLING CONSISTENCY CHECKLIST!*

LANGUAGE AND GRAMMAR CHECK LIST:

Student	Use preferred forename as it appears in SIMS If it is unusual, check your report when finished Make sure 'spell checker' doesn't change it to a random word
é	hold the AltGr key down + e (Ctrl and type 130 also works on PC/keyboard)
A level	upper case A, no hyphen, lower case l
GCSE modules	upper case GCSE, lower case m
GCSEs (plural)	no apostrophe
IGCSE	not iGCSE (for Cambridge)
International GCSE	For Pearson
and	use and, not &
apostrophes	apostrophes denote the possessive: a good year's work, Gemma's progress - not plurals: GCSEs, not GCSE's, STIs, not STI's
contractions	avoid using: I'm, she'll, shouldn't etc. Use I am, she will, should not
first	use the word, not 1st
got	do not use: 'she got a grade 5', rather: she achieved a grade 5
however	precede and follow 'however' with a comma
lists	avoid long lists where possible. If you do use a list, start with a colon and follow with commas between each item
space	leave a single space after colons, semi-colons and full stops
Don't forget the 'that'	To ensure that...
student	not pupil or young lady

SPELLING AND CONSISTENCY CHECK LIST:

<i>benefited</i>	<i>not benefitted</i>
<i>co-operative</i>	<i>with a hyphen</i>
<i>coursework</i>	<i>one word, lower case c</i>
<i>Eisteddfod</i>	<i>and not -ford or -fodd</i>
<i>end of year exam results</i>	<i>all lower case</i>
<i>focusing</i>	<i>not focussing</i>
<i>focused</i>	<i>not focussed</i>
<i>fulfil</i>	<i>not fulfill</i>
<i>grade</i>	<i>lower case g</i>
<i>group work</i>	<i>two words, no hyphen</i>
<i>homework</i>	<i>one word</i>
<i>horse riding</i>	<i>no hyphen</i>
<i>Key Stage 4</i>	<i>upper case K and S – and not KS4 or KS 4</i>
<i>mock exam</i>	<i>lower case</i>
<i>notebook</i>	<i>one word</i>
<i>PE</i>	<i>not P.E</i>
<i>practice</i>	<i>noun</i>
<i>practise / practising</i>	<i>verb</i>
<i>programme</i>	<i>not program</i>
<i>proofread</i>	<i>one word</i>
<i>representative</i>	<i>not rep.</i>
<i>role-play</i>	<i>with a hyphen</i>
<i>skilful</i>	<i>not skillful</i>
<i>Year 10</i>	<i>upper case Y and not Y10 or Year ten</i>

