STAHS
PREP SENIOR SIXTH

Assessment, Tracking & Reporting

Teaching, Learning & Assessment Policy
Related Document

June 2026

THINK BEYOND

STAHS

PREP SENIOR SIXTH

ASSESSMENT, TRACKING AND REPORTING

Contents

1. Introduction 2
2. Aims 2
3. Assessment 2
   - Assessment Types 2
   - Baseline Testing 3
   - Target Setting, Predicted Grades and Value Added 3
   - Recording and Monitoring 4
   - Internal Examinations 4
   - External Examinations 4
4. Assessments Timeline 5
5. Tracking 7
   - Aims 7
   - Monitoring and Intervention 7
6. Reporting 8
   - Report Format 8
   - Report Indicators 10
   - Reporting Timeline 13

1. Introduction

1.1. STAHS aims to provide all pupils with the opportunity to thrive and to make rapid progress. We are academically ambitious; we are a community that benefits from academic rigour and intellectual challenge. Pupils and parents should have a clear understanding of the progress being made, and we use our assessment, tracking and reporting procedures to ensure this is the case.

2. Aims

2.1. Assessment, Tracking and Reporting at STAHS is vital to ensure pupils understand, develop, and fulfil their academic potential. Our broad aims are to:

a. recognise and celebrate pupils' achievements, both in identifying excellence and in identifying significant improvement.
b. provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses and offer additional support where necessary.
c. gather information about the performance of individual pupils and groups that can be used to inform target setting at a range of levels.
d. inform teachers' planning to reflect the needs of the pupils.
e. ensure a smooth transition between year groups, by transferring assessment information at the end of each academic year.
f. provide a means to track individual progress from Reception through to Year 13.
g. inform parents through Parents' Evenings/consultations and written reports.
h. maintain high expectations of pupils to maximise each child's full potential.
i. provide relevant senior leaders and the Governors with information that allows them to make judgements and plan for the future.

3. Assessment

3.1. Assessment is used at STAHS to help pupils understand, develop and fulfil their academic ambitions. We perform baseline testing across the Prep School and Senior School alongside ongoing formative and summative assessment to ensure pupils understand clearly how to make progress.

Assessment Types

3.2. Both key forms of assessment outlined below can be both diagnostic and evaluative in nature. In most instances, assessments are designed to be diagnostic and are used to identify what is preventing pupils from making the expected progress allowing them to excel. Assessments can also be evaluative where it informs departmental and whole School planning by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Formative Assessment

3.3. We use ongoing assessment in a formative way to understand pupil achievement and how to best support them in making progress. Its purposes are to:

a. support pupils in their communication and collaboration with teaching staff
b. inform planning of schemes of work and lessons
c. ensure learning objectives are explicit and understood by pupils
d. promote pupil motivation and independence, and to promote challenge for all
e. provide time for pupils to reflect on their current learning, next steps and longer-term targets
f. develop pupils' capacity to self-assess constructively against success criteria

3.4. This can be achieved through many aspects of our Teaching and Learning Framework, including:
   a. teaching well-structured, appropriately paced lessons
   b. considering the needs of each individual pupil when planning
   c. providing high quality and effective materials during lessons
   d. using questioning to interrogate pupil knowledge
   e. regularly marking pupil work and providing actionable feedback

Summative Assessment

3.5. We use ongoing assessment in a summative way to understand pupil attainment. This can and should still be used in a formative way where appropriate but where assessment is considered formative it is typically larger assessments covering a considerable quantity of content. Its purposes are to:
   a. promote pupil motivation and independence, and to promote challenge for all
   b. gather performance data on individual and pupil groups to inform school-wide monitoring and teacher-level lesson planning
   c. monitor the progress of whole year-group cohorts in Years 10-13, via cohort-wide assessments or common tasks
   d. track individual progress across the School to ensure progression, challenge and to enable academic transition through the School
   e. inform pupils, tutors, parents and leaders in the School through tracking and reporting

3.6. This can be achieved through the following:
   a. in-class assessments set by individual teachers to assess some defined content
   b. standardised in-class assessments, taken by the whole year group, with moderation of marking within department areas
   c. standardised formal assessments, typically held at the same time for the whole year group such as end of year exams, with moderation of marking within department areas
   d. external public examinations

Baseline Testing

3.7. Pupils on entry to Reception undergo the BASE assessment, which is repeated at the end of the year. From Year 1 to 6, pupils complete the InCAS assessment. Year 5 are also tested using Cognitive Ability Tests (CATs) during the first half of the Lent term.

3.8. Pupils on entry at Year 7 are tested using the baseline test MidYIS (Middle Years Information System). This provides a standardised score across several categories and is designed to provide us with a snapshot of each individual's developed ability. Each individual profile gives some insight into potential strengths and weaknesses for a pupil. Year 7 pupils also undertake Reading Age screening to assess their literacy ability.

3.9. In Year 10, pupils are tested using the baseline test Yellis (Year Eleven Information System; a misnomer). This gives similar information to the MidYIS assessment, providing a useful comparison to the previous MidYIS assessment after three years at STAHS.

3.10. In Year 12, pupils are tested using the baseline test ALIS (A Level Information System). This gives similar information to MidYIS and Yellis, but also provides predicted grades at A Level.

3.11. The timeline of baseline testing is outlined at the end of the Assessment section.

Target Setting, Predicted Grades and Value Added

3.12. At Prep, target setting is a continuous process based on teacher's assessments of individuals, groups and classes. They are revised at regular intervals and will consider changes in levels of achievement. They are set based upon assessments and tracking and are 'SMART' – specific, measurable, achievable, realistic and time specific.

3.13. Pre-prep teachers set realistic targets for each pupil based on teacher assessments, entrance test results and InCAS results taken at the beginning and end of the Reception year. In key

stage two, teachers analyse the InCAS to identify pupils that they will set individual targets for. Teachers are also able to set further targets through positive comments in marking.

3.14. At Senior, target setting is a continuous process based on teacher's assessment of individuals, groups and classes. These are typically set through comments in books, but teachers will set specific targets with pupils when intervening either to support underachieving pupils or to stretch those who are excelling. Pupils set their own targets with their Tutor as part of our Tracking process, outlined later in this document.

3.15. MidYIS, Yellis and ALIS provide predicted grades for public examinations. While these are used for internal analysis, these are not widely used with pupils and parents. The data is typically more useful on a cohort level, rather than at the level of an individual student, where correlations with eventual GCSE and A level outcomes are moderate rather than strong.

3.16. We use the predicted grade data internally in calculating and understanding our School's value added. When GCSE and A Level results are published, these are compared to the predicted grades in order to calculate 'how much value we have added'; i.e. how much better (or worse) pupils attained grades are compared to what their baseline testing predicted.

Recording and Monitoring

3.17. Teachers utilise mark books, and in many instances centralised tracking systems, to maintain a log of assessments. This typically includes less formal assessment, such as smaller tests and homework, and always includes formal assessments.

3.18. Subject Coordinators and Heads of Department are responsible for monitoring and analysis of pupil work through work scrutiny. They are also responsible for ensuring assessments are monitored and recorded in an appropriate place, e.g. in a secure shared area online.

Internal Examinations

3.19. Significant assessments held in lessons are monitored by the academic leadership teams at Prep and Senior. These vary each year depending on the teaching of schemes of work. The timeline of internal assessments is outlined at the end of the Assessment section.

3.20. At Senior, marks for different subjects in the Year 7-9 examinations are standardised, with these standardised (rather than raw) scores reported home, indicating a pupil's relative position within the year group.

External Examinations

3.21. All pupils sit GCSE examinations in May and June of Year 11. Some pupils may enter GCSE examinations at different points in individual circumstances, such as if they have taken Further Music at the end of Year 10 or taken an additional GCSE during their Sixth Form as enrichment.

3.22. All pupils sit A Level examinations in May and June of Year 13. Some pupils may enter A Level examinations at different points in individual circumstances, including those who may take AS Level examinations.

4. Assessments Timeline

Those marked in yellow are baseline assessments, standardised assessments designed by CEM.

Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
R	BASE					BASE Standardised Reading/Spelling
1						InCAS Standardised Reading/Spelling
2						InCAS Standardised Reading/Spelling
3						InCAS Standardised Reading/Spelling
4						InCAS Standardised Reading/Spelling
5			Cognitive Abilities Tests (CATs)			InCAS Standardised Reading/Spelling
6				InCAS Standardised Reading/Spelling		
7	MidYIS Reading Age screening				End of Year Exams	
8					End of Year Exams	
9					End of Year Exams	
10	Yellis				End of Year Exams	
11		Mock Exams (English Language only)	Mock Exams		Public Exams (GCSEs)	Public Exams (GCSEs)
12	ALIS					End of Year Exams
13			Mock Exams		Public Exams (A Levels)	Public Exams (A Levels)

5. Tracking

STAHS has an internal tracking process used to monitor pupils' academic progress through an analysis of academic data.

Aims

5.1. The purposes are to:

a. identify and reward pupils who are particularly high attaining or have made significant improvements.
b. identify underperforming pupils, relative to their performance in previous years, or their academic potential as indicated by baseline testing.
c. provide teachers, tutors and leaders with a consistent mechanism through which to share and respond quickly to information about pupil progress.
d. support target setting processes.
e. provide information for parents as a basis for useful dialogue about pupil progress.

Monitoring and Intervention

5.2. We collect data on pupils' approach to their lessons and achievement, which is collected at least termly from Year 10, and twice per year in Years 7 to 9. When data becomes available, the academic leadership teams at Prep and Senior conduct an analysis and share this with relevant colleagues, which may include tutors/form teachers, heads of department/subject coordinators and the pastoral team, such as Housemistresses, Assistant Housemistresses, and Heads of Section

5.3. Following the analysis, further discussions will take place that assigns ownership and responsibility for actions as appropriate. At this stage, pupils who deserve recognition for their achievements or improvements will be rewarded. This is typically through a conversation with their tutor/form teacher or through the awarding of House Points. Pupils who need academic intervention will be involved in discussions around what that will look like, which can include an action plan to formalise the support strategies.

5.4. At Prep, there are specific points at which intervention is provided as outlined in the table below.

Year	In class support and extension	Observation and advice or preliminary diagnosis by SENDCo	Small group and individual teaching by SENDco	ACE support and extension groups	Maths Buzz clubs (support)	Maths (extension and problem solving)
R	✓	✓				
1	✓	✓	✓	✓		
2	✓	✓	✓	✓		
3	✓	✓	✓	✓	✓	✓
4	✓	✓	✓	✓	✓	✓
5	✓	✓	✓	✓	✓	✓
6	✓	✓	✓	✓	✓	✓

5.5. ACE support and extension groups take place during 'singing together'. Small groups of pupils spend time with a teacher in support or extension groups. These may be phonics, reading groups, maths support and times tables practice. Extension groups may read higher level English tests and discuss them or may do maths investigations and challenges. Across each

year group one teacher will focus on support and one on extension, rotated typically on a termly basis.

5.6. Maths Buzz is a group which meet for 30 minutes one day per week and for an hour on another day each week. It concentrates on repetition and consolidation of core skills so that the least able mathematicians can reach the required standard. In Year 5, pupils are taken out of Mandarin to work on extra maths. Maths Challenge Club is an after-school club, preparing small groups of pupils for external maths competitions.

5.7. At Senior, we also operate a formal Tutor and Pupil tracking system with the purpose of reflecting on this data and setting appropriate, ambitious targets. Tutors in each year group meet with each of their tutees for individual meetings where they discuss their academic progress.

6. Reporting

6.1. STAHS has developed a comprehensive reporting process that allows pupils and parents to receive timely information designed to ensure pupil approach to learning and levels of achievement are understood. Its purposes are to:

a. enable pupils and parents to receive timely information on which they can reflect and act
b. help pupils to make progress and foster self-motivation
c. inform pupils, parents, tutors and leaders in order to take appropriate actions to support pupil progress

6.2. This is achieved through the regular sharing of approach to, or engagement with, learning and achievement grades.

Report Format

6.3. At the Prep School each pupil receives one written report each year in Lent Term (Years 3, 4 and 5) or Trinity Term (Reception, Year 1, 2 and 6), which provides a comprehensive overview of a pupil's progress in her academic studies. The report comment, written by the subject teacher, will reflect a pupil's successes and contain advice on how to improve further. The reports detail assessment results in Year 3, 4 and 5, and in all year groups use the Approach and Achievement indicators outlined below. Parents are requested to complete a feedback form enclosed with the report, which is stored in the pupil's file. Some specific parents are invited to discuss their report in more detail with the class teacher, typically if there are concerns about progress being made.

6.4. At the Senior School, each pupil receives at least one short report, one extended report and one tutor report each year. The short report in Year 7 to 9 contains the Engagement and Achievement indicators outlined below. In Year 10 and above, they include the Engagement indicators alongside Currently Working Towards grades. The extended report in Year 7 to 13 is a comprehensive overview of a pupil's progress with comments from each subject teacher that reflects a pupil's successes and contains advice on how to improve further. The report also includes a House comment, composed by the pupil's Tutor and their Assistant Housemistress or Housemistress. The tutor report in Year 7 to 13 is an overview of a pupil's achievements beyond their subjects, including their contributions to the co-curricular programme and the tutor programme.

6.5. Parents of pupils at both the Prep School and Senior School also attend at least one Parents' Evening each year.

6.6. Throughout each year, parents are encouraged to communicate with us if there are any issues, and our teachers are expected to communicate home should there be any significant concerns. This is best done through a phone call or a face-to-face meeting but is sometimes by

email with relevant notes recorded and shared with relevant parties.

Report Indicators

At the Prep School, the follow indicators apply.

Achievement		Approach	
Outstanding	The pupil consistently delivers work of an exceptional quality. Not only is her written work of the highest calibre, but she is also able to express her ideas with conviction and clarity. Original and creative ideas are likely to flow through her work, with evidence of inspired thinking. We would normally expect at most one outstanding pupil in a class.	**Proactive**	This pupil takes a great deal of responsibility for her learning. She is openly inquisitive, seeks to create tasks for herself and gives valuable contributions. She will openly involve her teacher and her peers in her learning and will always ask for advice where needed. She seeks to work on any extra material when any misunderstanding occurs. All set work is completed fully and thoroughly with a high level of detail. During lessons this pupil will reflect on her own learning, share ideas and seek to learn from others. She always responds to feedback about ways to improve her learning.
Excellent	The pupil's work is consistently strong in terms of depth, clarity and accuracy. No topics cause concern and the pupil has developed her lines of thinking fully. A consistently strong attention to fine detail is evident. In a class we would expect to see a handful of girls at this level.	**Co-operative**	This pupil will always seek to complete her work. She demonstrates a willingness to try and she will persevere in the face of greater challenge. She will participate in lessons, often very fully and with energy. She demonstrates enthusiasm and a positive attitude to the work that is set.
Good	The pupil's work is of a good quality and she is comfortable with the pace and content. Her work is generally complete and shows a clear understanding of a high proportion of the material. Fine details have been addressed.	**Reactive**	This pupil will generally respond if asked to complete a task, but may need individual prompting, or take time to get started during lessons. She may need some prompting to ensure she has completed a task. She contributes to classroom discussion only when invited.
Inconsistent	The pupil's work is inconsistent. It will sometimes be good, but a reasonable proportion has fallen short of expected standards. Some support may have been necessary, but the pupil can sometimes deliver good work without help.	**Passive**	This pupil is not fully engaged with being a learner. She requires adult support and direction to focus and respond appropriately in any task. She would frequently have uncompleted work unless the work had been finished with an adult. She shows limited effort or motivation and is easily distracted. She finds it difficult to contribute within the classroom.
Developing	The pupil's work is often below the standard expected by the school. Teacher intervention will have been necessary on a number of occasions. The pupil rarely delivers work of the standard set for 'Good'.		
Emerging	Here the pupil rarely, if ever, produces work that is of a good standard. This pupil is producing a quality of work that consistently causes concern. It is likely that significant teacher intervention has been necessary.		

At the Senior School, the following indicators apply:

KS3 Achievement

1	Thriving academically. Working at a notably high level at this stage of the course. Very secure understanding of content and strong performance in more challenging work, including independent/extension tasks.
2	Working very well for this stage of the course. Secure knowledge of course content and accurate application of required skills. Good performance in harder tasks, including extension work.
3	Making steady progress for this stage of the course. Reasonable knowledge of course content, concepts and skills, and generally effective application of these in written and/or practical work, but performance may be inconsistent.
4	Working below the typical level for a pupil at this stage in the course. Insecure knowledge of course content and/or difficulties with key concepts. Low attainment in written and/or practical work.

Currently Working Towards grades

In Years 10-13, academic achievement is reported using Currently Working Towards grades. These are not an assessment of what the student would achieve if they sat a real or full examination at that exact moment, since 1) this would be impossible to assess at any stage of a GCSE or A Level course other than the very final stage when all material has been studied and assessed; and 2) exact grade boundaries are only truly valid in the context of how a specific (and historic) cohort performed in one specific examination series on certain specific days in one specific year.

Nevertheless, since it is important to convey a student's likely trajectory, based on the work they have done so far in the course, we ask teachers to use their reasonable academic judgement to report progress using 9-1 and A*-G grades. These grades indicate a typical final outcome for a student capable of working at the observed standard at that particular moment in the course (e.g., in the experience of the teacher, a student achieving X% in an assessment early in Year 12 might reasonably be viewed to be on course for Y grade in the final examination, based on outcomes of similar cohorts in previous years and the teacher's knowledge of the gradient of the syllabus and future content). These grades are not a firm prediction or guarantee, but represent the teacher's judgement at that moment in time, in the knowledge that fluctuations are perfectly possible in the time remaining until the examination, and that progress is not linear.

Engagement grades (Year 7-13)

Excellent	Making full use of academic opportunities within the subject: completing all work to the very best of their ability, participating readily in class, and regularly

	seeking out further ways to practise, develop or learn.
Good	Working well in order to progress in the course: completing work thoroughly, showing consistent engagement in class and responding carefully to feedback.
Inconsistent	Doing the majority of what is asked of them but not exerting themselves as fully as possible. Inconsistent effort in written/practical work, engagement in lessons and/or focus in responding to feedback.
Poor	Demonstrating limited interest in making progress. Little engagement in lessons and may distract others; written work may often be incomplete or lacking depth; limited response to feedback.

Reporting Timeline

Year	Michaelmas 1	Michaelmas 2	Lent 1	Lent 2	Trinity 1	Trinity 2
R		Parents' Consultations		Parents' Consultations	Written Reports	
1		Parents' Consultations		Parents' Consultations	Written Reports	
2		Parents' Consultations		Parents' Consultations	Written Reports	
3		Parents' Consultations		Written Reports		Parents' Consultations
4		Parents' Consultations		Written Reports		Parents' Consultations
5		Parents' Consultations		Written Reports		Parents' Consultations
6		Parents' Consultations		Parents' Consultations	Written Reports	
7	Welcome Evening	Parents' Evening	Short Report			End of Year Exam Results, Extended and Tutor Report
8		Short Report		Parents' Evening		End of Year Exam Results, Extended and Tutor Report
9	Welcome Evening	Extended and Tutor Report	Parents' Evening	Short Report		End of Year Exam Results
10		Short Report		Extended and Tutor Report		End of Year Exam Results, Short Report and Parents' Evening
11	Short Report	Extended and Tutor Report	Mock Results and Parents' Evening		GCSEs	GCSEs
12	Welcome Evening Short Report	Meetings with HWM about dropping to 3 subjects	Extended and Tutor Report		Parents' Evening	End of Year Exam Results and UCAS Predicted Grades
13	Short Report	Short Report and Parents' Evening	Mock Results	Extended and Tutor Report	A-Levels	A-Levels