



Chetham's

**Assessment, Recording
& Reporting Policy
2025**

Contents

3	Academic Assessment
4	Instrumental/Vocal Assessment
5,6	Progress Card System
7	Tutor, Heads of Section and Heads of Department Meetings Profiles Parent-Teacher Meetings
8	Formal Academic Assessment
9	Recording
10	Value-Added Data Student References

Academic Assessment

Each academic department has its own marking policy, which is set out in departmental handbooks. Departmental and whole-school consistency is promoted and monitored in the Sharing Good Practice procedures (see below) and with reference to the School's Literacy Policy. Marks for classwork, tests and homework are recorded, as appropriate, in teachers' mark books. Teachers are encouraged to ensure that their students have a sound understanding of their individual marking schemes, the meaning of their symbols, etc.

Assessment is the bridge between teaching and learning and its key aim should be to facilitate the long-term retention of knowledge and skills. This in turn leads to enhanced understanding and the ability to transfer knowledge, skills and understanding to new situations and contexts.

Assessment should support learning and the use of strategies such as 'desirable difficulties' (optimising cognitive load on students by making them think hard); retrieval practice (asking them to try and recall knowledge from memory); spacing content; and, interleaving different skills and subject matter, are all highly effective ways in which to aid the encoding of long-term memory.

Academic teachers should also encourage students to use these assessment techniques outside of the classroom to aid meta-cognition, allowing them to become more effective independent learners. Metacognition and self-regulation are also taught as part of the Enrichment lessons in year 9.

Assessment is not confined to written work, as much on-going assessment occurs in oral work, listening tasks, practical work, improvisation, group work, etc. While we record and report on student progress through the marking and grading of summative and formative assessment, teachers should be aware that not all work needs to be graded.

Comment only feedback is a highly effective type of assessment. Peer/self-assessment should also be regularly integrated into formative assessment.

Instrumental/Vocal Assessment

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

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

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

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

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

Progress Cards System

Progress cards measure effort from 1 to 4:

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

The progress cards also allow concerns to be flagged (e.g. attainment, wellbeing, attendance), and to measure progress against nationally standardised baselines:

Midyis	KS3	Y7 - Y9
Yellis	GCSE	Y10, Y11
Alis	A-level	Y12, Y13

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

The progress descriptors are:

= or +	meeting or exceeding baseline grade
D	up to one grade below baseline
D+	more than a grade below baseline

Progress at KS2 and KS3 will be linked to each subject's key constructs. Students will be given a TG (target grade) in each key construct. There will be nine target grades – a plus, equals and minus version of each of the three key construct categories (developing, secure, and mastery) which will be mapped against the projected GCSE grades from the Midyis test (Y7-Y9):

Key construct target grade	Projected GCSE grade from Midyis test
D-	1
D	2
D+	3
S-	4
S	5
S+	6
M-	7
M	8
M+	9

Progress Cards System

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

= or +	meeting or exceeding target grade
D	up to one grade below target grade
D+	more than a grade below target grade

KS2 students will also have the same descriptors as KS3 students but their TGs will be based on the NFER tests rather than CEM data (Midyis, Yellis, Alis).

Progress cards are issued in the middle of each half-term for the first five half-terms, in accordance the school's year plan. They are completed by all academic teachers, tutors, practice administrators and heads of instrumental departments. In the week immediately after the completion of progress cards, there is a review process by heads of school meeting with their respective tutors - lower school (Y4-Y8); middle school (Y9-Y11); and, sixth form (Y12-Y13). The progress card meetings, chaired by the Joint Principal (Nicola Smith), will implement strategies in response to issues raised by the tutor cards. Following the progress card meetings tutors give feedback to their tutees and implement support/ recognition/consequences as appropriate. Progress card feedback is also shared with parents/carers via the Parents' Gateway.

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

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

Tutor, Heads of Section and Heads of Department Meetings

Tutor and heads of school meetings are a regular part of internal monitoring, as set out above. The first heads of department meeting of the academic year also includes a discussion of students (especially September arrivals). This alerts all relevant staff to initial and potential on-going problems at an early stage. These meetings also help to ensure that accurate information is given to parents/carers at parent-teacher meetings, but just as importantly at interim times as well, often through initial contact by the tutor and/or in some cases by the appropriate Head of School. Our principle is to address any issues as they arise rather than belatedly.

Follow-up actions may take the form of student management strategies or, for example, may result in referral of a student to the Head of Compensatory Education, who will assess any appropriate level and type of support including, if necessary, a further referral to the school's clinical/educational psychologist. Baseline feedback from the CEM tests is also available within the first half-term so that tutors and teachers have an overview of student potential and can identify strengths and weaknesses.

Profiles

Parents of all students are sent two Profiles per year. For years 10, 11, 12 and 13 a copy of the January mid-year assessment results is also sent home. Profiles are issued through the Aim High system and are published on the school's Parents' Gateway, according to the Year Plan. The academic profile reports follow a broadly uniform framework in referring to the work that has been covered, the attainment and effort levels of the student, baseline information, targets, and for all

students a measure of likely progress against the nationally standardised baselines referred to previously. Academic teachers can also highlight any 'barriers to progress' (i.e. punctuality, organisation, preparation and attendance). The head of instrumental department will also comment on student progress in their first study instruments. The completed set of profiles is discussed between the student and the tutor before the tutor adds their own summative comment.

Parent-Teacher Meetings

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

Formal Academic Assessment

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

- Key Stage 2 – English and mathematics (NFER and CEM INCAS Tests).
- Y7-Y9 students complete summative end-of-year assessments in all academic subjects. Feedback is linked to each subject's 'key constructs' – the big ideas and key skills in subject areas which students need to understand and be able to apply in order to move to the next phase of learning. In addition, for students in Y9, their likely outcome at GCSE is also included as feedback with students banded by GCSE grades i.e. working in the range of 1-3, 4-6, or 7-9.
- Base-line testing: NFER (Y4-Y6), MidYIS (Y7-Y9), Yellis (Y10), Alis (Y12).
- Y10-Y13 will have a January mid-year assessment (Y10 and Y12)/mock (Y11 and Y13) as well as an end-of-year exam, unless the year group is on study leave for public exams. CEM chances graphs are used as part of the feedback to students to raise aspirations and awareness of potential.
- GCSE, IGCSE, A2 public examinations: June series. CIE English language GCSE is taken in November of Y11 by many students. November resits are also available for sixth formers who have not achieved a grade 4 or higher in English language GCSE and maths GCSE.
- Instrumental and Theory of Music grades: as individually appropriate, typically June.

Recording

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

Internal assessments (progress tracking)

Base-line scores

Public examination results

Progress cards (see page 5,6)

Profiles (see page 7)

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

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

Green	at or exceeding their baseline grade
Amber	within a grade of their baseline/target grade
Red	more than a grade below their baseline/target grade

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

Emerging

Developing

Secure

Mastery

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

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

Results of all public and internal examinations are collated and held by the Academic Manager and are viewable through SIMS (Insight).

Value-Added Data

Feedback on public examinations is issued to HoDs in September. This is used to inform departmental strategies. The Academic Manager: Teaching, Learning & Assessment also submits a report giving an overview of student progress at the institutional level.

Student References

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

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