



ASSESSMENT AND REPORTING POLICY

This policy also refers to pupils in the EYFS setting

Review Date: July 2026

Latest Review Due: July 2027

Staff Responsible: Mr Gareth Green (Assistant Head Academic)

Chair of Governors: Mark Taylor

This policy should be read in conjunction with the following St Michael's policies:

- Curriculum Policy
- Marking Policy
- Scholarship Policy
- Supervision Policy
- Special Educational Needs Policy
- EAL Policy

Rights Respecting School Statement

Our school's vision and values have at their heart the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNICEF and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to our commitment to the following articles:

- **Article 3** - Best interest of the child
- **Article 4** - Making rights real
- **Article 12** - Respect for children's views
- **Article 28** - Access to education
- **Article 29** - Aims of education

This policy has been designed in line with the school's Ethos and Aims.

Assessment and Reporting architecture

St Michael's aims to offer meaningful, diagnostic assessment at appropriate points during the school year, providing regular and informative feedback on pupil progress to parents. Formal written reporting outlines a summary of progress, identifies pupil achievements and strengths, highlights areas for development or concern, and sets clear, actionable targets to support future growth.

1. Reporting and Consultation Cycle

To ensure close collaboration between the school and home, a structured consultation and reporting framework is established across all year groups:



- **Pastoral settling-in period (Years 5 to Shell):** Ahead of the October half-term break in the Michaelmas Term, the school hosts a dedicated Pastoral Parents' Evening. This provides an early, formal opportunity to discuss how pupils have settled into their senior year groups, established routines, and adapted to academic expectations. For children from **Nursery to Year 4**, settling-in conversations are handled dynamically and informally between parents and teachers during the initial weeks of term.
- **Nursery to Year 4:** Formal Parents' Evening consultations take place in both the Michaelmas and Lent Terms. Comprehensive, summative written reports are published via the Parent Portal during the Trinity Term. Towards the end of each academic year, the school hosts a 'Meet the Teacher' briefing to outline expectations, structural updates, and curriculum overviews for the upcoming year group. Summative written reports are published via the Parent Portal during the Trinity Term.
- **Year 5:** Formal parental engagement is delivered through Parents' Evening consultations in the Michaelmas Term. At the conclusion of Year 5, the school hosts a 'Meet the Teacher' briefing.
- **Years 5 to Shell:** Parents' Evening consultations are held in the **Lent Term** for Year 6 and Year 8, and in the **Michaelmas Term** for Years 5, 7 and Shell. These are supported by continuous, open communication with families to guide and refine senior school selection. At the end of Years 6 and 7, 'Meet the Teacher' briefings and bespoke individual consultations are coordinated as required. Summative written reports are published via the Parent Portal during the Trinity Term.

Note: If parents are unable to attend scheduled Parents' Evenings, they are asked to contact teachers directly via email to request alternative feedback if there are pressing concerns. Alternative consultation times remain at the discretion of the school.

2. Modalities of Ongoing Feedback

Beyond formal reporting periods, insights into pupil progression are shared through:

- **Continuous Informal Reporting:** Facilitated via the Parent Portal, face-to-face meetings, telephone contact, and professional email correspondence.
- **Formal Portal Uploads:** Regular uploads of baseline testing results and standardized interim assessment grades to the Parent Portal.
- **Workbook Tracking:** Diagnostic assessment grades and target-setting codes embedded within pupil workbooks and worksheets.
- **Specialist Liaison:** Dedicated, individual consultations with parents regarding Educational Psychologist evaluations or SENDCo tracking where appropriate.
- **Early Years (EYFS):** Ongoing weekly reporting, observations, and milestones are shared with parents through the *Tapestry* online learning journal.

Evaluative Data & Examination Frameworks

1. Assessment Datasets

The school systematically evaluates learning trajectories by cross-referencing internal performance against an array of verified data, including:



- Cognitive Abilities Tests (CAT4)
- New Group Reading Tests (NGRT), New Group Spelling Tests (NGST) and Progress in Reading Assessment (PiRA)
- Single Word Spelling Tests (SWST), Toe by Toe metrics, and Spar/Cloze reading test data
- Progress in Understanding Mathematics Assessment (PUMA)
- Grammar, Spelling and Punctuation (GaPS)
- Externally marked 'GL Assessments' in Core Subjects (English, Mathematics, and Science)
- Internal end-of-topic, modular, and end-of-year examinations.
- Progress Tests in Maths, English and Science
- Half termly RWInc assessments for phonics, word and passage reading in Reception, Year 1 and 2
- PM Benchmarking of reading each term in Year 1 and 2 and in Trinity term for Reception

These metrics allow the academic leadership team to benchmark institutional progress against national data sets and independent school standards, identifying clear trends to refine the curriculum. Evidence of these data layers underpins individual Progress Files, IEPs, Pupil Passports, and whole-school tracking matrices, which are updated ahead of reporting windows.

Whilst some of this assessment data, such as CAT results, will be shared with parents, other assessments, including Progress Tests, are for internal use only. These provide the school with valuable information to identify trends, monitor pupil progress and ensure that appropriate support and challenge are put in place where needed.

2. Moderation of Examination Metrics (Common Entrance)

Common Entrance examination papers are set at three distinct tiers to accommodate learning profiles: *Foundation / Level 1*, *Core / Level 2* (the standard tier), and *Additional* (Mathematics only). To maintain an equitable data layer across cohorts, raw marks are moderated back to standard 'Core' criteria using calibrated multipliers:

- **Foundation / L1 Papers:** A moderating multiplier of **x0.8** is applied to raw percentages to reflect the accessible nature of the questions.
- **Additional Papers:** A moderating multiplier of **x1.2** is applied to raw percentages to acknowledge the advanced rigor of the paper.

3. External Invigilation Regulations

External assessments, including Common Entrance, senior school scholarship papers, and online pre-tests, carry external administrative costs. These fees are itemized and invoiced to parents at the conclusion of the relevant term.

To preserve the continuity of learning across the school, St Michael's utilises externally sourced invigilators for term-time testing. This ensures that timetabled teaching staff are not withdrawn from their daily classroom responsibilities. A nominal fee for this professional service is charged to the account of the pupil undertaking the examination.



Effort and Attainment Grading Systems (Years 3 to Shell)

Internal assessment grades serve as a transparent mechanism to measure where children stand on their learning journey and to set clear developmental targets. Accompanying each major assessment block, parents receive a concise Form Teacher summary overviewing overall progress. The structural allocation of grades varies by division:

- **The Junior Department (Years 3 and 4):** Pupils receive **Effort Grades only**. No formal attainment descriptors or grades are issued at this developmental stage. Junior criteria are published openly in the *Junior Planner Reading Record*.
- **Upper Prep and Seniors (Years 5 to Shell):** Pupils receive effort-only tracking marks during quarterly interim check-ins, moving to **both Effort and Attainment grades** for half-term and full-term report blocks.

1. Effort Grading Scale (Y3 - Shell)

Effort is independent of academic attainment and is graded on a static 1 to 4 scale. This design allows staff to offer clear, positive reinforcement while isolating attitude from baseline ability.

Grade	Descriptor	Criteria
1	Excellent	Exemplary attitude at all times; outstanding concentration and eager participation in all activities. Extremely punctual, demonstrating consistently outstanding levels of application while on task. Engages fully in class and is consistently courteous and considerate.
2	Good	Good attitude and reliable concentration. Participates in most activities without encouragement, makes a consistent effort to be punctual, and demonstrates good levels of application while on task. Follows all instructions well.
3	Inconsistent	Displays a positive attitude most of the time with adequate concentration. Will participate in tasks when requested and is punctual most of the time. Demonstrates satisfactory application, though focus could be improved at times.
4	Poor	Negative attitude toward tasks set; concentration levels are unacceptably low. Unwilling to participate, frequently late for class, and fails to follow instructions. Often distracted or distracting to others; at times inconsiderate.



2. Attainment Grading Scales

Years 5 and 6 Attainment

For pupils in Years 5 and 6, academic performance is measured using structured progress descriptors rather than lettered grades, providing parents with a clear view of development:

- Excellence
- Above expected progress
- Expected progress
- Working towards expectations
- Targeted support

Years 7, 8, and Shell Attainment

Attainment grading is separated by the nature of the discipline:

Category A: Non-Examinable Subjects (*Music, Games, Physical Education, Art, Engineering, ICT, PSE, Swimming, and Drama*) Pupils receive an effort mark (1–4) paired with a standard progress descriptor (Excellence, Above Expected Progress, Expected Progress, Working Towards Expectations, Targeted Support Required).

Category B: Academic / Examinable Subjects (*English, Mathematics, Science, French, Geography, History, TPR, and Spanish*) Pupils receive an effort mark (1–4) paired with a numerical attainment grade mapped directly to (9–1) criteria. This aligns internal assessment with senior entry standards:

Numerical Grade (9–1)	Equivalent Traditional Scale	Standard Percentage Banding
9 or 8	A*	> 80%
8 or 7	A	70% - 79%
6 or 5	B	60% - 69%
5 or 4	C	50% - 59%
3	D	40% - 49%
2 or 1	E	< 40%



The school expects the substantial majority of pupils to consistently maintain an Effort Grade of '2' and an Attainment Grade of '5/6' (or standard Expected Progress) or above.

Academic Attainment Descriptors (Grades 9-1)

These descriptors provide context regarding a pupil's current trajectory for Common Entrance (CE) preparation, selective senior school entry, and future GCSE/A-Level potential. For any pupil achieving grades 9 through 6, the school highly recommends considering the discipline as a strong option for future GCSE selection.

- **9 – Academic Scholarship Level:** The pupil is performing at an outstanding level. The school feels confident suggesting this child is working toward an academic scholarship trajectory. It is highly anticipated they will pursue this discipline at A-Level and higher education. *GCSE Recommendation: Highly recommended.*
- **8 – Highly Selective Entry Level:** The pupil consistently performs well above the average expected for their cohort. The school recommends them for senior schools with academically selective entry criteria. In Years 7 and 8, they will typically sit within the scholarship stream or at the top tier of the highest Common Entrance set. *GCSE Recommendation: Highly recommended.*
- **7 – Strong Common Entrance Trajectory:** The pupil manages the curriculum well. Longitudinal school data indicates they are tracking toward a strong pass at Common Entrance. Where measurable, their output sits comfortably above the national independent average. *GCSE Recommendation: Recommended.*
- **6 – Secure Common Entrance Trajectory:** The pupil accesses the curriculum securely. Provided they maintain focus, apply consistent effort, and revise thoroughly for formal examinations, they are on a firm path toward a pass at Common Entrance. *GCSE Recommendation: Recommended.*
- **5 – Developing Capability:** The pupil accesses the core curriculum and is making clear progress, though a secure pass at Common Entrance is not yet guaranteed. This grade is frequently utilized for EAL pupils upon entry as they secure academic vocabulary, or for pupils who join the school with limited prior exposure to a specific subject discipline.
- **4 to 3 – Area for Focus / Support Required:** The pupil is not demonstrating the expected level of attainment for their year group. This grade is typically applied when personal focus or behavioral choices within the pupil's control are limiting progress. With targeted support and alignment of effort, pupils accepted into the school are expected to transition up to a secure tier.
- **2 to 1 – Targeted Support Required:** This tier indicates that the current academic environment or curriculum structure is posing difficulties for the pupil. A comprehensive, immediate review of support structures, interventions, or academic placement will be coordinated by the academic leadership team and the SENDCo.

Transition to Senior Schooling

1. Future Schooling Consultations

It is assumed that pupils will complete their full preparatory journey at St Michael's, remaining with the school until entry into their senior schools. Parents are advised to discuss their long-term secondary education plans with the Headmaster or the Assistant Head (Academic) at



an early stage. While the school respects and upholds the hopes and expectations of families regarding senior choices, the school retains a prime responsibility to offer objective, professional advice to recommend what it perceives to be in the absolute best academic and pastoral interests of the child.

2. References and Academic Transcripts

In the best interest of the pupil, the Headmaster and Assistant Heads supply comprehensive, objective references to prospective senior educational institutions. These references remain strictly confidential between St Michael's and the receiving school.

- The school provides confidential references for **up to three senior school applications** per pupil. Additional references beyond this allocation will incur an administrative fee added to the subsequent term's invoice.
- Academic leadership ensures all structural data is accurate and that qualitative opinions regarding character and ability are fair.
- **Important Note:** In line with policy, all unauthorized absences are recorded explicitly on formal school reports and forward-facing senior school references. The school and its leadership accept no liability for admissions decisions made by receiving institutions resulting from opinions reasonably held or statements of fact contained within references.

3. Senior Visits and Interview Preparation

Parents must formally notify the school office of forthcoming senior school visits and open days well in advance so that the pupil can be registered with an approved absence code.

As most senior schools now require an interview, St Michael's coordinates formal interview practice for all pupils ahead of their panels. Each pupil receives two separate, bespoke coaching sessions to build confidence.

4. Senior School Entry Testing & Island College Admissions

To support families navigating transitions to secondary education, St Michael's provides structured, targeted preparation frameworks for both UK senior school entry and local Island colleges:

ISEB Common Pre-Test Preparation:

- Curriculum Integration: Pupils are prepared systematically for the ISEB Pre-Tests through a weekly Reasoning lesson spanning Years 3 to 5. The core instructional focus in both these formal lessons and co-curricular sessions is Verbal and Non-verbal reasoning.
- Supplemental Activities & Intensive Prep: Children in Years 5 and 6 are invited to join a dedicated ISEB Pre-Test after-school activity. Furthermore, when pupils reach Year 6, an intensive morning preparation session is instituted during the Michaelmas Term, leading directly up to the examinations.
- Testing Timelines: For the substantial majority of candidates, the online ISEB Pre-Test is sat at St Michael's in early November of Year 6 (though families should note that certain senior institutions accept Year 7 test metrics).



- **Parental Responsibilities:** It is the sole responsibility of parents/guardians to register their child for the examinations via the official ISEB online parent portal. To sit the exam at St Michael's, parents must ensure their child is formally registered at a minimum of one UK senior school that utilises the ISEB Pre-Test within its admissions criteria.

Other UK boarding schools not using the ISEB Pre Test:

- Families exploring senior schools outside our standard pathways should note that many institutions utilise independent, bespoke assessment methodologies and distinct admissions criteria.
- Where senior schools mandate unique entrance papers, specialised subject testing, or localised baseline assessments, St Michael's works dynamically with families to understand these requirements and offer appropriate academic guidance.

Victoria College Jersey (VCJ) Entry:

- St Michael's provides dedicated preparation for boys sitting the Victoria College entry examination (undertaken in early November).
- Bespoke preparation sessions are delivered on a morning basis throughout the Michaelmas Term of Year 6, leading up to the examination date.

Other Island Colleges (Beaulieu, De La Salle, and JCG):

- Admissions pathways for Beaulieu Convent School, De La Salle College, and Jersey College for Girls (JCG) are determined by a standard confidential school reference; consequently, no additional internal examination preparation is required or provided.
- **Beaulieu Year 9 Deferred Placement: Parents should note that Beaulieu offers a formal deferred placement entry route into Year 9. This mechanism is specifically designed for girls who wish to fully benefit from the complete St Michael's prep journey until the conclusion of the Year 8 academic year.**

Hautlieu School Entry:

- Admissions and entry to Hautlieu School occur at the secondary tier via the Shell (Year 9) year group.
- **Entry Criteria:** To meet Hautlieu's academic threshold, candidates are required to achieve a standardized score of 109+ in Cognitive Abilities Tests (CATs) and 103+ in Progress Tests (PTs).
- **Internal Preparation:** St Michael's systematically prepares pupils for these entry benchmarks by running formal mock Progress Tests and setting targeted, individual development goals.

Note: Parents are strongly encouraged to consult the respective senior schools' websites directly for the most up-to-date information regarding independent application windows, entry criteria, and digital portal specifications.



ST MICHAEL'S

PREPARATORY SCHOOL

Preparation for Adult Life & Island Representation

1. Preparation for Opportunities and Responsibilities

Through a robust PSHE curriculum, pupils—particularly in Years 7, 8, and Shell—frequently explore and discuss the practical responsibilities and experiences of adult life. This framework is reinforced by age-appropriate assemblies featuring guest speakers, alongside leadership events such as the Shell Bronze Duke of Edinburgh's Award and the Year 8 Enrichment Week. Independence is further developed through a sequenced outdoor education and residential trip programme, including Activity Days in Years 3 and 4, and the annual off-island Activities Week for Years 5 to 8.

2. Absence for Island Representation

Pupils who achieve selection to represent the Island in sports, academic competitions, or artistic activities may be granted official permission for early departure to attend training sessions or tournaments.

- Formal requests for representative absence must be submitted in writing **in advance** to the child's Form Teacher and the relevant Head of Section.
- This structure ensures that teaching staff remain fully informed and that proactive arrangements are instituted to safeguard the pupil's academic tracking and attendance record.