



STAFFORD GRAMMAR SCHOOL

Prep 3-11 | Senior 11-16 | Sixth Form 16-19

Reports, Grades & Assessment Policy

Policy Review

Date of Review	Reason for Review	Reviewer	Checked & approved	Date of approval	Next review
25.09.25	Annual review	Deputy Head: Academic	Headmaster & Educational Standards Committee	29.09.25	01.09.26

ATTAINMENT & EFFORT GRADES

1. Attainment and Effort Grades are entered on Sims as follows :

Autumn Term: October- whole school
 December- Years 8, 10, 11, L6, U6
Spring Term: February- Years 7, 8, 9, 10, U6
 March/April- whole School

2. Grades are entered into the Assessment Manager program in SIMS by subject teachers or by Heads of Departments as agreed within individual departments. The grades are entered by teaching group, with the exception of PE where whole Year group lists by gender are used. If pupils are missing or in the wrong group the Deputy Head: Academic & Operations should be informed. Teachers should also ensure that the teacher that has the set containing extra pupils is informed so that a grade is entered for every pupil.

3. In Years 7-11, where more than one teacher teaches a class, one grade should be decided upon and entered into the appropriate marksheet. In the Sixth Form, it would be normal for two grades to be entered if the teaching load is equal.

4. The deadline will be clearly advertised in the School Calendar. Please keep to the deadlines. If there is a genuine reason for missing the deadline, teachers must speak to the Deputy Head: Academic & Operations as soon as possible in advance of the deadline.

5. The marksheets will be checked for errors and missing grades by the Deputy Head: Academic & Operations. Following export and analysis the full set of grades is e-mailed to the Progress Committee, led by the Deputy Head: Academic & Operations.
6. A Progress Meeting will be held between the completion of the grades and the time they are sent home. Individual performance and overall patterns are considered by the Progress Committee at this meeting.
7. Form Tutors can access a copy of their form's grades on Sims.
8. The school secretary produces the individual grade sheets, which are then emailed to parents on the date advertised in the School calendar.
11. Heads of Section/ Assistant Heads of Section talk to each tutor group about their grades during tutor period time.
12. Grades concerns are dealt with as follows:
 - a) Minor concerns: Form Tutor, Head of Section or Assistant Head of Section
 - b) Major concerns: Deputy Head: Pupils & Staff / Head of Sixth Form

The meaning of the Grades (This information is supplied to parents)

1. Aspirational grades – Every student is given an aspirational grade in each subject. This grade indicates what the student should be aiming for, based on their baseline scores and teacher assessment. In Years 7, 8 and 9, the aspirational grade indicates the level of marks the student should be aiming for in their class work, homework and tests. At GCSE and A-level, the aspirational grade indicates the grade students should be aiming for in their public examinations. It is not a prediction. With the exception of Year 11 and the Upper Sixth aspirational grades are not sent home until the second set of grades.

2. Effort grades (please see attached chart) – Students in Years 7 – 11 receive an effort grade on a scale of A – E. The grades chart is displayed around the school and is in the homework diary so that teaching staff can refer students to the requirements for grades as necessary. The effort grades can be summarised as follows:

A – Excellent, B – Good, C – Satisfactory, D – Poor, E – Unacceptable

In practice, staff will check that none of the criteria for giving grades D or E apply and then work down from grade A.

In the Sixth Form, students will receive an effort grade on a scale of 1 – 5:

1 – Excellent, 2 – Good, 3 – Satisfactory, 4 – Poor, 5 – Unacceptable

3. Attainment Grades – This grade is based on the teacher's judgement and gives an overall sense of how the student is performing. The overall Attainment Grade aims to give a

sense of where the student is heading as well as where they are right now. This grade aims to answer the questions ‘if this student continues to work at this level of effort, they are on course to achieve...’ and ‘students who typically produced work like this at this stage went on to get...’ As the course progresses, this grade is expected to become closer the final result.

Attainment Grades in Years 7 – 9

There is a scale from 9 – 1, with 9 being the highest grade. These grades are in bands as follows:

Attainment Grade	Descriptor
9/8	Excellent
7/6	Good
5/4	Satisfactory
3/2	Room for improvement
1	Unacceptable

If students receive a ‘3’ or below, parents should consider it to be indicative of a poor level of performance compared with their child’s Year group. Action will therefore be needed to rectify the situation.

If a grade 3 or any grade is significantly below a pupil’s normal level of attainment it would be expected that parents would have been informed before the grades are sent home. Grades are also discussed at progress meetings and heads of section would outline how they and departments would support the pupils to improve their grades

Attainment Grades in Years 10 – 11

Students will receive attainment grades based on the 9 – 1 grades used in GCSE examinations.

A grade ‘5’ is now considered the new international benchmark for a ‘Strong Pass’ and ‘4’ as a ‘Standard Pass.’ A grade 4 and below would be a cause for concern.

Although direct comparison between former letter grades at GCSE and current number grades is discouraged, the following table has been provided to give a broad overview:

Number GCSE Grade	Broad comparison to previous GCSE grades
9	Top half of A*
8	Bottom half of A* / top half of A
7	Bottom half of A

6	B+/B
5 'Strong Pass'	C+/B-
4 'Standard Pass'	C-
3	D/E+
2	F/E
1	F-/G

Attainment Grades in the Sixth Form

Students will receive attainment grades based on the A* - E grades used in A-level examinations. The highest grade available in the Lower Sixth is usually an 'A'.

Aspirational and Attainment grades indicate a student's performance **in relation to their current Year group**. Therefore, **a grade 8/9 in Year 7 is not indicative of a GCSE grade** at the same level, as the standard expected and level of challenge will change over time. In order to maintain a strong level of progress, a student will need to continue performing highly with the increased challenge as they move through each Year group.

Stafford Grammar School Effort Grades

Start from this end 			 Start from this end	
EXCELLENT effort in all work	GOOD effort in all work	SATISFACTORY effort in all work	POOR effort in submitted work	UNACCEPTABLE effort in submitted work
Work ALWAYS in on time	Work ALWAYS in on time	Work RARELY late	Work OFTEN late	Work RARELY HANDED IN
ALWAYS FULLY equipped for lessons	USUALLY FULLY equipped for lessons	USUALLY equipped for lessons	OFTEN has to borrow equipment	USUALLY has to borrow equipment
FULLY attentive in class	USUALLY attentive	USUALLY attentive, RARELY distracted	FREQUENTLY distracted	FREQUENTLY DISTRACTS OTHERS
FREQUENTLY volunteers answers and asks RELEVANT questions	VOLUNTEERS answers in class	Volunteers answers OCCASIONALLY	DOES NOT volunteer answers	DOES NOT give SATISFACTORY answers to direct questions
ALWAYS punctual to lessons	USUALLY punctual to lessons	RARELY late to lessons	OFTEN late to lessons	USUALLY late to lessons
1st ROW and at least THREE MORE	1st ROW and at least THREE MORE	1st ROW and at least THREE MORE	AT LEAST TWO	AT LEAST ONE

A (Y7 - 11) 1 (VI Form)	B (Y7 - 11) 2 (VI Form)	C (Y7 - 11) 3 (VI Form)	D (Y7 - 11) 4 (VI Form)	E (Y7 - 11) 5 (VI Form)
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SCHOOL EXAMINATIONS AND PROGRESS TESTS

1. School Assessments / Examinations take place regularly as outlined below

October/November	Years 7 – 9 Progress Assessments (these are not sat in a formal session)
January	Year 10, L6 Progress Assessments Year 11 and U6 Mock Examinations
July	Year 7 – 10, L6 Summer Examinations

The Sixth Form has internal examination in January and again in May/June for the Lower Sixth with external examinations in May/June for the Upper Sixth. They may also be given mock examinations during lesson time.

2. Year 7-9 have progress assessments in each subject in the Autumn term. In some subjects (e.g. practical subjects), continuous assessment throughout the autumn term may be appropriate. A year rank for each subject is to be entered into Assessment Manager by the advertised date. The rank may be based upon continuous class work and homework assessment in addition to **the progress assessment, which must be common to all teaching groups**. Where setting exists, there may be different test exercises for different sets.

3. For years 7-9 examination results in the summer term and Autumn term are input by subject teachers or by Heads of Departments as agreed within the department. The marks are entered by teaching group. Please inform the Deputy Head: Academic & Operations of any omissions or additions to groups.

4. For Years 10 -11 a GCSE number grade is entered into the Assessment Manager program in SIMS in the autumn and summer term. This grade is a GCSE equivalent grade based upon the pupil's examination result. It should be a prediction of what grade the pupil should get in their GCSE if they continue to progress at the same level as indicated by their current examination performance.

5. Copies of the full school results will go to the Progress Committee along with an analysis of the results performed by the Deputy Head: Academic & Operations

If copying/cheating is suspected in a test, please ask any pupils involved to repeat the test in isolation if no-one admits responsibility. We cannot then be accused of punishing the innocent.

REPORTS

1. Each pupil has one set of subject reports each year except for in year 7 where there are 2 reports. The first report for the Upper Sixth is in September and will comment upon AS results achieved at the end of the Lower Sixth.

December	Years 7,9
January/February	Year 11, U6
June	Years 7,8, 10, L6

2. Staff should enter reports onto SIMS using the 'comment box'. It is advisable for teachers to write reports into another programme and to paste into 'note pad' or 'text edit' first to avoid the appearance of irregular characters.

3. The deadlines are worked out to give subject teachers a week and a weekend for marking and writing. There is always a very tight schedule and co-operation is essential as deadlines are deadlines. If there is a genuine reason for missing the deadline teachers must speak to the Deputy Head: Academic & Operations and the affected form tutors as soon as possible in advance of the deadline.

4. Pupils' names: please use formal names (Daniel Plant) for the heading and check spelling of familiar names (Katie, Katy) for body of the report.

5. No abbreviations: examinations, not exams, do not rather than don't etc.

6. Subject Reports:

- The Report should contain the teacher's initials at the end.
- If two teachers share a class both should write reports if it is at Sixth Form level. Lower down the School, it is at the discretion of the individual departments whether two reports are written or a jointly-signed Report is written.
- Sixth Form reports should contain unit examination marks in the body where appropriate. The body of the report should contain an indication of the current equivalent grade for the AS or A-level qualification. Certificated AS level grades should also be referred to in the body of the report.
- **Reports should provide clear, detailed and personalised remarks about the pupil as well as offering advice for further progress.** Whilst it should not be possible to achieve this in any fewer than sixty words, **typically reports will use most of the 1000 character limit available on SIMS.** (The exception would be an Upper Sixth Report in September for a student not continuing with the subject into the second year of A-level, where a brief remark on the performance at AS will suffice).
- The Report should deal with what has been achieved, highlighting any areas for improvement or strengths and endeavouring to make useful,

meaningful comments. **Wherever possible, methods for improvement should be suggested.** The report should not include a summary of the work covered to date and should not include standard cut and pasted comments.

8. The Form Tutor's Report deals with the Pastoral input. The child's achievements should be included, and any problems mentioned. It is also helpful to mention what the child has been involved in during the half year from a House, Form and School viewpoint. It should provide an overview of pupil contribution to school life (e.g. extra-curricular), comments about pupil development (e.g. confidence, maturity, social), and suggestions for further participation in school life. The report should not include standard cut and pasted comments.

In addition, the following information is added automatically from SIMS:

Absences: the total number of half days from the beginning of year

Behaviour Points: Total number for the year

Achievement Points: Total number for the year

9. The Head of Section or Assistant Head of Section's Report is an academic summary and should provide both an introduction to the Report and a brief overview. It should also make reference to any problems and perhaps suggest improvement strategies. It may also include an overview of the pupil's contribution to their House.

The Headmaster's (or Deputy Head's) comment will be generally of approbation or warning, and, under normal circumstances, will not exceed a few words.

Tutors and Heads of Sections should read through all of the reports on SIMS and correct minor errors. If errors are excessive or repeated, an e-mail to the subject teacher should advise them what to correct.

11. There is at least a weekend to write Section Reports, which mainly cover the academic aspect. They are also entered onto SIMS.

12. Office staff also make copies of reports to parents who request them and email all reports home.

13. If there are any problems at any stage please discuss with the Deputy Head: Academic & Operations

MIDYIS, YELLIS and ALIS testing

MIDYIS – MIDdle Years Information System.

YELLIS – YEar 11 Information System.

ALIS – A Level Information System.

1. The administration and analysis of these tests is carried out by the Deputy Head: Academic & Operations. Any problems or enquiries should be directed to the Deputy Head: Academic & Operations.
2. MIDYIS tests are taken by all Year 7 pupils in the Autumn term of their first year. The test results place the pupils in a band from A-D. These results are compared with entry test scores and enable the English department to identify pupils that may need extra support.
3. MIDYIS results give value added data once the pupils receive their GCSE results.
4. MIDYIS tests can be sat in Year 8 for pupils who join later.
5. MIDYIS Predicted grades are given to all heads of departments in order for them to form the basis of target grades for each pupil. Predictions using data from both all schools and independent schools only. This data is also available on SIMS Assessment Manager marksheets for each teacher.
6. YELLIS tests are taken by all Year 10 pupils in the Autumn term. In addition to placing the pupils in bands A-D they also give predicted GCSE grades for individual subjects.
7. The YELLIS band results of individual pupils and the year group as a whole are compared with the MIDYIS results. This gives an overview of the value added to the pupils in Years 7-9.
8. YELLIS Predicted grades are given to all heads of departments in order to provide additional information to help with target grades for each pupil. Predictions use data from all schools. This data is also available on SIMS Assessment Manager marksheets for each teacher.
9. Following GCSE results, value added YELLIS data is provided for individual subjects. This is given to HODs.
10. ALIS tests are taken by all Lower 6th pupils in the Autumn term. In addition GCSE grades are provided. As with YELLIS results the pupils are placed in bands A-D and predicted A level grades are calculated. These grades are based on the pupils' actual GCSE grades or on the ALIS tests.

11. Sixth Form tutors are also provided with the information and these are used in a tutorial with the pupil using the ALIS grade as a target minimum grade and giving them an idea of what grades they should be aiming for.
12. ALIS Predicted grades are given to all heads of departments in order to provide information to help with target grades for each pupil. Predictions use data from all schools. This data is also available on SIMS Assessment Manager marksheets for each teacher.
13. Following A level results, value added ALIS data is provided for individual subjects. This is again given to HODs.
14. YELLIS and ALIS data should be included in departmental information as they take into account the relative abilities of the pupils in addition to their raw grades and hence provide useful value-added information.