A2 Assessment & Reporting Policy

Aims

The main aims of assessment are to support the learning process by offering constructive praise or criticism, and to enable teachers to adapt lesson plans to students' learning needs. Students should be aware of the criteria against which their work will be judged and should, therefore, be able to focus their efforts on the important skills required to improve in each subject and to take on more responsibility as learners.

Monitoring progress

Formative Assessment

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help teachers recognise where students are struggling and address problems immediately

The principles adopted to ensure good formative assessment are:

- Clarifying, sharing and understanding learning intentions
- Engineering effective discussions, activities and classroom tasks that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning

The advice students receive in instrumental lessons, coaching sessions and master classes are excellent examples of formative assessment.

Summative assessment

During a student's time at the school, further assessment will take place as follows:

- Key Stage Tests
- Internal school exams (in the Spring Term for Years 11 and 13, and in the Summer Term for all other years
- Effort and Achievement grades ('Interim' reports - every term, at the discretion of the Vice-Principal, at the start of the Autumn Term if this is thought to be too early)
- Written reports once each year

The pattern of assessment provides frequent but 'light touch' reporting to parents via 'interim' reports (a single effort grade and attainment grade in each subject) every term, with full written reports provided periodically. Full written reports will also include reports from the Tutor and Houseparent, and a brief comment from the Principal (which may sometimes be generic if circumstances dictate).

Staff meetings of all academic, pastoral and Music HoDs are regularly held the week following the publication of interim grades and full reports. Individual students whose average academic effort grades or attainment grades raise concerns are discussed and supportive actions agreed. These may be in the form of supervising prep for a period of time, or an academic report, initially monitored by the tutor but progressing to the Head of Sixth Form/Key Stage 4 Academic Coordinator or Vice-Principal if necessary, supporting a student regarding:

- response to feedback
- seeking guidance
- organisation in terms of turning up with correct equipment and/or completing prep on time and to a good standard
- focus and attention in class
- contribution in class,
- engagement with tasks
- motivation
- independent learning

Instrumental music reports are provided twice each year, in December and either April or July, according to age, supported by an overview from the relevant Head of Department.

All reports will be issued by Schoolpost email. Parents should inform the School Office before the end of September each year if they wish their reports to be sent by post; however, this is likely to delay the arrival of those reports.

Grades

Each student is given grades as indicated below:

Effort (E, G, S, C) from years 7-13
Excellent
Good
Satisfactory – meeting requirements but needs to improve to excel
Concern – this must be accompanied by a comment clarifying the nature of the concern

A wide range of aspects (classroom discipline, prep management, motivation and engagement) should contribute to the overall effort grade award.

Attainment

Years 12-13: Grades (A*/A/B/C/D/E/U) at A level and (D1/D2/D3/M1/M2/M3/P1/P2/P3) at Pre-U awarded should match the attainment expected at that stage of an external examination course. (The grade is only awarded on the basis of work submitted in the reporting period. It is NOT a prediction of the final result although it should approximate to it in the final stages of a course unless explained by an appropriate effort grade and comment).

The Pre-U grading (in Music and Philosophy/Theology) equate to A level grades as:

A Level	Pre- U
A*	Distinction 1 Distinction 2
A	Distinction 3
A/B	Merit 1
B	Merit 2
C	Merit 3
C/D	Pass 1
D	Pass 2
E	Pass 3

Years 7-9: Though teachers assess and grade students based on key descriptors and assessment objectives in all subjects, students are given three possible statements on reports: Working At Expected Progress, Working Below Expected Progress or Working Above Expected Progress.

Years 10-11: Grades 9/A* (highest)-1/G (lowest) are awarded according to whether the final examination will be GCSE or IGCSE. The grade is only awarded on the basis of work submitted in the reporting period. It is NOT a prediction of the final result although it should approximate to it in the final stages of a course unless explained by an appropriate effort grade and comment.

The IGCSE grading (in Music) equate to GCSE grades as:

GCSE	IGCSE
9 8	A*
7	A
6 5 4	B C
3	D E
2	E F
1	G

Departments will use regular tracking data to standardise attainment.

Benchmarks

Years 10-13 only: Benchmark grades (8-4/A-C/D or A-E/D1-P3) appear on reports and represent the minimum standard at which the student should be working at that stage of a two year period/course (Y10-11 ((IGCSE) and Y12-13 (A-levels/PreU)). Benchmarks are set at the start of the two year period using ability data provided by MidYis/Yellis and Alis testing and are reviewed following examinations. Grades are agreed in each subject following discussions between teacher and student using the chances graphs as a starting point but also taking equal account of the teacher's professional opinion, the Department's Value Added and the student's viewpoint.

Target Grades

Years 10-13 only: Target grades (9-4/A*-C/D or A*-E/D1-P3) for the end of the course (GCSE/A-level or Pre-U) appear on reports and are assigned at the start following discussion with students. Target grades are realistic but aspirational and are NOT predictions. A target grade must be at least one grade higher than the benchmark and can be reviewed following examinations.

Rewarding Achievement

After each set of grades has been issued, the Principal publishes a list of students who have been commended for excellent work. Subject prizes are awarded and distributed during prize giving on the last day of the summer term.

Internal Examinations

Formal examinations are held after half term in the summer break for all year groups, except those involved in public examinations. In January mock examinations are held for public examinations and other groups may have tests in core subjects.

Parents' Meetings

Parents' meetings are held from 4.00 to 6.00 pm on a Friday afternoon or online for each year group once a year when parents have an opportunity to meet academic staff.

Autumn Term	-	Years 12 and 13
Spring Term	-	Years 9-11
Summer Term	-	Years 7 and 8

The purpose of these meetings is to give parents an opportunity to discuss students' progress with staff. Teaching staff and instrumental HoDs attend; instrumental teachers do not usually attend. Students in Year 9 and above are invited to attend with their parents; younger students are not. The precise dates will be listed in the termly date list and parents will be sent an email reminder in advance of the meeting.

If parents are unable to attend a parents' meeting, the student's tutor will, on request, collate comments from academic staff and email them home.

Policy author / reviewer:	***Policy date / review date:***	***Next review due:***
C Rayfield	July 2019	Summer 2020
C Rayfield	January 2020	Summer 2020
C. Rayfield	September 2020	September 2021
P Bambrough	September 2021	September 2022
Michael Long	September 2022	September 2023
Michael Long	September 2023	September 2024
Michael Long	September 2024	September 2025
Michael Long	September 2025	September 2026
Michael Long	September 2026	September 2027

Appendix 1

Marking and Feedback Guidance

This guidance relates to routine classwork and homework, rather than work being formally assessed for external examination purposes.

Principles

- Marking and feedback have the key purpose of actively promoting learning and progress in each subject.
- All students have the right to receive regular and timely feedback on their work and progress in every subject.
- All feedback should be personalised to the individual needs of each student.
- Formative assessment is an essential tool that teachers should use routinely, ensuring that students receive regular feedback to enable learning and progress and using any assessment information to plan future teaching.
- Marking and feedback will promote motivation and resilience encouraging students to be strong independent leaners and to take ownership of improvements to their work.

Teachers will recognise that marking and feedback is an essential part of their role, as outlined in the DfE Teachers' Standards (June 2013):

To make accurate and productive use of assessment, a teacher must:

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure students' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give students regular feedback, both orally and through accurate marking
- encourage students to respond to the feedback.

Assessment for Learning

AfL should occur throughout every lesson and includes:

- observing
- listening
- questioning
- discussing
- reviewing work in progress

Forms of feedback

Both written and verbal feedback are essential to a student's progress in each subject.

Both types of feedback can be given by teachers and by peers (providing they have been trained in how to give feedback). Students will also have opportunities to self- mark when provided with a clear mark scheme and/or model answers by the teacher.

The main advantage of self and peer-marking is that they both help students to understand marking criteria and to understand how they can improve their own work. The main advantage of teacher feedback is that the teacher can identify areas of strength and areas of improvement, which will then inform future teaching and learning.

More innovative forms of teacher feedback (e.g.: work annotated online, will also be used where considered to be the most effective method.

Frequency of Feedback and Marking

The school recognises that different subject areas lend themselves to different forms of feedback and marking. Heads of Department will include details of their department Marking and Feedback practice as a discrete section in their schemes of work.

Teachers should create opportunities for verbal feedback every lesson, recognising that the dialogue between teacher and student (and between students themselves) is crucial to learning.

Written feedback will be regular and timely in order to have the maximum impact on learning. Heads of Departments will determine the specific timings of written feedback by subject area.

The key expectations are that marking and feedback are frequent enough to positively impact on progress and that they are timely in relation to the work the students have been doing.

Consideration also needs to be given to teacher workload, and Heads of Departments should set expectations which are reasonable for teachers and that do not have a negative impact on other aspects of their role or on their wellbeing. Efficiency is crucial.

Quality of Feedback

Feedback should:

- be consistently high quality and constructive
- model high standards of literacy/oracy
- be specific about strengths so that the student knows what they have done well and can build on these areas
- identify clear and specific areas for improvement so that the student knows what they have to do to improve
- be motivating for students and promote a ‘growth mindset’
- challenge students to think at a deeper level
- be manageable for students to act upon.

Care should be given to the tone of feedback. Commendations should be used where appropriate to show that teachers value the efforts of students, but praise should not mask areas for improvement.

Impact of Feedback

Feedback is not effective unless it has had a positive impact on students’ progress.
Teachers should ensure that students have been given opportunities to act on feedback and monitor whether they have used these opportunities effectively.

These opportunities may take different forms according to the subject area and topic being studied, for example:

- Re-drafting sections of work in light of the feedback
- Correcting misconceptions or errors
- Answering challenge questions that promote greater depth of understanding
- Acting on the targets in subsequent pieces of work

Appropriate amounts of class or homework time can be devoted to facilitate this, but care should be taken to avoid homework being the sole vehicle for acting on feedback.

Spelling, punctuation and grammar

It is the responsibility of all teachers to promote literacy within their subject area. Teachers should develop strategies for promoting subject literacy via marking and feedback (as well as within wider teaching), which will include:

- subject-specific spelling
- explicitly teaching the genre/styles of writing that are relevant for the subject
- identifying where students are making mistakes and address them directly.

1. Capital letters and full stops are used correctly. (For names, places, the start of sentences personal pronouns and initialisms)
2. Punctuation is used correctly (commas, speech marks, apostrophes, brackets)
3. High frequency and subject specific words are spelled correctly
4. Connectives are used
5. Sentences make sense

Care should be taken to personalise marking and feedback, especially for students with Special Educational Needs, to avoid over-correcting mistakes and allow students to focus on key points.

Commitment to Learning

Teachers should use marking and feedback to promote outstanding commitment to learning among students. Teachers should aim to ensure that:

- students display pride in, and commitment to, their learning
- there is genuine engagement with the subject
- there are opportunities for students to display intellectual curiosity.

Quality Assurance

It is the responsibility of Heads of Departments to monitor the quality and impact of marking and feedback in their subject areas. This will be done during faculty reviews and systematically at other points through the year. SLT will also undertake work scrutiny of specific students, groups of students or year groups during the academic year. Where there are concerns over the marking and feedback in a particular class, the Head of Department will consult with the Vice-Principal about the appropriate course of action.