

Assessment, Reporting and Recording Policy

for both the Junior and Senior School

Issue number	1.2
Name and appointment of owner / author	Paul Bridges, Deputy Head (Academic)
Review Body	SLT and Academic & Personnel Sub-committee
Last updated	1 st November, 2018
Reason for update	annual review
Last reviewed by SLT	August 2018
Last reviewed by Governors	not known
Next SLT review due	June 2019
Next Governor review due	October 2018
Where available	Staff Handbook, Parent Handbook

Assessment

Formative Assessment

A variety of techniques should be used to assess pupil progress, achievement and attainment.

These techniques could include assessment by:

- Observation
- Classroom discussion / verbal responses
- Written, short response assessments / assignments
- Extended written assessments / assignments / projects / essays
- End of unit assessments / tests
- Open ended and closed tasks
- Assessment of any practical, research or presentation skills or product.
- Self and peer assessment
- Assessment of group work

Marking

- i) Grades and marks **should not be written** on individual routine pieces of class and homework throughout the school.

Teaching staff should record grades / marks in their markbook that would have been given for individual pieces of work to aid with the writing of reports, the awarding of mastery level grades and for parents' evenings or parental contact. It is up to the individual to use a recording system that suits (e.g. 1-10, A* to E)

- ii) Teacher assessed work should be given feedback / feedforward comments

A subject's important skills should be highlighted and these should form the basis of the feedback and the targets set for the pupils for individual pieces of work. Comments should focus on transferable skills and on criteria ideally shared with the pupils beforehand. A possible structure for this could be a comment on two particular skills/criteria that were achieved to a high level and then a target, focusing on a particular skill/criteria that could be improved upon when a similar piece of work is attempted next time (2 stars & a wish).

Effort comments should be avoided, although noting vast improvements or diminishing levels of effort can be valuable if made sparingly.

- iii) Self and peer assessment

This type of formative assessment should occur on a regular basis, particularly after the completion of internal exams and end of unit assessments. Mark schemes should be displayed or handed out and discussions should occur, based on how to deconstruct the questions and the mark schemes. The pupils should then assess their own or other pupils' work. The pupils should be given the opportunity to discuss work done by themselves or their peers in detail and to justify the marks/grades/level they have awarded. In this way it is hoped that they will better understand the assessment criteria and why a particular piece of work is of a particular standard, and use this to improve on their own work. Ultimately pupils need to be able to recognise work of a high standard and judge their own work against it.

iv) Past examination questions/'quick' tests (e.g. vocabulary or numerical answers)

When a piece of work has an examination mark scheme or is a simple test (for example out of 20), then an attainment grade or score can be awarded.

Summative Assessment

Summative Assessment is the formal testing of what has been learned in order to produce marks or grades which may be used for reports of various types.

End of unit assessments/appropriate summative tasks (landmark assessments) can/should be graded using the appropriate attainment grade (see Reporting).

These grades should be shared with the pupils. Any feedback given to the pupils should be formative.

It is expected that pupils' work will be teacher assessed, in general, every other week, with perhaps self and peer assessment in intervening weeks.

A summative assessment should be given generally every three to four weeks so pupils can gauge their current attainment.

Reporting

Grades

To aid effective pupil monitoring, all pupils will be graded every half term.

Each pupil will be awarded:

- a **Mastery Level** indicating the understanding of subject content by the pupil over the half term
- an **Attitude to Learning** grade
- in years L5-U6, an **Working towards** grade (examination grade)

N.B. In examination years, if the pupils are taught by more than one teacher, each teacher will award a Mastery Level and Attitude to Learning grade, however, the pupil will only get one 'on target for' grade.

The tracking grades will be recorded in SchoolBase and complete a tracking grid, which will be accessible to the parents via the on-line portal.

Mastery level descriptions

1 Mastery

The pupil demonstrates a comprehensive understanding of all concepts and skills and can apply them to new contexts.

2 Secure

The pupil has a secure understanding of the main concepts and skills when applied to familiar contexts.

3 Approaching

The pupil grasps most of the main concepts and skills, and is approaching 'Secure'.

4 Developing

The pupil grasps some of the main ideas and skills; others require development.

Attitude to learning descriptions

A - A highly-motivated, organised and independent pupil. A reflective learner, who is able to recognise and work to remedy weaknesses.

B - A motivated pupil, who takes full responsibility for their learning, and who always completes work to the best of their ability. He/she demonstrates initiative and has a positive approach to learning.

C - A hard-working pupil who completes all work to a standard that reflects ability. He/she demonstrates some initiative and will seek assistance when required.

D - A pupil who completes the work to a standard in line with ability but does not show real commitment to progress. He/she completes most tasks presented to them, but lacks the initiative or motivation to develop his/her own learning further.

E - A pupil with the potential to achieve more. He/she is capable of distinguishing what needs to be done to improve learning but often chooses not to do so. Some work is completed to a basic standard.

F - An underachieving pupil who demonstrates little motivation to learn. He/she shows minimal commitment to work.

For the examination years (Lower 5-Upper 6):

The working towards grades will be awarded based on the appropriate examination criteria for attainment (i.e. A*-U, 9-1)

Written Reports

At regular intervals (generally each term), the pupils will receive either a written report or an oral report at a parents' evening.

Written reports may be a full written report, a short written reports or a targeted report.

Full written reports will include a comment from the subject teacher(s), the Head of House, the Boarding Tutor (if applicable), the Form Tutor, the Head of Section and the Headmaster (annually).

Short written reports will include a report from the class teacher consisting a sentence highlighting a real strength, and another sentence setting a SMART target for the pupil.

A targeted report will be written for examination classes at the end of the Spring Term and consist three bullet points highlighting three specific subject revision targets.

Written reports should be constructed alongside the written report's guidance found in the staff handbook.

Tracking

All pupils are given an ATL (Attitude To Learning) grade and a mastery level at every half term in the year. Heads of Year and Heads of Section can review these to quickly identify pupils who are

performing especially well or less well. Where necessary interventions can then be organised. In addition, landmark assessments are sat in November by U4 and L5 to give an overview of attainment. These scores are compared to MIDYIS scores and a performance indicator is calculated to identify under and over-performers. The same process happens for the summer exams. In Upper 5 the mock scores are used. For each test session equivalent grades are calculated and can be used to see progress over time. In the Sixth Form ALIS data is used as a comparator to actual grades given for tests. Currently most of the data is held on spreadsheets and the aim is to make the data more accessible on Schoolbase.