

Assessment policy.

Academic grades explanation for parents.

Academic year 2023/24

1.	Assessment schedule	2
2.	Assessment scores	3
2.1	Junior school KS3 (Key Stage 3)	3
2.2	GCSE School (Key Stage 4)	4
2.3	6 th Form School. A Level Courses. (Key Stage 5)	4
2.4	6 th Form School. IB Courses. (Key Stage 5)	5
2.1	6 th Form School.BFC – Business Foundation Course (Key Stage 5)	5
3.	Attitude to Learning (ATL)	6
4.	Target setting.....	6
5.	Teacher review.....	8
6.	Student responsibility	8

1. Assessment Schedule

This academic year we have moved away from 6 assessment points each year, to an average of 4 per year group. Reasons:

- We believe it is not appropriate to simply assess a student's ability based on a test they have sat, particularly in the Junior years.
- We believe that in the Junior years, and at the start of our KS4 and 5 course, **skill development** is extremely important. In Science this might involve a focus on practical skills, in English it might be communication skills, and so on. Students should be assessed on these skills, not just summative assessment.
- Reduced assessment = reduced exam/assessment pressure on a student
- Reducing time in assessment increases the time spent developing subject knowledge, as they have more learning time in class.
- By retaining, on average, 4 assessments each year, this is enough to appropriately assess our students. Also by reducing the number of assessments, this increases their value and the rigour involved.

Assessment points are linked to each half term period (Ass 1 is October Half term. Ass 5 is the end of the year).

The table below summarises when your child will be assessed.

		Assessment point 1 (Xmas 1 – Wk 5/6)	Assessment point 2 (Xmas 2 – Wk 13/14)	Assessment point 3 (Easter 1 – Wk 5/6)	Assessment point 4 (Easter 2 – Wk 11-12)	(Summer 1 – Wk 5-6)	Assessment point 5 (Summer 2 – Wk 9-10)
JUNIORS	1						
	2						
	3						
GCSE	4						
	5			Mocks Jan		Public exams	
6 th Form	L6						
	L6IB						
	U6				Mocks Feb	Public exams	
	U6IB						
	BFC				Mocks Feb	Public exams	

Blue Summative Assessment	The grade that is reported is based on a test only. Notice that exam year groups only have tests.(Year 11 and Year 13)
Yellow Summative and Formative Assessment	The grade that is reported is based on work they have done to that point (this may include a test, presentation, prep work etc – each Dept has their own policy on what work constitutes this grade)
White No assessment	No assessment, with the focus on making sound progress in lessons. Where there is a 'white block', on the table, no assessment will be sat, no reports or data will be produced. Feedback on progress and attitude can still be found in our weekly effort track reporting and communication with teachers/ Heads of Key Stage (3, 4 and 5)

We have two type of assessments:

- **Summative assessments:** means a test only. The official exam year groups only have tests assessments (Year 11 and Year 13)
For example, students in Form 5, before October half term, the Assessment will be a test.
- **Summative and Formative assessments:** means that students will be assessed on work they have done throughout the period of Assessment (Assessment 1 is Sept to Oct half term), this may include a test too.
For example, in Geography Assessment 1 for Form 1, they may be marked on a presentation they have been given plus a test.

Following each assessment point there will be a report that will include:

- Assessment scores
- Attitude to learning scores
- Target setting
- Teachers reviews

Reports will be produced for the Blue and Yellow sessions. No such data will be produced for the white sessions.

This data will be uploaded to the SIMS Parent and Pupil app in the holidays following the completion of assessments, where parents and pupils will be able to check the reports. The school doesn't send reports by post or email to the parents.

2. Assessment Scores

The grading for each stage of the school is different, as follows:

2.1 Junior school KS3 (Key Stage 3)

JUNIOR (KS3)	Form 1, Year 7 or 1 st Year Junior Program
	Form 2, Year 8. or 2 nd Year Junior Program
	Form 3, Year 9. or 3 rd Year Junior Program

In KS3 the highest achievable grade is 5 for each assessment period. If performance continues to progress in this manner, students are on track for top grades at the end of KS4.

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic programme.

Graded 5-0. With a 5 being the equivalent of the highest grade (A*/A), 0 being the lowest. Students learning a new language (for example), may start with very low grades initially, as they have no prior experience.

Graded 5-0. For those who are used to the letter format for grading, please refer to this.

5	A*	Outstanding
4	B	Very Good
3	C	Strong Pass. Good
2	D	Satisfactory
1	E	Sufficient
0	U	Fail

2.2 GCSE School (Key Stage 4)

GCSE (KS3)	Form 4, Year 10 or 1 st Year GCSE Program
	Form 5, Year 11. or 2 nd Year GCSE Program
	Form 5, Year 11. or One year GCSE Program

In KS4 the highest achievable grade is 9 for each assessment period, except for the IGCSE where the grades are letters.

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic program.

Graded 9-1. IGCSE students will be graded using the system of A*-U. For those who are used to the letter format for grading, please refer to this.

9	A*	Outstanding
8	A	Excellent
7	A	Excellent
6	B	Very Good
5	C	Strong pass. Good
4	C	Standard pass. Good
3	D	Satisfactory
2	E	Sufficient
1	F-G	Fail
0	U	Fail. Ungraded/unclassified – no certificate or qualification awarded

2.3 6th Form School. A Level Courses. (Key Stage 5)

A Levels (KS5)	Form Lower 6 (L6) , Year 12 or 1 st Year A Level Program
	Form Upper 6 (U6) , Year 13 or 2 nd Year A Level Program

In KS5 the highest achievable grade is A* for each assessment period.

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic program.

A*	Outstanding
A	Excellent
B	Very Good
C	Good
D	Satisfactory
E	Sufficient
U	Fail. Those who do not reach the minimum standard required for a grade E receive the non-grade U (unclassified).

2.4 6th Form School. IB Courses. (Key Stage 5)

IB Diploma (KS5)	Form Lower 6 (L6IB) , Year 12 or 1st Year IB Diploma
	Form Upper 6 (U6IB) , Year 13 or 2nd Year IB Diploma

The grade that your child has received for this assessment reflects their **current working level** in this subject. This grade may go up or down depending on the progress your child makes over the remainder of the year/academic program.

7	A*	Outstanding
6	A	Excellent
5	B+	Excellent
4	B	Strong pass. Very good
3	C	Standard pass. Good
2	D	Sufficient
1	E	Fail
0	U	Fail

To be awarded an IB Diploma students

- A minimum of 24 points is required to obtain the IB diploma while 45 points is the maximum
- 2 points or more in all subjects
- 12 points at HL
- 9 Points at SL
- At least a D in Theory of Knowledge
- At least a D in their Extended Essay

The maximum points that can be awarded is 45 points. Seven per subject plus three for TOK and EE combined.

Students in the Upper Sixth do not sit an Assessment three as this time is used for completing Internal Assessments and aspects of The Core.

2.1 6th Form School.BFC – Business Foundation Course (Key Stage 5)

Foundation Course (KS5)	Form Upper 6 (FC) , Year 13 or Foundation course
------------------------------------	---

The Business Foundation Course is graded on a mixture of portfolio work and a final exam assessment. Students receive a total percentage, as follows:

70+	Excellent
65+	Very Good
60+	Good
50+	Satisfactory
-50	Insufficient

3. Attitude to Learning (ATL)

It is scored on a scale of 1-4 for each subject, with 1 representing an excellent attitude to learning. 4 = poor. This score will appear alongside the student's assessment score.

Each week your child's teachers will give them an effort grades (1-4) based on a student's attitude to their work. We will then formulate an average which will then correlate with one of our grade descriptors below. We will be using this information to celebrate those students who are working to their full potential in lessons, whilst also providing challenge and intervention strategies for those that might need that little extra help.

These are fairly broad statements, there may be aspects of good and satisfactory for example, but the average produced will help us to assign an appropriate statement and, most importantly, give you weekly information about your child's attitude and progress. Hopefully, this will give you that peace of mind that work is being done, which in turn will help you reward success or ensure a closer monitoring system around the kitchen table!

1 = Excellent	Excellent attitude in lessons, work completed as required to excellent standard, additional challenge is being sought and/or accepted. Prep work required has been handed in on time and is of excellent quality. They have contributed to lessons by consistently asking and answering questions
2 = Good	Good attitude to lessons, work completed as required. Prep work required has been handed in on time and is of good quality. They have contributed to lessons by asking and answering questions.
3= Satisfactory	Satisfactory attitude to lessons, work completed but there are inconsistencies in terms of quality and deadlines being met. Student may have been late for lessons or missed some. Little or no contribution to lesson. Minor or low level negative behaviour may be evident. Please contact your child's Head of Year for further information.
4 = Poor	Poor attitude to lessons, work not completed to appropriate level. Work required has not been handed in. No contribution to lessons. Persistent negative behaviour in lessons. Please contact your child's Head of Year for further information.

4. Target Setting

Following each assessment point, students will be asked to reflect on their progress. Students set a target for each new assessment, but will also work with their teachers to set an important 'Agreed Target' for the end of the year. Students formulate this on discussion with their teacher and these will then be stuck in their books/folders. Targets are produced based on a teacher's assessment of progress, plus other contextual data like CAT scores.

Assessment scores will be RAG (red, amber and green) to reflect if students are on track to meet their 'Agreed Target', effort will also be RAG.

Green	Above target
Orange	On track to meet agreed target
Red	Below target

An example of this is overleaf.

Example. You will see something like this in SIMS.

Students are graded in achievement and also graded on their effort, 1-4 (1 is Excellent). Here you can see in Assessment 4 that the student is working above the Agreed target and has all 1's for effort., clearly this student has made good progress over the year, effort has been high. Even if the student is working properly, it is likely that we may not see 'Green' in achievement until close to the end of the year.

Subject	Achievement						Effort					
	1	2	3	4	5	6	1	2	3	4	5	6
Biology	C	C	B	A			1	1	1	1		
Chemistry	C	B	B	A			1	1	1	1		
ESOL	C						2					
Maths	B	A	A	A*			1	1	1	1		

Each student will have a target sheet per subject

Name

Target & Progress Reflection

End of year

Agreed Target

Assessment score	Target for next Assessment	Strategy (what is working well and what can be improved)
1 =	Target for Ass 2:	
2 =	Target for Ass 3:	
3 =	Target for Ass 4:	
4 =	Target for Ass 5:	
5 =		

- An 'Agreed end of year target is set after assessment 1'
- Following each Assessment period students and teacher should **reflect** on the grade awarded and identify how this can be further improved
- Students should fill in their assessment score (on the left), set a target for the next assessment period and highlight how they can achieve this.
- Students are encouraged to **reflect** on 'what is working well' and on 'what can be improved'
- Ideas for to help students improve their grade could include...
 - committing to attend Access Time
 - taking more care with your prep and class work
 - a commitment to improve focus in class and contribute more to lessons
 - further reading/research around your subject
 - Using Teams to access resources from the lesson
 - improving the presentation of your work
 - completing past exam papers (Forms 4 – U6)



5. Teacher Review

Following each assessment period, our Heads of Department and Heads of Key Stage review all the data for their students and identify patterns and trends.

We often compare how students with different English levels perform; how SEN students perform; the different between gender; how those of academy status perform etc.

Important trends and areas of concern are highlighted with the teaching body, who then use this information to further develop their practice and support student progress.

For example, there may be students who would benefit from attending access time, further scaffolding of activities etc.

Assessment data, along with other contextual data, such as CAT results, SEN status and EAL levels are added to teacher class profiles to assist with the monitoring of student progress (these are only available for teachers to view on their SIMS account).

Student progress is the topic of weekly meeting and briefings held by the teaching body.

6. Student Responsibility

Whilst we produce paper copies following each assessment, it is important for students to monitor their own progress through the SIMS student app.

At the SIMS student app they can see Assessment scores, ATL scores, Reports, weekly Effort Tracker scores and Positive and Negative behaviour events. We believe that, armed with this information, students and teachers are able to work more effectively together towards appropriate targets and goals.

Across the school, from Juniors to Seniors, students have a responsibility for their own learning and behaviours.