



Assessment Policy: Assessment, Recording, Reporting and Marking

Rationale

Assessment strategies should be concerned with the whole child, as reflected in the values and ethos of the Learner Profile and St Leonards. The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements and it should also assist us in the assessment and identification of requirements. Children are entitled to have their achievement recognized and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategies enable this to happen.

Assessment should be formative as well as summative and must provide direction in the child's learning process, as well as recording the point reached in any given area of the curriculum.

Aims

The assessment process aims to gather information which facilitates teachers to enable a pupil to reach their potential and critically support pupils to become self-regulated learners. Teachers will therefore:

- Evaluate and record each pupil's attainments and progress and identify individual strengths and weaknesses.
- Evaluate ongoing pedagogical effectiveness and plan future teaching and learning experiences.
- Differentiate work depending on the needs of individual pupils.
- Compare individual and school levels of attainment and progress with that of the wider school and the national levels of attainment.
- Provide reliable information to parents and colleagues about the progress and development of each pupil.

As a school we recognize the importance of continuously reflecting on our methods of assessment (seeking a common approach as appropriate within sections/departments of the school), our assessment programme and how we analyze and implement the data obtained. We also recognize the importance of involving pupils in their learning journey and the need for ongoing self-assessment.

1. Assessment for Learning

- 1.1** Marking in detail in relation to learning objectives and success criteria with constructive comments:

Allocate time for pupils to read the teacher's detailed comments from this type of marking and to ask questions about it and/or, write their own response to teacher comments.

All other work to be marked, though in less detail, using a variety of approaches:

- Pupil self-assessment (maybe using a checklist of criteria to go through before handing to teacher for rapid monitoring) and using age-appropriate success indicators.
- Pupil-peer assessment (as above).
- Teacher marking related to success criteria with ticks and brief comments (especially praise for good work/effort or brief reminders about presentation etc.)

PYP specific

Teachers follow the Junior School marking policy and ensure all pupils' work is marked appropriately and provides constructive feedback and opportunities to develop learning.

Learning targets are agreed each term for each pupil. These are set with the pupils during lesson time(s) at the start of every term.

Targets and the success criteria are recorded and shared with pupils. Targets are monitored by class teachers.

MYP specific

MYP subject-based criterion work to be marked with detailed feedback and returned to pupils in a timely manner. The pupil will then be given the opportunity to reflect on their work and request further clarification for improvement as needed.

Task-specific rubrics to be created as a minimum for all summative tasks, to enable the pupils to achieve the highest levels of achievement.

Pupils to identify three targets at the beginning of the term. These will be reviewed and monitored by the tutor in discussion with the pupil. Targets will be entered into the student portfolio on Managebac. At the end of the term, pupils will complete a written reflection on their goals and then set the ones for the subsequent term

1.2 Verbal Feedback

Verbal feedback is regularly given to pupils – what they have really grasped well, what they are still not sure about, what the next steps are – as reinforcement of written feedback.

1.3 Setting individual learning targets

1.4 Using assessment to inform future planning

PYP

Teachers keep a planning/assessment file. This is used to plan lessons – making reference especially to learning styles/types of questions/differentiation etc. Use it as well to note any issues arising from assessment that need to be re-visited/worked on in a different way. Refer to this in planning next steps.

MYP

Teachers will keep an ongoing gradebook and will provide feedback to pupils on how to develop their skills further.

Teachers will also use Managebac to reflect and evaluate unit plans and both summative and formative assessments.

DP

As with the MYP, teachers will keep an ongoing gradebook and will provide feedback to pupils on how to develop their skills further. In some cases, teachers will use Managebac as an aid for both summative and formative assessments.

HoDs and/or teachers will work with the Diploma Programme coordinator each year to develop a calendar of internal deadlines for IB assessments, the extended essay, and completion of CAS requirements.

2. Types of assessment

Methods of formative assessment used in the MYP will be varied in design and cover a broad range of learning and communication styles. Formal assessments allow for graduated differentiation.

Methods of assessment include (but are not limited to):

- Observation (of expressions, behaviour, attitudes etc.) using a range of visible thinking tasks
- Dynamic interaction
- Questioning
- Exercises, essays and compositions
- Mind maps
- Research projects
- Presentations
- Debates
- Quizzes
- Investigations
- Experiments
- Physical skills

3. Tracking Pupil Progress

Using teacher professional judgment, supported by evidence of pupil work, record the effort and attainment achieved by each pupil on the Progress, End of Term and End of Year reports (see timeline at the end of the document).

Formalised Assessments

PYP

a) Standardized tests

- **Years 1 & 2:** A baseline assessment combines teacher observations with a computer-adaptive assessment to identify a pupil's individual developmental levels in Literacy and Numeracy at point of entry in Year 1.
- **Year 3-7: INCAS** tests for Reading, Mental Maths, General Maths, Developed Ability and Attitudes.

b) School-based baseline: In Years 1-7 teachers will carry out a range of both formative and summative tasks to reflect, review and target strategies for individualized pupil development. Specific focus is given to numeracy and literacy including the development of phonics. The learning support department carry out an additional spelling audit to help identify pupils requiring extra support.

MYP and DP

a) Standardized tests

- **MidYIS** testing, which takes place during the first term of Year 8 and 9 (MYP 2 & 3), providing a clear picture of pupil aptitude and predicted levels for grades at GCSE. This information is used by the school to set targets at pupil/subject level and to evaluate its performance in terms of “value-added”, as well as to identify individual pupils who are under-performing and who need further support/guidance.
- **YELLIS** testing takes place during the first term of Year 10, providing a clear picture of pupil aptitude and predicted levels for grades at GCSE. This information is used by the school to set targets at pupil/subject level and to evaluate its performance in terms of “value-added”, as well as to identify individual pupils who are under-performing and who need further support/guidance.
- **ALIS** testing, which takes place during the first term of Year 12, providing a clear picture of pupil aptitude and predicted grades for IBDP. This information is used by the school to set targets at pupil/subject level and to evaluate its performance in terms of “value-added”.

b) School-based baseline, end of term tests and mock exams: (Year 8 to Year 13) held at the end (baseline) of the Autumn Term for some Y8 - Y10 and Year 12 subjects, in the Summer Term, towards the end of the school year for Year 8-10 and Year 12. Year 11 and Year 13 have their mock exams in January/February. These are prepared by the subject teachers and are designed to test pupils’ grasp of work covered in most subjects in the curriculum. Subjects also hold their own end-of-unit class assessments.

c) External examinations: The ultimate testing of our pupils takes place at the end of Year 11 and Year 13 with GCSE/IBDP assessment. Pupils sit between 7 and 10 subjects at GCSE depending on ability, IBDP pupils are either entered for the full diploma or certificates, depending on ability. (Note: See Controlled Assessments Policy)

Pupil self-assessment

Pupils are encouraged at all times to think about their work and progress and to take responsibility for their learning. Informal discussions between teacher and pupil take place on a regular basis. We recognize the importance of providing pupils with more formal opportunities to reflect on their own progress, set their own targets and to record their achievements. These are tracked and monitored in an appropriate manner.

Marking

The purposes of marking are:

- To monitor the progress of all pupils.
- To determine the standard of knowledge and understanding of all pupils.
- To assess mastery of particular skills.
- To award grade/mark/comment corresponding to the standard of work.
- To correct inaccuracies in the work.
- To comment on the presentational skills of the work.
- To encourage improvement.

Departments are therefore advised to mark work regularly and decide how grades/marks/comments are standardized and attributed. Marking should be consistent within each department so that pupils are aware of the criteria used. Grades and effort grades awarded must be consistent with the school grades (outlined below).

Attainment Grades

PYP

Attainment Grades are given in Years 4-6. Grades are awarded in line with the targets given to pupils based on their prior understanding and capability. Pupils are not assessed against one another, according to their age or against national averages.

MYP

Grades will be given for summative tasks in line with the published criterion descriptors from the IBO. A final MYP achievement level will be reported in December and June.

GCSE

Grades will be given in line with the published grade levels from the different examination boards – AQA, Cambridge, Edexcel and OCR.

DP

Grades will be given in line with published grades from the IBO.

Further Guidelines

There are further guidelines, which should be consistent across each department.

- Work should be marked regularly and standardized at departmental level.
- Work should be marked in a way which provides clear feedback to each pupil on their level of achievement and on their strengths and weaknesses, to inform and develop future learning.
- Marking comments should place as much emphasis as possible on praise and encouragement, without jeopardizing realistic expectations.
- Wherever possible, marking should be linked to a clear success criteria, which the pupils agree upon before embarking on an assignment. This is particularly important in the context of an extended piece of work.
- Marking comments should be legible and written using language that the pupils are able to understand.
- Marking should emphasize and support high standards of presentation, spelling and punctuation in all areas of the curriculum.
- Staff should keep a record of all marks/grades given for key pieces of work and for regular tests throughout the year. This information provides important day to day evidence of progress and informs a basis to report back to parents.

Recording

It is not necessary for teachers to keep records of every single piece of work produced by the pupils, but it is essential for them to maintain systematic records of assessments for both

summative and formative tasks in line with statutory requirements. Departments are therefore expected to devise their own policies for recording, but are advised to follow these guidelines.

Each system should be designed:

- To establish a manageable and efficient way of recording.
- To standardize recording within the department.
- To provide accurate information on progress.
- To provide information for written reports and verbal comments to parents.
- To help determine the composition of teaching groups.
- To decide entry tiers for external examinations.

For MYP, summative task grades are to be entered on to the electronic gradebook in Managebac, to allow pupils and their families to reflect on the learning and set targets for the future.

Reporting

There are statutory requirements for reporting to parents on achievements and progress of pupils (the reporting timeline is outlined below).

It is required:

- That all pupils on the school roll including post 16 pupils receive an annual written report.
- The report should contain comments on general progress and brief particulars of a pupil's achievement in all subjects.
- Reports should contain targets, resulting from discussion between teacher and pupil.
- That arrangements are made for parents to discuss the report with teachers (this takes place at the annual parents evening – however parents can request to see teachers at any point during the school year and teachers can request to see parents).

The actual language of reports is not prescribed by statute but good reports are those which “provide parents with a clear picture of their child's achievements and progress”.

Guidelines for the writing of reports:

- Emphasis should be given to the accuracy of assessments and be written in readily accessible language.
- They should have a positive effect on the pupil's attitudes and motivation.
- They should highlight a pupil's strengths and weaknesses, but should be written in positive language encouraging the pupil to improve performance.

Procedural details

Heads of Department should:

- Take responsibility for the collation and checking of reports.
- Check that all the required information has been included on each report.

All staff should:

- Carefully check the spelling of pupils' names and use their chosen name that has been agreed by administration.
- Carefully check that the correct punctuation has been used.

Report type		Information provided
Progress Report		These reports give an overview of effort and current academic attainment.
End of Term Report		These reports are more detailed than the Progress Reports and indicate termly attainment. They may include exam/assessment grades.
End of Year Report		These are very detailed reports indicating performance throughout the academic year. They will also contain detailed comments from tutors and a comment from the Headmaster.
Pupil-led Conference		Pupils will prepare a portfolio of work from each subject and will then share this with their parents at a meeting. It will also include reflections on the AtLs, service learning and the learner profile.

Reporting of Effort Grades:

Junior School

Years 1-7 Effort Grade	Descriptor
A* - exceptional effort	<p>Oral contributions: Responds to all oral exercises with extreme enthusiasm, desire to please, impress and inform. Presentation: Pupil frequently goes above and beyond the normal expectations of presentation to ensure that written work is visually and organisationally designed to impress.</p> <p>Behaviour/focus: Classroom behaviour is exemplary: full focus, listens attentively and politely to others. Written work: The care, time and passion shown in producing written work are consistently above and beyond the basic expectations. A child may produce much more than is expected, add additional levels of research, etc. Organisation: Is always punctual and fully equipped for lessons; may make an extra effort in this area. Beyond the classroom: Often goes above and beyond what is asked for homework (further internet research, considerably more work produced, etc.). Takes an active interest in the Unit of Inquiry/Subject outside the classroom – joins science clubs, visits art galleries, etc.</p>
A - excellent effort	<p>Oral contributions: Is eager to share ideas and answers in class in an appropriate manner. Presentation: Clear care and pride is shown in written work. It is evident that time and consideration is given in order to impress. Behaviour/focus: Classroom behaviour is extremely good: full focus, listens attentively and politely to others. Written work: Is produced in good quantity and detail, adding detail and content that is</p>

	<p>often beyond the baseline expectations given by the teacher. There is clear evidence of a child's genuine desire for their work to be seen in the best possible light by their teacher.</p> <p>Organisation: Is always punctual and fully equipped for lessons. Beyond the classroom: It is clear that considerable levels of focus, care and pride are taken in all Unit of Inquiry tasks. A child will often be willing to go beyond the allotted time if necessary or to ensure that their work really impresses.</p> <p>Homework tasks are always handed in on time</p>
B - good effort	<p>Oral contributions: Willingly and freely offers answers and ideas in class. Presentation: Presents work as asked and clearly takes care to ensure written work is neat and legible.</p> <p>Behaviour/focus: Classroom behaviour is as expected: nearly always focused, attentive and polite. Written work: All the expectations of the teacher have been met in the work produced, with evidence that the child is attempting to please and impress with their work. Organisation: Is nearly always punctual and fully equipped for lessons. Beyond the classroom: Consistently achieves what is asked in homework/Unit of Inquiry tasks – amount, time spent, and care required. Consistently hands homework in on time.</p>
C - satisfactory effort	<p>Oral contributions: Will offer answers and ideas in class, but usually only with encouragement. Presentation: Follows instructions about how to present work, but without significant levels of pride. Behaviour/focus: In line with classroom expectations, but may need occasional reminding.</p> <p>Written work: Is produced as asked, fulfilling the criteria given by the teacher, but with no visible attempt to do more than is 'just enough', as exemplified by the question: "How much do I have to do?" Organisation: Is usually punctual and fully equipped for lessons, though may have tendency to forget some equipment, e.g. reading book or calculator. Beyond the classroom: Completes homework/Inquiry tasks, though may fall slightly short of expectations – may be slightly rushed, could be neater, etc. It has been done but no more. Usually handed in on time.</p>
D - poor effort	<p>Oral contributions: Is reticent or unwilling to offer answers/ideas in class, though will when asked. Presentation: Does not show particular care in presentation and often fails to follow guidance. Behaviour/focus: Behaviour is either occasionally or consistently disruptive or unacceptable. Poor manners, calling out, lack of focus, failure to listen to teacher or peers, argumentative. Often needs reminding of expectations. Written work: Written work demonstrates a lack of effort, care, etc. It is sometimes left unfinished. Effort is not made to work through difficulties. Organisation: Needs frequent reminding to be punctual for lessons (often dawdles between classes) and/or frequently fails to have the correct equipment for lessons. Beyond the classroom: Homework consistently falls below the expected standard or may not be</p>

	done. The allotted time is not given to homework. Care is not shown. Often handed in late or forgotten.
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Senior School

Years 8 - 13	Descriptor
Outstanding	Doing everything possible to succeed.
Very Good	Giving close to maximum effort.
Good	Consistently demonstrating good effort.
Satisfactory	Doing enough to not be a concern, but has more to give.
Room for improvement	Not doing enough work and is a concern; with a little more effort though this can change. Immediate improvement required.
Immediate improvement required	Serious concern and must change their attitude to work immediately.

School reporting schedule:

Junior School

Term 1 August	Years 1-7	Meet and greet session for all new parents. Informal drinks reception, to discuss 'settling in'.
Half-term	Year 1-3 Years 4-7	Parent meetings with class teachers. Effort grades, including class teacher and Headmaster's comment.
December	Years 1-7	Full academic report.
Term 2 Half Term	Years 1 -6	Parent-teacher meeting.
March	Years 7 Years 1-6	Pupil- led conference. Effort grades, including class teacher and Headmaster's comment.
Term 3 June	Years 1- 7	Full academic report.

Senior School

Term 1 August	Years 8-12	Meet and greet sessions for parents, pupils and staff.
Half-term	Year 8 & 9 Years 10 – 13	Parent-teacher meeting. Progress report.
December	Years 8 -13	Full academic report
Term 2 Half Term	Years 11 & 13	Progress report with exam grades. Parent-teacher meeting.
March	Years 8 & 9 Years 10 & 12	Pupil-led conference. Parent-teacher meeting.

	Years 10 – 12 Year 13	Academic report. End of Year report.
Term 3 June	Years 8, 9, 10, 12	Full academic report.