



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 attainment and progress and identify individual strengths and weaknesses
- evaluate ongoing pedagogical effectiveness and to plan future teaching and learning experiences
- differentiate work to 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 recognise 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 analyse and implement the data obtained. We also recognise 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 for 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 task specific 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

Reviewed: February 2023

Teachers attend weekly collaborative and development meetings to allow for discussions about individual pupils and moderation of work. Verbal feedback is given daily, and pupil's work is marked appropriately. Teachers provide constructive feedback and opportunities to develop learning targets with each pupil. Teachers and pupils reflect regularly and the PYP Coordinator reviews progress and data from assessments. One-to-one meetings are held between the PYP Coordinator and teachers to discuss support, challenge and learning opportunities.

MYP specific

MYP subject based criterion work to be marked with detailed feedback and returned to pupils in a timely manner. The pupil will be then 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.

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

MYP

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 the goals and then set the ones for the subsequent term

1.4 Using assessment to inform future planning

PYP

Teachers plan and reflect on Units of Inquiry on ManageBac, using the PYP planner template. In addition to this, teachers have a template for weekly planning on the Shared Drive. Key questions, linked areas of the Scope and Sequence, and differentiation are highlighted in the forward planning.

MYP

Teachers will keep an ongoing grade book 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/CP

As with the MYP, teachers will keep an ongoing grade book 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 DP/CP coordinator each year to develop a calendar of internal deadlines for IB/BTEC assessments, the EE, RP, TOK , and completion of CAS & SVL requirements.

2. Types of assessment

Methods of formative assessment used will be varied in design and cover a broad range of learning and communication styles. Summative 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 judgement, 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) Standardised tests

- **Year 1: BASE** A standardised assessment to find out what each child knows and can do before the child has had any appreciable teaching in school. Carried out on a one-to-one basis with a teacher, or teaching assistant. The assessment is adaptive to each child, so as it progresses, the questions gradually get more difficult. When the child starts to get them wrong it will stop asking harder questions in that section, move onto the next section and start again with the easier questions. Assessing; matching, concepts about print, repeating words, vocabulary, letter recognition, reading, multiple choice to find the missing word in a sentence, shapes, counting and numerosity, numbers, understanding quantity and spatial position, numeracy, communication and PSED. This assessment is carried out at the beginning and end of the year, meaning the progression over the year is evidenced within the data.
- **Year 2 – 6: InCAS (Interactive Computerised Assessment System)** assessment for Reading, Mental Maths, General Maths, Developed Ability and Attitudes. This assessment is carried out in October - November during the Academic Term and gives an indication of pupil's progress through the PYP. InCAS provides a wealth of information at pupil, class and school level.

b) Renaissance Place

These assessments are carried out five times during the Academic year, spread out over each half-term to allow the school to highlight and track progress in Reading and Maths.

- **Years 3-6: Star Reading Assessment**
A complete online assessment of pupil's reading growth, showing skills they have mastered, and Zone of Proximal Development (ZPD) allowing the individual to select a book suitable for them. A computer-adaptive assessment that adapts to each pupil's abilities, catering for each individual. The report generated from Star Reading shows the class teacher the skills that the pupil must focus on to meet or exceed expected standards. The report includes a reading age for each pupil alongside their Normed Referenced Standardised Score (NRSS) which can be compared to their InCAS data.
- **Years 4-6: Star Maths Assessment**
A similar assessment to Star Reading - using a computer-adaptive and sophisticated item calibration and psychometrics to adjust dynamically to each child's unique responses. Giving an immediate report with feedback.

MYP and DP/CP

a) Standardised tests

- **MidYIS** testing which takes place during the first term of Year 7, 8 and 9, (MYP 1, 2 & 3) provides 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 7 to Year 13) held at the end (baseline) of the Autumn term for some Y7 - Y10 and Year 12 subjects, in the summer term, towards the end of the school year for Y7 - Y10 and Year 12. Y11 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 standardised 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

MYP

Levels of achievement 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 June.

GCSE

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

DP/CP

Grades will be given in line with published grades from the IBO and/or BTEC awarding bodies.

Further Guidelines

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

- Work should be marked regularly and standardised 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, based on praise and encouragement, without jeopardising realistic expectations.
- Wherever possible marking should be linked, to a clear success criteria, of 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 emphasise 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 standardise 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 grade book 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 pupils 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 departments 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 using 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 reports 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:

Years 1-13

Value	Descriptor
Outstanding	Doing everything possible to succeed.
Very good	Giving close to maximum effort.
Good	Consistently demonstrating good effort.
Satisfactory	Not doing enough not to be a concern, but has much 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	Serious concern and must change their attitude to work immediately.

School reporting schedule

PYP

Term 1 August	Years 1-6	Meet and greet session for all new parents. Informal drinks reception, to discuss 'settling in'.
Half-term	Year 1-6	Parent meetings with class teachers.
December	Years 1-6	Full academic report (including specialists)
Term 2 March	Years 1 -6	Parent teacher meeting
Term 3 June	Years 1- 6	Full academic report

Celebration of Learning Events held throughout the year for each year group to showcase their Unit of Inquiry. Coffee mornings are also held throughout the year with Heads of Year and PYP Coordinator.

Senior School

Term 1 August	Years 7-12	Meet and greet sessions for parents, pupils and staff
Half-term	Year 7 & 9 Years 10 – 13	Parent teacher meeting Progress report
December	Years 7 -13	Full academic report
Term 2 Half Term	Years 11 & 13	Progress report with exam grades Parent teacher meeting
March	Years 7, 8 & 9 Years 10 & 12 Years 10 – 12 Year 13	Pupil- Led conference Parent teacher meeting Academic report End of Year report
Term 3 June	Years 7, 8, 9, 10 12	Full academic report