



ASSESSMENT POLICY

1.0 Introduction

Assessment is a key part of teaching and learning at BSG.

- High Quality assessment is crucial in providing feedback and steering learning to help students make effective and appropriate levels of progress.
- Reporting of assessment is essential for informing those outside the teacher–pupil relationship e.g. parents, school leadership, to ensure every student receives the support and encouragement they need.
- Accurate assessment data is a valuable tool for evaluating our performance as individual teachers, on a whole school basis and to promote our school to interested parties – e.g. parents, media and investors.

This policy set out to explain the basic expectations of teaching staff for implementing assessment techniques and recording results.

2.0 Assessment for Learning

- The provision of assessment should be integral to the curriculum and planning of units of work and lessons.
- Learning objectives and assessment criteria should be made explicit and shared with students.
- Assignments and tasks should be marked promptly and effective feedback given.
- A variety of assessment for learning techniques should be employed as an integral part of every lesson.

2.1 Curriculum and Planning

- The SoW and Unit Plans should include concrete learning objectives and outcomes.
- These should take account of differentiated objectives/outcomes for pupils with identified Learning Difficulties (SpLDs), in line with their Individual Education Plan (IEP).
- Summative Assessments should be used as appropriate for the subject and Key Stage, but should take place at least once per half term.
- The design, administration and evaluation of assessments will be the responsibility of the subject teacher(s) and should be available for review by senior staff.

2.2 Learning Objectives and Assessment Criteria

- Teachers should ensure that students are aware of what the learning objective(s) and expected outcome(s) are for any lesson or sequence of lessons.
- These may be explicitly stated and written down, as appropriate.
- Assessment should be used regularly and informally to judge the pupils progress and understanding and influence future teaching to ensure students can move forward.

2.3 Marking & Feedback



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- It is expected that teachers will give oral feedback during lessons as a matter of course.
- Workbooks and folders should be checked, dated and feedback comments given at least once every three weeks.
- It is expected that there will be at least one task/homework that is marked against attainment levels (for KS3) and IGCSE/A Level grades (KS4/5) each half term.
- Marking and Feedback of assessments and homework assignments should be prompt – within one week of being submitted.
- Written feedback on homework and other written assignments should not be restricted to a simple 'correction' and/or a one word comment.
- It should be encouraging in overall tone.
- It should identify what the student has done well in respect of meeting the learning objective/outcome.
- Areas for further development/improvement should be clearly explained.
- Marks/grades and feedback should be recorded on e-learn.

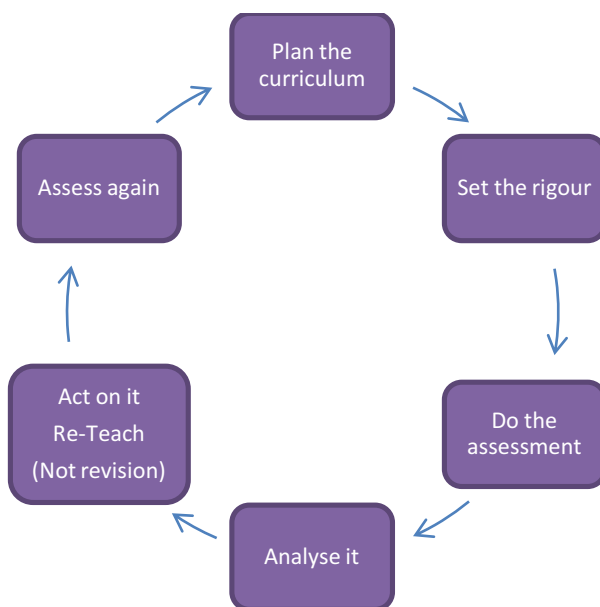
2.4 In-Class Assessment

- Frequent quick formative assessments should be built in to the learning process, see 2.5 the Cycle of Assessment.
- This technique should be used to develop an understanding of where the student is at a given time.
- It should promote an understanding of goals and criteria.
- It should be used to help learners know how to improve.
- It should be used to maintain the flow towards learning goals whilst adapting the framework of a lesson towards key ideas.
- It should be used to encourage and motivate students towards achieving learning outcomes.
- Pupils should periodically be asked to evaluate their own work and that of their peers to develop self-awareness of the progress of learning.
- Pupils should collaborate in the setting of their own learning targets, both short and long term.

- A sequence of activities, in-class, peer or self-assessment should help students learn how to learn.

2.5 The Cycle of Assessment

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2.56 Revising Planning

- Once targets, both group and individual, have been settled they should inform future planning and be subject to review at each term.
- This may require revision to Unit Plans and/or SoW. Such revisions should be transmitted to the Academic Coordinator and the relevant document(s) updated.
- Information in respect of individual performance in relation to both personal and group targets should be shared with parents at Parents' Evenings and in the Reports.
- This information will also be available on the e-learn website for parents to view at any time.

3.0 Recording and Reporting of Assessment

- Each student will work towards a target grade.
- Grades and feedback will be record regularly and available to teachers, pupils, parents and senior staff.
- Regular summative assessments will be set and published in the school calendar.
- Student's performance will be reported to parents on a regular basis.

3.1 Target Grades

- When arriving at BSG all students will be given a target grade based on their base line assessment (MidYis or Yellis).
- This grade will be on a letter scale and correspond to the IGCSE or A-level scale.
- This grade may be adjusted based on teachers experience and knowledge of the student.
- Any request to adjust a student's target grade should be raised for discussion in class review meetings.

3.2 Recording of Assessment



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- Grading and written feedback (where appropriate) will be entered into the e-learn for access by students, parents and staff.
- Teachers are encouraged to adopt manageable recording procedure using e-learn but are not obliged to record everything.

3.3 Summative Assessment

- Teachers should include at least one summative assessment each half term.
- A clear and accurate record of all summative assessment activities should be recorded as an “assignment” on e-learn.
- For examination classes these should reflect the type and style of the external examination and should be marked in line with published mark schemes.
- Assessments may be criteria based for which a clear description of the expected criteria must be explained to students.
- For criterion-related assessment students’ performance is placed where the majority of the descriptors correspond to the student’s work.
- All formal assessment should be challenging yet achievable and contribute positively to the pupil’s progress.
- It is acknowledged that these summative assessments are a “snap shot” of a student’s progress on a particular day and must be considered against a wider picture of the student’s performance.
- To allow for appropriate preparation and revision a minimum of one week notice should be given for summative assessments.
- Summative assessments should be “advertised” on e-learn and included in the appropriate course calendar.
- If a student is absent on the day of assessment, he/she must agree a suitable time with the subject teacher to sit the assessment. If appropriate the subject teacher will set an alternative assessment task.

3.4 Calendar of Summative Assessments

- All subject teachers of KS3 year groups should set an end of year summative assessment which covers the full curriculum for the year.
- For year 9 class this should incorporate knowledge and skills from the full three year KS3 curriculum.
- Year 10 will experience a “mock exam week” towards the end of the third term.
- Year 11 will experience a “mock exam week” in the middle of the second term.
- A-level classes will experience a “mock exam week” at the beginning of the second term.
- For the “mock exam week” subject teachers will set appropriate assessments which reflect the type and style of the external examination.
- Mock exams will be marked in line with the appropriate published mark schemes.

3.5 Reporting of Grading

- Full academic reports will be issued for all students at the end of each semester.
- Deadlines for the academic reports will be advertised in the e-learn calendar.
- It is understood that teachers sample a range of a pupil’s work and as such will use



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- some judgment when entering final grades.
- A grade of C is a satisfactory achievement which demonstrates a good understanding of the required knowledge or skill.
 - A grade of C is the minimum requirement to secure a “pass” in external examinations (although certificates of all grades have a considered valuable).
 - The parents of students who are targeted/scoring grades below C should be forewarned and engaged in dialogue with the school prior to receiving the child’s report.
 - Any teacher awarding a grade below a C should highlight this at the class review meeting along with an account of any relevant action which has been taken to improve learning.
 - On the academic report the target grade will be noted for each subject along with a performance indicator relevant to the target grade.
 - “on target” means the student are on course to attain their target grade
 - +1 means the student’s performance is higher than expected
 - -1 means the student’s performance is lower than expected
 - +2 means the student’s performance is very high in relation to their target grade, +2 is only given in very exceptional circumstance
 - -2 means the student is seriously underperforming.
 - Students achieving +2 or -2 performance indicators should be brought to the attention of senior staff in class review meetings and consideration given to changing the target grade for that student.
 - Comments should be encouraging in tone.
 - Comments on what students should do to improve are mandatory.
 - Additionally teachers may highlight good or poor performance.

4.0 Evaluation of Assessment Data

- It is the responsibility of senior staff to clearly explain the assessment report and the meaning of target grades and performance indicators.
- It is the responsibility of senior staff to explain clearly the confidence of assessment data.
- Assessment information rests on assumptions and can never be definitive.
- Reporting of assessment data endeavours to help teachers and senior staff to reflect on performance and what improvements might be made.
- Reflection on assessment data endeavours to improve sustained learning and the rounded education of our pupils.
- On the receipt of external examination results an analysis will be made of students target grades against performance.
- It is this analysis that will be published to outside parties as a performance indicator for the school.

5.0 Review

Mrs. Louise Prior Academic Co-ordinator August 2015

To be reviewed: August 2016