



Assessment (Senior School) Policy

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Description: This policy outlines the Senior School's approach to pupil assessment.

OUR SCHOOL AIMS

- ❖ *To foster intellectual curiosity and a love of learning.*
- ❖ *To achieve high academic standards in a supportive but disciplined atmosphere.*
- ❖ *To equip pupils with the skills and knowledge to meet the challenges of our rapidly changing world.*
- ❖ *To instill an enthusiasm in interests and opportunities beyond the classroom.*
- ❖ *To support pupils' development of a sense of justice and an awareness of their rights and responsibilities as global citizens.*

1.0 INTRODUCTION

- 1.1 Assessment is an important part of the educational process. Our Assessment Policy is designed in line with Lingfield College's aims of achieving high academic standards, developing self-worth and stimulating intellectual curiosity and initiative, and being mindful of best practice contained in the DfE (formerly DCSF) document Every Child Matters.

SUMMATIVE ASSESSMENT

2.0 ATTAINMENT GRADES

- 2.1 Formal assessments are held three times per year for Years 7-10, usually 2 weeks before the subject report is due. In the autumn and spring terms these are held in class and in the summer term pupils are taken off timetable for formal exams. Formal assessment weeks are preceded by a week where revision homework only is set. It is expected that departments will also allow pupils to revise in class during the preceding week so that revision technique can be observed and feedback given.
- 2.2 Summative attainment grades are awarded to all students once per term as part of the reporting process.
- 2.3 For Years 7-11 grades 9-1 are used. From Year 7 until the Spring Report in Year 10 they are indicative of a "most likely grade" at GCSE based on current assessment and any other data decided by the Head of Department.



- 2.4 The grades given on reports following the Year 10 end of year exams and the Year 11 mock exams are based on the grade achieved in the respective exam combined with any completed controlled assessment or coursework. There is therefore a shift from a “most likely grade” to a “currently working at” grade.
- 2.5 In the Sixth Form grades, for A level, A*-E are used. The meaning of these grades is as follows:
- Year 12
 - October – a broad indication of a “working at” grade based on current data and work.
 - January – based on January mini-mock grade, which must be of A level standard, albeit based on a limited part of the syllabus.
 - June – based on April mock results plus any completed coursework
 - Year 13
 - October – based on any module results in legacy AS exams, estimated scores for any completed coursework and current A2 performance including the mini-assessment scores.
 - January – based on January mini-mock, which must be of A2 level standard, combined with AS module results and the estimated grade for any completed coursework.
 - May - based on April mock exam results, AS module results, any AS module re-sit mocks and the estimated grade for any completed coursework.
- 2.6 For BTEC level 3 subjects, distinction*, distinction, merit and pass are used. Grades are based on current data and work. This may include grades for any completed coursework or modules.
- 2.7 Where there are two teachers for a subject in the Sixth Form, it is expected that both teachers enter the overall grade achieved by the student. Details of the performance in the modules taught by each teacher are contained in the comment section.
- 2.8 Effort Grades
- Effort grades for all pupils are as follows:
 - Excellent
 - Good
 - More Effort Required
 - Effort grades are judged on the following criteria:
 - Punctual to lessons
 - Attentive when teacher is talking
 - Works well with peers
 - Stays on task
 - Work completed to best of ability
 - Willing to participate in teacher-led discussions
 - Asks questions if in difficulty
 - Polite
 - Behaves well
 - Brings all necessary equipment to lessons



- Acts on the teacher's advice and feedback
- Completes homework to the best of ability
- Completes homework on time
- Revises thoroughly for tests and assessments
- Evidence of independent study

3.0 TARGET GRADES AND TRACKING

- 3.1 In Years 7-9 pupils' performance is measured against their Midyis test. The attainment grades are compared to the grades predicted by Midyis. As well as tracking individual performance this information is used to analyse the performance of departments, classes, the whole school, girls, boys, scholars, gifted and talented students, SEND students and different ability tranches. In KS3 predicted or target grades are not reported to parents.
- 3.2 In KS4 and KS5 all pupils work towards an individual target grade. These are determined using prior data (Yellis - GCSE, Alis – A level) and previous performance in the subject. The target grades need not slavishly follow Yellis/Alis but the overall value added for any cohort in any subject must be at least +0.5 per pupil. The target grades are reported to parents and are used for tracking individual performance.
- 3.3 The Alis and Yellis predictions are also used to track whole school performance and various subsections of this, namely departments, classes, girls, boys, scholars, gifted and talented students, SEND students and different ability tranches.

4.0 POOR EFFORT GRADES AND/OR UNDERACHIEVEMENT

- 4.1 Where students receive a report showing a poor level of effort* and/or a low level of achievement** in relation to ability, supportive and/or disciplinary interventions are triggered (see Appendix A). A formal meeting following each report is held involving both Deputy Head Teachers, the Head of Year and the SENDCO and their professional judgement is crucial in identifying students in need of intervention and the best type of intervention for each individual.
- 4.2 *In Years 7-11 students with 3 or more "More Effort Required" grades are considered. In the Sixth Form students with 2 or more "More Effort Required" grades are considered.
- 4.3 **Students with a negative value of over 10 points compared to their predicted grades are considered.
- 4.4 All students review their reports and set targets with their tutor. Those showing significant underachievement are supported via mentoring/coaching (see Appendix B).

FORMATIVE ASSESSMENT

5.0 FORMATIVE ASSESSMENT

- 5.1 All teachers are expected:
- to mark pupils' work regularly (see Marking Policy)
 - to give both positive reinforcement and to set targets
 - to ensure that weaker students are given positive feedback



- to ensure that pupils understand how their work is assessed (i.e. the teaching of criteria)
- to ensure that praise and criticism are task-centred

5.2 Heads of Department are expected to keep abreast of recent teaching theory and trends and to implement effective formative assessment initiatives in their department. The following practices should be considered:

- Examples of good work available to students (either general or specific to a particular task)
- Peer-assessment, self-marking and spoof-assessment as methods for familiarising students with marking criteria
- Use of written feedback without grades
- Setting up of opportunities for teacher/pupil dialogue
- Methods of ensuring that students read, understand and act upon the feedback given e.g. Directed Improvement and Reflection Time (DIRT), tracking of targets
- Ensuring that students have the opportunity to act on feedback given through programmes of study that allow re-drafting and the opportunity to do further tasks using the same subject skills or the same subject knowledge.
- Ensuring that there is evidence of progression as a result of target setting

Last reviewed September 2019

Next review due September 2020



APPENDIX A

Reports show a poor level of effort

Both disciplinary and supportive interventions are triggered

DISCIPLINARY INTERVENTIONS

1st Time

- **Academic Intervention Level 1** (Saturday morning work session)
- letter home

2nd Time

- **Academic Intervention Level 2** (Saturday morning work session)
- Parents invited in to discuss with Head of Year and/or Headmaster to establish expectations

3rd Time

- **Academic Intervention Level 3** (Saturday morning work session)
- Parents meet with Headmaster
- Suspension and student returns to school under contract
- Written warning leading to permanent exclusion if no significant improvement after suspension

SUPPORTIVE INTERVENTIONS

One or more of the following interventions:

- Saturday morning revision support
- Directed study
- Help from SENDCO
- Daily meeting with a member of staff
- Weekly interim report
- Mentoring/coaching from HOY or tutor
- Report card
- Homework support after school (4-5pm)
- Attendance at departmental clinics
- Departmental mentoring/coaching and targets
- Resit assessment(s)



APPENDIX B

Academic Mentoring/Coaching



