



INSPIRATIONAL Box Hill School

ASSESSMENT, MARKING, FEEDBACK AND REPORTING

POLICY

The function of assessment is to ensure that every student is working to their full potential, to identify under-achievement and to promote the quality of teaching and learning. Furthermore, assessment has the potential to contribute to the development of a student's positive self-image and feelings of success through assessment for learning, which encourages further study. Assessment in its broadest terms can make a significant contribution to the raising of standards by providing:

- An improved focus on the quality of teaching and learning and monitoring student progress
- Greater clarity of objectives and expectations in the classroom
- Clearer understanding of school standards in relation to national standards
- Assist the student as a learner, through providing positive and constructive feedback
- Better appreciation among parents of how they may support their children's learning

Assessment can take place formally or informally, as a terminal event or continuously. It is an on-going process. Classwork, homework and coursework in written, practical or oral form can be assessed. Assessment is considered under the following headings in this policy:

- Remote work
- Teaching, marking and setting targets
- Homework
- Using data
- Recording assessment information
- Monitoring and supporting progress
- Involving students
- Communicating with parents
- Managing assessment

Remote work

Whilst students work remotely (eg. isolation, quarantine etc.), assessment, marking and feedback should aim to be as consistent with the protocols outlined in this policy. It is accepted, that remote assessment and marking is made harder, but every effort should be made to sustain a 'reasonable' level of feedback to each student in the circumstances. There are a variety of digital platforms to provide feedback including:

- School email
- Satchel One
- Programme and subject specific software (eg. Kognity)

Teaching, Marking and Setting Targets

Effective practice means:

- Ensuring pupils know what they are supposed to be learning, comparing their present performance with their previous performance and how they can improve. This often necessitates diagnostic and formative comments in books.
- Regularly stating strengths and setting targets in written and/or verbal feedback to pupils and providing mechanisms to check that these targets are met.
- Using a range of assessment methods confidently and appropriately, for example observing pupils, asking questions, listening, assessing written work, administering tests.
- Relating a student's performance to Year 7-9 assessment grades (using subject-specific criteria), (I)GCSE, A level or IB grade criteria, where appropriate to identify progress and enables students to reach higher standards
- Giving students the opportunity to identify and understand their preferred learning styles in different subject areas.
- Giving students the opportunity to engage in assessment for learning activities (eg. peer marking) so involving them in the process.
- Summing up a student's progress so far, in order to inform all interested parties (summative assessment).
- SMART target setting student performance using cognitive ability data and the professional judgement of the subject teacher recorded on the centralised monitoring sheets.

Marking has a fundamental role in helping staff reward excellence, diagnose difficulties and indicate how to improve the teaching and learning process. There will be variation in the marking of work between subjects, but each department has a policy that reflects the principles of the Box Hill assessment, marking, feedback and reporting policy. **See Annexes 1 and 2.** Effective marking practice means:

- Providing feedback to pupils about their work promptly and regularly, including both oral and written feedback where appropriate. However, marking must be manageable with some pieces marked in depth developmentally and others checked and ticked for satisfactory completion.
- Focusing the response on the learning objectives and criteria for success.
- Stating achievements and specific targets for further improvement and ensuring that students understand these and have time to reflect on comments and targets during lessons.
- Incorporating self-assessment and self-evaluation procedures within schemes of work and peer assessment where appropriate.
- Contributing to the development of the basic skills of spelling, grammar and punctuation.
- Monitoring the quality and consistency of marking within and between departments.
- Aiming for fortnightly written feedback. Oral feedback should be evidenced wherever possible. Provision for detailed developmental feedback should be made at least monthly. In the case of a long project, it is important that it is regularly monitored and marked by the teacher unless exam board rules forbid this.
- Consistent practice across classes and departments.

Homework

- Homework should be used to enhance students' learning.
- Teachers should not set homework for the sake of setting homework; tasks should be meaningful and should aim to promote further learning and investigation, or to consolidate existing learning.
- The homework timetable exists to avoid congestion; there are times when it may not be necessary/possible to set a piece of homework. However, students should have regular tasks to complete using the Satchel One platform.
- Homework expectations will differ throughout the school; Year 7 students will have less homework to do at evenings and weekends than a sixth former. Tasks for younger pupils will also focus on reading, discussion and creativity. Sixth form homework should get students used to the demands of further education.

Using Data

Students are offered a place on the basis of our entrance tests in English and mathematics. In addition, CABT baseline testing is used for students at strategic points – on entry for Years 7, 8 and 9 and in Years 10 and 12. This provides staff with a statistical assessment of each student from the beginning of the school year that can be considered alongside departmental assessments. Data is circulated to each Department. All of this information can be used to:

- Place students within teaching groups or group them within a class during the start of the year and plan work at an appropriate level of difficulty for each student from the start of the year.
- Give a profile of the range and ability within a group.
- Identify the exceptionally able or those who might struggle.
- Find relative weaknesses within the subject, both for cohorts of students and individuals, to inform curriculum planning for the new academic year.
- Compare the profiles of achievement with the baseline to give a notion of value added.
- Identify students who are more able, have special educational needs or those learning English as an additional language, early in their school career. This matter is dealt with fully in the Special Educational Needs policy.
- Identify least effective aspects of teaching by analysing performance of classes, which are then addressed through professional development.
- MIDYIS, Yellis and ALIS data is available and must be used as a benchmark for value added analysis.
- Inform planning of departmental schemes of work.

Recording Assessment Information

To record evidence of achievements, departments can use a wide range of styles and formats. Individual teachers must keep a detailed mark book to record class work, homework, tests, predicted grades and examination results. Departments should operate recording systems which:

- Record students' significant achievements on the basis of agreed criteria and whole school monitoring systems.
- Use records from previous teachers to plan work and to measure achievement.
- Keep evidence (e.g. in files/exercise books) in line with a defined departmental system.

- Use records and evidence to sustain a shared understanding of criteria.
- Heads of Department, working with members of their department, are responsible for developing appropriate methods of recording pupils' attainment and of storing coursework, in line with departmental practice on assessment.
- The attainments of an individual student must be readily available at Box Hill for both pastoral and academic purposes. Appropriate information must also be made available when he/she transfers to another school/college.
- Achievements in public examinations will be recorded and collated to be available as required by legislation.
- Store and use records in accordance with the Data Protection Act.

Monitoring and supporting progress

- Academic and pastoral staff should work co-operatively to share and use information effectively
- Target setting is part of the wider school system for checking the progress of students and ensuring they have the support they need.
- Students' progress is regularly and systematically monitored, with all assessments carefully scrutinised by Heads of Year and tutors, who have a key role in discussing the overall progress with students in their groups.

Involving Students

- All students should use Satchel One (and other school provided resources) systematically to keep themselves organised.
- Subject teachers should regularly provide students with opportunities to reflect and talk about their learning and progress and to make meaningful self-assessments at appropriate points in the course.
- Students should have regular opportunities to discuss progress and personal development with their tutor to raise their aspirations.

Communication with Parents

- A strong partnership with parents, based on regular communication helps students to achieve their best.
- Parents should be encouraged to support their child's learning (e.g. checking prep by means of Satchel One).
- The school provides regular opportunities for informal and formal parental communication.
- Formal reports to parents should be clear, consistent and comprehensive. They should include specific feedback. A schedule for reports and assessments is issued to staff annually.

Managing Assessment

- Assessment should enable departments to match the curriculum offered to the needs of the students, recognising the range of abilities in each class.
- Classrooms should be welcoming and supportive to students and styles of learning should be varied and provide for productive exchange and discussion.

- Opportunities and funding for professional development and training in line with school development will be provided for all colleagues to enable them to be aware of current assessment issues and methodology.

Grading Criteria and Reports

- Reports should be written according to the schedule outlined annually.
- Assessments should be entered according to the appropriate cohort schedule outlined annually.
- Criteria for Attainment and Attitude to Learning grades should be applied as set out below.
- Content for reports should follow the standards set out below.

<p>Assessment and Reporting</p> <p>Academic Standards and Grading Criteria Box Hill School</p>
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All assessments and reports are entered into iSAMS. The grading criteria which operate are indicated below. Heads of Department should ensure that consistency prevails within each department and that assessments/reports for students in shared groups are discussed departmentally. At all key stages the assessment criteria should be linked to the departmental marking policies. Those in turn should take account of the standards established by the external examination mark schemes at (I)GCSE, AL and IB. In Years 7-9 assessments and reports are linked to the assessment framework and departmental descriptors.

Assessments should not represent a surprise to the student. The standards that apply to departmental marking and to assessment for learning exercises should help the student identify the levels they are reaching, through their connection to the Assessment and Reporting standards. A subject teacher has the responsibility to ensure that pupils are made aware of their assessment grades for a subject.

Grading Criteria of Attitude to Learning for all Years with the exception of IB, AL and GCSEs:

Attitude to Learning:

- A Excellent Attitude to Learning
- B Good Attitude to Learning
- C Variable/satisfactory Attitude to Learning
- D Inadequate Attitude to Learning
- E Total lack of Attitude to Learning

See Annex 3

Grading Criteria for Reports and Assessment for IB

Attainment:

Attainment is identified on the scale below; Attainment grades indicate achievement in relation to IB standards as indicated below. Note that Grade 7 occurs with a far more limited frequency than an A at A level.

IB attainment is identified on a scale from 7 - 1

Attitude to Learning grades for IB and GCSEs:

- A Excellent Attitude to Learning
- B Good Attitude to Learning
- C Variable/satisfactory Attitude to Learning
- D Inadequate Attitude to Learning
- E Poor Attitude to Learning

See Annex 3

Grading criteria for reports and assessment at A level:

Attainment:

- Attainment is identified on the scale A*A, B, C, D, E, U
- Attainment grades indicate achievement in relation to A level standards
- Grades A*-E represent work of a standard likely to produce a similar A level grade at the end of Y12/13 if the current standard is maintained
- Grade U warns of attainment below that likely to produce a pass A level grade

Effort:

- 1 Excellent Attitude to Learning
- 2 Good Attitude to Learning
- 3 Variable/satisfactory Attitude to Learning
- 4 Inadequate Attitude to Learning
- 5 Poor Attitude to Learning

Grading Criteria for Reports and Assessment Years 10 and 11

Attainment:

- Attainment is identified on the scale 9-1
- Attainment grades indicate achievement in relation to (I)GCSE standards
- Grades 9-1 represent work of a standard likely to produce a similar (I)GCSE grade at the end of Y11 if the current standard is maintained.
- Grade U warns of attainment below that likely to produce a passing (I)GCSE grade.

Attainment Grading Criteria for Reports and Assessment Years 7-9

Attainment is identified on a scale of 9-1 and links to the departmentally devised assessment grids, which outline the necessary standards in terms of knowledge, understanding and skills required to attain 9-1 for each subject. This progressive model gives students a clear pathway towards the levelled GCSE programme. It must, however, be made clear that these levels are not based on any present or historical National Curriculum model. They are 'Box Hill School' levels and the criteria for each will be defined by each subject department. Furthermore, it must be made clear that a level 6, for example, in year 9 does not mean a student will automatically be on a level 6 in year 10. There is a different set of criteria at (I)GCSE.

Grades in red (grade 1 in year 7, grade 2 in year 8 and grade 3 in year 9) should rarely be awarded. If it is decided that a pupil is to receive a red grade, then this should be followed up with parents, clearly explaining why their child has received this grade.

Anticipated progress = 3 levels by end of year 9			
			Level
		Exceptional work*	8
		Year 9 levels	7
	Year 8 levels		6
Year 7 levels			5
			4
			3
	2		
			1

***Work of exceptional standard = top few percent of a national cohort but based on teacher's professional judgement. Awarded in a similar way to a grade 9 at GCSE (infrequently). Should be reserved for a small number of pupils per year**

Report writing standards

All staff should follow these standards:

The Box Hill reporting model is developmental in nature, with multiple reports running across two year programmes (GCSE, A Level and IB). For this reason, the focus of reports is linear. Concise comments are given every half term (known as the reporting period). These are colloquially known as:

- AUT1
- AUT2
- SPR1
- SPR2
- SUM1

The comments required will either be generic or specific, depending on the year group and the time of year. Specific comments are avoided when a parents' evening falls within the same reporting period. Instead, generic comments are used to outline the work on which the assessment grade is based. A generic comment will be the same for every pupil in the class. A specific comment will refer to the pupil individually and should comment on specific aspects of the work for that half term, as well as behaviour and attitude to learning where necessary.

Reports will also contain three grades, all of which need to be entered for each reporting period:

Target Grade

This grade is not needed for AUT1, as staff will not possess enough qualitative or quantitative data. From AUT2 onward, it is expected that this Target Grade will not change in the vast majority of cases. The Target Grade should be based on CABT data, as well as the teacher's professional judgement. A Target Grade is aspirational and is not a Predicted Grade.

Achievement Grade

Pupils will be given an Achievement Grade every half term. This should ideally be for an assessed piece of work, for which pupils receive feedback in class. The comment in your report should mention this assessment, whether specific or generic. The Achievement *and* Target Grades will be tracked on one line graph throughout the year. Parents will be able to clearly see progress (or lack of).

Attitude to Learning

It is vital that there is consistency across departments with this grade. Middle of the range (C or 3) should be the default, with pupils moving either side of this depending on their approach to their studies. Pupils not completing homework, distracting others or talking too frequently in class, should not be receiving a C/3 (**Annex 3**).

In addition to these comments, parents will also receive the following data (completed automatically by iSAMS):

- 1 Attendance
- 2 Number of academic, behaviour and co-curricular awards
- 3 Number of detentions

Tutor reports

Tutors should comment specifically on the overall picture in terms of academic performance and suggest areas to work on next term to improve performance. In addition, tutors should make sure there is an accurate summary of all the activities the student has undertaken this term at Box Hill – activities, sport – teams represented, Duke of Edinburgh, Round Square, music, drama and anything else that is notable within the Box Hill community.

It is essential that this is accurate. The tutor has a responsibility to check the report for obvious errors such as names wrong or spelling mistakes.

House parent reports (where appropriate)

Houseparents should comment on a pupil's day-to-day involvement in the boarding house and house activities. It may be appropriate to comment on the level of cleanliness of a pupil's bedroom, as well as general organisation of schoolwork and homework.

SLT reports

The Senior Management and Leadership Teams should write a brief summary of the report. This should comment on the overall picture and what, if anything, the pupil ought to be working on to improve for the next reporting cycle.

ANNEX 1

In common good practice, marking:

- Accentuates attainment positively (and avoids spoiling the appearance of the student's work).
- Should be in line with Box Hill examination grade criteria, although there should be flexibility to reflect individual departmental requirements and assignments. The mark schemes must enable students to understand their individual attainment.
- Is specific, accurate and fair and supported by standardisation.
- Is clearly identified to students in advance as primarily either for a formal assessment or developmental in purpose.
- Is applied to work that is both regularly set and promptly returned to pupils (within 2 weeks).
- Includes, where practicable, guided self-marking to encourage reflection on what contributes to successful learning.
- Supports where possible the development of key skills.
- Is applied where appropriate to oral work and the mark should be recorded.

ANNEX 2

In common good practice, feedback:

- Matches individual students' needs.
- Is clearly written, plain and concise; in oral form the feedback should be clear.
- Engages the student by its relevance, usefulness and progressive approach.
- Encourages good standards and pride in one's work.
- Gives praise and correction that are specific.
- Clarifies why marks/grades are allocated or withheld.
- Provides regular stimulus, target setting and support.
- Guides the pupil to action and sources of information as required.
- Is recorded so that progress can be monitored; this also applies to oral feedback.

ANNEX 3

Attitude to Learning descriptors:

Attitude to Learning	1/A	2/B	3/C	4D	5E
	Excellent attitude to learning	Good attitude to learning	Variable attitude to learning ; some good areas, but others need improvement	Inadequate attitude to learning	Poor attitude to learning
Approach to lessons	Outstanding. The student displays a visible desire to learn and regularly exceeds expectations.	The student is keen and participates in lessons	The student studies well with the motivation expected most, but not all, of the time.	The student is generally motivated but can seem disinterested at times.	Poor. There are areas for concern regarding the student's motivation.
Quality of homework	Outstanding. The student always produces homework of an exceptional quality.	Very Good. Homework is often of a high standard.	Homework ranges in grades but is normally of a satisfactory standard	Sometimes the student fails to hand in homework or produces work that is not of the expected level.	Homework is an area of concern.
Ability to meet deadlines	The student meets all deadlines.	Very Good. The student meets nearly all deadlines.	The student usually, but not always, meets deadlines	Some homework is late or work does not always meet deadlines in class.	Poor. This is an area of concern.

Oral contribution	The student always participates well in class in the most appropriate manner.	Very Good. The student frequently participates in class.	The level of participation is as expected at this level of development, but there is some scope for further involvement.	The student occasionally does not participate.	Below expected level. The student needs to participate more in class.
Presentation of learning	The student produces exceptionally well presented work.	Work is well presented.	Presentation is within the standard expected at this age.	The student needs to work on some areas of presentation skills given their ability.	Poor. This is an area of concern.
Independent learning	The student explores areas around the subject at hand and is self-motivated.	The student learns well on his/her own.	Once given directions, the student is able to complete tasks independently	The student often needs more direction than others when learning independently.	Below expected level. The student struggles to learn well without supervision.
Collaborative learning	The student works exceptionally well with others and deepens or extends both their own and others' learning as a result.	The student works well with others.	With direction the student works well with others.	The student works well with others with the occasional need for adult support	Poor. The student struggles to work well with others without supervision.
Organisation	The student shows extra initiative in their preparation for learning.	The student is well organised in preparation for their learning.	The student is usually well organised in preparation for their learning.	Sometimes the student is not sufficiently prepared for learning.	Poor. This is an area of concern.