



BURGESS HILL  
— GIRLS —

**Assessment Policy – Recording and Reporting**

**1.4.5**

(This document should be read with reference to the Senior School Marking Policy 1.4.6)

- Aim:** To facilitate effective teaching and learning throughout the whole school.
- Philosophy:** Assessment should be recognised by students and teachers as a positive purposeful experience essential for progress. Students should be encouraged to take responsibility for their own learning and work together with teachers to achieve their potential.
- Objectives:**
- To evaluate the effectiveness of teaching and learning for both teachers and students.
  - To assess the learning outcomes and specific skills identified in the curriculum.
  - To identify and provide evidence of the current level of attainment of each student.
  - To work together with the parents to enhance the whole learning experience of the student.
  - To foster self-assessment as part of the learning process in order to motivate students and teachers to build on their strengths and find strategies to develop weaker areas.
- Practice:**
- Students will be given clear guidelines so that they understand what is expected of them. They will be regularly involved in self-assessment and target setting. (*see appendix 1.4.5a and 1.4.5b*)
- Each Department will use a variety of appropriate assessment methods, clearly set out in Department Policies. HoDs will regularly monitor and review assessment practice. Each Department will have manageable and accessible recording systems.
- When appropriate, attendance at professional meetings where the moderation of examination work for GCSE and GCE 'A' level is discussed should be mandatory, on a rotation basis, for all those involved in such teaching, and the information gleaned should be 'cascaded' at the departmental meetings.
- Reports :**
- The cycle of written reports is combined with half-termly grades and parents' evenings to offer regular feedback to parents. Reports offer summative assessment through a combination of grades and comments: at KS3 grades are awarded for Attitude to Learning (AtL) and Achievement; at KS4 and KS5 Working at (WA) and working towards (WT) grades, based on GCSE and GCE syllabus criteria, as well as Attitude to Learning Grades, are used to monitor and track progress.
- Summer Term reports will also show % marks and/or grades, for examination and coursework. (*see appendix 1.4.5c*)

**Appendix 1.4.5(a) the Grading System and Target Setting (KS3)**
**Purpose**

- To support pupil learning and achievement.
- To encourage regular reflection and self-assessment by pupils.
- To provide regular feedback on effort and achievement to pupils, parents, Form Tutors and Heads of Section.<sup>1</sup>
- To facilitate regular monitoring by Form Tutors. Tutors review subject grades each half term. Pupils with difficulties across a number of subjects can be referred by Form Tutors to HoS.<sup>2</sup>
- To give pupils and parents a clear understanding of effort and academic progress – this should avoid any ‘nasty surprises’ at report, examination or parents’ evenings.<sup>3</sup>

**Rationale**

- Self-assessment and target setting are recognised tools for helping to support learning and improve standards within schools.
- Regular feedback on progress and potential will also help to avoid the disappointment of unrealistic expectations as both pupils and parents will be able to see the level of current achievement at GCSE, AS & A Level.

**Summary -**

	<b>First Reporting</b>	<b>Source of Grade</b>	<b>Periodicity</b>
<b>Attitude to Learning</b>	½ term - Autumn Term.	Based on the professional judgement of subject teachers. Reflects attitude to learning since the last grade report.	Each half-term thereafter.
<b>Achievement</b>	½ term - Autumn Term.	Based on the professional judgement of subject teachers and the results of assessments. Reflects level of achievement since the last grade report.	Each half-term thereafter.
<b>Self-Assessment &amp; Target Setting</b>	½ term - Autumn Term.	n/a	To be repeated at the discretion of individual teachers and/or Departments.

**The Attitude to Learning Grades**

The criteria for the attitude to learning grades 1-5 are based on the following aspects: concentration; organisation; quality of work produced; meeting deadlines; working independently; contribution in class.

**1 - Very Good**

- Very good concentration
- Very good organisation
- Consistently meets deadlines
- Consistently completes class and homework
- Strives to work independently
- Makes a positive contribution to the class dynamic
- Makes consistently valid contributions to discussion

**2 - Good**

- Good concentration
- Good organisation
- Meets deadlines regularly
- Produces good class and homework
- Generally attempts to work independently
- Makes a positive contribution to the class dynamic
- Makes good contributions to discussion

**3 - Satisfactory**

- Satisfactory concentration
- Satisfactory organisation
- Meets most deadlines
- Class and homework is satisfactory
- Makes some effort to work independently
- Supports the class dynamic
- Makes some contribution to discussion

**4 - Inconsistent**

- Concentration is inconsistent; sometimes distracts others
- Organisation is inconsistent
- Meets deadlines sporadically
- Class and homework lacks depth

- Rarely works independently
- May disrupt the class dynamic
- Contributions to class discussion is inconsistent

**5 - Poor**

- Lacks concentration and organisation
- Often misses deadlines
- Class and homework do not reflect the student's potential
- Unable to work independently
- Little or no participation or contribution to the class dynamic

**The Achievement Grades (KS3)**

- A -** Always shows a very good understanding of all of the material covered and consistently produces work of a very high standard.
- B -** Shows a good understanding of the material covered and usually produces good work.
- C -** Shows an understanding of the main areas covered and usually produces work of an acceptable standard.
- D -** Understands some of the material covered but can experience difficulties in producing work of the standard required.
- E -** Experiencing difficulty coping with the standard of work required.

**Pupil Self Analysis & Target Setting at KS3**

All Departments are expected to encourage self-analysis and individual target setting by pupils. The details that follow provide a framework for a recommended approach – but the choice of strategy is the responsibility of the Head of Department. Details of departmental strategies for the promotion of pupil self-analysis and target setting should be available within Departmental Handbooks.

The aim is to encourage self-analysis by the pupils who will themselves identify areas of their work in need of improvement, and set their own 'informal' targets.

It is hoped that this will promote pupils to take greater responsibility for their own learning and thus become more successful as independent learners.

The process will help to support assessment for learning and can inform comments made at Parents' Evenings and on written reports.

- The headings on the Pupil Self Analysis & Target Setting template have been adjusted to suit the needs of KS3 Geography and can be adapted for any purpose by different departments. They represent a 'first attempt' and should be modified as required.
- No attempt is being made to identify specific academic targets (e.g. against National Curriculum levels).
- What is being attempted is to promote individual self-analysis based on broad themes associated with the learning process in school. Improvement in which should lead to an improvement in overall academic progress.
- We wish to encourage pupils to share responsibility for their own learning using concepts and language they will understand.
- If there is disagreement between the teacher and the pupil on the nature of the target to be adopted this can be resolved through negotiation, but the concept is to encourage the pupil to take responsibility for the decision.
- The process can be repeated by Departments/Teachers as frequently as is desired in response to improvements made by individual pupils or in response to the needs of the programmes of study within each year.

On a practical level – the forms will be given to a class as a homework and will be stuck onto the inside cover of their exercise books. This can then easily be accessed by both pupil and teacher for future reference. The teacher can refer to the target adopted by the pupil when marking subsequent work. The pupil will be able to refer back to their own proposed target in the light of subsequent marking by the teacher.

**Appendix 1.4.5(b) The Grading System and Target Setting (KS4&5)****Purpose –**

- To support pupil learning and achievement.
- To provide regular feedback on effort and achievement to pupils, parents, Form Tutors and Heads of Section.<sup>1</sup>
- To facilitate regular monitoring by Form Tutors. Tutors review subject grades each half term. Pupils with difficulties across a number of subjects can be referred by Form Tutors to HoS.<sup>2</sup>
- To give pupils and parents a clear understanding of effort and academic progress – this should avoid any ‘nasty surprises’ at report, examination or parents’ evenings.<sup>3</sup>

**Rationale -**

- Target setting is a recognised tool for helping to support learning and improve standards within schools.
- Effective target setting needs to be focused on the individual, flexible, clearly understood by the pupils and based on accurate information about prior achievement.
- The system of Grades at BHSfG aims to achieve these goals by building upon established practice.
- In addition to Attitude to Learning Grades, three other pieces of information will be reported – MAG (Minimum Achievable Grade), WA (Working At) and WT (Working Towards).
- MAG, WA and WT will be available to parents and pupils, at all times, via the Parents’ Portal.<sup>4</sup> This will allow parents and pupils to see how much progress the pupil has made (the value added from MAG to WA), and how much there is still to be done (the difference between WA and WT).
- Regular feedback on progress and potential will also help to avoid the disappointment of unrealistic expectations as both pupils and parents will be able to see the level of current achievement at GCSE, AS & A Level.

**The Attitude to Learning Grades -**

The criteria for the attitude to learning grades grades 1-5 are based on the following aspects: concentration; organisation; quality of work produced; meeting deadlines; working independently; contribution in class.

**1 - Very Good**

- Very good concentration
- Very good organisation
- Consistently meets deadlines
- Consistently completes class and homework

- Strives to work independently
- Makes a positive contribution to the class dynamic
- Makes consistently valid contributions to discussion

**2 - Good**

- Good concentration
- Good organisation
- Meets deadlines regularly
- Produces good class and homework
- Generally attempts to work independently
- Makes a positive contribution to the class dynamic
- Makes good contributions to discussion

**3 - Satisfactory**

- Satisfactory concentration
- Satisfactory organisation
- Meets most deadlines
- Class and homework is satisfactory
- Makes some effort to work independently
- Supports the class dynamic
- Makes some contribution to discussion

**4 - Inconsistent**

- Concentration is inconsistent; sometimes distracts others
- Organisation is inconsistent
- Meets deadlines sporadically
- Class and homework lacks depth
- Rarely works independently
- May disrupt the class dynamic
- Contributions to class discussion is inconsistent

**5 - Underachieving**

- Lacks concentration and organisation
- Often misses deadlines
- Class and homework do not reflect the student's potential

- Unable to work independently
- Little or no participation or contribution to the class dynamic

**The Achievement Grades –****MAG – Minimum Achievable Grade (A\* - E)**

- Informed by nationally standardised baseline data generated by the YELLIS project. Does not change over the GCSE cycle.

**WT – Working Towards**                      GCSE - (A\* - D)                      AS- (A-E)                      A-Level (A\*-E)

A flexible, aspirational, but achievable target. At GCSE, WT is set initially at a level that must not be equal to or below the MAG grade. At AS/A-Level initial WT is determined by subject teachers informed by Alis project chances graphs. Subject teachers will review and update the grade as appropriate during the Attitude to Learning & Achievement grading process. Where teaching of a subject or module is shared by more than one teacher a single agreed WT will be reported.

**WA – Working At**                                      GCSE - (A\* - E)                                      AS- (A-E)                                      A-Level (A\*-E)

- Current level of performance based upon GCSE/AS/A -Level assessment. Initially it is possible that WA may start well below WT with the gap closing as the courses progress. As WA approaches/reaches WT, the target (WT) can be revised upwards as appropriate. Similarly WT can be revised downwards. It is an important principle of successful target setting that the targets are achievable.

**Summary –**

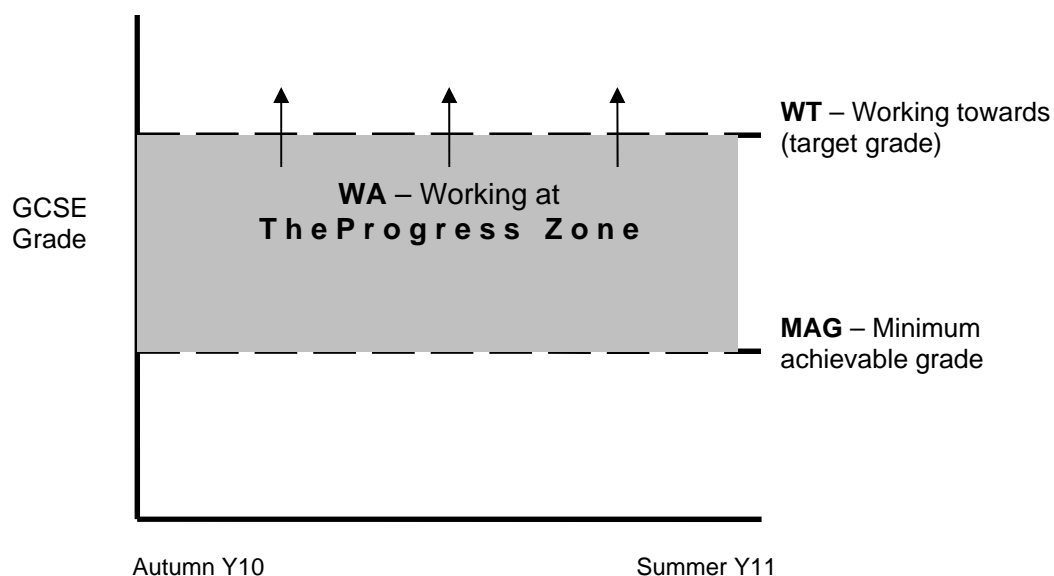
The grade system is designed to help pupils reach their potential in each of their subjects.

We aim to achieve a situation where parents, pupils and Form Tutors receive frequent and accurate information about individual student progress and prospects in each academic subject. MAG is the starting point for monitoring pupil progress, WA provides regular feedback on current levels of performance, and WT is a target for future achievement.

Over the life of an examination cycle a pupil should be encouraged to raise their WT by achieving consistently high or improving WA. WT should be used as a motivational tool to encourage additional achievement. It should not be seen as a predicted grade until the very end of the exam cycle.

The system is designed to be flexible enough to be used for regular feedback and for individual motivational purposes. It relies on professional judgment by individual teachers about the performance and potential of each pupil. WT must not become a ceiling to achievement, it should be a motivational tool and so some flexibility needs to be written into the system to allow teachers to use it in this way.





	<b>First Reporting</b>	<b>Source of Grade</b>	<b>Periodicity</b>
<b>Effort</b>	½ term - Autumn Term.	Based on the professional judgement of subject teachers. Reflects level of effort since the last grade report.	Each half-term thereafter.
<b>MAG</b>	End of Autumn Term (Y10).  Not reported at 6 <sup>th</sup> form at present.	Generated using YELLIS baseline data.	No need for subsequent modification
<b>WT</b>	End of Autumn Term. (Y10/L6)	Based on the professional judgement of subject teachers and informed by regular assessment.	Each half-term thereafter for the full examination cycle. WT can be modified at each grade reporting session at the discretion of subject teachers.
<b>WA</b>	End of Autumn Term. (Y10/L6)	Based on the professional judgement of subject teachers and informed by regular assessment. Reflects level of achievement against GCSE/AS-A2 criteria since the last grade report.	Each half-term thereafter for the full examination cycle. WA can be modified at each grade reporting session at the discretion of subject teachers.

**Appendix 1.4.5(c) Monitoring & Tracking Pupil Progress**

*(This document should be read with reference to the Senior School Assessment Policy (1.4.5))*

What follows is an overview of the whole school strategy for reviewing, recording and reporting pupil progress.

This reflects the aims and objectives of the Senior School Assessment Policy (1.4.5).

**Statement of Practice**

- All available baseline data is stored on the staff public drive with key data accessible through ISAMs pupil records. This includes MidYis, YELLIS, Alis and entrance examination results.
- A full schedule for the reporting of Grades will be published annually. The MAG grade will be included for Years 10 – 13.
- Spreadsheets of all grades entered on iSAMs, and all internal examination results for Years 7 – 11, are stored on the staff public drive. HoDs and Tutors use these for monitoring and tracking.
- Individual departments develop their own subject specific assessment procedures. Departments store results of topic tests and assessments on the staff public drive.