



SECONDARY ASSESSMENT POLICY

Revised – November 2020

To be reviewed – November 2021

Agreed by SLT

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, COBIS etc.
- Accurate recording and tracking of student assessment is vital in supporting and documenting pupil progress in all years, not just those assessed externally by Pearson Edexcel.

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

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.

Curriculum and Planning

- The Yearly SoW and Unit Plans should include concrete learning objectives and outcomes which are taken from the IGCSE Assessment Course Criteria
- These should take account of differentiated objectives/outcomes for pupils with identified Learning Difficulties (SpLDs), in line with their Pupil Passports.
- Summative Assessments should be used as appropriate for the subject and Key Stage, **but should take place at least once per half term.**
- A total of 4 assessments will be completed during one academic year (with 5 in Key Stage 3).
- A final summative assessment at the end of the academic year should be included within all planning, except in Year 11, 12 and 13 where students will sit for their IGCSE and A level examinations.
- The design, administration and evaluation of assessments will be the responsibility of the subject teacher(s) in consultation with other department members and should be available for review by the SLT by the end of September.

Learning Objectives and Assessment Criteria

- Teachers must 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 well as displayed on the Google Classroom 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.

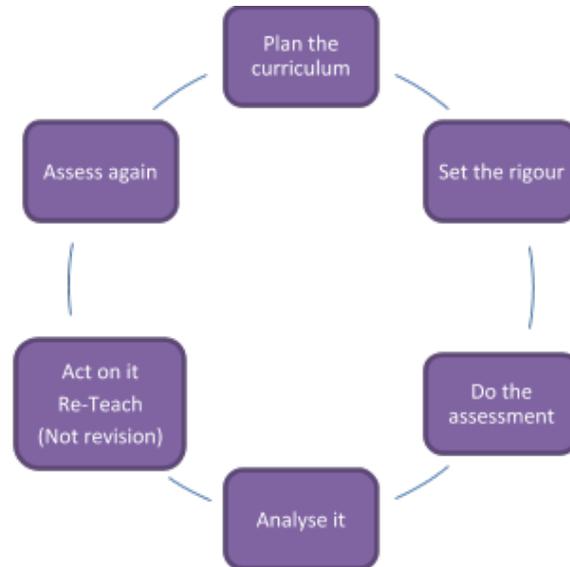
Marking & Feedback

- It is expected that teachers will give oral feedback during lessons as a matter of course.
- Workbooks and folders should be checked and dated, and feedback comments given at least once every three weeks (KS3 and 4 only).
- It is expected that there will be at least one task/homework that is marked against 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.
- ‘Tick and flick’ marking can be used for two out of three homeworks
- One in three homeworks, and other written assignments, should not be restricted to a simple ‘correction’ and/or a one word comment but include deep marking and include some form of student reflection:
 - 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 the teachers grade book on MIS.

In-Class Assessment

- Frequent quick formative assessments should be built into 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.
- It should be used to encourage students to become more independent in their learning and become more resilient and responsible with regards to their learning.
- 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.

The Cycle of Assessment



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 department, and the relevant document(s) updated to be shared with the Head of Section.
- Information in respect of individual performance should be shared with parents at Parents' Evenings and in the Termly Academic Reports.
- This information will also be saved on Engage and made available to all teaching staff.

Recording and Reporting of Assessment

- In each subject, a total of five summative assessments will be completed during one academic year, plus a final End of Year Assessment.
- Each assessment will be recorded on the Engage Tracking Module, in accordance with the agreed termly deadlines.
- The assessment score will be entered as a percentage so that the raw score can be used to inform a final grade should examinations be cancelled.
- At any given time during the academic year, the Current Working Grade (CWG) is accessed on Engage.
- The CWG, using +, - or nothing to indicate a more precise grade, is strongly informed by an average of all assessments completed up to that date and time, along with the teacher's overall view of where that student is.
- At the start of the year before any subject assessments have been done, their CWG is based on their Start MEG (See below)
- At the end of the year, a student's CWG is heavily influenced by the score made up of 50% of the 5 assessments (or as many of the assessments completed) and 50% of the end of Year assessment.

- The end of year assessment in Year 7, 8 and 9 is set by the subject teacher, in collaboration with other members of the department where possible, based on topics covered through the academic year and will take place during an 'exam week' in June.
- The end of year assessment in Year 10 is set by the subject teacher but is based on a past exam paper (or past exam questions) set by Edexcel on topics covered through the academic year.
- All end of year assessments are to be checked by Heads of Sections before use.
- All MEG and assessment grades are to be made available to senior staff as and when required.
- In KS4 and KS5 a predicted grade will be added to the reports in order to set each individual student a target minimum grade for their exam.
- Regular summative assessments will be set and published in the school calendar for each year group, with all assessments taking place over a two week, timetabled, window to ensure that students are completing no more than two assessments each day. Each Student's performance will be reported to parents on a regular basis via Parent, Teacher, Student Meetings (PTSM) and school reports.
- Homework Grades and feedback will be recorded regularly via the teachers' mark book in Google Classroom and be made available to teachers, pupils, parents and senior staff as and when required.

Target Grades/Minimum Expected Grades

- When arriving at BSG all students will be assessed using the CEM online baseline tests.
- All students in Year 7, and new students in Year 8 and 9, will complete the CEM MidYis baseline assessment.
- All students in Year 10, and new Year students in Year 11, will complete the CEM Yellis baseline assessment.
- All students in Year 12 will complete the CEM Alis baseline assessment.
- CEM assessment data, previous academic reports, educational psychologist reports and teacher judgements are used to create the BSG Minimum Expected Grades (MEG) for all students in each subject and in each year. (This grade is a prediction of their minimum grade expected in their final IGCSE exam).
- This grade will be a grade based on a 9 - 1 numerical scale.
- All MEG grades are to be discussed and agreed on with Section Heads.
- Any changes to the MEG must be conveyed to the HoS with written explanation of changes.
- Subject teachers should set, or encourage each student to set, a target grade, which is above their Minimum Expected Grade (MEG) as they see fit.
- This grade may be adjusted based on teachers experience and knowledge of the student at any time during their academic careers at BSG.
- Any request to adjust a student's target grade should be raised for discussion in section meetings with their Head of Section.
- A record of any changes must be made in the MEG student log.
- At the end of the year, the expectation is that each student should have reached, or exceeded, their MEG.

- Students need to hit their MEG each year to remain on target of achieving their Minimum Expected Grade in Year 11.
- Students will be colour coded based on their Classwork, Homework, Effort and Attitude:
 - Red: Unsatisfactory
 - Orange: Satisfactory
 - Green: Good
 - Blue: Excellent
- Students who are highlighted in red would be placed under review by the subject teacher and HoS.
- An agreed learning plan will be put in place with set targets with clear objectives and review dates.

Recording of Assessment

- Teachers will place class tests and formative assessment grades in their Teacher Class Books, or Google Classroom or Google Drive
- Teachers will place their five assessment grades/percentages into the tracking overview document on the Google Drive/Engage along with their end of year assessment grades/percentages for Key Stage 3 to Year 10.
- Grading and written feedback (where appropriate) will be entered into Engage for access by students, parents and staff.
- Grading and feedback will be recorded in the termly Class Review in Term 1 and Term 2 for each year, prior to a PTSM.
- Teachers are encouraged to adopt manageable recording procedures using all of the above but are not obliged to record everything completed in their classes.
- If a teacher is in doubt, they must check with their HoS for clarification.

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 in the reporting class mark sheets on Engage.
- 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 (IGCSE criteria) 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.
- Assessments must always be written so that the full range of ability is tested. For KS3, percentages achieved will then be translated into grades 1 - 9 depending on the % achieved. 90%+ being a grade 9, 80- 89% grade 8 etc (with some room for movement where a test is seen as easier or harder than initially intended). For KS4 it will depend on the subject's grade boundaries.

- It is acknowledged that these summative assessments are a “snapshot” 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 weeks notice should be given for summative assessments.
- Summative assessments should be “advertised” on Google Classroom 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 from the agreed bank of assessments.
- KS3 assessments should include IGCSE style content, questions and structure

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.
- 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.

Reporting of Grading

- Academic reports will be issued for all students at the end of each semester.
 - At the end of the first and second terms teacher comments will be in the form of personalised drop-down comments.
 - The final end of year report will include full written comments from all subject teachers and form tutors.
- Deadlines for the academic reports will be advertised in the school calendar.
- For evaluation of ‘Homework’, ‘Classwork’ and ‘Effort and Attitude’, It is understood that teachers sample a range of a pupil’s work and as such will use some judgment when entering final grades.
- As well as the assessment grades, reports will include a ‘Working grade’ which allows for the teacher to apply some discretion if required. For students at the top of a grade boundary a + should be added (such as 5+). For students in the middle of the boundary just the grade (such as 5) and for those at towards the bottom of the boundary a - should be added (such as 5-)
- A grade of 5 is a satisfactory achievement which demonstrates a good understanding of the required knowledge or skill.
- A grade of 4 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 4 should be forewarned and engaged in dialogue with the school prior to receiving the child’s report.

- Any teacher awarding a grade below a 4 should highlight this at the class review meeting along with an account of any relevant action which has been taken to improve learning.
- For Key Stage 4 and 5, a predicted grade will be produced for each student. On the academic report this grade will be noted for each subject along with a performance indicator high relevant to the target grade.

For students who are the top of a grade boundary a + should be added (such as 5+).

For students in the middle of the boundary just the grade (such as 5)

For those at towards the bottom of the boundary a - should be added (such as 5-)

- Comments should be encouraging in tone.
- Comments on what students should do to improve are mandatory.
- Additionally teachers may highlight good or poor performance.

Evaluation of Assessment Data

- It is the responsibility of senior staff to clearly explain the assessment report and the meaning of minimum expected 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 minimum expected grades against performance.
- It is this analysis that will be published to outside parties as a performance indicator for the school.