



ASSESSMENT AND REPORTING POLICY

Assessment is carried out to meet statutory and Awarding Body requirements and to provide pupils and parents with summative and formative feedback on progress. Assessment can be sub-divided into internal and external components.

Internal Assessment

Internal assessment is carried out for all Year groups and is normally formative and diagnostic in nature. There are mid-year examinations for all Year groups in January with reporting taking place in February and end of year examinations in May with reporting taking place in June.

As part of internal summative assessment:

Heads of Department

Will coordinate the creation of internal examination papers for each year group. Ensure consistent marking, collate departmental results and set internal grade boundaries.

Class Teachers

Will mark internal examinations and update the departmental results spreadsheet with marks. When internal grade boundaries are set teachers will write an academic report including comment when applicable.

Head of Year/Assistant Head of Year

Will overview individual reports and comment on areas of improvement. Overview rank order data where applicable.

ICT Co-ordinator/Assistant ICT Co-ordinator

Will update the Assessment Manager system for each examination session results set and create subject and overall rank orders for Heads of Year / Heads of Department.

Formal Examinations

In May / June of each year internal examinations are held for Years 8 – 11 and reporting, with comments, takes place in June.

Formal examinations are supplemented by on-going homework and tests under the direction of the class teacher(s) involved and the appropriate Head of Department.

Reporting

Reporting to parents / guardians is integral to the school's assessment arrangements. Reporting takes place within the framework of the DE2009 reporting regulations.

A reporting schedule, linked to the internal school examinations is created by the Vice Principal (Academic). In addition to curriculum assessment the external report also contains information on attendance, punctuality, interests, and strengths (June only).

SEN

A uniform designed A4 examination paper booklet is used to ensure inclusivity for pupils with Special Educational Needs and extra time is built into the examination timetable when appropriate.

Review of Assessment Arrangements

The Leadership Team reviews the school's assessment arrangements annually. Heads of Department, Heads of Year and other teachers are involved in decision making as appropriate.

Gifted and Talented

The school does not keep a formal Gifted and Talented register due to its inherently selective nature. Some students may complete up to 10 GCSE full courses. Students studying Additional Mathematics will complete GCSE Mathematics in Year 11. Students are encouraged to extend their learning through a range of strategies at departmental level.

The emphasis in Key Stage 5 is unashamedly directed towards enabling our students to apply with confidence to Oxbridge and Russell Group universities. Early in the autumn term of Year 13 a selected cohort of pupils will be formally encouraged to aim for highly ambitious academic goals. The school has a varied and purposeful Enrichment Programme and has enjoyed great success in the promotion of residential courses designed to facilitate Oxbridge and Russell Group entrance.

External Assessment

Assessment at Key Stage 3, GCSE, AS and A2 and a range of other examination types (e.g. Key Skills, Young Enterprise) provide external recognition of progress. Performance in each of these examinations is communicated to staff, pupils and parents.

It is the responsibility of the teacher(s) concerned for each class and the appropriate Head of Department (or other designated member of staff) to ensure that pupils are prepared for the assessment and that all entry and other requirements are completed as instructed by the Head of External Examinations or Principal / Vice-Principal.

At Key Stage 3 all pupils are assessed in Communication and Using Mathematics as required by DE and reported to CCEA. The results are reported to parents in the Year 10 June Report.

Coursework and Controlled Assessment for external examinations are carried out internally and are conducted in accordance with the guidance and requirements

detailed in the Controlled Assessment Policy. A Coursework and Controlled Assessment Timetable document is created and published on the school website annually.

A Coursework Appeals Policy relating to internally assessed formal GCSE and A-level Controlled Assessment / Coursework complements to the Assessment Policy.

Quality Assurance Strategies

The school uses a number of quality assurance strategies to review the quality of assessment across the school. These include but are not exclusive to:

- Review of Pupil Books and iPads
- Pupil Pursuit activities
- Bi-annual review of examination papers

Key Stage 3

Assessment Arrangements

Use of CAT4 Benchmark Data

Year 8 pupils will complete the CAT4 assessment process in early September. Information compiled by this assessment process will be supplied to Heads of Year and Heads of Department to support the pupil target setting process, Departmental targets and the learning styles of cohort/pupil.

Internal Assessment

In addition to class teacher led assessment during the academic year, Departments assess Year 8, 9 and 10 pupils using two core assessment tasks per term. Results of these core assessments are reviewed by the Head of Department and contribute to the final summative assessments both in January and June.

Baseline Data and Annual Performance

A pupil's examination and rank order data is stored for each exam session and reviewed against baseline data. This information is used to inform both the Target Setting process and predictions made at GCSE and A-level.

Following each examination season, standardised data is produced and reviewed by Heads of Year. The data analysis is used to provide support and identify those gifted and talented pupils. Heads of Year / Department are able to review examination performance analysis and trends based on previous pupil data. For example, at the end of Year 10 a Head of Year can analyse data from six examination seasons alongside CAT4 to create an informed picture of performance.

Target Setting at Key Stage 3

All pupils engage in a Target Setting process that involves an initial series of stages including self-review, the agreement of targets and strategies with subject teachers and an interview with a Class Tutor following each examination season. Heads of Department and Heads of Year have a global overview of targets and attainment as part of the pupil tracking process.

Assessment Timetable

Term1

During the first term pupils are issued with the homework timetable and information regarding subject specific core assessments. Two core assessment tasks are completed, and the results recorded in central resources. A midterm audit is carried out in November to review progress in all subjects.

Term2

Pupils sit summative examinations. Marks from these examinations combined with the core assessments make up the final mark and grade that is reported to parents in February. During Term two an additional two core assessment tasks are completed and included in the June report.

Term3

During term three pupils complete two further Core Assessments. Results are recorded centrally and reviewed against previous and Core Assessment data. The summative report is made up of 20% core assessment and 80% final examination.

Key Stage 4 & 5

Assessment Arrangements

Baseline Data and Annual Performance

A pupil's examination and rank order data is stored for each exam session and reviewed against baseline data. This information is used to inform both the Target Setting process and predictions at GCSE and A-level.

November Assessments

Year 12-14 pupils complete in class assessments which are reported on along with the pupil's target grade.

Following each examination season standardised data is produced and reviewed by Heads of Year. The data-analysis is used to provide support and identify gifted and talented pupils. Heads of Year / Department are able to review examination performance analysis and trends based on previous pupil data. For example, at the end of Year 11 a Head of Year can analyse data from eight examination seasons alongside CAT4 to create an informed picture of performance.

Key Stage 4 Annual Performance Review

Where there is evidence that a pupil may struggle to achieve at least a grade C in the GCSE examinations in a particular subject or subjects at Higher Tier (the normal level of entry) the school may choose to enter the pupil at Foundation Tier. Pupils will only be entered for Foundation Tier if a Grade C pass is deemed more likely by taking this course of action. Parents will be kept fully informed.

Additionally, where progress in a particular subject is very limited and evidence suggests that a pass at GCSE, AS or A2 (or other examination type) is very unlikely, the school may recommend a pupil is withdrawn from the subject concerned in advance of the examinations. This is a very rare occurrence and parents will be kept fully informed if this course of action is proposed.

Target Setting Process KS5

All pupils engage in a Target Setting process that involves an initial series of stages including self-review and the agreement of targets and strategies with subject teachers. Key stage 5 pupils receive a follow up interview with a member of the School Leadership Team to finalise targets for both AS and A2. Heads of Department and Heads of Year have a global overview of targets and attainment as part of the pupil tracking process.

A limited number of pupils whose progress at AS has been judged a matter of concern will be monitored individually by one of the Senior Teachers.

Term1

Pupils and Parents are issued with the Controlled Assessment & Coursework Timetable for the year. A midterm audit is carried out in November to review progress in all subjects.

Term2

Term 2 begins with summative assessment in January covering content studied from September - December. Reports are issued to parents in February with comments on Year 12 - 14 reports. An annual performance review takes place during February when Heads of Department review pupil progress with the Head of Year and advise on adjustment of tier entry.

Term3

Year 11 sit formal internal examinations in May and parents receive a summative report (including comment) in June.

Year 12-14 Pupils prepare for their external examinations and commence study leave in early May. The timing of KS4&5 study leave is decided by the SMT and communicated to parents via email.

Related Policies:

Gifted and Talented Policy
Coursework Appeals Policy

