



Policy

Assessment and Reporting

This document outlines the school's approach to the setting and assessment of work set other than for the purpose of exam assessment, which is covered in the 'Controlled Assessment' policy; it also covers the principles and processes for reporting to parents.

1. Fundamental principles of assessment

a. The overarching principles are as follows:

- students must be provided with tasks within and beyond the classroom that contribute constructively to their learning;
- the purpose of assessment of those tasks is to monitor the progress of student learning and achievement;
- the assessment should produce coherent feedback for students, parents and external institutions where necessary;
- the feedback should be in a meaningful form that allows students to understand how to improve further;
- students must interact with that feedback in order to progress;
- feedback must be used to inform curriculum and assessment review

b. In setting and assessing work, the school recognises that students:

- may have different strengths and approaches to their learning;
- will have varying cultural experiences and expectations;
- need to know their achievements and areas for improvement in the learning process and, therefore, need to receive feedback that is positive and constructive

c. Assessment, therefore, should:

- account for differences in ability and approach;
- provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- measure what students understand, what they can do and what they know;
- be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- be on-going and reflective;
- allow students to evaluate their progress and set targets for improvement;
- allow the school to evaluate the measure of success in meeting specific learning objectives;
- be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to a multicultural and increasingly complex world.

d. Different departments will, by necessity, need to employ varied approaches to the setting and assessment of work, and to the provision of feedback. Heads of Department are



responsible for adapting the guidelines below to the needs of their subject, and must produce, publish and be able to justify a clear policy stating their departmental approach and, if there are variations from the details below, why they are in place. The overarching principles above must, nevertheless, be followed, with adherence to the requirements of particular programmes (such as IB DP and IB MYP), and departments must be able to demonstrate that this is the case.

- e. Heads of Department are responsible for monitoring and managing teachers' adherence to school and departmental policies relating to this or any other academic matter.

2. Assessment practice

- a. The prep timetables, as published by the Head of Lower School and the Head of Middle School indicate when Lower and Middle School students should be doing prep and how long it should be: teachers should follow the directives of these timetables to ensure an appropriate amount of work is set at the correct time
- b. Written work must be set regularly where and when it is appropriate to the course or unit of work
- c. When setting prep, the following guidelines should be observed:
 - Form 6 A-level, Pre-U or BTEC students should expect a total of four hours of prep per week in each subject per block in which it appears;
 - Form 6 A-level, Pre-U or BTEC students should expect a total of six hours of prep per week in each subject per block in which it appears;
 - IB DP students should expect three hours of prep per week in their Higher Level subjects, and one and a half hours in their Standard Level subjects
 - Where students are engaged in longer project work, or working towards an internal assessment, this should be set instead of normal prep, and not in addition to it.
- d. Tasks set for prep should be meaningful and contribute significantly to the students' progress in that course, and demonstrably develop or reinforce subject knowledge or skills, or ATL skills; they may arise from the material covered in that lesson or for example, comprise preparation required for future lesson or test, a review of earlier work, deliberate practice of a skill, or 'flipped learning' preparation for a lesson; they should, in brief, contribute to the learning journey for the students
- e. The purpose of prep should never be to fill time: in particular, setting it solely because of a perception that HMs expect students to be busy during prep time is never appropriate – it is reasonable for that time to be used for reading or other independent study
- f. Tasks may include any activity that legitimately contributes to their progress, but teachers should be aware that students may only have limited access to technological or other aids, and must take account of this in their planning; for example, if students need a web-based resource for a prep, teachers should ensure that a link is sent no later than the end of the lesson in which the work was set
- g. Finite rather than open-ended tasks are frequently preferable; if an open-ended task is set, guidance should be given as to the length of time a student is expected to spend on it, and how they should be done: a particular example is a prep involving the production of a poster, which should be set sparingly if at all
- h. 'Note taking' preps should not be set without clear and appropriate guidance given to students on how this should be done

- i. When a learning prep is set, teachers should be sensitive to different approaches that may be more effective for individual students, and avoid mandating a particular style unless this is demonstrably appropriate
- j. If the work is set in class, students must be given sufficient time to record preps in their organisers
- k. All assessment in IB programmes, and wherever possible in other programmes, is criterion-related and grade based.
- l. IB MYP and IB DP make use of distinct schemes and subject specific criteria. The final grades of both the MYP and DP are out of 7; in the MYP each grade is further broken down into a combination of achievement levels (out of 8) over the four relevant subject criteria. Grade boundaries are applied to determine the final MYP grades out of 7; for example, a student needs to achieve a total of at least 28 out of 32 across the 4 criteria levels in any Language B phase in order to receive an MYP grade 7 (please refer to your subject guide and *MYP: From Principles into Practice* documents for further guidance).
- m. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
- n. Each criterion-based assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, by using effective differentiation strategies that take into account students' prior learning or by formulating assessment tasks that fully evaluate a limited number of strands
- o. IB DP Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
- p. For the IB MYP, students must be provided with their own copy of the relevant MYP assessment criteria for each subject in each summative assessment. Students must be forewarned which criteria will be used by the teacher to evaluate any work submitted for assessment. Teachers should help students understand what is required of them to fully fulfil the criteria for a particular piece of assessed work. Teachers will clarify to the students what criteria is being assessed by each task and how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria levels of achievement descriptors with task-specific clarifications. A well-constructed rubric should:
 - support learning by providing clear guidance;
 - provide transparency to the process for students and teachers;
 - provide clear, measurable evidence of learning;
 - link generic descriptors and their relevant MYP command terms to task-specific clarifications.
- q. For the IB DP, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfil the criteria for any particular piece of assessed work.
- r. All awarded marks, grades or levels of relevant assessments should be recorded by the teacher, and Heads of Department should ensure that these records are kept up-to-date.
- s. For the IB MYP, evidence of formative assessment in preparation for summative assessment should also relate to the relevant subject criteria. Both formative and summative assessment will occur within a single grading period.

- t. Any completed summative assessment tasks should, unless there is good reason otherwise, be graded and returned to students within a week of school time.
- u. For any formative assessment tasks or where a piece of summative assessment work is being produced over an extended period of time, teachers should provide ongoing feedback as appropriate.
- v. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was inconsistent or of a considerably lower quality, teachers might consider reducing the overall performance to a lower level band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.
- w. When returning to students their assessed work, it should be appropriately annotated and commented upon: comments should be of an analytical and constructive nature, enabling students to reflect effectively and productively on their work; however, it may be more appropriate to give feedback to a whole class, or for students to annotate their own or each other's' work; lengthy feedback is not, by default, better than short: but rather the ability to learn from the feedback offered is key.
- x. Whilst feedback and action points for improvement or developing learning are of the highest priority, it will in some cases be appropriate to award one or more grades or marks to a piece of work (in particular, in the non-IB programmes of study): students should be able to understand how these were awarded, and their teachers must provide clear guidance on this which should be available to students in a printed form; it should also be clear how their performance relates to qualification-specific measures of achievement.
- y. Students should have the opportunity to reflect on their assessment and discuss it with their teacher by responding to their marking.
- z. All awarded marks, grades or levels of relevant assessments should be recorded by the teacher, and Heads of Department should ensure that these records are kept up-to-date.
- aa. The outcomes of IB assessments should be recorded via the ManageBac system.
- bb. Teachers must be proactive in addressing issues relating to late, poorly-presented or missing work: a range of sanctions exists, as outlined in the Red Book, and teachers should use these consistently in support of their classroom management and of the wider culture of high expectations across the school.
- cc. The school places particular focus on Language learning and considers every teacher to be also a language teacher. Teachers should, therefore, whatever their subject, point out errors of English in students' work and take appropriate steps in developing deeper understanding of the subject specific terminology and vocabulary of their students. (For further guidance please refer to the school's Language policy).
- dd. If a teacher suspects that a student is guilty of malpractice, he/she should not be awarded a level of achievement; the matter should then be addressed as described in the Academic Honesty Policy.
- ee. In the Upper School, students will sit 'Subject Cohort Assessments' (SCAs) a number of times across the year, according to the school's assessment calendar. These should be set and assessed relative to what could reasonably expected of students at that point of the course, and should enable students to access the full range of grades. Results of SCAs are RAGged against Alis indicative grades and, in the event of underperformance, departments

provide specific interventions, primarily focusing on what the student themselves can do to improve. SCAs are not reported home.

- ff. HoDs are responsible for ensuring that criterion-based assessments are standardised. This process should begin at the planning stage of the units of work, continue through its delivery and once it has been completed, to ensure the quality and reliability of the assessment. Where appropriate, students can and should be used in the standardisation process.

3. Reporting

- a. The purpose of the reporting system is to provide parents with timely and accurate information about the progress of their children’s education, and to encapsulate a record of progress for students as they move through the school.
- b. Reporting is made through Progress Reports (‘PRs’) which are, in general, written twice each term and sent to parents. These comprise subject-specific grades relating to academic performance and effort, together with a comment from the teacher. In addition, an internal Progress Report is produced early in the school year to alert tutors or other colleagues to any academic issues. All academic reports refer to the period since the last report. Reports are not written to cover periods where courses have already been completed or where insufficient lessons have been taught to render a report meaningful, for example where Examination Leave comprises a significant part of the reporting period. Reports will be written even in close proximity to a Parents’ Evening, as they form a formal written record of progress.
- c. For IB MYP years, a summary of final MYP grades is reported at the end of each academic year: it is anticipated that, as IB MYP is implemented, this will replace the Examination Order
- d. Grades are awarded as follows:
- Attainment grades reflect academic performance in that subject relative to what would be expected from a student in that stage in their academic careers; notionally, they indicate a student’s likely final grade if they continue progressing as at present
 - In Forms 3 and above, the levels relate to performance in the public examinations for which the students are being prepared; this also applies in Form 3 even if the student is not intending to pursue the subject at GCSE or IGCSE (for example, 9-1 for GCSE, 7-1 for IB DP, D1/D2/D3/M1/M2/M3/P1/P2/P3 for Pre U, and so on)
 - In the Lower School, the levels relate to generic descriptors (detailed below) which are supported as appropriate by descriptors specific to the subject in question; these descriptors may also be specific and distinct for Lower 1, Form 1 and Form 2

Attainment	Descriptor
Outstanding	Consistent and thorough knowledge, understanding and skills, applied with fluency and originality, and in a wide variety of situations. Work produced and contributions in lessons are of a very high standard.
Very Good	Secure knowledge, understanding and skills, and mostly successful in their application in a variety of situations. Work is of a high standard with some insight and originality in evidence.
Good	Sound knowledge, understanding and skills, and able to apply them in normal situations. Work is of a good standard.
Intermediate	Inconsistent knowledge, understanding and skills, with difficulties in some areas. Able to apply the ideas with some assistance.
Low	Limited knowledge, understanding and skills, with difficulties in applying them even with assistance.

- These grades will be replaced by IB MYP grades with appropriate achievement descriptors once the implementation of IB MYP is complete; until then, grades will continue to be reported as above
- The final IB MYP grades are as shown below: these are supported as appropriate by specific criteria for the subject or group in question:

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

- Effort grades for performance in class and in prep are reported using a three-point scale: two ticks (indicating exceptional effort), a single tick (indicating the effort that would be expected of an Oakham student), or a cross (indicating an effort below normal expectations)
- Behaviour, together with punctuality and organisation, is reported on a three-point scale: 'Good', 'Inconsistent' or 'Unacceptable'; the latter should not be awarded without the tutor having been advised ahead of time

- Grades are not to be used as rewards or sanctions: they must tell the truth about the student as accurately and as honestly as is possible, and it is appropriate to use the whole scale for attainment if required; grades may need to be justified at a later date
- e. Following an internal examination, an Examination Order document will be produced:
- For the internal examinations in Forms 4, 5, 6 and 7 (end-of-year, January mock, start of summer term, January mock), the examination order replaces and subsumes the corresponding Progress Report at that time. The grades will reflect actual performance in the sitting of the exam, according to the grading regime of the qualification in question; these will include diagnostic comments about the exam performance and how to improve, as well as more general comments about progress in line with an ordinary Progress Report
 - For Forms L1, 1, 2 and 3, the Examination Order is produced in addition to the normal PR produced at the time. It will include only grades or marks as appropriate, without comments from teacher
 - During the IB MYP implementation phase, selected end-of-year exams for Forms L1 to 3 will continue, but only for subjects agreed by the Head of Lower School and HoDs; subsequently, these will be removed as IB MYP assessments are introduced and, ultimately, there will be no Examination Order
- f. It is appropriate and expected that the full range of grades will be accessible and may be used. If a low grade is likely to be awarded (for example, 0,1 or a 2 in IB MYP, a D/E/U in A-level, a 3 or below at GCSE; or, alternatively, a grade significantly lower than would be expected for the student), parents should have been forewarned and all interested parties, including tutors, HMs, Heads of Section and DP/MYP Programme Coordinators alerted. Appropriate interventions and strategies to help the student improve their attainment should be put in place.
- g. Heads of Department are responsible for ensuring that departmental colleagues understand and use the reporting systems correctly to report performance in their subjects.
- h. Elements of the Total Curriculum, such as sport, service, musical instruments and so on, are reported on by a comment on the Progress Report at the end of term.
- i. Students complete two self-appraisals on their end-of-term report, reflecting on aspects of their academic and activities programmes.
- j. Teacher comments (a maximum of 90 characters for the first PR in the term, and 280 characters for the second) are obligatory on all PRs: these should be diagnostic and specific to the student.
- k. Tutors add a comment to their tutees' reports, and Housemasters add a comment on the end-of-term reports; a final comment is contributed to the second report by a member of SLT on a rotational basis.
- l. Tutors are responsible for ensuring that reports are fit for publication, by checking for errors in spelling and grammar and for any omissions; subject teachers are responsible for the factual accuracy of reports and should also check that their comments are free from error before they are sent to tutors.

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