



# ASSESSMENT AND REPORTING POLICY

*This policy refers to Wellington Senior School*

Headmaster	Eugene du Toit
Author	Dr Holly Barker - Deputy Head (Academic)
Date reviewed	September 2021
Date of next review	September 2022
Website	Yes

This policy will be monitored by the Deputy Head Academic who reports to the Headmaster and by the Academic Committee for the Governing Board.

## Purposes of Assessment

The purposes of assessments at Wellington School are:

- to measure the attainment and progress of pupils
- to identify weaknesses in a pupil's understanding, factual knowledge or skills in order to remedy them in future teaching
- to enable pupils to understand what they need to do to improve their learning and to reflect on their performance
- to compare individual and departmental levels of attainment and progress with that of the wider school population
- to provide information upon which pupils may, under guidance from teachers and parents, make choices about taking future courses
- to provide pupils with experience of examination conditions and opportunities to develop examination technique prior to public examinations
- to provide parents with information on the progress of the pupil

## Baseline testing and Value-Added

Pupils take the MidYIS baseline test either in the first term of Year 7 or in Year 9. This information is used to identify our most able students, to give an indication of their predicted attainment at GCSE and to evaluate the School's performance in terms of 'value added', as well as to identify individual pupils who are under-performing and who need further support and guidance. Pupils also take the ALIS test during the first term of the Lower Sixth year which provides an indication of pupil aptitude and their predicted attainment at A Level.

## Summative Assessment

The School operates a system of annual formal summative assessment in most subjects in Years 7 to 10, and in the Lower Sixth, through an examination week in the summer term. (I)GCSE rehearsal examinations for pupils in Year 11 and A-Level rehearsal examinations for pupils in the Upper Sixth are held in the Spring Term.

The results of the summer term assessments are reported using a Uniform Mark scale varying between 0 and 100. This table indicates the correspondence between attainment grades and Uniform Marks for pupils in Years 7-11. For pupils in Years 10 and 11 the attainment grades are equivalent to GCSE grades; for younger pupils the descriptors apply.

These assessments are supplemented by other summative tests, in class time, at the discretion of the Head of Department and are used to track pupil progress during the course.

Attainment Grade	Uniform Mark Range	Descriptor (applies to the general standard during the preceding grade periods)
9	90-100	Exceptional understanding, achievement and quality of work for a student of this age
8	80-89	Excellent understanding, achievement and quality of work for a student of this age
7	70-79	Very good understanding, achievement and quality of work for a student of this age
6	60-69	Good understanding, achievement and quality of work for a student of this age
5	50-59	Sound understanding, achievement and quality of work for a student of this age
4	40-49	Reasonable understanding, achievement and quality of work for a student of this age

3	30-39	Poor understanding, achievement and quality of work for a student of this age
2	20-29	Very poor understanding, achievement and quality of work for a student of this age
1	0-19	Extremely poor understanding, achievement and quality of work for a student of this age

## Formative Assessment

Teachers are encouraged to use a variety of methods to assess pupils' understanding during the course of a lesson or series of lessons, and the School works towards a style of teaching in which formative assessment for learning is an integral part of the learning process. In planning, teaching and evaluating lessons, teachers consider what pupils should know and how to ensure that facts and skills are accurately understood and developed. Thus, the School encourages formative assessment (Assessment for Learning; AfL). This may, for example, involve a short 'diagnostic' task or oral discussion and questioning. These assessments identify the pupils' strengths and weaknesses to target areas for improvement and to influence the planning of future teaching. Formative assessment also leads to pupils taking on more responsibility for their own learning, for example through the use of self or peer assessment.

However, school policy is not to adopt the AfL principle of grade-free marking on all assessments: although some pieces of pupil work may be marked only with comments and targets, and without grades or numerical scores, a proportion of pupil work should be graded.

## Marking and grading of pupils' work

All teachers are expected:

- to mark pupils' work regularly
- to provide pupils with feedback on what they have done well and areas for improvement
- to ensure that pupils understand what they need to do to improve further
- to identify inaccuracies in pupils' work and offer them guidance in how to correct these themselves
- to identify, where practicable, errors in spelling, punctuation and grammar
- to ensure that pupils understand the criteria against which their work is assessed
- to ensure that pupils have the time to read, understand and act on the feedback given
- to ensure that a proportion of pupil work is graded
- to track the attainment of the pupils they teach in order to ensure good progression

It is important to acknowledge that whilst written feedback is important, verbal feedback that is given during lessons is also highly valuable and sometimes oral feedback is more appropriate than written feedback. Some work may be marked by pupils themselves as part of self and peer marking strategies designed to help pupils gain a deeper understanding of what good answers are like and how marks are allocated.

Heads of Departments are responsible for monitoring the quality and regularity of marking and assessment within their department. This should include the use of work scrutiny in order to ensure compliance with the policy and in order to provide further guidance to teachers if required. Heads of Department are also responsible for ensuring that standards of assessment are consistent throughout the department and that the moderation requirements of examination boards are followed.

Teachers are responsible for following the assessment and moderation requirements set by the Head of Department and for ensuring that marks for any common end-of-topic assessments are recorded and copies given to the Head of Department.

Teachers and Heads of Departments are responsible for the monitoring of a pupil's progress within their subject. The Heads of Year are responsible for monitoring a pupil's progress across all subjects.

## Homework

Homework is an important part of the learning process. The purposes of setting homework are listed below:

- to help to assess the effectiveness of classroom teaching and to contribute to the planning of future lessons
- to enable pupils to discover how much of a lesson they have understood and what they need to do to improve
- to consolidate, reinforce and extend the skills, knowledge and understanding developed in the lessons
- to enable pupils to develop independent study skills
- to promote the idea that learning can, should and does occur outside school as well as inside school
- to encourage parental involvement in pupils' school-related work, for day pupils, and encourage a partnership between school and home
- to provide evidence of a pupil's effort and attainment over a prolonged period to aid grade awarding and report writing
- to allow pupils to prepare for the next lesson

A homework timetable for Years 7-11 is produced by the School Timetabler. Each pupil has 2 or 3 pieces of homework each weekday night, each of maximum duration 30 minutes in Years 7 – 9, and 40 minutes in Years 10 and 11. In some subjects longer pieces of work are set over a period of several weeks. In the Lower School there may also be a number of reading weeks every year. During these weeks no homework is set and pupils are instead expected to use their allocated homework time for reading. In the Sixth Form, pupils are expected to spend a minimum of 3 hours per week for each subject in study outside of lessons. This would include time spent in private study periods.

Teachers are responsible for setting homework, in accordance with the homework timetable. All homework tasks should be set on Firefly. Homework should be linked to the learning or assessment objectives and should be clearly explained to pupils during the lesson. Teachers should check that pupils are spending an appropriate amount of time on homework tasks. Procedures to be followed in the event of students not completing homework properly are set out in the *Sanctions and Rewards Policy*.

Heads of Department are responsible for monitoring the homework set by teachers in their departments.

## Complaints

Complaints about assessment, homework or marking tend to arise either from a misunderstanding of a departmental policy, the tone of comments or a failure of a teacher to comply with the departmental policy. If a complaint, as above, is made, it is the responsibility of the Head of Department to review the teacher's setting of homework, marking and assessment, and report findings to the parents and the Deputy Head (Academic). This will be done with the full knowledge of the teacher concerned. If the setting of homework, marking or assessment is deemed inadequate, strategies for improvement will be suggested to the teacher, and the Head of Department will continue to monitor the practice of the teacher concerned. Continued complaints will be dealt with by the Deputy Head (Academic) in conjunction with the Head of Department. If parents continue to be dissatisfied with the marking, they will be directed to follow the Complaints Procedure, a copy of which can be found on the School website, or can be obtained by request from the School. If complaints are made about the setting of homework, marking or assessment across a number of teaching staff, the Deputy Head (Academic) will take a sample of books from the entire year group and then follow the procedures above, if necessary.

## Reports and Grades

Two full written reports are provided for each pupil over the course of the academic year, with the exception of pupils in Years 11 and Upper Sixth. In addition to full reports, pupils also receive attainment grades on a termly basis and effort grades, which are awarded every half term.

## Attainment Grades Descriptors for Years 7, 8 and 9

Attainment Grade	Descriptor (applies to the general standard during the preceding period)
9	Exceptional understanding, achievement and quality of work for a student of this age
8	Excellent understanding, achievement and quality of work for a student of this age
7	Very good understanding, achievement and quality of work for a student of this age
6	Good understanding, achievement and quality of work for a student of this age
5	Sound understanding, achievement and quality of work for a student of this age
4	Reasonable understanding, achievement and quality of work for a student of this age
3	Poor understanding, achievement and quality of work for a student of this age
2	Very poor understanding, achievement and quality of work for a student of this age

Pupils in Year 10 and above receive two attainment grades. The first of these is a 'currently working at grade' whilst the second is a 'forecast grade'.

### Effort Grades

The School operates a system of effort grades which allows us to monitor each pupil's approach to their learning.

Students in all year groups are graded as ***Excellent***, ***Good*** or ***Requires Improvement*** in the following two categories:

#### Attitude to learning

Attitude to learning reflects the extent to which a student:

- demonstrates a positive and engaged approach to their learning
- is motivated and tries their best
- is able to persevere, even when they find the work difficult
- is able to show resilience
- demonstrates a committed and focused approach to their studies.

We recognise that there are many ways in which students can demonstrate a positive attitude to learning, both during lessons and in the work which they produce.

#### Approach to tasks

Approach to tasks reflects the extent to which a student has consistently completed the tasks set either in class, or when appropriate for homework, to the best of their ability.

When a student is graded as 'requires improvement' their teacher will provide a short comment identifying the particular area requiring focus. All students in the Sixth Form will receive a short, written comment regardless of the grade they have been awarded.

### The School Reporting System

Teachers are responsible for writing subject reports on the pupils they teach in accordance with the reporting schedule issued at the start of the academic year by the Deputy Head (Academic). Heads of Department are responsible for monitoring the subject reports written by teachers in their department and

for offering guidance to teachers where necessary. Tutors are responsible for checking the subject reports and for writing a tutor report summarising academic progress and co-curricular involvement. Subject and tutor reports contain a section for general comment and a separate section for advice for improvement to form a learning target for the following term. Complaints about reports will be dealt with by the Deputy Head (Academic) in conjunction with tutors and the relevant Head of Department.

### **Parents' evenings**

Parents' Evenings offer a valuable opportunity for three-way conversations between teachers, pupils and their parents and are arranged for each year group at least once each year.