

### Assessment Criteria and Grades

Attainment grades or levels (A\*-U or 9-1), Culford Learner Skill (CLS) levels, Culford Learner Characteristic (CLC) levels, test results, internal exam results and written comments (including targets for improvement) are placed on ISAMS at regular intervals throughout the academic year. Tutors, pupils and parents then access these grades via the ISAMS Pupil and Parent Portal Package. Tutors meet their tutees to discuss assessments, compare to previous assessments, and in the Fifth and Sixth forms review against negotiated target grades. Tutees, guided by their tutors, also write reflective self-assessment comments and targets on the Pupil Portal, which can be reviewed by parents.

Specific deadline dates are published at the beginning of each year for the academic year, and also termly. Detailed documents in relation to assessments on ISAMS can be found on our Google Drive. 'Working At' Attainment grades or levels, CLS and CLC levels must be objective, realistic and valid. They should be based on a number of pieces of work, some of which should have been assessed under test conditions. If below satisfactory is given, Heads of Department, tutors, Heads of Year, Housemasters/mistresses should have been alerted prior to the assessment date via the non-satis procedure, or within departmental minutes to enable an action plan for improvement to be put in place. Attainment, CLS, CLC levels are outlined in the following section and must be followed prescriptively. If two teachers share a class then both should input separate assessments, but the attainment grades or levels must be the same. Reports should be proofread within the department.

Subject teachers are responsible for ensuring that a complete set of assessments have been stored on ISAMS to the deadline for every class they teach.

After the deadline the school office checks all assessments for errors and contacts relevant teachers so that amendments can be made. Tutors also check and amend their tutees' assessments via ISAMS.

### Assessment Criteria and Grades or Levels

Assessment criteria must be followed prescriptively. Attainment grades or levels must be objective and valid. This is extremely important: pupils need to know exactly where they stand, parents will access this information, and assessments are compared to base-line test data and target grades.

There are two types of attainment grade or level:

#### **Working At (attainment)**

#### **Working Towards (attainment)**

Working At (attainment) is defined as the objective A level or GCSE level the pupil is actually working at, based on evidence such as classwork, Prep and tests.

Working Towards (attainment) is defined as the expected A level or GCSE level the pupil will achieve at the end of the course, based on evidence such as the pupil's academic profile e.g. aptitude, Working at (attainment) and professional judgement.

There should only be level 9s in the Fourth Form or A\*s in the Lower Sixth in exceptional cases.

The relationship between GCSE attainment levels and legacy grades are shown below:

New grading structure	Current grading structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**GOOD PASS (DfE)**  
5 and above = top of C and above

**AWARDING**  
4 and above = bottom of C and above

Culford Learner Characteristic (CLC) levels and descriptors for all year groups, are as follows:

**EXCELLENT**

Excellent learner in terms of school values and growth mind-set: dynamism, resilience, flexibility and innovation.

Excellent participation in all blended learning activities, often beyond the specification.

All work, Preps and test performances completed to the best of ability, and always to deadline.

Correct working equipment and BYOD, and on time for all lessons.

Excellent management/use of GC and ICT, books/files neat, very highly organised and complete.

**VERY GOOD**

A very good learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.

Very good participation in all blended learning activities.

All work, Preps and test performances completed to a high standard for ability level, and always to deadline.

Correct working equipment and BYOD, and on time for all lessons.

Very good management/use of GC and ICT, books/files neat, highly organised and complete.

**SATISFACTORY**

A satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.

Satisfactory participation in blended learning activities.

Work, Preps and test performances completed to a satisfactory standard for ability level, and mostly to deadline.

Correct working equipment and BYOD, and on time for lessons.  
Satisfactory management/use of GC and ICT, books/files neat, adequately organised and complete.

### **BELOW SATISFACTORY**

A below satisfactory learner in terms of school values and growth mindset: dynamism, resilience, flexibility and innovation.

Below satisfactory participation in blended learning activities.

Work, Preps and test performances completed to a below satisfactory standard for ability level, and not always to deadline.

Equipment and BYOD not always correct or working, and late for some lessons.

Below satisfactory management/use of GC and ICT, books/files not always adequately organised, and incomplete in some areas.

### **The above CLCs includes the following Culford Learning Values:**

**Flexible:** Reflective thinker who responds positively to change, and seeks advice and support when needed.

**Dynamic:** Proactive self-manager and independent learner, who effectively participates in learning activities either as an individual or in a team.

**Innovative:** Creative thinker who explores possibilities beyond assumptions, problem-solves and generates ideas.

**Resilient:** Tenacious individual who is able to withstand difficulties and never give up, and despite barriers, overcome problems.

Inherent in all of the above, is a Growth Mind-Set ethos: abilities can be developed via dedication and hard work, challenges and failures are opportunities to improve learning, and there are no upper limitations.

**Culford Learner Skill (LS) levels replace CLCs on full Reports.** Three types of skills are reported on:

*Independent Learning, Participation, Organisation*

There are three levels for each: Consistently (3), Usually (2), Sometimes (1).