ASSESSMENT AND REPORTING POLICY

This policy refers to Wellington Senior School

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Website	Yes

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

Purposes of Assessment

The purposes of assessments at Wellington School are:

- to measure the attainment and progress of students
- to identify weaknesses in a student's understanding, factual knowledge or skills in order to remedy them in future teaching
- to enable students 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 students may, under guidance from teachers and parents, make choices about taking future courses
- to provide students 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 student

Baseline testing and Value-Added

Students 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 students who are under-performing and who need further support and guidance. Students also take the ALIS test during the first term of the Lower Sixth year which provides an indication of student 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 students in Year 11 and A Level rehearsal examinations for students in the Upper Sixth are held in the Spring Term.

The results of the summer term assessments are reported using a Uniform Mark Scale (UMS) varying between 0 and 100. This table indicates the correspondence between attainment grades and Uniform Mark and the level of attainment. For students in the Sixth Form the grades are equivalent to A Levels; for students in Years 10 & 11 the grades are equivalent to GCSE grades; for students in Years 7-9 the table below shows the correspondence between attainment grades and the UMS..

UMS	A level	GCSE	Attainment Grades for Years 7-9
90-100	A*	9	**Exceeding:** Demonstrating exceptional knowledge, skills and quality of work well beyond that expected for a student of this age. Work shows a comprehensive understanding of all key concepts, and the ability to apply them independently in different contexts with consistency, confidence, and creativity.
80-89	A	8	**Mastering:** Demonstrating consistently excellent knowledge, skills and quality of work for a student of this age. Work shows a strong understanding of all key concepts, and the ability to apply them independently with confidence.
70-79	B	7	
60-69	C	6	**Securing:** Demonstrating good or very good knowledge, skills and quality of work for a student of this age. Work shows a secure understanding of most key concepts, and some evidence of the ability to apply them independently.
50-59	D	5	
40-49	E	4	**Developing:** Demonstrating reasonable knowledge, skills and quality of work for a student of this age. Work shows a developing understanding of most key concepts, but there may be some inconsistency in how these are applied.
30-39	E	3	
20-29	U	2	**Emerging:** Demonstrating limited or poor knowledge, skills and quality of work for a student of this age. Work may show some misconceptions or misunderstandings of key concepts.
0-19	U	1	

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

Formative Assessment

Teachers are encouraged to use a variety of methods to assess students' 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 students 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 students' strengths and weaknesses to target areas for improvement and to influence the planning of future teaching. Formative assessment also leads to students 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 student work may be marked only with comments and targets, and without grades or numerical scores, a proportion of student work should be graded.

Marking and grading of students' work

All teachers are expected:

- to mark students' work regularly
- to provide students with feedback on what they have done well and areas for improvement
- to ensure that students understand what they need to do to improve further
- to identify inaccuracies in students' work and offer them guidance in how to correct these themselves
- to identify, where practicable, errors in spelling, punctuation and grammar
- to ensure that students understand the criteria against which their work is assessed
- to ensure that students have the time to read, understand and act on the feedback given
- to ensure that a proportion of student work is graded
- to track the attainment of the students 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 students themselves as part of self- and peer-marking strategies designed to help students 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, feedback 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 student's progress within their

subject. The Heads of Year are responsible for monitoring a student's progress across all subjects.

Homework

1. **Purpose**

   Homework is an important part of the learning process and has a number of different purposes:

- To enable students to practise, consolidate and extend knowledge, skills and ideas they have been introduced to in lessons.
- To allow students to prepare for learning in later lessons.
- To enable students to develop independent study skills and habits.
- To encourage students to take greater independence, autonomy and ownership of their learning.
- To allow time for students to review and reflect on the learning they have done at school.
- To allow time for students to read and respond to the feedback their teachers have given them.
- To support students in preparing for examinations and assessments by:
    - Improving students' long-term memory and their ability to recall facts.
    - Supporting students in getting used to working under timed and closed book conditions.
    - Supporting students to develop a range of effective revision strategies.
- To promote the idea that learning can and should occur outside school as well as inside school.
- To strengthen the partnership between home and school by giving parents, guardians and carers the opportunity to support and encourage their child's learning.

2. **The role of teachers**

   Teachers will:

- Plan and set homework tasks which are an integral part of learning and linked to the learning or assessment objectives.
- Set homework, where necessary, in accordance with the homework timetable, and of an appropriate duration.
- Set all homework tasks on *Firefly*.
- Ensure that students understand the purpose of the homework set and that they are clear on how it relates to what they have learnt or will be learning.
- Provide students with clear explanations as to what is required to complete the homework, ensuring that instructions are clear and concise.
- Ensure that students have the appropriate resources required to complete their homework.
- Check that students are spending an appropriate amount of time on homework.
- Where appropriate issue a homework flag when a homework task is not done.
- Where necessary issue appropriate rewards and sanction in relation to homework in accordance with the School's *Promoting Good Behaviour Policy*.

3. The role of Heads of Department and Heads of Year

- Heads of Department are responsible for monitoring the homework set by teachers in their departments.
- Heads of Year are responsible for monitoring the homework set for students in their year group.

4. The role of students

Students are expected to:

- Regularly check *Firefly* in order to monitor the homework that has been set for them.
- Ask for help if it is not clear to them what they have to do.
- Approach all homework with effort and diligence, completing tasks set to the best of their ability.
- Complete and submit/hand in homework on time and in good presentational order.

5. The role of parents, guardians and carers

Parents, guardians and carers can help by:

- Encouraging students and praising their effort in completing homework tasks.
- Making it clear to students that they value home learning and supporting the school by explaining how it can help their learning.
- Providing a suitable place in which students can do their homework.
- Raising any concerns regarding homework with their son/daughter's tutor.

6. Homework timetable

Wellington School has a homework timetable for students in Years 7-11. This shows the days on which homework may be set for each subject. However, teachers only set homework if they consider it is necessary to do so, for example in order to consolidate learning, to prepare for learning to come, or to extend learning. Teachers are asked not to set homework for the sake of it, or just because it appears on the timetable for that day.

There is no homework timetable for students in the Sixth Form.

7. Progression of homework from Year 7 to the Sixth Form

- For students in Years 7, 8 and 9 homework tasks should take a maximum of 20-30 minutes to complete per subject.

In some subjects longer pieces of work may be set over a period of several weeks.

For students in these year groups a termly reading week is also scheduled. During these weeks no homework is set and students are instead encouraged to use their allocated homework time for reading

- For students in Years 10 and 11 homework tasks should take students a maximum of approximately 40 minutes to complete per subject.

  In some subjects longer pieces of work may be set over a period of several weeks.

- In the Sixth Form students are expected to spend a minimum of 3 hours per week completing independent work outside of lessons for each of the subjects they study in. This would include time spent in private study periods.

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.

Reports and Grades

At least one full written report is provided for each student over the course of the academic year. In addition to full reports, students also receive attainment grades on at least a termly basis and effort grades, which are awarded every half term.

Attainment Grades Descriptors for Years 7 - 9

Exceeding:

Demonstrating exceptional knowledge, skills and quality of work well beyond that expected for a student of this age. Work shows a comprehensive understanding of all key concepts, and the ability to apply them independently in different contexts with consistency, confidence, and creativity.

Mastering:

Demonstrating consistently excellent knowledge, skills and quality of work for a student of this age. Work shows a strong understanding of all key concepts, and the ability to apply them independently with confidence.

Securing:
Demonstrating good or very good knowledge, skills and quality of work for a student of this age. Work shows a secure understanding of most key concepts, and some evidence of the ability to apply them independently.

Developing:
Demonstrating reasonable knowledge, skills and quality of work for a student of this age. Work shows a developing understanding of most key concepts, but there may be some inconsistency in how these are applied.

Emerging:
Demonstrating limited or poor knowledge, skills and quality of work for a student of this age. Work may show some misconceptions or misunderstandings of key concepts.

Attainment Grades for Years 10 -13
Students 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 student's approach to their learning.

Students in all year groups are graded as ***Excellent, Good, Adequate*** 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.

Students in Years 9, 10 and 11 receive both an *Approach to Classwork Tasks* and an *Approach to Homework Tasks* effort grade.

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 students 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 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, students and their parents and are arranged for each year group at least once each year.