

Assessment Policy

This policy is for the Senior School. A separate policy exists for the Junior School. This policy aims to:

- Outline our approach to formative and summative assessment
- Explain our methods of recording summative assessment outcomes and reporting to parents
- Set out how and when assessment practice will be monitored and evaluated

Our working definition of assessment is that it “is a process which provides information on the experience and achievement of the individual students, identifies what the student knows, understands and can do, and provides information to guide future learning”. (TGAT Report).

The overall progress of each individual student is a central theme of the philosophy, which underpins everything that we aim to achieve from our curricular and extra-curricular activities. The school recognises the profound influence that assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning. We are committed to engaging all staff and students in the use of assessment strategies that promote learning.

Principles of Assessment

The following principles underpin this policy:

- Feedback and Assessment underpin student progress and enable students to know what they need to do to improve;
- All assessment activities are an essential part of the teaching and learning process, informing lesson and curriculum planning in order to shape the next steps in the learning process;
- Assessment should highlight strengths and areas for development but should also emphasise the positive achievement;
- Assessment should give students the time and opportunity to reflect upon and improve their work, and to encourage students to plan the next stages of their learning;
- All students are fully involved in the assessment process so that they have a clear understanding of their current levels of performance and are able to identify their individual strengths and areas for improvement;
- All learning objectives are shared with and understood by the students during the lessons;
- Regular assessment points should be included in the schemes of work;
- All staff, students and parents have access to appropriate, clear and informative assessment data;
- All systems for the recording and reporting of assessment data are efficient and effective.

In-school Formative Assessment

The purpose of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Students need to know what they are working towards, where they stand in relation to the criteria and how to get there. This formative assessment is given verbally and in written form. Formative Assessment includes a wide variety of activities; ranging from the discussion of progress with teachers during lessons, questioning in class, the quality of comments on corrected work and reports, peer and self-assessment and by grades for attainment and attitude to learning. Evidence suggests that a combination of these approaches works best. The best feedback will give students a clear understanding of how they can improve, with students then acting on this guidance.

Verbal Feedback

- This is the most frequent type of feedback given and it has an immediate impact and should lead to direct student action
- It may be directed to individuals, small groups or whole classes

Written Feedback

- Written feedback takes two forms, maintenance and detailed.
- The frequency of each type of written feedback will vary. Major pieces of work will be marked in detail; detailed feedback will identify the strengths and areas for development that students will then act upon. Other work, for example a class exercise, might be corrected with brief comments and we would consider that maintenance marking.

Marking

- Marking should be to encourage students to produce their best work and give them a realistic idea of their attainment in relation to clear criteria. It should also suggest ways in which students can make progress. Assessment for Learning is encouraged and all assessment should aim at encouragement rather than discouragement.
- All departments must have their own assessment and marking policies which conform to these guidelines, but are also tailored to the needs of their particular subjects (published in departmental handbooks). All assessment and marking systems should be clearly explained to students and should be easily understood.
-
- All teachers, both full- and part-time, are expected regularly to set work for students to undertake both in class and in their own time. This work should, where appropriate, be assessed by the teacher or by the students themselves, under the supervision of the teacher.
-
- If work is marked by the teacher, it should be returned within one week of collection from students, except in rare and exceptional circumstances. Marked work should normally include effective feedback and corrections, as appropriate. It may also include a letter or number grade, depending on departmental policy and the particular task set.

Marking criteria

- Bootham has devised its own system for grading written work. We have grade descriptors for attainment and for attitude to learning (see appendices 3 & 4). These are used for class and homework as well as for school reports.
- Schoolrooms: Whilst allowing for differences in departmental needs, letter grades used to denote an overall assessment of the quality of work should be used, as far as possible, in line with report descriptors for Attainment. Similarly, any Attitude to Learning grades should also be used in line with report descriptors.
- Seniors and College: Grading for GCSE, AS and A2 Level work is usually in line with exam board criteria. Where this is not the case, the policy regarding schoolrooms should be adhered to.
- Teachers are expected to keep a full and clear record (including dates) of the work which has been set, and the marks awarded (whether or not these are disclosed to students and parents).

- Heads of Department are responsible for the quality of marking and effective feedback and ensuring that consistent standards are maintained, following the agreed scheme of study. Work scrutiny takes place at departmental and whole school level.
- Examination marks should be recorded on each student's report which immediately follows the examination. These marks will also be recorded in detail in the teacher's mark record and also stored centrally on iSAMS.
- **It is school policy not to publish, read out or signal rank orders of class marks or examination marks to students.**

Peer Feedback

- Peer feedback can be either verbal or written

Self-assessment

- Teachers should share success criteria where appropriate and this should form the basis of the self-assessment
- Students should identify what they have done well and their next steps for learning.

In school Summative Assessment

The purpose of summative assessment is to evaluate the students learning at a particular point in time by comparing it against some standard or benchmark. The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standard of benchmark. In a Quaker environment, we encourage students to measure themselves against their own best standards and not against others so we do not therefore publish rank orders.

Effective in-school summative assessment enables:

School Leaders to monitor pupil performance and to identify where interventions may be required. Teachers to evaluate learning and student progress at the end of a unit or period and to review the impact of their own teaching.

Students to understand how well they have learned and understood a topic or course or work and where there are any gaps in their skills or knowledge.

Parents to stay informed about the achievement, progress and wider outcomes of their child.

The frequency of summative assessments are determined by individual departments, outlined in schemes of work, and carried out through the year. In the summer term, there are internal end of year exams for years 7, 8, 9, 10 and 12.

Nationally standardised summative assessment

Nationally standardised summative assessment enables:

School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment

Teachers to understand national expectations and assess their own performance in the broader national context

Students and parents to understand how pupils are performing in comparison to pupils nationally:

Each Head of Department is asked to conduct an in-depth review in the autumn term of their exam results and how students performed compared to their baseline scores. Each HOD will meet the Head and the Deputy Head Academic to discuss the performance of the students in their cohorts and identify any areas for improvement which are noted on an action plan to be reviewed the following year.

Monitoring and Tracking student performance

Teachers will monitor student performance across the year within their subject areas. They will use a variety of evidence to ascertain a students' progress from participation in class, to results of preps and end of unit tests which will be recorded in their mark books along with baseline data. At each report round and exam session, their performance is reviewed and compared to the baseline data available to us for that cohort. In this way, we can identify students who are under-performing. To this end, we have implemented tracking sheets (see appendix 1) which track numerically and graphically a student through a key stage. Students are regularly discussed at departmental meetings, tutor meetings and whole staff meetings and support and appropriate intervention are agreed upon. Students are encourage to reflect upon their own performance during the one-to-one interviews which take place between tutor and tutee each term and during which objectives for improvement are set.

Reports and Parents' Evenings

Parents /Guardians are kept abreast of student progress through interim grades, parents' evenings and reports (appendix 2). There are two written reports and a parents' evening per year group. It is also expected that any significant concerns, either academic or pastoral, will be communicated to parents directly, in between any reporting periods or Parents' Evenings, either by 'phone, email or letter. Parents are encouraged to contact school if they have any concerns or questions.

Parents' evenings are held annually for the parents or guardians of all year groups. Students in all year groups are invited to these occasions. Information is provided which is objective, namely, marks and grades achieves, courses undertaken, difficulties encountered and success gained. The opinions of staff when offered are based on their professional expertise and on the aims of the school. If parents are unable to attend, a written summary of progress from each teacher will be collate and sent by the student's tutor.

Reporting provides communication between teachers, tutors, students and parents/guardians. Reports are intended to provide accurate information about progress, aptitude and where appropriate, attitude of students to their studies and other activities. This is with a view to encouragement, positive achievement and recognition of skills: self-esteem is one goal of a Quaker education and reporting contributes to this. Reports communicate to parents: grades for attainment and attitude to learning, and a written comment including exam grades, aspirational grades and predicted grades where appropriate.

Our reporting system is regular and rigorous, identifying:

- The skills, knowledge and understanding of students (summative)
- The students strengths and areas for improvement (diagnostic)
- Objectives for the students' learning (formative)
- Actions the students must take to meet the objectives(formative)

Date of last review:	January 2018
Person responsible:	Academic Deputy Head
Review group:	Education Committee
Approval group:	Governors' Meeting
Date of next review:	January 2021

Note: This policy will be reviewed on an annual basis for matters of fact and process.

Appendix 2 - Reporting to Parents

	Monday	Low Sch	Midd Sch	Upp Sch	Low Sen	Upp Sen	Coll 1	Coll 2
1	04-Sep-17							
2	11-Sep-17							
3	18-Sep-17				Information Evening			
4	25-Sep-17							
5	02-Oct-17						Information Evening	
6	09-Oct-17	V Short Report - SB						
7	16-Oct-17	V Short Report - TP				Reports - S B		
8	23-Oct-17					Reports - T		Reports - S B
	Half Term							
9	06-Nov-17				Class Tests	Reports - HP		Reports - T
10	13-Nov-17			Reports - S B			Class Tests	Reports - HP
11	20-Nov-17	Parents' Evening		Reports - T	Reports - S B			
12	27-Nov-17			Reports - HP	Reports - T	Intro to A levels	Reports - S B	
13	04-Dec-17		Parents' Evening		Reports - HP		Reports - T	
14	11-Dec-17						Reports - HP	
	Christmas Holiday							
15	08-Jan-18					Mock Exams		
16	15-Jan-18					Mock Exams		
17	22-Jan-18				Parents' Evening			
18	29-Jan-18			Parents' Evening		Mocks Reports		
19	05-Feb-18					Mocks Reports - P		
	Half Term							
21	19-Feb-18	Reports - S B				Parents' Evening		
22	26-Feb-18	Reports - T	Reports - S B					Mock Exams
23	05-Mar-18	Reports - H P	Reports - T				Parents' Evening	
24	12-Mar-18		Reports - HP					Exam Results
25	19-Mar-18							Parents' Evening
	Easter Holiday							
26	16-Apr-18							
27	23-Apr-18				Exams			
28	30-Apr-18							
29	07-May-18				Reports - S B	Public Exams	Exams	
30	14-May-18				Reports - T	Public Exams		
31	21-May-18	Exams	Exams		Reports - HP	Public Exams	Reports - S B	
	Half Term							
32	04-Jun-18			Exams		Public Exams	Reports - T	Public Exams
33	11-Jun-18	Reports - S B	Reports - S B			Tutor Card	Reports - HP	Card
34	18-Jun-18	Reports - T	Reports - T	Reports - S B		Public Exams		Public Exams
35	25-Jun-18	Reports - HP	Reports - HP	Reports - T		Public Exams		Public Exams
36	02-Jul-18			Reports - HP				
	Summer Holiday							

Appendix 3 - Marking Criteria (Attitude to Learning)

Grade Criteria for Attitude to Learning (Assessed on a 'best fit' basis)

<p>Exceptional</p> <p>1*</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows originality, flair and a strong interest in the subject; consistently demonstrates independent thinking. <input type="checkbox"/> Puts exceptional effort into all work, both in class and beyond. <input type="checkbox"/> Always focused and engaged, playing a significant role in creating a constructive working environment. <input type="checkbox"/> Behaves courteously and positively at all times. <input type="checkbox"/> Exceptionally well organised and meets all deadlines. <input type="checkbox"/> Presentation of work is often exceptional.
<p>Very Good</p> <p>1</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows interest and imagination in the subject, sometimes demonstrating independent thinking. <input type="checkbox"/> Puts significant effort into work, both in class and beyond. <input type="checkbox"/> Focused and engaged, contributing to a constructive working environment. <input type="checkbox"/> Behaves courteously and positively. <input type="checkbox"/> Very well organised and meets deadlines. <input type="checkbox"/> Presentation of work is very good.
<p>Good</p> <p>2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows interest in the subject and is receptive to new ideas. <input type="checkbox"/> Puts in enough effort to complete work to a good standard. <input type="checkbox"/> Engaged with topics and tasks; offers questions and/or answers in class. <input type="checkbox"/> Behaves courteously and cooperatively. <input type="checkbox"/> Well organised and prep is produced on time. <input type="checkbox"/> Presentation of work is good.
<p>Acceptable</p> <p>3</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows some interest in the subject and is receptive to new ideas. <input type="checkbox"/> Puts in enough effort to complete work to an acceptable standard. <input type="checkbox"/> Engaged with most topics and tasks; offers questions and/or answers in class. <input type="checkbox"/> Behaves courteously. <input type="checkbox"/> Sufficiently well organised and prep is usually produced on time. <input type="checkbox"/> Presentation of work is acceptable.
<p>Some concerns</p> <p>4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows some interest in the subject but work sometimes lacks detail, development or understanding. <input type="checkbox"/> Could sometimes work harder. <input type="checkbox"/> Inconsistent engagement with topics and tasks in class; attitude in class is sometimes either passive or negative: may not always contribute to a positive working environment. <input type="checkbox"/> Sometimes behaviour gives cause for concern. <input type="checkbox"/> Sometimes struggles to stay organised and may need support to produce prep on time. <input type="checkbox"/> Presentation of work is sometimes a cause for some concern
<p>Concerns</p> <p>5</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Shows little interest in the subject and is not receptive to new ideas. Work shows lack of detail, development or understanding. <input type="checkbox"/> Needs to work much harder. <input type="checkbox"/> Struggles to maintain concentration and engage in class; attitude in class is either passive or negative: does not often contribute to a positive working environment. <input type="checkbox"/> Behaviour gives cause for concern. <input type="checkbox"/> Has significant difficulties getting organised and often does not produce prep on time. <input type="checkbox"/> Presentation of work is often a cause for concern.

Appendix 4 - Marking Criteria (Attainment)

Grade Criteria for Attainment

<p>Exceptional A*</p>	<p>Attainment: Has an impressive knowledge and skills base, sometimes beyond what has been studied in class, and can apply it when completing unfamiliar tasks.</p> <ul style="list-style-type: none"> • Grasps complex concepts quickly. • Shows originality, flair and a genuine interest in the subject; frequently demonstrating independent thinking. • Produces exceptionally high quality prep.
<p>Very Good A</p>	<p>Attainment: Has strong knowledge and skills base and can apply it when completing unfamiliar tasks.</p> <ul style="list-style-type: none"> • Grasps concepts quickly. • Shows interest and imagination in the subject, sometimes demonstrating independent Thinking. • Produces very good prep..
<p>Good B</p>	<p>Attainment: Has a good knowledge and skills base to apply it when completing familiar tasks.</p> <ul style="list-style-type: none"> • Grasps concepts once they are explained. • Shows interest in the subject and is receptive to new ideas. • Prep is of a good quality.
<p>Acceptable C</p>	<p>Attainment: Has a sufficient knowledge and skills base to apply it when completing familiar tasks.</p> <ul style="list-style-type: none"> • Usually grasps concepts once they are explained. • Shows some interest in the subject and is receptive to new ideas. • Prep is usually of an acceptable quality.
<p>Some concerns D</p>	<p>Attainment: Some gaps in knowledge and skills base and therefore sometimes has difficulty completing tasks.</p> <ul style="list-style-type: none"> • May have difficulty grasping concepts and applying them. • Shows some interest in the subject but work sometimes lacks detail, development or understanding. • Often needs support to produce prep of an adequate standard.
<p>Concerns E</p>	<p>Attainment: Significant gaps in knowledge and skills base and has difficulty completing even familiar tasks.</p> <ul style="list-style-type: none"> • Often has difficulty grasping concepts and applying them. • Shows little interest in the subject and is not receptive to new ideas. Work shows lack of detail, development or understanding. • Seldom produces prep of an adequate standard.