



**Croydon High School**  
**ASSESSMENT, GRADING & REPORTING POLICY**  
**(Senior School)**

**Assessment**

Assessment covers all those activities that are undertaken by teachers to measure the effectiveness of teaching and learning. It is, therefore, fundamental to good classroom practice. Assessment may be formal—such as the marking of written work or tests—or informal—such as asking pupils questions in class. What follows relates to assessment other than marking, which has a dedicated policy.

**Assessment for Learning (AFL)**

Assessment works best when it provides pupils, teachers (and, indeed, parents) with information to help pupils improve in future work. As such, assessment in the broadest sense should go beyond the comments made on work, and incorporate the following:

- i. Lesson planning should allow pupils the opportunity to engage with the comments made. This may be done in a variety of ways (e.g. paraphrasing the teacher's comments, not giving a summative mark, allowing pupils to draft work and improve it in light of teacher's comments);
- ii. When a similar task is set in the future teachers should direct pupils back to the comments made on earlier pieces of work so that mistakes will not be repeated;
- iii. Pupils should be encouraged to assess their own work and consider its strengths and weaknesses in comparison to an understood mark scheme or success criteria. Pupils should then be allowed to improve their work on the basis of their own assessment.
- iv. Methods for AFL may include but is not limited to:
  - a. Plenary Q&A session at the end of a lesson to consolidate and check learning against the learning aim on the board. (i.e. 'What have you learned today?');
  - b. Pupils redrafting work in the light of teacher comments;
  - c. Teachers to record AFL comments in their lesson plans to include in schemes of work for the future – refining teaching methods to further enhance learning;
  - d. Green/Amber/Red traffic light system, during a lesson, to gauge the class understanding.

**Recording of Assessment**

As outlined in the Homework & Marking policy, Heads of Department and teachers should maintain a record of a pupil's progress over a period of time in order to:

- i. Acknowledge the achievements of the pupil and allow realistic targets to be set;
- ii. Monitor progress and to allow comparison of a pupil's performance over time;

- iii. Provide information for other teachers, including Form Tutors, about a pupil's current achievements and any difficulties which they may be encountering;
- iv. Provide a means of comparing the performance of a pupil with that of her peer group, and to identify pupils who are experiencing difficulties
- v. Provide information for reporting.

### **Low-Stakes Assessment**

- i. Teachers should provide ample opportunities for pupils to test their learning in a low-stakes, classroom, environment. This may be done via topic or end of unit tests which are overseen the teacher and relevant Head of Department;
- ii. The Sixth Form assessment timetable includes a series of class test weeks throughout the academic year. These are designed to provide real-time feedback to pupils and teachers in order to identify areas of improvement which will bolster achievement;
- iii. Although not reported directly to pupils, outcomes may be viewed against MidYIS, ALIS or other data benchmarks (see below).

### **Formal Assessment Periods**

There are several formal assessment periods that punctuate the academic year, including:

- i. Mock GCSE and A level tests at the very beginning of the spring term;
- ii. GCSE and A level examinations in the summer term;
- iii. Formal internal examinations for Year 10 at the start of the summer term with an opportunity for resits later in the term;
- iv. Formal internal examinations for Years 7, 8, 9 and Lower Sixth in mid to late May;
- v. Departments may schedule additional mock examinations at other times.

### **Unfamiliar Content: 10% of Every Assessment**

- i. To reflect curriculum reform at GCSE and A level, the last 10% of marks available for all tests – whether they are low stakes or more formal assessments– should demand that pupils apply their knowledge in an unfamiliar context;
- ii. For example, this might include questions which ask pupils to use familiar formulae in new settings or to apply their learning about class, religion etc. to an unfamiliar text;
- iii. Pupils should be made aware of this approach to the end of tests or examinations by their teachers, and they should be given opportunities to practice answering such questions outside of the examination environment.

### **Feedback from Assessment**

- i. All feedback from assessment must be communicated to pupils in a timely manner;
- ii. For formal assessments in Lower School, pupils will receive a percentage which will be contextualised by a year group median;
- iii. For pupils in Upper School and Sixth Form, papers will be marked and graded according to public examination criteria, allowing pupils to have a clear understanding of their progress relative to examination requirements;
- iv. Teachers should provide a summary of areas of strengths and areas for improvement for each student. This summary may be done verbally (which the pupils should record) or in writing (which the teachers should record);

- v. Pupils should be encouraged to reflect on their performance and identify areas for subsequent improvement;
- vi. Where a pupil underperforms in relation to teacher expectation or their target grade, they should be given another opportunity to test their knowledge at a time which allows for additional revision to have taken place.

### Grading: Class & Homework

- i. As outlined in the marking policy, teachers may adopt a non-grading policy for some work, based on evidence that pupils are more likely to pay attention to feedback and apply suggestions for progress if a specific mark or grade is not given;
- ii. In such cases, teachers should keep a record of any grade they have privately ascribed to that work;
- iii. That said, it is important that pupils are made aware of their progress relative to public examination board standards on a regular basis;
- iv. Such awareness can be gained through mock examination grading;
- v. As a whole course or topic progresses, pupils may be given grades for homework;
- vi. Where examination-type questions are used, grading should be based on examination board standards.

### Grading: Reports (External Data)

#### Years 7-11

- i. In the Lower School & Upper school we make use of MIDYIS data generated by Cambridge University's Centre for Evaluation and Monitoring (CEM);
- ii. In Year 7 (or whenever they join the school), pupils sit a computer adaptive test, which provides information to help us identify strengths and weaknesses;
- iii. This information also predicts how pupils are likely to perform at GCSE/IGCSE;
- iv. We use this data to produce '**Croydon High Targets**.' They take into account MIDYIS data, as well as adding a degree of challenge to reflect the academic context of the school;
- v. These targets are subject to change as agreed by the Deputy Head (Academic);
- vi. 'Croydon High Targets' grades act as a benchmark against which we evaluate pupil attainment via a 'Attainment Grade';
- vii. 'Attainment' is reported home using the following approach:

Year 7 & 8 Attainment	GCSE (9*-11) Attainment
<ul style="list-style-type: none"> <li>• 1 = Excellent</li> <li>• 2 = Good</li> <li>• 3 = Room for improvement, possibly coasting</li> <li>• 4 = Cause for concern</li> </ul>	8a = on track to obtain a high-grade 8, possibly a 9 8b = on track to obtain a secure grade 8 8c = on track to obtain a grade 8 possibly a 7 etc.

- viii. 'Attainment' grades are tied to GCSE grading in reports which go home to parents at the beginning of Year 9 and subsequently in every report thereafter;
- ix. In Years 7 & 8 we use the descriptors identified above because it is not our intention for pupils to be 'labelled' at too early a stage in their school careers when the focus should be on academic progress rather than a long-term goal;

- x. A continuous and robust process of internal review and assessment will take place prior to and indeed, after, publishing these targets in Year 9.

**Sixth Form**

- i. In Sixth Form, we make use of ALIS data generated by Cambridge University’s Centre for Evaluation and Monitoring (CEM);
- ii. ALIS grades give an indication of how a pupil *might* perform at A level in each of their subjects;
- iii. We have chosen to use ALIS grades which would place our pupils in the top 25% of A level grades for all of those pupils with the same GCSE profile and computer adaptive test score;
- iv. We call our ALIS grades: ‘**Croydon High Targets**’;
- v. One way we will judge our success is by the extent to which pupils meet, and indeed exceed, these grades;
- xi. These targets are subject to change only in agreement with the Deputy Head (Academic);
- xii. The use of ‘Croydon High Targets’ allows us to measure the value added to a pupil’s attainment by comparing this baseline with actual A level results in each subject, helping to inform future teaching and learning approaches;
- xiii. It allows us to measure pupil progress which we call the ‘Attainment grade’;
- xiv. ‘Attainment’ is reported home using the following approach:

A level (L6 & U6) ‘Attainment’
A1 = on track to obtain a high-grade A, possibly a grade A*
A2 = on track to obtain a secure grade A
A3 = on track to obtain a grade A, possibly a grade B
etc.

**Grading: UCAS Predictions**

- i. The nature of UCAS predictions is slightly different from those of internal ‘Aspirational Targets’ and ‘Current performance’ grades;
- ii. Almost all competitive universities now seem to be making grade offers of AAB and above for most courses, in spite of the fact that nationally there are far fewer candidates actually achieving those grades than places demanding them;
- iii. The grade that we predict for UCAS, whilst still being realistic, should be a supportive reflection of the student’s likely performance in their A level on a *good day* and given all their other strengths and weaknesses;
- iv. There must be evidence for a particular teacher or department to increase a predicted in a subject. As such, class tests in the first half term of Upper Sixth provide an opportunity for pupils to demonstrate that any change is warranted.

**Reporting: Types & Cycle**

- i. A regular series of reports home will communicate pupil progress;
- ii. If there any issues which need addressing, it is hoped that these are communicated when they arise rather than through a formal report;

- iii. Parents' Evenings are carefully placed around the reporting cycle to enable dialogue between parents and the school. However, parents should feel able to contact their daughter's teacher through the Form Tutor or Head of Year at any time;
- iv. There are four report formats:

Report formats	Content
Grade sheet	<ul style="list-style-type: none"> <li>• 'Croydon High Targets:' described above;</li> <li>• 'Attainment Grades': described above;</li> <li>• Teacher judgment of effort in class, homework standard, independent learning (Sixth Form only) and organisation using the following scale:  1 = Excellent, regularly goes beyond what is expected; 2 = Good, always meets expectations; 3 = Room for improvement, possibly coasting to an extent; 4 = Cause for concern.</li> </ul>
Grade sheet with short teacher comment	<ul style="list-style-type: none"> <li>• As for a 'Grade sheet' report, plus:</li> <li>• A <b>short comment from the teacher</b> addressed to the pupil which identifies strengths and targets for improvement.</li> </ul>
Full written report	<ul style="list-style-type: none"> <li>• As for a 'Grade sheet' report, plus:</li> <li>• An <b>extended comment from the teacher</b> which reviews progress, performance in internal exams and sets more detailed targets for the future.</li> </ul>
UCAS subject reports (internal)	<ul style="list-style-type: none"> <li>• These are internal reports written by subjects in support of a pupil's UCAS application. UCAS predicted grades are included in this report following the process described above; they are shared with pupils and parents in July of the Lower Sixth year.</li> </ul>

- v. The reporting cycle for each year group is given below:

Term	Lower School (Years 7-9)	Upper School (Years 10-11)	Sixth Form (Lower & Upper)
Autumn 1	Year 7 – Grade sheet (without current performance) with short teacher comment Year 8 – Grade sheet Year 9 – Grade sheet with targets published	Year 10 – Grade sheet with short teacher comment Year 11 – Grade sheet	L6 – Grade sheet with short teacher comment U6 – Grade sheet
Autumn 2	Year 7 – Grade sheet Year 8 – Grade sheet with short teacher comment Year 9 – Grade sheet with short teacher comment	Year 10 – Grade sheet Year 11 – Grade sheet	L6 – Grade sheet U6 – Full written report

<b>Spring 1</b>	Year 7 – Grade sheet Year 8 – Grade sheet Year 9 – Grade sheet with short teacher comment	Year 10 – Grade sheet Year 11 – Full written report	L6 – Grade sheet U6 – Grade sheet
<b>Spring 2</b>	Year 7 – Grade sheet with short teacher comment Year 8 – Grade sheet Year 9 – Grade sheet	Year 10 – Grade sheet Year 11 – Grade sheet	L6 – Grade sheet U6 – Grade sheet
<b>Summer 1</b>		Year 10 – Full written report	
<b>Summer 2</b>	Year 7 – Full written report Year 8 – Full written report Year 9 – Full written report		L6 – UCAS Subject reports & Full written reports

### Responsibilities

- i. **Pupils:** to complete all assessments to the best of their ability and be able to confidently assess their own strengths and weaknesses throughout their learning experience;
- ii. **Teachers:** to implement policy;
- iii. **Head of Department:** to monitor staff who are implementing the policy in their department;
- iv. **Deputy Head (Academic):** to oversee assessment, grading and reporting throughout the school and to monitor HoDs, in particular, one-person departments.

**Policy reviewed:** Summer 2019

**Next review:** Summer 2020