



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

Responsibility: Deputy Head (Academic) through the Director of Academic Studies
Policy reviewed: Summer 2021
Next review: Summer 2023

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 and guardians) 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. 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 learnt 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 PREP & 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 their peer group, and to identify pupils who are experiencing difficulties, and;
- 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 by the teacher and relevant Head of Department;
- ii. The 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, YELLIS, 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 9 at the start of the summer term with an opportunity for resits later in the term;
- iv. Formal internal examinations for Years 7, 8, 10 and Lower Sixth in mid to late May;
- v. Every half term (except summer 1), there are assessment weeks for all year groups which are designed to feed into our reporting system via the academic attainment or academic trajectory grade.
- vi. 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

- i. As outlined in the PREP & 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 PREP;
- vi. Where examination-type questions are used, grading should be based on examination board standards.

Grading: Reports (External Data)

Our approach to reporting is described in the table below:

Category	Year Group	Measure
Statistical Target Grade	Internal Purposes Only from Year 7 onwards	Pupils sit MIDYIS tests in Year 7; YELLIS tests in Year 10 and ALIS tests in Lower Sixth. Scores on these tests (and prior performance at GCSE for the Lower Sixth) provide a baseline which allows us to measure the value we add to each pupil as a school. The statistical targets are not reported home to parents but they do form the basis of aspirational target grades.
Academic Attainment	Year 7 & 8 only	*: Exceptional: a pupil is one of the top performers in the year group in this subject 1: High: a pupil is working above the expected level of attainment in this subject 2: Expected: a pupil is working at the expected level of attainment in this subject 3. Developing: a pupil is working towards the expected level of attainment in this subject 4. Below: a pupil is working below the expected level of attainment in this subject

Category	Year Group	Measure
Aspirational Target Grade	Year 9 onwards	<p>All pupils in Year 9 and above are given an Aspirational Target Grade in each subject. This grade should be viewed as a challenging but possibly achievable target in each subject. This target must always be above the statistical target. In the case of Sixth Form, the default Aspirational Target is the ALIS score in the 75th percentile.</p> <p>Aspirational Targets must be higher than Academic Trajectory grades (see below) unless:</p> <ul style="list-style-type: none"> • The Aspirational Target & the Academic Trajectory are the highest possible grade (9 & A* for GCSE & A level respectively); • The Academic Trajectory Grade is at the lowest end of the grade boundary (e.g., 7c or A3 in GCSE and A level, respectively) and it would be aspirational for a pupil to solidify their chances of meeting a grade 7/ an A or move to the upper grade boundary.
Academic Trajectory (replaces Academic Attainment in Year 7 & 8)	Year 9 and above	<p>The 'Academic Trajectory' Grade shows what a teacher thinks a pupil is likely to obtain at the end of the GCSE course, if they keep working as they currently are. This grade should not be viewed as a safe, easily attainable outcome, nor a worst-case scenario, but provides guidance if current progress is maintained. Where possible, it will consider recent class and assessment performances. In reaching a judgement, teachers use the following alphanumeric scale:</p> <p>For GCSE (Year 9-11) 7a: likely to obtain a high grade 7, possibly a grade 8; 7b: likely to obtain a secure grade 7; 7c: likely to obtain a grade 7, possibly a grade 6 etc.</p> <p>A level (Upper & Lower Sixth) A1: likely to obtain a high-grade A, possibly a grade A*; A2: likely to obtain a secure grade A; A3: likely to obtain a grade A, possibly a grade B etc.</p>
Engagement with Class-Based Learning	Year 7-11	<p>1: Excellent Reserved for a pupil who always goes beyond what is expected of them. They are always highly engaged and proactive in contributing to lessons with helpful and insightful comments and questions. They listen to the views of others and look to support other pupils' ideas. They are fully focused and productive when working independently and proactive in identifying their own support mechanisms.</p> <p>2: Effective</p>

Category	Year Group	Measure
		<p>A pupil is regularly performing in line with what is expected of them. They are consistently engaged and contribute willingly and helpfully when called upon. A pupil participates well in group work, listening to the views of others. They are focused when working independently and they actively seek appropriate support from their teachers and peers.</p> <p>3: Improvements required A pupil is not maximising their potential and does not reach the threshold outlined the 'effective' grade criteria. Careful consideration must be given to teacher feedback as to how improvements can be made.</p> <p>4: A cause for concern; changes needed A pupil is clearly underperforming in relation to their engagement with class-based learning. Urgent changes—based on teacher feedback—are required to realise their academic potential.</p>
Engagement with Class-Based Learning	Sixth Form	<p>1: Excellent Reserved for a student who always goes beyond what is expected of them. They are always highly engaged and proactive in contributing to lessons with helpful and insightful comments and questions. They listen to the views of others and look to support other students' ideas. They are fully focused and productive when working independently and proactive in identifying their own support mechanisms.</p> <p>2: Effective A student is consistently performing in line with what is expected of them. They are always engaged and contribute willingly and helpfully when called upon. They participate well in group work, listening to the views of others. They are focused when working independently and they actively seek appropriate support from their teachers and peers.</p> <p>3: Improvements required A student is not fully maximising their potential and does not reach the threshold outlined in the 'effective' grade criteria in all areas. Careful consideration should be given to teacher feedback as to how improvements can be made.</p> <p>4: A cause for concern; changes needed A student is clearly underperforming in relation to their engagement with class-based learning. Urgent changes—based</p>

Category	Year Group	Measure
		on teacher feedback—are required to realise their academic potential.
Engagement with Prep	Years 7-11	<p>1: Excellent Reserved for a pupil who always goes beyond what is expected of them by regularly accessing additional stretch & challenge PREP tasks. The quality of their PREP consistently exceeds that which a pupil can reasonably be expected to achieve in the allotted time. They regularly and proactively act upon teacher feedback in subsequent work.</p> <p>2: Effective A pupil completes their PREP on time in a manner which is consistent. The quality of their PREP meets the expectations of that which a pupil can reasonably be expected to achieve in the allotted time. They have accessed some of the stretch and challenge PREP tasks, and they act upon most teacher feedback in subsequent work.</p> <p>3: Improvements required A pupil does not always complete PREP on time, or to the desired standard that they are capable of. They do not act upon teacher feedback proactively enough.</p> <p>4: A cause for concern; changes needed A pupil is clearly underperforming in relation to what is expected of their PREP. Urgent changes—based on teacher feedback—are required to realise their academic potential.</p>
Engagement with Prep	Sixth Form	<p>1: Excellent Reserved for a student who always goes beyond what is expected of them by proactively completing work that uses their knowledge/skills in unfamiliar situations, e.g. practice questions. The quality of their PREP consistently exceeds that which is expected. They proactively act upon most teacher feedback, including the 'Austin's Butterfly' redrafting tasks.</p> <p>2: Effective A student completes their PREP on time in a manner which is consistent. The quality of their PREP meets the expectations. They will have completed some work that uses their knowledge/skills in unfamiliar situations e.g. practice questions. They act upon most teacher feedback, including the 'Austin's Butterfly' redrafting tasks</p> <p>3: Improvements required</p>

Category	Year Group	Measure
		<p>A student either does not always complete PREP on time, or does not complete PREP to the standard they are capable of. They do not regularly act upon teacher feedback or are not proactive enough in completing 'Austin's Butterfly' re-drafting work.</p> <p>4: A cause for concern; changes needed A student is clearly underperforming in relation to what is expected of their PREP. Urgent changes—based on teacher feedback—are required to realise their academic potential.</p>
Independent Learning	Sixth Form only	<p>1: Excellent Reserved for a student who proactively completes significant independent work which is recorded in their Independent Work Log. They are able to successfully set, organise and complete a range of independent tasks which further their learning. They demonstrate the ability to choose the correct working environment, settle to independent work quickly and maximise their Study Periods. They complement this with 8-10 hours of independent study at home per week.</p> <p>2: Effective A student who regularly completes independent work outside of classwork and PREP work which is recorded in their Independent Work Log. They usually choose the correct working environment and make effective use of Study Periods. They complement this with 5-8 hours of independent study at home per week.</p> <p>3: Improvements required A student who may not yet complete sufficient independent learning tasks and is relying too heavily on set work. They may struggle to settle to independent work in Study Periods. They may not yet show effective study habits at home.</p> <p>4: A cause for concern; changes needed A student is clearly underperforming in relation to what is expected of their independent learning commitments and has provided little or no evidence that they are using their Study Periods. Urgent changes—based on Sixth Form Team feedback—are required to realise their academic potential.</p>

Targets for Improvement

- i. If a grade 3 or 4 is issued for Engagement with Class Based Learning or Engagement with PREP, up to three targets for improvement are selected by teachers to indicate where pupil should direct their subsequent efforts.

- ii. These targets accompany all grades sheets; they augment rather than replace richness of the yearly written summer report.
- iii. The targets for improvement, which teachers select from, are as follows:

Target Code	Description
AC	Improve the depth and/or accuracy of your written work
CO	Consolidate work in between lessons and undertake wider research around the subject
QP	Improve the quality of the work you produce for PREP
IL	Improve the quality of independent learning
DL	Meet all deadlines
FE	Act on the feedback you are given
PA	Participate more in class or group discussions by giving views/solutions voluntarily and through active listening
ME	Improve the structure or methods shown in your work
PS	Concentrate and focus on your practical skills
RE	Be more resilient and do not give up/leave blanks
EQ	Bring the correct equipment and books to all lessons
SS	Seek support, proactively, when it is required in/out of the classroom
CW	Work more collaboratively with peers in group activities
IC	Focus on working more independently in class and trying harder to resolve a problem before asking for help

Grading: UCAS Predictions

- i. The nature of UCAS predictions is slightly different from those of internal 'Aspirational Targets' and 'Academic Trajectory' 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 there are university places demanding them;
- iii. The grade that we predict for UCAS, whilst still being realistic, should be a supportive reflection of a pupil'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 UCAS predicted grade in a subject. As such, the assessment period in the first half term of Upper Sixth provides an opportunity for pupils to demonstrate that any change is warranted.
- v. Performance in the internal examinations conducted on one of the September INSET days provides an additional 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 positioned around the reporting cycle to enable dialogue between parents and the school. However, parents and should feel able to contact their child'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"> • Academic Attainment (Year 7 & 8); • Aspirational Target Grade (Year 9 onwards); • Academic Trajectory Grade (Year 9 onwards); • Engagement in Class Based Learning (all year groups); • Engagement with PREP (all year groups); • Targets for Improvement are provided if grade 3 or 4 awarded for either of the Engagement criteria above. A teacher can select up to a maximum of three targets per subject; • An Independent Learning Grade (awarded by the Sixth Form Team).
Grade sheet with short teacher comment	<ul style="list-style-type: none"> • As for a 'Grade sheet' report, plus: • A short comment from the teacher addressed to the <i>pupil</i> which identifies strengths and targets for improvement.
Full written report	<ul style="list-style-type: none"> • As for a 'Grade sheet' report, excepted pre-populated Targets for Improvement plus: • An extended comment from the teacher to the parents/guardians which reviews progress, performance in internal exams and sets more detailed targets for the future.
UCAS subject reports (internal)	<ul style="list-style-type: none"> • 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.

- i. 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 with short teacher comment (without academic attainment) Year 8 – Grade sheet (without academic attainment)	Year 10 – Grade sheet with short teacher comment Year 11 – Grade sheet	L6 – Grade sheet with short teacher comment U6 – Grade sheet

Term	Lower School (Years 7-9)	Upper School (Years 10-11)	Sixth Form (Lower & Upper)
	Year 9 – Grade sheet with targets published (without academic trajectory)		
Autumn 2	Year 7 – Grade sheet Year 8 – Grade sheet with short written comment Year 9 – Grade sheet with short teacher comment	Year 10 – Grade sheet Year 11 – Grade sheet	L6 – Grade sheet U6 – Full written report
Spring 1	Year 7 – Grade sheet Year 8 – Grade sheet Year 9 – Grade sheet All without academic judgement	Year 10 – Grade sheet (without academic trajectory grade) Year 11 – Full written report	L6 – Grade sheet (without academic trajectory grade) U6 – Grade sheet
Spring 2	Year 7 – Grade sheet (with short written comment) Year 8 – Grade sheet Year 9 – Grade sheet	Year 10 – Grade sheet Year 11 – Grade sheet	L6 – Grade sheet U6 – Grade sheet
Summer 1	Year 9 – Full written report		
Summer 2	Year 7 – Full written report Year 8 – Full written report	Year 10 – Full written report	L6 – UCAS predicted grade report and contextual data, 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) through the Director of Academic Studies:** to oversee assessment, grading and reporting throughout the school and to monitor HoDs, in particular, one-person departments.