



Brentwood School

SENIOR SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

Assessment is an integral part of the curriculum and should assist in motivating pupils and improving individual and collective performance. It provides valuable information for pupils, parents and teachers and assists in enabling progression. Public examination results and value added data provide an opportunity to review academic standards and to develop strategies and procedures to support future improvement.

Assessment should be:

- Formative, whereby achievements and successes can be recognised and targets determined. This will frequently occur as a normal part of a lesson and homework review and will allow the teacher to determine a student's knowledge and skills, and will inform the planning of future lessons.
- Summative, taking place at the end of a topic, or programme of study, to determine a pupil's level of understanding and allow for data to be recorded and reported.
- Diagnostic, whereby strengths and weaknesses can be identified and pupils supported to understand how they are progressing and how improvements can be made.
- Continually used by departments to evaluate the quality of teaching and learning.

Assessment should also enable pupils to make informed decisions about subject choices and career planning.

Pupils are monitored on a regular basis throughout the year by both formal and informal processes. The form tutor is directly responsible for monitoring pupil progress in liaison with subject teachers, Heads of Departments, Heads of Year and parents.

The formal processes and procedures for assessment include:

ASSESSMENTS: Assessment grades are communicated to pupils and parents on a regular basis in conjunction with the report and parents' evening. Assessments provide an opportunity for teachers to comment on both attainment and effort with a brief synoptic overview provided by the form tutor. (See guidelines for attainment and effort grades.)

REPORTS: Pupils and parents receive a written report once a year, or twice for Boarders in the Lower Sixth. The report includes a curriculum statement setting out the topics covered since the start of the academic year and a diagnostic and remedial report from each individual subject teacher. These tightly focussed analytical reports highlight achievements, grades awarded and set subject specific targets for future improvement. There is also a short report provided by Housemasters/mistresses which celebrates participation in house competitions (sports, music and drama). The tutor's report provides a holistic overview of the progress that has been achieved (academic and co-curricular) and through conversation with the tutee helps them to prioritise and set targets. The Head of Year and the Headmaster both reflect upon the reports by providing summative comments. A Leavers' Certificate is also issued to Upper Sixth students, which is in the same format except it does not include subject reports.

TARGET SETTING: Target setting is an integral part of the assessment process at Brentwood School. It encourages pupils to take responsibility for their work and provides an opportunity for them to review their performance and set targets through discussion with their tutor, informed by the targets given by subject teachers. (See the guidance sheet for pupils which sets out the stages involved.)

ACADEMIC REVIEW: Academic reviews of pupils take place regularly by Heads and Deputy Heads of Year. We believe in celebrating success and those designated as praiseworthy receive a letter from their Head of Year and particularly significant achievements are shared publicly in whole school assemblies each week. Equally, where pupils are flagged up as constituting a cause of concern then positive strategies are agreed, implemented and reviewed. This results in further communication involving the pupils and parents and provides useful information for the parents' evening and for future monitoring. It can also involve more regular focussed monitoring during which pupils are placed on a report and their performance is monitored for every lesson until such point as they are deemed to be making satisfactory progress.

We adopt a proactive approach to monitoring and believe that effective tutoring ensures that pupils are able to make the best possible progress. Tutors are aided in this process by the performance analysis data provided by the Director of Studies. This is compiled in order to effectively track pupils in terms of attainment, effort and value added and is shared with form tutors, Learning Development, EAL staff and boarding Housemasters.

PARENTS' EVENINGS: These take place at least once a year for each year group. The evenings are organised using an appointment system with staff who are in accessible venues. *Pupils are invited to attend in all years should parents consider this to be appropriate.* Boarding housemasters/mistresses often support their pupils at these evenings. Should parents or teachers consider it necessary to meet at other times, perhaps for a longer conversation, this is arranged on an individual basis.

CONSULTATION MEETINGS: Where there are concerns following assessment / examinations about the academic progress of a student, the Head of Year or form tutor will arrange a meeting with parents. For public examination classes, these meetings also provide an opportunity to finalise strategies to maximise examination performance. In addition, there is a calendared Consultation Afternoon / Evening in June for parents of First, Second and Third Form pupils to make appointments to see the form tutor and subject teachers if wishing to discuss any areas of concern following the end-of-year examinations.

INTERNAL EXAMINATIONS & TESTS: These take place at regular stages during the course of study. GCSE, A level and IB students will take class tests or examinations in all of their subjects during particular weeks throughout the two years. Mock examinations are held in formal examination conditions in preparation for public examinations. The results of these tests and mock examinations are communicated to parents within a fortnight.

Performance in the Lower Sixth examinations constitutes an important factor in terms of determining predicted grades for UCAS. When determining predicted grades, HODS and tutors take a holistic view of performance, and give consideration to the aptitude and application of each individual pupil.

PUBLIC EXAMINATIONS: Pupils follow IGCSE/GCSE, A Level and IBDP courses which lead to public examinations and are assessed externally. The results are communicated to pupils, parents, staff, and governors and other relevant bodies.

MANAGEMENT: The Headmaster has overall responsibility for the quality of assessment, reporting and recording. The Director of Studies has Senior School responsibility for reports, examinations' value-added analysis and assessment, liaising with Heads of Department, Heads of Year, subject teachers, form tutors and the Deputy Head (Academic). The Deputy Head Academic has responsibility for monitoring academic standards, which includes liaison with the Director of Studies, Director of Teaching and Learning, Deputy Head Pastoral, Heads of Department and Heads of Year and their respective subject teachers and form tutors. The Deputy Head Pastoral is responsible for organising parents' evenings and year group monitoring. Teachers have a key responsibility in terms of making assessment an integral part of teaching and learning, including collecting evidence and ensuring that accurate and helpful information is shared with pupils, parents and tutors. Form tutors have a responsibility to use this assessment data to help tutees make the best possible academic progress. Subject teachers and tutors are responsible for clearly articulating the criteria for assessment and for supporting pupils to improve upon their performance.

Heads of Department and Heads of Year are responsible for monitoring assessment and for checking that members of their department/year group conform to whole school and departmental procedures. Heads of Department also review their public examination and mock results and their predictions with the Deputy Head (Academic). This informs the departmental development planning process and serves to highlight CPD/INSET requirements.

BASELINE TESTING: Pupils are tested at the start of the First Year (Midyis) and Lower Sixth (Alis) using Computer Adaptive Baseline Testing designed by the CEM Centre at Durham University. The results of these are made available to all teaching staff in order to inform their planning and delivery of lessons. The tests also yield predictions; comparisons are made to these in order to track student performance and to also calculate value-added data once external examinations results are published.

TIME SCALE AND CALENDAR: The academic calendar sets out the yearly cycle of assessment, reporting and recording.

APPENDICES:

1. Academic Calendar (2017-18)
2. Effort and Attainment Scales and Descriptors (Sept 2017)
3. Guidance Sheet for Target-setting

ACADEMIC CALENDAR 2017/18

	First	Second	Third	Fourth	Fifth	LA A Level Tutor initial meeting	LB IB Tutor initial meeting	UB A Level Target review / UCAS UCAS predictor review sent home	UB IB Target review / UCAS UCAS predictor review sent home
28-Aug				Target review Intro Meet (Thurs 6th)	Intro Meet (Thurs 31st)				
04-Sep		Target review Intro Meet (Thurs 7th)	Target review Intro Meet (Thurs 14th)	Target review Intro Meet (Thurs 21st)	Target review Intro Meet (Thurs 28th)				
11-Sep	Intro Meet (Tue 12th)						Intro Meet (Mon 11th)		
18-Sep									
25-Sep					Options forms go out Tests (single lesson tests) Language (IB optional) Seminar on the IB Diploma (Thurs 5th) Assess (inc. Tests) Parents Eve (Wed 13th)			Tests (single lesson tests) Language (IB optional) To discuss the program	
02-Oct									
09-Oct	Emp. Bch. WFL, L, S Assess	Assess	Assess	Assess	Parents Eve (Wed 13th)			Assess (inc. Tests)	Assess (inc. Tests)
16-Oct									
06-Nov					Opt Meet (Thurs 9th)	Tests (single lesson tests)	Tests (single lesson tests)		
13-Nov				Tests (single lesson tests)	Opt Meet (Thurs 9th)	Tests (single lesson tests)	Tests (single lesson tests)		
20-Nov					Opt Interviews (Sat 10th)	Test grades in / sent	Test grades in / sent		
27-Nov				Assess (inc. Tests)	Reports (Out grades sent home before exam)	Reports	Reports (Out grades sent home before exam)	Assess	Assess
04-Dec				Parents Eve (Wed 13th)	IB / A level options due (Thurs 6th) Assess	Tutor review	Tutor review	Tutor review	Tutor review
11-Dec			Assess						
01-Jan					Mocks (Courage Hall)				
08-Jan									
15-Jan	Assess		Opt Meet (Mon 8th)						IB mocks
22-Jan			Parents Eve (Wed 13th)					Assess	Assess (inc. mock prep)
29-Jan			GCSE options due						
05-Feb									
12-Feb									
19-Feb									
26-Feb									
05-Mar									
12-Mar									
19-Mar									
26-Mar									
02-Apr									
09-Apr									
16-Apr	Reports (only HoY or form tutor comment)	Reports (only HoY or form tutor comment)	Reports (only HoY or form tutor comment)	Exams (Courage Hall)	Exams	Exams	Exams	Study leave	Study leave
23-Apr									
30-Apr									
07-May									
14-May									
21-May									
28-May									
04-Jun									
11-Jun									
18-Jun									
25-Jun									

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

UCAS Reference (top up opportunity and EE comments entered) / supplementary test

10th leaver certificate (form labor, Housemaster, Headmaster)

10th leaver certificate (form labor, Housemaster, Headmaster)

10th leaver certificate (form labor, Housemaster, Headmaster)

10th leaver certificate (form labor, Housemaster, Headmaster)

10th leaver certificate (form labor, Housemaster, Headmaster)



BRENTWOOD SCHOOL

GRADES FOR EFFORT AND ATTAINMENT

The following sets out the grades used for Brentwood School Reports and Interim Assessments.

EFFORT GRADES:

Pupils are graded for each of the following:

Behaviour in Class (1st to 5th Form only): The extent to which the pupil's manner in class is helpful in promoting a positive learning environment and is conducive to enabling good progress to be made by all. This includes maintaining good concentration, listening carefully to instructions and advice from the teacher and respectfully to the ideas of other pupils.

Participation / Effort in Class: The extent to which the pupil actively participates in class and engages positively with all tasks set. This includes showing a willingness to answer questions and to contribute their own ideas both to the whole class and when working in groups. It also includes the pupil actively seeking assistance from the class teacher when necessary.

Effort Outside Class: The extent to which care is taken with homework to ensure that it is completed as thoroughly as possible. This includes fully addressing the objectives of the task, persevering when finding the work challenging and answering each question to the best of their ability. (Where students are not set homework in a subject, 'n/a' will appear on that part of their report, for example 1st Form Music)

Where awarding this grade to Sixth Form students it must also reflect the extent to which the student is engaging in independent study. Sixth Form students are expected to do more independent study than just the homework tasks set by their teachers. This could take the form of wider reading for consolidation or interest, attending revision classes, private revision, learning vocabulary, or participating in other opportunities to broaden their understanding of the subject.

A Sixth Form student is unlikely to be awarded better than 'Good' unless this independence is evident.

Organisation / Deadlines: The extent to which the pupil arrives at the lesson ready to learn and is able to meet deadlines set by the class teacher, primarily in the submission of homework. This includes arriving for lessons promptly with the necessary equipment and the extent to which the pupil is able to manage their time effectively.

These criteria are graded as follows:

Very good (V) **Good** (G) **Requires improvement** (R) **Urgent remedial action required** (U)

A fifth **Exceptional** (E) grade is available only for "Participation/Effort in Class" and "Effort Outside Class". The award of an exceptional grade indicates a pupil who significantly exceeds the expectations of someone in that Year group.

'R' and 'U' grades indicate that the pupil needs to address concerns in that specific subject area.

- "R" meaning that a pupil is occasionally failing to meet expectations.
- "U" that the pupil is frequently failing to meet expectations.

ATTAINMENT GRADES:

Teachers will award attainment grades based on the quality of work and contribution seen in class, work completed outside class, tests and examination results. The grades are to be based on all aspects of a student's work during the period *since the last interim assessment* and should also consider the extent to which the pupil demonstrates an ability to use higher order learning skills, such as evaluation and analysis.

1st, 2nd & 3rd FORM PUPILS

These grades are **not** based on likely performance at GCSE / IGCSE level.

Grade awarded	Pupils' Attainment relative to those within their Year group.	Awarded within Year group to	Suggested distribution of grades for an average mixed ability class of 20 students.
A*	Outstanding	Top 20%	4
A	Very good	Next 25%	5
B	Good	Next 30%	6
C	Satisfactory	Next 20%	4
D	Poor	Bottom 5%	1
E	Extremely poor	Very Few	0

1st Form Pupils: In the first reporting cycle, only **effort grades** are to be awarded in English, Mathematics, Science and Languages, with no grades for other subjects

2nd Form Pupils: No grades are awarded until January for Dance, Drama, Food & Nutrition or ICT classes, since these subjects have only one lesson per fortnight.

EXAMINATION CLASSES

Attainment Grades for pupils in 4th Form and above will reflect their current performance in tests, classwork and homework but also take into account likely outcomes in their final external examination; professional judgement is essential here.

For example, grades should not be entirely out-of-line with anticipated outcomes in public examinations, which for many departments is 100% A*-C grades. Furthermore, circumstances may arise when a whole class has performed unexpectedly poorly in a specific test – perhaps a new test written for a reformed syllabus. In such circumstances it would be unrealistic and demotivating to award D/E grades to pupils who are clearly working towards B grades and higher.

4TH & 5TH FORM PUPILS

These grades **will** take into account likely performance at GCSE / IGCSE level.

In line with specification reform, all subjects will grade students' attainment from 9-1 with the exception of grades for 5th Form study towards:

- Biology, Chemistry & Physics,
- Product Design, Graphic Products & Resistant Materials,
- Computing,
- History.

The diagram below presents the Ofqual guidelines for how the A*-U grades map to the new 9-1 system:

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

No attainment grades are awarded for Human Universe.

SIXTH FORM IB DIPLOMA STUDENTS

All subjects will grade IB students' attainment from 7-1 taking into account current performance and likely outcome in their examinations. No attainment grades are awarded for Theory of Knowledge or CAS.

SIXTH FORM A LEVEL STUDENTS

All subjects will grade A-Level students' attainment from A*-E taking into account current performance and likely outcome in their examinations. Only effort grades will be awarded for their EPQ and Enrichment courses in the first reporting cycle.