



Brentwood School

SENIOR SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

Assessment is an integral part of the curriculum and assists 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 are recognised, areas for improvement identified, and pupils supported in understanding how they can continue to progress and in setting targets. This will frequently occur as a normal part of a lesson or homework review.
- Summative, taking place at the end of a unit or programme of study, to determine a pupil's level of understanding and allow for data to be recorded and reported. Summative assessment may be aided by diagnostic testing at the start of a unit to identify what pupils already know about a topic, in order to give a baseline against which to contrast the later summative test.
- Continually used by teachers and departments to evaluate the quality of teaching and learning in their classroom and subject, and inform the planning of future lessons.

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 pupil attainment and effort. (See Effort and Attainment Scales and Descriptors and Exemplar Assessment Gradesheet in Appendices)

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 that 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 summary comments. A Leavers' Certificate is also issued to Upper Sixth students at the end of their final Term.

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.

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/IGCSE, A Level and IBDP 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 content of internal tests and examinations needs to reflect the subject matter covered in class, and questions should be in the style of those used in the public examinations. When setting such tests and examinations, Heads of Department should endeavour to ensure these tests give a fair representation of students' current performance in their subject; grade boundaries should be determined by consulting previous grade boundaries in public examinations in that subject. 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 determining predicted grades for UCAS. When determining predicted grades, Heads of Department take a holistic view of performance, and give consideration to the aptitude and application of each individual pupil.

PUBLIC EXAMINATIONS: Pupils follow GCSE/IGCSE, 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 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 (2018-19)
2. Effort and Attainment Scales and Descriptors (Sept 2018)
3. Exemplar Assessment Gradesheet

ACADEMIC CALENDAR 2018/19

| W/C | First | Second | Third | Fourth | Fifth | L6th (IB & A Level) | U6th A Level | U6th IB |
|------------------|---|---|---|------------------------------------|--|--|--|--|
| 3-Sep | | | | | Intro Meet (6/9) | Tutor initial meeting | Target review / UCAS | Target review / UCAS |
| 10-Sep | | Target review Intro Meet (13/9) | Target review Intro Meet (13/9) | Target review Intro Meet (10/9) | Target review | Intro Meet (12/9) | | |
| 17-Sep | Intro Meet (17/9) | | | | Options forms go out | | Tests (single lesson tests) To include L6th material | Tests (single lesson tests) To include L6th material |
| 24-Sep | | | | | | | Assess (inc. Tests) | Assess (inc. Tests) |
| 1-Oct | | | | | Tests (single lesson tests) To include 4th yr material | | | |
| 8-Oct | | | | | Seminar on the IB Diploma (date) Assess (inc. Tests) | Assess | | |
| 15-Oct | Eng, Math, MFL, L, Sc Efforts | | | Assess | Parents' Eve (17/10) | | | |
| Half Term | | | | | | | (Uni tests) | (Uni tests) |
| 5-Nov | | Assess | Assess | | Opt Meeting (8/11) | Tests (single lesson tests) | | |
| 12-Nov | Parents' Eve (13/11) | | | Tests (single lesson tests) | Opt interviews (17/11) | Test grades in / sent | | |
| 19-Nov | | Parents' Eve (21/11) | | Assess (inc. Tests) | | Subject/House reports | | |
| 26-Nov | | | | Parents' Eve (29/11) | | Tutor reports | | |
| 3-Dec | Maths setting (tbc) | | | | Assess IB / A level options due | HoY report | Assess (based on exam material) | Assess |
| 10-Dec | | | | | Language orals, Triple Science papers, Maths non-calculator | HM report | Parents' Eve (10/12) | Parents' Eve (10/12) |
| CHRISTMAS | | | | | | | | |
| 7-Jan | | | Assess | | Mocks (Courage Hall) | | | U6th IB Mocks |
| 14-Jan | Assess | Assess | Opt Meeting (14/1) | | | | | |
| 21-Jan | | | | | Subject/House reports | | Assess (inc. tests) | Assess (inc. mock grades) |
| 28-Jan | | | Parents' Eve (29/1) | | Tutor reports | Assess | | |
| 4-Feb | | | GCSE options due | | HoY reports | Parents' Eve (7/2) | | |
| 11-Feb | | | | Assess | HM reports | | | |
| Half Term | | | | | | | | |
| 25-Feb | | | | | | | U6th A Level Mocks | Subject reports |
| 4-Mar | 2nd year options due | 3rd year options due | | | | | | Tutor reports |
| 11-Mar | Assess | | | | Assess | | Subject reports | HoY reports |
| 18-Mar | | Assess | Assess | | Parents' Eve (20/3) | | Tutor reports | |
| 25-Mar | | | | | | Assess | HoY reports | |
| 1-Apr | Subject/House reports Grades copied | | | | | | Consultation Afternoon? (4/4: 4-5pm) | Consultation Afternoon? (4/4: 4-5pm) |
| EASTER | | | | | | | | |
| 22-Apr | Tutor reports | Subject/House reports Grades copied | | Exams (Courage Hall) | | Exams (Auditorium) | | |
| 29-Apr | HoY and HM reports | Tutor reports | Subject/House reports Grades copied | until Wed | | until Wed | | Study leave |
| 6-May | | HoY and HM reports | Tutor reports | | Study leave | Assess (with exam grades and likely final grades) | | IB |
| 13-May | | | HoY and HM reports | Subject/House reports | GCSE | | Study leave | IB |
| 20-May | | | | Tutor reports | GCSE | | A2 | IB |
| Half Term | | | | | | | | |
| 3-Jun | Exams | Exams | Exams | HoY and HM reports | GCSE | UCAS Comments | A2 | |
| 10-Jun | | | | | GCSE | Assess | | |
| 17-Jun | | | | | GCSE | Parents' Eve (17/6) | U6th leavers' certificates (form tutor, Housemaster, Head of Year, HM) | U6th leavers' certificates (form tutor, Housemaster, Head of Year, HM) |
| 24-Jun | Exam grades, sets and HM summary comment sent home and Consultation Afternoon (25/6: 4.30-6.30pm) | Exam grades, sets and HM summary comment sent home and Consultation Afternoon (25/6: 4.30-6.30pm) | Exam grades, sets and HM summary comment sent home and Consultation Afternoon (25/6: 4.30-6.30pm) | | | | | |
| 1-Jul | | | | | GCSE | Reports for boarders | | |

Staff back on Tues
Pupils on Wed



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) 'R**equires improvement' (R) 'U**rgent 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* | Exceptional | 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 Computing, Dance, Design & Technology, Drama or Food & Nutrition 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/9-4 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/3/2 grades to pupils who are clearly working towards B/4 grades and higher.

4TH & 5TH FORM PUPILS

All subjects, except EAL, will students' attainment from 9-1 taking into account current performance and likely outcome in their examinations. 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.



Brentwood School

MICHAELMAS TERM 2017

Upper Sixth Form
International Baccalaureate

Student Name 6ROE



| Subject | Attainment | Participation / Effort in Class | Effort Outside Class | Organisation / Deadlines | Exam | Teacher |
|------------------------------|------------|------------------------------------|-------------------------|-----------------------------|------|---------|
| Creativity, Action & Service | N/A | N/A | Good | Good | N/A | ISR |
| Design Technology | 6 | Very Good | Good | Good | 5 | DAM |
| Design Technology | 6 | Good | Good | Good | | ARE |
| English | 6 | Very Good | Very Good | Very Good | 6 | IW |
| English | 7 | Very Good | Very Good | Very Good | | CWB |
| Geography | 5 | Good | Very Good | Very Good | 5 | JPH |
| Mathematics | 5 | Good | Good | Requires Improvement | 5 | ROE |
| Physics | 7 | Very Good | Very Good | Very Good | 7 | RDJ |
| Physics | 7 | Good | Very Good | Good | | RKO |
| Self Study Literature | 5 | Very Good | Good | Good | N/A | RWH |
| Theory of Knowledge | N/A | Good | Good | Good | N/A | JB |