

ASSESSMENT AND REPORTING POLICY

Date of Policy	October 2018
Approved by Principal	October 2018
Next Review Date	August 2019
Lead for Review	Deputy Head Academic

Introduction

This policy is intended to be a manageable policy on marking that is implemented by all staff, and which is easily understood by all parents, agents, students and other interested parties.

Assessment of day-to-day progress depends heavily upon the marking and correction of written work and other tangible forms of student response. The main purpose is formative - helping students to see how their work can be improved and developed, identifying areas for improvement and uncertainties as a basis for remedial action, and as a major and effective practical means of establishing suitably high expectations of each student. However, grades are also important as the basis on which students might realistically choose which universities to apply to, and as the basis for information given to universities about the students.

Marking

In order to keep the marking load down to an effective minimum, staff can use selective detailed marking of key pieces of work supported by a lighter scrutiny of other work.

All staff must ensure that:

- Marking is regular and thorough enough to spot errors and inaccuracies.
- Marking needs to be simple, positive and student friendly. Staff can use the 'to improve' stamp and write comments next to it.
- Written comments and verbal feedback communicate clearly to individual students and their parents the student's strengths/areas for improvement, level of performance, suggested strategies for improving their knowledge, understanding and skills, and goals to be achieved. This can help parents who take an active role in their child's education.
- They do not readily accept inaccurate or inadequate responses to written or practical tasks.
- Steps are taken to act on missing, incomplete or poorly presented work.
- Work is returned to students within two weeks.

FORMATIVE MARKING

During each term, a student should have four formative comments made on their work and a number of the key targets set for improvement. Evidence of formative marking will be available in student folders demonstrating both teacher comments and evidence of student involvement in assessment. Other marking may be lighter touch or verbal feedback as we aim for a variety of ways to feedback to our students.

EXPECTATIONS OF MARKING

Staff are expected to feedback on student work regularly with detailed comments and targets set for improvement at least twice every half term. Student work will clearly be assessed far more frequently than this but feedback can be verbal, online, peer or self-assessed and use the wide variety of other approaches which are available to us.

TRACKING OF STUDENTS

Tracking of students takes place after each assessment period to monitor their academic progress and analyse their performance against ALIS predictions. Students achieving assessment grades two or more below ALIS are identified as underachieving and teachers are expected to monitor and intervene appropriately. This process will also trigger action by Curriculum Directors, Programme Directors or SLT as appropriate and a variety of support interventions including additional support

classes, evening and Saturday morning prep, academic report and individual learning plans are deployed as required. Records are kept of action taken and targets set.

Grading

Common grading principles are used throughout the college.

Assessments carried out during designated assessment weeks will always receive a grade.

Otherwise, it is at the discretion of the teacher to decide which work is graded and which may simply have a comment or be fed back on in another way (verbal feedback, peer assessment, self-assessment etc).

Where a teacher grades a piece of work, grades will be applied in accordance with this policy. All students have the right to fair and equal access to accurate assessments in accordance with this policy. The college conforms to all relevant areas of the GDPR.

A Guide to Reporting Grades:

Assessment Grade: The grade the student achieved in the last assessment cycle.

Current Grade: This is a cumulative grade which reflects teacher's professional judgement as to the student's current performance in the subject. Your decision will be informed by their performance to date in assessments, class participation, skills and knowledge demonstration and homework evidence.

Teacher Predicted Final Grade: This is a forward projection grade which reflects the teacher's professional opinion on what the student has the potential to achieve in their final grade at the end of the course.

Effort Grade: This grade is based on a scale of 1-4 with 1 being high and 4 low. This should reflect the student's effort in their subjects based upon participation in class, completion and standard of homework and coursework, meeting deadlines, attendance and punctuality.

CEM: This is the students ALIS/YELLIS grade based on their initial testing. This will be entered centrally and will not change. This grade should be used to inform your teacher predicted final grade and expectations.

Target Grade: This will no longer be set by teachers, students will set their own target grades during the 'Reflection and Target Setting Weeks' following the release of academic reports. They will be encouraged to review their grade profile and comments from teachers and personal tutors and set themselves a realistic target grade. This target grade will be recorded on the subject 'Achievement Diary' and 'RRR' (Review, Reflect, React) form completed with the Form tutors.

*Of the grades listed above parents will receive the current grade, teacher predicted final grade and effort grade on reports, the other grades are for internal use only.

Grading

(1): A-Level and UFP Students can be awarded grades ranging from A*-E, or U
PRE and iGCSE Students can be awarded grades ranging from A*-G or U (9-1 or 0 in some iGCSE subjects)

Grade	Quick Description	Student action
A* 9	Highly distinctive work	The student is encouraged to maintain this standard of work and stretch themselves beyond the curriculum via extension work.
A 8	Excellent work	The student should try to maintain this standard of work and understand what improvements are necessary to achieve an A*.
B 7-6	Very good work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
C 5-4	Good work	The work has been done well, however, points may have been missed or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
D 3	Fair work	The work is of pass standard, but there are some serious errors or omissions. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
E/F/G 2-1	Basic work	The work has just achieved a pass standard. The student should discuss the work with the teacher, and if appropriate, attempt the piece again applying advice given to improve.
U 0	Unsatisfactory work	The work has not been done to the required standard. The student must discuss the work with the teacher, and attempt the piece again where appropriate, support strategies/ academic counselling must be requested.

Grading (2): IB course

Students can be awarded grades ranging from 7 to 1:

Grade	Quick Description	Student action
7 A (Extended Essay and ToK)	Highly distinctive work	The student is encouraged to maintain this standard of work and stretch themselves beyond the curriculum via extension work.
6 B (Extended Essay and ToK)	Excellent work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
5 B (Extended Essay and ToK)	Very good work	The work is of a high quality. Certain specific improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
4 C (Extended Essay and ToK)	Good work	The work has been done well, however, points may have been missed or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
3 C (Extended Essay and ToK)	Fair work	The work is of pass standard, but there are some serious errors or omissions. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
2 D (Extended Essay and ToK)	Basic work	The work has just achieved a pass standard. The student should discuss the work with the teacher, and if appropriate, attempt the piece again applying advice given to improve.
1 E (Extended Essay and ToK)	Unsatisfactory work	The work has not been done to the required standard. The student must discuss the work with the teacher, and attempt the piece again where appropriate, support strategies/ academic counselling must be requested.

Grading (3): IELTS courses

Students can be awarded grades ranging from 9.0 to 0, although in practice the range of grades for students at CATS Canterbury ranges from 3.5 - 8.5 with most between 4.5 - 7.0.

Work should be awarded .5 scores where the standard is approaching a higher band, including writing and speaking assessments. Students, however, should be made aware that writing and speaking are assessed only in terms of .0 scores in the official IELTS marking system.

Score	Quick Description	Student action
8.0 / 8.5 / 9.0	Expert/ Very Good User	The student is encouraged to maintain this standard of English and stretch themselves beyond the IELTS requirements via extension work or academic skills development.
7.0 / 7.5	Good User	The student's English work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
6.5	Competent User	The work has been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully, redraft work and apply feedback to future work to improve.
6.0	Competent User	The work is of minimum pass standard, but there are some serious errors or omissions. The student should look at, for example, any essay correction again, and make sure that all substantial points have been understood and are addressed in future work.
5.5	Modest User	The work has almost achieved a pass standard. The student should seek advice from their teacher and have specific targets to work on areas identified for improvement.
5.0	Modest User	The student has language problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use.
4.5 / 4.0 or below	Limited User/ Extremely limited user	The student has serious language problems and should discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use. Additional English support classes should be requested.

APPEAL AGAINST RESULTS

Students may appeal their internally assessed marks as per the Exams Policy, specific awarding body policies and procedures and UFP Quality Assurance Handbook. If they remain unsatisfied they can raise a complaint via the Complaints Policy.

PLAGIARISM

Students are warned about the dangers of this by subject staff, and instances found will be reported to the examination board when appropriate. Reference is made here to the college Academic Honesty Policy.

FREQUENCY OF STUDENTS' ASSESSMENT TESTS

Students are given oral or written assessment tests in each of their academic subjects twice per term. An assessment is usually designed to last for 50 minutes (or longer, since most external examinations are significantly longer than 1 hour) and contains questions based on recently taught work and questions of a synoptic nature intended to revise work learnt earlier on in the course. The questions set are made to resemble those set in final examinations.

STUDENT REPORTS

Twice a term, teachers write student reports that are addressed directly to the student to provide information on academic achievement, effort, attendance and achievement grades. Copies of these reports are given to students and form the basis of discussions between Form Tutors and their students. Subject teachers are responsible for discussing progress, setting targets and providing individual study plans.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

This policy incorporates guidelines and strategies contained in the following IB Assessment documentation: Diploma Programme: From principles into practice.

IB students are able to demonstrate consolidation of their learning through the completion of all elements of the IB Diploma Programme, including the Core of CAS, EE and ToK. All IB students are encouraged to conform to the College homework timetable, which sets out a recommended schedule of 2-hour homework sessions per weekday evening. IB students are assessed in relation to identified levels of attainment, rather than in relation to the work of other students.

Policy Links

- Teaching and Learning
- ALS
- Curriculum

Date for review: the college will review this policy annually and evaluate its effectiveness. This policy takes account of any guidance issued by the Secretary of State.