



Queen Mary's Grammar School

Assessment Policy

Highlighted sections denote amendments made, June 2020

Please see Appendix 5 for an update to our Assessment Policy for the period of school closure and partial re-opening due to coronavirus from March 2020

Principles

The School believes that all assessment, recording and reporting should be underpinned by the following principles:

- Clarity
- Consistency
- Pertinence
- Realism
- Regularity
- Alignment with the national pattern of examinations

Aims

It is expected that:

| <i>for Teachers</i> | <i>for Pupils</i> | <i>for Parents and carers</i> |
|--|---|---|
| <ul style="list-style-type: none"> • Marking and monitoring should both assess completed work and inform future programmes of teaching and learning, according to the needs of individual pupils. • Teachers will set and mark work regularly. All work will be <i>monitored</i> (to check that it has been completed to a satisfactory standard; some pieces of work will be selected for more detailed and rigorous <i>marking</i> in accordance with the department's assessment policy. • This document is the responsibility of the Head of Department and should provide clarity on the nature and timing of assessment for staff, students and parents • Regular assessment should be formative and clearly in line with the departmental expectations • Marking will include positive statements about what has been achieved, constructive comments and suggested targets for improvement. • Work may be annotated using symbols which have been agreed either at a whole school or departmental level. | <ul style="list-style-type: none"> • Pupils will use information given by the teacher to assess their own performance and to formulate clear targets about what they need to do to make appropriate progress • Pupils will tailor their work to meet assessment objectives described by the teacher, and will develop an awareness of the standards required to achieve appropriate levels and grades. • Pupils will be involved in the assessment of their own, and their colleagues' work; they should have opportunities to write and talk about what they have done and how they can improve (both for selected routine assignments and on reports). | <ul style="list-style-type: none"> • Parents and carers will receive communication about their child's attainment, progress and potential via reports and parents' evenings • Parents and carers are positively encouraged to be involved in their child's education by attending parents' evenings, monitoring entries in homework diaries and by contacting the relevant Year Tutor if they have any concerns • Parents and carers should be actively aware of their child's STAR estimates and be engaged in discussion with them on ways to improve/maintain their performance |

- The importance of the RWC&M strands in students' work is recognised and assessed
- Appropriate time will be given to complete tasks for assessment, especially when set for remote learning, for example via MS Teams, as it is recognised that pupils will be facing different home circumstances and may not always have timely access to the necessary technology.
- Likewise, work will be returned to pupils as soon as possible (within a working fortnight).
- Teachers will encourage pupils critically to evaluate their own and others' work; opportunities for self and peer assessment will be included in the programme of routine work.
- Teachers will inform pupils of the criteria by which they are to be assessed.
- Teachers will assess pupils' performance under test conditions, not only in the summer and Mock exams, but also on a regular basis throughout the year, again in conjunction with the departmental policy
- Teachers may also make use of pupil self-marking tools for formative assessment, especially via online platforms such as MS Forms, Seneca, Quizlet etc, in order to complement teacher assessment. The School values these modes of assessment as low-stakes regular testing can embed learning over time.
- HoDs will organise departmental tests to ensure consistency across the Year group.
- Teachers will be aware of pupils' prior attainment and potential by noting their estimated grades using STAR
- Teachers should be aware of other considerations in relation to their students (SEN, Pupil Premium, Gifted and Talented, literary support) and use differentiation (including stretch and challenge) where appropriate
- Teachers will award attainment grades at the appropriate times of year and should have evidence to support their judgments (including marks recorded in Mark Books – either electronic or paper-based).
- Teachers will report pupils' progress to parents at least twice annually: once in writing and once at a parents' evening.
- For pupils who have been identified as needing extra literacy support, this will mainly be provided by the English department, but it is important that all staff are aware of these students and plan for them accordingly. The English department support may be in the form of extra-curricular groups, withdrawal intervention or in-class support

- Pupils should be actively aware of their STAR estimates and be clear about ways of improving performance to be able to achieve these
- Pupils will make every effort to act on feedback in order secure learning, whether it is provided individually, to the whole-class or in a peer-assessment activity, or delivered verbally, in writing, or via an online platform used by the teacher for assessment

N.B.

If pupils or parents have any questions or concerns about arrangements for marking, assessment, recording and reporting, they should contact:

- The relevant Year Tutor
- The relevant Head of Department
- The Deputy Headmaster in charge of curriculum
- The Headmaster

Pupils and parents should also note that there is a separate policy regarding appeals against coursework marks that are deemed to be unfair. That policy deals with enquiries about external examination results.

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|---|-------------------|-------------------------------|
| <ul style="list-style-type: none">• During school closure, staff will not be collecting pupils books/assessment papers in to mark | | |
| <i>for Teachers</i> | <i>for Pupils</i> | <i>for Parents and carers</i> |

The person with specific responsibilities for assessment, recording and reporting is:

Mr M.E. Lax – Deputy Head

Appendix 1 - Roles and responsibilities in report writing:


| | |
|---------------------------|---|
| Subject teacher | <p>To complete the main body of the subject report with respect to the basic guidelines of report writing:</p> <ul style="list-style-type: none"> • Checking spelling, punctuation and grammar carefully • Using capital letters for subject names • Keeping the report as one paragraph, with no lines left in between comments • Addressing the report to the parents, not to the pupil • Making each report unique to the pupil and try to find a balance between positive statements and thoughtful guidance on how to improve • Making sure comments are appropriate to the pupil’s estimated grade and attainment grade • Referring to the estimated grade as this, rather than ‘predicted’, ‘expected’ or STAR grade • To be sparing in the use of comment banks, report templates or copying and pasting • Keeping to the guidance of writing a maximum of 50 words per subject, per report (with the exception of when separate arrangements are made for joint reports in the sixth form). • Keeping to deadlines |
| Head of Department | <p>To oversee the completion of reports within the department to deadlines. To ensure continuity of approach in assessment and report content. In the case of sixth form reports, to make sure that all aspects of the course are covered by the teacher allocated to write the subject feedback.</p> |
| Form/group tutor | <p>As allocated by the HOY (roughly half the group), to proof read the subject reports, making minor corrections where necessary and appropriate. To make comments on the academic quality of the reports, to ensure written comments are consistent with estimated and attainment grades. To reflect the contribution of the student to the form and in extracurricular activities. To advise HOY of any issues relating to subject report content.</p> |
| Head of Year | <p>To allocate reports to be written by the HOY and those for the form/group tutor (roughly half each). To oversee the quality of form tutor reports and ensure continuity in approach. To make comments on the academic quality of the reports, to ensure written comments are consistent with estimated and attainment grades. To proof read the subject reports, making minor corrections on SIMS where necessary and appropriate. To reflect the contribution of the student to the form and in extracurricular activities. To advise the Deputy Head of any issues relating to subject report content.</p> |
| Deputy Head | <p>To oversee the technical set up of reports and liaise with all staff in making improvements to the SIMS reporting system. To trouble shoot issues related to report quality and continuity of both subject and pastoral reports.</p> |
| Headmaster | <p>To provide a hand written comment on each report and to ensure that all reports are portraying the ethos and aspirations of the school.</p> |

Appendix 2 – Estimated STAR grades and attainment grades

| | Estimated STAR grades | Attainment grades |
|-----------------------------|---|--|
| Key Stages 3/4 (Years 7-11) | <p>These are calculated using three separate pieces of data:</p> <ol style="list-style-type: none"> 1. Results from Key Stage 2 examinations taken in Year 6 2. Midyis test results from Year 7 (used for Years 7-9) or Yellis test results from Year 10 (used for Year 10 & 11) 3. Predictive data from Fischer Family Trust (an educational charity) based on prior attainment <p>Each of the above pieces of data assesses pupils’ capabilities and generates predictions as to their likely performance at GCSE, assuming they continue to work at the same level, in the different subjects that they study. Our estimated grades are an average of the three pieces of data. These grades give an indication of the level that pupils should be working at in their various subjects.</p> <p>In Years 7-11 these estimates will be on the 9-1 scale, dependant on what the student would be awarded in that subject by the end of KS4</p> <p>Reports will provide an indication as to whether pupils are above their estimated grade, working at the correct level, or working below their estimated grade (under-achievement).</p> | <ul style="list-style-type: none"> • Summative attainment grades are collated at the end of the Autumn and Spring terms and are also used to indicate performance in the end of year examinations. • The grades will be on the 9-1 scale, dependant on what the student would be awarded in that subject by the end of KS4 • The bottom of an “old” A grade is aligned to the bottom of a level 7, with the bottom of an “old” C grade aligned to the bottom of a level 4 • The top 20% of those being awarded a level 7 or above nationally will be awarded a level 9 • Any grade below grade 6 is below what would be expected of a typical pupil in a grammar school • Subject teachers should award the grade which, in their professional judgment, best reflects the likely outcome at GCSE if the pupil continues to work in the way that he has during the term in question. In awarding the grade, the teacher will bear in mind the performance of the department at GCSE over recent years: the number of each grade awarded across a cohort should be broadly in line with the actual results achieved at GCSE. • The Year 7 and 8 end-of-year grades shall be made up from a series of formal assessments throughout the year, not from an end-of-year exam. Details of how these are made up should be found in each departmental assessment pathway • It is the Head of Department’s responsibility to moderate the award of grades so that there is consistency between the different members of the department. |
| Key Stage 5 (Years 12/13) | <p>Estimated grades for sixth form students are worked out based on their average point score at GCSE using the ALIS system through CEM (Centre for Evaluation and Monitoring at the University of Durham)</p> <p>These grades give an indication, based on national data, as to what grades students are most likely to achieve at A Level in each different subject area.</p> | <ul style="list-style-type: none"> • The grades used follow the pattern of A Level: A*-U. • Subject teachers should award the grade which, in their professional judgment, best reflects the likely outcome at AS or A Level if the pupil continues to work in the way that he has during the term in question • It is the Head of Department’s responsibility to moderate the award of grades so that there is consistency between the different members of the department. |

Appendix 3 – Attitude to Learning grades

Attitude to Learning Descriptors

| Grade | Descriptor | |
|-------|---|--|
| A | I ALWAYS display the following qualities in lessons; <ul style="list-style-type: none"> • Self-regulation; being motivated, focused and organised in my learning inside and outside the classroom. • Active engagement; listening and contributing in discussion and showing interest in my learning. • Aspiration; by responding to teacher and pupil feedback to improve my work and aim high. • <u>In addition</u> I regularly go 'above and beyond' in my learning showing independent learning skills and love of learning. | INDEPENDENT PROACTIVE |
| B | I ALWAYS display the following qualities in lessons; <ul style="list-style-type: none"> • Self-regulation; being motivated, focused and organised in my learning inside and outside the classroom. • Active engagement; listening and contributing in discussion and showing interest in my learning. • Aspiration; by responding to teacher and pupil feedback to improve my work and aim high. |  |
| C | I USUALLY display the following qualities in lessons; <ul style="list-style-type: none"> • Self-regulation; being motivated, focused and organised in my learning inside and outside the classroom. • Active engagement; listening and contributing in discussion and showing interest in my learning. • Aspiration; by responding to teacher and pupil feedback to improve my work and aim high. | |
| D | I RARELY display the following qualities in lessons; <ul style="list-style-type: none"> • Self-regulation; being motivated, focused and organised in my learning inside and outside the classroom. • Active engagement; listening and contributing in discussion and showing interest in my learning. • Aspiration; by responding to teacher and pupil feedback to improve my work and aim high. | |
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Appendix 4 - The reporting year 2019-20 at a glance:

The reporting year 2019-20

| Year group | Parents' evening | Attainment and ATL grades to DMH | Reports to Pastoral Teams | Reports to HM | Other |
|------------|------------------|---|-------------------------------|---------------|---|
| 7 | Thu 12 Mar | Mon 25 Nov, Mon 23 Mar, Mon 22 Jun | Mon 22 Jun | Mon 6 Jul | Academic review Mon 9 -Wed 11 Dec |
| 8 | Thu 26 Mar | Mon 25 Nov, Mon 23 Mar, Mon 29 Jun | Mon 25 Nov | Mon 9 Dec | |
| 9 | Thu 13 Feb | Mon 25 Nov, Mon 23 Mar, Mon 29 Jun | Mon 23 Mar | Tue 21 Apr | Exams Mon 1- Fri 5 Jun |
| 10 | Thu 16 Jan | Mon 25 Nov, Mon 23 Mar, Mon 15 Jun | Mon 15 Jun | Mon 29 Jun | Exams Mon 4 -Mon 11 May (no results released before 1 st Jun) |
| 11 | Thu 10 Oct | Mon 9 Dec (mock exam grades) Mon 20 Jan Mon 23 Mar | Mon 20 Jan | Mon 4 Feb | Mock exams Mon 18-Tue 26 Nov; Academic review Wed 8-Fri 10 Jan |
| 12 | Thu 6 Dec | Mon 11 Nov, Mon 23 Mar, Mon 15 Jun | Mon 23 Mar (Pastoral only) | Mon 21 Apr | Y12 exams Mon 11-Fri 22 May; Y12 Results Day Wed 24 Jun UCAS Predicted grades due 15 th Jun UCAS subject briefings due 10 th Jul |
| 13 | Thu 17 Oct | Mon 25 Nov, Mon 16 Mar | Mon 16 Mar (Pastoral only) | Mon 30 Mar | |

Note: Some of these dates and the content of reports have necessarily changed since March 2020 as a result of school closure due to coronavirus.

Appendix 5:

An update to our Assessment Policy for the period of school closure and partial re-opening due to coronavirus from March 2020

It is clear that Queen Mary's Grammar School and the wider education system is operating in 'extraordinary times'. It is evident that in these circumstances, learning and support for our students will need to be organised very differently. The School has been closed to pupils since March 23rd 2020, but has been repurposed to enable the provision of supervision and childcare for children of key workers and vulnerable pupils. This is due to change again on 15th June 2020 to partially re-open to pupils in Years 10 and 12. For all pupils, whether in school or not, the formal curriculum has effectively been disapplied during this period and formal education as understood in ordinary times has ceased. This has had an effect upon assessment, in its broadest term.

The school will follow guidance from the DfE in recognising the impact of the cancellation of this year's summer exam series and partial school closures.

Changes to requirements this year include:

- Subject to the necessary legislation being made, the DfE intends to remove the requirement to report pupils' attendance data for the 2019 to 2020 academic year.
- Calculated grades for GCSE and A level students will be reported to parents once they are available.

The overall principle is that the school will take a proportionate approach in deciding what information to include within their pupils' reports this year, recognising that, in many cases, it will not be possible for reports to cover the period of partial school closures, that staff may have limited availability to prepare and write reports, and that the information that they can access may also be limited. Reports will contain details of how parents can arrange a discussion about the report with their child's teacher in a way that is appropriate to the current situation.

Some of the school's further considerations in adopting a proportionate approach will consider the educational benefits of high-quality assessment and feedback, alongside the exceptional circumstances of school closures under which all staff and students find themselves working. An approach that is fair and manageable approach for staff, and meaningful and equitable for pupils includes the following:

- The main focus will be on formative assessment and providing feedback to pupils. The purpose of this assessment will be to inform the development of future learning resources. The key guiding principle is that only assessment that is useful to pupils and their teachers should be undertaken.
- Departments will have autonomy over the curriculum content, delivery and assessment methods that are deemed most appropriate during the period of school closure and partial re-opening.
- Assessment methods may include a wide range of approaches from "low-stakes" online quizzes and tests to practice papers to be completed "offline" under timed conditions.
- Teachers' professional judgements will guide the approaches to assessment adopted in respect of remote learning. Feedback should be possible using MS Teams but will be guided by the teacher's evaluation of the learning needs of pupils and the nature of the activity being undertaken.

- In establishing an established online remote learning systems (primarily MS Teams but also including a number of other widely-available online platforms), teachers will not be required to attempt to reproduce in written form the verbal feedback that pupils would be given during typical classroom teaching.
- Teachers may also make use of pupil self-marking tools for formative assessment, especially via online platforms such as MS Forms, Seneca, Quizlet etc, in order to complement teacher assessment. The School values these modes of assessment as low-stakes regular testing can embed learning over time.
- Since the cancellation of GCSE and A Level examinations for Year 11 and Year 12, no internal school assessment activities related to qualifications or, where applicable, statutory assessments, will take place except when teachers judge that it would be helpful for activities that pupils have already commenced to be completed.
- Arrangements recognise the distinctive and considerable pressures experienced by teachers who are working from home.
- Scheduled end of year exams in Years 9, 10 and 12 have been cancelled with alternative arrangements being discussed for next academic year. This is in line with guidance that the use of summative assessment tracking systems, 'data drops' of assessment outcomes and the setting of assessment targets should be discontinued during the time of school closure and partial re-opening
- During school closure, staff will not be collecting pupils books/ assessment papers in to mark

Teachers and leaders at Queen Mary's Grammar School have always had high expectations of themselves and of the pupils for whom they are normally responsible. The impact of the COVID-19 outbreak will not undermine our core professional principles. Assessment, as a part of this core purpose must still help teachers secure high-quality educational experiences for pupils and to provide useful information that supports effective teaching. However, the circumstances that the outbreak has created mean that these high standards must, for the time being, be pursued in the face of entirely unprecedented challenges, both for pupils and teachers. This assessment policy recognises those pressures.