



Queen Mary's Grammar School

Assessment Policy

Approved by the LGB, September 2020

Please see highlights and Appendix 5 for updates to our Assessment Policy in light of the coronavirus pandemic

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

The person with specific responsibilities for assessment, recording and reporting is Mr M.E. Lax – Deputy Head

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 • HoDs will organise departmental tests to ensure consistency 	<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 peers' 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

- Work may be annotated using symbols which have been agreed either at a whole school or departmental level.
- 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 may 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 assessment criteria
- 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.
- 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 recorded to support their judgments – either electronic or paper-based).
- Teachers will report pupils' progress to parents via termly attainment and Attitude to Learning Grades, a written pastoral report and 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 Head of Year
- 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.

Appendix 1 - Roles and responsibilities in report writing:

Roles and responsibilities

Subject teacher	Award attainment and ATL grades according to the assessment policy and in line with department guidance. Meet stated deadlines.
Head of Department	Oversee and standardise the completion of Attainment & ATL grades within the department to deadlines; ensure continuity of approach in assessment contributing to those grades. Intervene on a department / teaching group level, post-grades, where appropriate and report on data and intervention to SLT line manager.
Pastoral Comment: FT /GT & HoY as arranged	Look closely at the cohort grades and intervene for those with significant under-achievement or ATL concerns. Celebrate high achievement. When writing pastoral reports, give an overview of the attainment & ATL grades related to STAR estimated grades. Reflect the contribution of the student to the form and in extracurricular activities, showing knowledge of the individual. Make the report unique. Report on cohort performance to SLT
DMH / MEL	Oversee the technical set up of SIMS and liaise with all staff in making improvements to the system. Troubleshoot issues related to pastoral report quality and monitor consistency of Attainment & ATL grades.
RJL	Sign all reports and provide a hand written comment on some reports as required. Ensure that all reports are portraying the ethos and aspirations of the school. Establish a celebratory occasion for outstanding attainment, achievement or improvement in conjunction with HoY. Liaise with MEL in relation to making amendments to the reporting system.

Appendix 2 – Estimated STAR grades and attainment grades

	Estimated STAR grades	Attainment grades
<p>Key Stages 3/4 (Years 7-11)</p>	<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 (not available in Sep 2020) 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>Attainment grades 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.
<p>Key Stage 5 (Years 12/13)</p>	<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 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. 	

Appendix 4 - The reporting year 2020-21 at a glance:

The reporting year 2020-21

Year group	Parents' evening	Attainment and ATL grades to DMH	Pastoral Reports Due to HM	Reports Issued	Other
7	Thu 11 Mar	Mon 16 Nov, Mon 22 Mar, Mon 21 Jun	Wed 30th Jun	Mon 5 Jul	Academic review Mon 7 -Wed 9 Dec
8	Thu 25 Mar	Mon 30 Nov, Mon 22 Mar, Mon 28 Jun	Wed 9 Dec	Mon 14 Dec	
9	Thu 11 Feb	Mon 30 Nov, Mon 22 Mar, Mon 28 Jun	Wed 7 Jul	Mon 12 Jul	Exams Mon 7- Fri 11 Jun
10	Thu 14 Jan	Mon 30 Nov, Mon 22 Mar, Mon 24 May	Wed 9 Jun	Mon 14 Jun	Exams Tue 4 -Mon 10 May (no results released before 7 th Jun)
11	Thu 8 Oct	Tue 8 Dec Mon 15 Mar	Wed 24 Mar	Mon 29 Mar	Mock exams Mon 16-Tue 24 Nov; (Wed 25 Nov reserve day) Academic reviews Wed 6-Mon 11 Jan
12	Thu 3 Dec	Mon 9 Nov, Mon 8 Mar, Fri 18 Jun	Wed 17 Mar	Mon 22 Mar	Y12 exams Mon 17-Fri 29 May; Y12 Results Day Wed 23 Jun UCAS Predicted grades Fri 18 Jun UCAS subject briefings due Fri 9 Jul
13	Thu 15 Oct	Mon 30 Nov, Mon 8 Feb	Wed 24 Feb	Mon 8 Mar	Y13 Mock exams Mon 18 – Fri 22 Jan

Appendix 5:

An update to our Assessment Policy in light of the coronavirus pandemic

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 was closed to pupils since March 23rd 2020, and was repurposed to enable the provision of supervision and childcare for children of key workers and vulnerable pupils. This changed 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 was effectively disapplied during this period and formal education as understood in ordinary times ceased. This had an effect upon curriculum assessment, in its broadest term. The School has made significant efforts to mitigate the impacts of past and potential future school closure through a number of approaches in advance of full re-opening to all students on 7 September 2020. It is to be acknowledged that, in embracing remote learning during the school closure period, there are lessons to be learned and taken forward to a more "blended" learning approach in the future.

Some of the school's further considerations in adopting a proportionate approach on assessment and reporting will consider the educational benefits of high-quality assessment and feedback, alongside the exceptional circumstances under which all staff and students find themselves working, including the zonal organisation of the school into "bubbles", which brings with it a set of challenges for all. 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 for the restrictions at the time. This will include a range of delivery and assessment methods from face-to-face lessons, blended learning, to totally online provision according to the relevant restrictions at the time
- Assessment methods may include a wide range of approaches from traditional classroom-based assessments, where possible, to "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 any future blended or 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 online remote learning system in 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, on the occasion of future school closure.

- 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.
- Assessment in at GCSE and A Level will take account of any changes to the examined materials, as set out by OFQUAL Arrangements and implemented by exam boards. Staff will ensure that they keep up-to-date with any changes announced in their own subjects.
- As end of year exams in Years 9, 10 and 12 were cancelled, alternative arrangements are in place for the academic year 2020-21 (subject to amendment for any local or national restrictions at the time).

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.