



Assessment Policy

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Responsible person:	Deputy Head (Academic)
References:	Curriculum Policy (2a 2b) EAL (English as an Additional Language) Policy (3b) Exam Handbook 2020-21 Learning Development Department Handbook (3b) More Able Pupils Policy (3b) PSHE and Wellbeing Curriculum Policy (2d 5a) Relationships and Sex Education (2f) Special Educational Needs and Disability Act 2001 (SENDA) Policy (3b) Teaching and Learning Policy (3a)
Policy number:	3a

1. ASSESSMENT

Pupils, in all year groups, should be set regular activities, tasks and assignments which enable a range of assessment opportunities (both written and verbal). This means that exercise books, files (paper and digital) and other media (e.g. One Note, Assignments in Teams) in which work is recorded will contain evidence of regular marking but not all work will be marked.

A range of assignments should be regularly marked and returned to pupils within a reasonable period of time.

Marking should comprise:

- annotations which highlight and/or comment on the quality of the details of pupil response;
- summative comments which identify areas in which a pupil has met the success criteria and areas for development.

Above may be clearly indicated through use of numerical marks, where appropriate, or by departmental and/or individual teacher's preferred systems.

As appropriate, pupils' work should be graded in accordance with departmental policy and/or subject-specific examination board specifications and mark schemes.

All department handbooks should contain a marking policy which details subject-specific considerations.

All departments actively engage in and use strategies appropriate to their subject to counteract and minimise the impact of bias on assessment.

All pupils should be enabled and expected to engage with and reflect on formative and summative feedback within the contexts of different subjects and different types of assessment (both written and oral). Opportunities to correct mistakes and edit work in ways which exhibit an understanding of teacher feedback should be seen across the curriculum in all year groups.

Teacher, peer and self-assessment opportunities should also be available to pupils across the curriculum in all year groups.

Pupils should have all relevant marking policies explained to them, preferably using supporting documentation which is available in their exercise books, files and other media in which work is recorded.

2. Keystone Assessments

Two Keystone Assessments are set, assessed and graded every term, in all subjects, in all year groups.

The style of assessment and the date on which these are taken by pupils in any given term are determined at department and teacher level. The data is entered by subject teachers into the school's academic database every term and processed by the Assistant Head (Academic). This data is measured against the appropriate baseline assessments and other data (MidYIS, Yellis and ALIS) in order to measure progress and identify whether a pupil is in line with, exceeding or falling short of expected progress. This data is then available to inform subject teachers, Heads of Departments, pastoral staff, the SMT and the SLT of pupil progress; this should then, subsequently, inform teaching and intervention strategies as appropriate and necessary for individual pupils.

3. Internal examinations

Once a year, Keystone Assessments take the form of internal examinations.

- For the Lower Third to Lower Fifth and the Lower Sixth: these should be Internal Assessments, taken in the summer term, which are set and marked by departments. Examination percentages are translated into grades, the boundaries for which are determined by the Heads of Departments.
- For Upper Fifth and Upper Sixth, these should be trial examinations, comprising of past papers, set and marked by departments. Examination percentages are translated into external examination grades, the boundaries for which are determined by the Heads of Departments in line with knowledge of the likely grade boundaries in the public examinations.

4. Baseline Assessments and Measuring Progress

The Exams Officer oversees the use of CEM's MidYIS, Yellis and ALIS tests in September for pupils at the beginning of each key stage. The results provide baseline data, against which pupil progress can be measured, and predicted grades, which inform pupils, staff and parents/carers of expected outcomes at the end of KS4 or KS5.

The Assistant Head (Academic) uses ongoing academic data to provide summaries of pupil progress (from individual to year group, year group comparison, pupil group (SEND, EAL, More Able) data). This is used by subject staff, Heads of Departments, SHS and SLT to monitor and track pupil progress as well as to identify areas for and types of intervention. This is also used in annual department reviews.

5. External Examinations

For year groups and individual pupils who are entered for external examinations, see the examinations policies which are required by JCQ.

The results of external examinations are measured against the appropriate baseline assessment to identify pupil and cohort progress; analysis of these results informs the department reviews, development plans and subsequent teaching, learning and assessment (see the Teaching and Learning Policy).

6. Work Scrutiny

Work scrutiny, to ensure adherence to this policy and assess the quality of feedback, should take place in departments and SLT meetings regularly. More frequent scrutiny can and should take place where necessary or when advisable; this should be to monitor the progress of specific, individual pupils; pupil groups; or pupil cohorts and/or the assessment procedures of individual teachers or departments (see the Teaching and Learning Policy).

7. Recording Marks and Grades

The marks and grades awarded to individual assignments will be detailed in departmental policies.

All staff are expected to record the marks and grades awarded to pupils throughout the year. The format of the record is decided at department and teacher level and can be handwritten or digital, and kept securely in line with the school's information security and data protection arrangements.

Keystone assessment results, internal assessment results and data for reports is entered and stored in ISAMS. The deadlines for the entry of this data are found in the school calendar, made available to staff in digital formats. The school calendar is available to pupils and parents/carers in digital formats.

8. Parents'/Carers' Evenings (one per year per year group)

Verbal feedback and discussion of pupils' attitude to learning, attainment, progress and relevant actions takes place once a year, for all year groups, as specified in the St John's School Calendar.

The school conducts these remotely via additional software designed solely for this type of event and for which instructions are sent to all relevant parties before every parents' evening.

Communication about academic progress beyond these evenings is encouraged, especially if concerns arise. These can be conducted via email, telephone, Microsoft Teams or Zoom and are recorded in the school's centralised files.

9. Reports

Reports offer summative, written assessment for parents/carers throughout the academic year, as specified in the school calendar. They complement other forms of communication, both formally scheduled (e.g. parents' evening) or at any point throughout the year.

10. Grades

There are three grades used within the reporting system at St John's: Engagement Grade, Current Grade and Projected Grade.

Engagement grade

These grades are entered by subject teachers in ISAMS for each pupil's report.

Grade	Further descriptor	Action by House Staff/Subject Teacher and/or Academic Leadership
Exceeding expectations	The pupil goes beyond the usual expectations by challenging themselves in and out of the classroom. The classwork, prep and overall approach to the subject is regularly excellent. A high level of responsibility is taken by the pupil for their own progress. Exceptional engagement in the subject overall.	High levels of encouragement to maintain this effort and commitment to the subject. If this grade only appears for a few subjects, it can be used as an example of how engagement can be developed in other subjects.
Fulfilling expectations	The pupil completes classwork and prep to the standards expected. The overall approach to learning is positive. The pupil takes responsibility for their own progress effectively. Consistently good or very good engagement in the subject overall.	High levels of encouragement to maintain this effort and commitment to the subject with suggestions of how expectations could be exceeded.
Coasting/ inconsistent	The pupil may meet deadlines and complete work but often to a minimum standard or inconsistently. The approach may be positive but the pupil does not push themselves. Insufficient responsibility is taken by the pupil	Clear targets should be set by the tutor (based on the feedback from the subject teacher) to improve the engagement for the subject.

	regarding their own progress. Overall engagement in the subject is inconsistent.	If a consistent picture of coasting appears across subjects then a pupil may be put on an academic monitoring book, reporting into the House team.
Below expectations	Classwork and/or preps are not completed to a high standard and/or deadlines are not met. The pupil's approach is not always positive and is detrimental to their progress and perhaps that of others. Little or no responsibility is taken by the pupil regarding their own progress. Overall engagement in the subject is below the standards expected.	Action will be taken in regard to this subject. Clear targets will be set by the House team in liaison with the subject teacher. These targets will be assessed through an academic monitoring book. In the case of similar grades across other subjects, higher levels of action will be considered in liaison with the Deputy Head (Academic) or the Head of section and the SHS.

Current Grade (Lower Fifth to Upper Sixth pupils only)

These grades are entered centrally in the school's academic database and are automatically synchronised into the subject reports.

The Current Grade reflects the grade at which a pupil is performing at the time of writing the reports; i.e. the most likely grade, according to the evidence, that a pupil would receive if the examination was taken at that stage of the course.

Projected Grade (Lower Fifth to Upper Sixth pupils only)

These grades are also entered centrally in the school's academic database and are automatically synchronised into the subject reports. They should be reviewed throughout the year by the subject teacher in discussion with the HoD.

These grades project forward to the grade a pupil is most likely to achieve in the final examination (i.e. (I)GCSE or A level), taking all factors into account and according to the classroom teacher's best professional judgement. Importantly, these grades are not used to motivate or penalise pupils but are realistic representations of likely outcome. Where sets are shared, teachers should coordinate to ensure the same current and projected grades are entered.

Current and Projected Grades are only used for pupils in the Lower Fifth year and above.

Start-up reports

The start-up reports are issued at the beginning of the academic year to give a brief indication of how pupils have approached the first few weeks of term. **These reports are not shown to or discussed with pupils or parents.**

For Start-up reports, pupils are awarded one of two levels:

Meeting expectations

Below expectations

If a pupil is awarded "Below expectations", subject teachers will need to explain to tutors why this has been awarded.

Interim reports

Interim reports contain four elements:

1. An engagement grade
2. A current grade (Lower Fifth to Upper Sixth years only)
3. A projected grade (Lower Fifth to Upper Sixth years only)
4. Teachers' comments

Teachers' comments

In order to provide more uniform reports, a brief teacher comment (10-30 words – 70-250 characters) forms part of each interim report. Please note that:

- For an engagement grade of coasting/inconsistent or below, explain why this grade has been given and set a clear target or two to help improvement.
- For pupils making good progress, highlight a small area for focus or improvement.

Points to note

- Lower Sixth do not have current or projected grades in the first report of the autumn term.
 - No tutor or SHS comments form part of these reports.
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Full reports

Full reports contain:

1. An engagement grade
2. A current grade (Lower Fifth to Upper Sixth years only)
3. A projected grade (Lower Fifth to Upper Sixth years only)
4. Teachers' comments

Teachers' comments

The final element of the report will contain specific comments from subject teachers. The remarks will give an update on how the pupil has been performing over the previous weeks or term and will give specific advice on what a pupil can do to improve. Please note that there should not be statements summarising the work covered (this is available in course outlines). They should be individualised comments which cover:

- How the pupil has performed and the progress they are making.
- Explanation of grades awarded, if necessary.
- Key milestone marks achieved during the term.
- What they need to do to improve their Current Grade to bring it into line with their Projected Grade.

Tutor and SHS comments

Subject reports are then read by tutors and SHS who write their own comments that make up part of the full report for each pupil. Tutors focus on summarising the overall academic, co-curricular and pastoral progress and contribution. SHS write a more general summary.

Report length

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| • Teacher comment Lower Third to Upper Fifth | 300-500 characters |
| • Teacher comment Sixth Form | 450-600 characters |
| • Tutor comment | 800-1200 characters |
| • SHS comment | 150-400 characters |

11. Homework/Prep

This is set for all year groups according to an annually produced timetable, which is available digitally. It shows an incremental increase in the time allocated per subject as pupils progress from the Lower School to (I)GCSEs and then A level.

Holiday work is not set, in order to enable rest, relaxation and other interests. The two exceptions are:

1. For public examination year groups in the Easter holiday as part of their revision (A level: between fifteen and twenty hours per subject; (I)GCSE: between five and seven hours per subject).

2. To support pupils who needs additional consolidation or practice; this should be managed carefully by class teachers liaising with Heads of Departments, Learning Support and pastoral staff.

12. Plagiarism and malpractice in assessments

All instances of plagiarism and malpractice are taken extremely seriously by the School for all year groups. This is in recognition of the fact that assessment processes not only enable ongoing pupil progress but are carried out throughout the pupil's school experience to prepare them for the high stakes summative assessments for public examinations and the wider world. In examinations, all schools must fulfil JCQ regulatory requirements in these areas, including reporting incidents to examination boards and so this policy must be read in conjunction with the examinations policies. In the wider world, further and higher education has comparable regulatory bodies and processes and, additionally, plagiarism has a legal status concerning intellectual property rights.

13. Plagiarism

Plagiarism is whenever a pupil's work contains content that they did not create themselves and have presented as their own. This can be partial sections of work or an entire piece and can include copying and pasting from any unacknowledged source, whether published formally or written by a fellow pupil.

Older year groups will have referencing guidelines for subject-specific assessments in order to incorporate academic sources into work; for example, the EPQ or A level coursework. These should be outlined in department handbooks and copies of these guidelines should be made available and explained to all relevant pupils.

Teachers will identify plagiarism using their own professional judgement and/or software (notably Wiseflow). They will speak to the pupil to inform them that this has been identified and why; the work will not be graded at this stage; then this will be reported to Heads of Departments and the Assistant Heads for each section of the School via the academic concern process.

The Head of Department will investigate the allegation of plagiarism with the Assistant Heads (of section). If not upheld, the pupil will be informed of this as soon as possible and no further action will be taken. If upheld, it will be recorded in the Plagiarism Log. The latter is monitored by the Deputy Head (Academic) and can be accessed by the Exams Officer, SMT and SLT. The entry will contain a copy of the plagiarism identified.

First time offences within class or homework will result in parents being contacted and an SHS detention in which the work is redone under school supervision. This will then be graded by the teacher.

Repeated or significant offences will be reported to the Deputy Head (Academic). These will result in a Deputy Head's detention and/or further action as appropriate in the specific circumstances.

Any plagiarism or malpractice relating to examination courses' assessments will be subjected to the JCQ regulations which require reporting incidences to the examination boards who decide the outcome. Details of these (which include disqualification as a possible outcome) are to be found in examination policies.

14. Malpractice

Malpractice applies to all assessments taken under examination conditions and is any behaviour which is not allowed in the assessment venue. It covers a range of behaviours, including wilful, premeditated cheating; carrying banned items; disruption in the assessment venue or thoughtless breaking of rules. The latter are still categorised as malpractice even when they do not contribute to aiding the pupil in their assessment performance.

Practice Papers, public examinations and NEAs (non-examination assessments) are conducted in ways which fulfil the JCQ regulations for examination conditions. The Exams Officer oversees the administration of these and makes practical arrangements (for example, examination timetabling and invigilator deployment).

For Keystone and Internal Assessments as well as class assessments/tests completed under examination conditions, a set of St John's School examination conditions rules, based on JCQ regulations, is published internally. Staff are expected to uphold these rules and ensure that all pupils follow these rules consistently; they are also expected to follow up with required actions when these rules are breached.

Teachers and/or invigilators will identify malpractice and record it in the ways specified in either the examinations policies or in the internal assessment rules and processes documentation (whichever is applicable). For NEAs and public examinations, they will be recorded and investigated as set out in national documentation. For internal assessments, they will be recorded and investigated as stated above for plagiarism.

15. MONITORING AND REVIEW

The Governing Council is ultimately responsible for the effective oversight, review and amendment of this policy and understands its legal obligation to do so. Governing Council delegates this responsibility to the Education Committee.

This document is reviewed and updated annually by the Deputy Head (Academic) or as events or legislation requires.