

BRYANSTON

ASSESSMENT POLICY

The school assesses and evaluates pupil performance in a variety of ways within a systematic framework in order to monitor and foster progression through the three curriculum stages in all subject areas. While this is primarily focused on ensuring the best possible outcomes in external examinations (GCSEs, the IBDP and A levels), assessment at Bryanston is more than that, providing each pupil with regular and worthwhile opportunities to reflect upon and take ownership over their learning through the tutorial system and the eChart in order to enable them to develop academic integrity and rigour, and to achieve their full academic potential.

Continuous assessment and evaluation of pupils is carried out in the first instance by classroom teachers who set weekly assignments and, in the sixth form (and occasionally in B), offer regular correction periods to provide one-to-one, in-depth feedback on academic work. Effort and attainment grades for these assignments are entered by teachers onto the pupils' eChart (see below), according to marking policies which are written by departments and communicated to students. Self and peer assessment exercises also occur regularly as part of formative assessment. In addition, formal reports in each subject are written on each pupil at the end of each of the three terms.

Pupil performance is evaluated and tracked in a number of different ways:

- *against baseline tests (MidYIS and ALIS);*
- *against prior performance on paper, in the classroom and in internal examinations;*
- *against results in external examinations;*
- *against the year group and historic data from previous year groups.*

Individual pupil performance in each subject is evaluated by the subject teacher. Strategies for improvement are made informally on written work, the eChart and in the classroom. The tutor is responsible for monitoring a pupil's academic performance and progress, and the Head of Teaching and Learning and Deputy Head (Academic) are responsible for tracking pupil achievement and progress as a whole throughout the school.

The tutor evaluates pupil performance and progress regularly based on eChart entries and also after end of term reports and the results of internal or external exams, discussing strategies for improvement with a pupil during the weekly tutorial, such as effective time management or the best use of assignment and correction periods under the school's modified Dalton plan. The tutor is also responsible for monitoring a pupil's co-curricular commitments (and in the case of the IB, their CAS programme and reflections), ensuring a productive balance between academic work and other activities. In addition, the eChart, exam results and end of term reports are also monitored by hsm, hods and year group co-ordinators.

Planners and the eChart

The pupil must:

- *complete their planner each week showing clearly the assignments set, deadlines and when they were completed;*
- *provide comments on the chart, be aware of marks awarded and be prepared to discuss them in tutorial;*
- *do everything possible to see that work and corrections are done punctually;*
- *strive to understand the reasons for any poor mark on the chart.*

Attainment

Alpha, Beta and Gamma represent the three bands to indicate attainment. Teachers are free to use variations to indicate nuances which will be readily understandable to others looking at charts, but marks must be given which fall within these three bands:

Alpha	work of outstanding quality (A* at A level, 7 at IB, A*/8-9 at GCSE);
Alpha –	work of excellent quality (A at A level, 6 at IB, A/7 at GCSE);
Alpha – –	work of very good quality (B at A level, borderline 6 at IB, B/5-6 at GCSE);
Beta ++	work of good quality (C at A level, 5 at IB, B/5-6 at GCSE);
Beta +	work of some quality (D at A level, 4 at IB, C/4-5 at GCSE);
Beta	work of limited quality (E at A level, 3 at IB, D/3 at GCSE);
Beta –	ineffective work (E/2 at GCSE);
Gamma	work of unacceptable quality.

Assignments for D and those set for other year groups which are not tied to a public exam grade can be graded using the key word descriptors above.

Effort

A mark is given for classwork and assignment work to represent an individual pupil's efforts in that subject for that week. There are five levels:

- 1 outstanding effort
- 2 excellent effort
- 3 satisfactory effort
- 4 uncommitted effort
- 5 no effort

Subject teachers should identify the nature of the task set and enter effort and attainment grades for assignments on the eChart weekly. When work is late (and when it is eventually handed in) this should also be indicated on the eChart so that the tutor and hsm are aware. The effort grade will reflect this situation. It helps tutors if teachers point out problems involving the work of their pupils in other ways too. The comment box provides an opportunity for the teacher to convey relevant and appropriate information on a piece of work.

External assessments

Students should be made aware of external assessment criteria at an early stage of each GCSE, IB or A level course, and in relation to specific assignments during the course, so that they are able to work towards mastering them. At various stages of a pupil's academic career, predicted grades for these courses are issued by class teachers, taking into account performance in internal assessments and projected future progress. They are also a useful tool in helping a pupil and their tutor gauge any adjustments needed in terms of expectations, work habits or revision.

End of term reports

Subject teachers should indicate the standard of the set and the pupil's relative standing within it. Comments should be primarily about the development of the pupil during the term, rather than the course being taught, and they should be balanced and consistent with the information recorded on the eChart: critical comments should reflect poor effort or attainment marks and, where appropriate, reference should be made to internal examinations and external examination standards. In order to provide both pupil and parents with an overview of their academic and co-curricular achievement and progress, reports are also written each term by a pupil's tutor, hsm and one of the following: the year group co-ordinator; Head of Sixth Form; Deputy Head (Academic) or the Head.

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