



## 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 four curriculum stages in all subject areas. While this is primarily focused on ensuring the best possible outcomes in external examinations (GCSEs, IB Diploma Programme, the IB Career-Related Programme, A levels and CTECs), 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 offer regular correction periods to provide one-to-one or small group, in-depth discussion and feedback on academic work. Attitude and engagement grades (1-6), and relevant attainment grades and comments, 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, interim reports in each subject are written on each pupil according to our internal reporting structure (typically 4 times a year). Interim reports include more detailed comments and National Curriculum levels to indicate current performance in each subject. They can be viewed by pupils and parents on the eChart.

### Grading Scales

#### Attitude and Engagement

Grade	Descriptor
1	Outstanding (used reservedly, for exceptional attitude)
2	Excellent
3	Good
4	Inconsistent (some evidence of good attitude, but not consistent)
5	Limited (concerns regarding the approach in the subject)
6	Unacceptable (serious concerns)



## Attainment (National Curriculum)

GCSE	A Level	IBDP/CP	Cambridge Technical
9 - 1	A* - U	7 - 1	Distinction
			Merit
			Pass

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

- against performance and data from previous schools;
- against baseline tests (MidYIS and ALIS);
- against ongoing 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 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, on-going interim reporting 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 time and correction periods. The tutor is also responsible for monitoring a pupil's co-curricular commitments, ensuring a productive balance between academic work and other activities. In addition, the eChart, exam results and interim reports are also monitored by HSMs, HODs and Heads of Year.

### Planners and the eChart

#### The pupil must:

- complete their planner each week showing clearly the assignments set, deadlines and when they were completed;
- monitor 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.



### **External assessments**

Pupils should be made aware of external assessment criteria at an early stage of each GCSE, IB, A level and CTEC 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**

In order to provide both pupil and parents with an overview of their general achievement and progress, a report is written each term by a pupil's tutor to comment on the overall progress being made. This supports the on-going interim reporting from subjects. In addition, twice a year full reports will be added by the HSM. Academic end of term reporting takes the form of Full reports (continuous prose) or Summary Reports (prose with targets), as set out in the reporting structure for the year.

In their interim 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, rather than the course being taught (although this can be useful at points). Critical comments should reflect poor effort or attainment marks and, where appropriate, reference should be made to internal examinations and external examination standards.

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