



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 (KS3, KS4 and KS5) 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 within the Bryanston Method 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 in class and via the setting of weekly assignments. In the sixth form teachers also 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. 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 once a term, by half term). Interim reports include more detailed comments and National Curriculum levels to indicate current performance and advice for improvement in each subject. They can be viewed by pupils and parents on the eChart. Beyond this, each year group has at least one formal internal examination in a year, marked and moderated by departments to provide a summative assessment and generate predicted grades at GCSE and A level/IB/CTEC and as preparation for external examinations.

Formative assessment: Weekly assignment setting and marking

The Bryanston Method is based around an academic ethos that dictates a significant amount of work is conducted by pupils independently as assignment work. Weekly assignments (occasionally two-weekly) are set to allow pupils time to plan and execute this work, with time for research and discussion. Assignments are set on Teams with deadlines and resources available there. The expectation is that this work is submitted by pupils one week after it is set and returned, marked, within a week of being submitted to allow for a timely and meaningful feedback cycle.

Work is marked according to departmental guidelines but all assignment work is expected to have comments covering strengths, weaknesses and suggestions for improvement, including those completed using online platforms (e.g. Educake, Sparx maths). For A3 and A2 pupils a summary of these comments is entered on the weekly eChart with an attitude grade (which could also reflect engagement in class) and, if appropriate, an attainment grade. For D, C and B pupils the summary comments are to be provided at a minimum every two weeks, with weekly attitude grades. Training is provided at beginning of term INSET and for new staff during induction to ensure consistency of application in this area.



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

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

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

In weekly tutorials, the tutor evaluates and pupils reflect on their performance and progress based on eChart entries, on-going interim reporting and the results of internal or external exams. Tutors are expected to discuss strategies for improvement with a pupil during the weekly tutorial, such as; effective revision, subject-specific language development (as detailed in the Language Policy), planning assignments, time management, extension work/reading and best use of 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 Houseparents (Hsms) and Heads of Department.

Summative assessment

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

- i) Comparing Admissions testing data (ISEB Pre-Test) with internal and external exam results in D, C and B,
- ii) Using baseline tests (MidYIS and ALIS at the point of admission in D or A3) to establish indicative grades and Aspire Grades to compare with ongoing performance in the classroom, interims and internal examinations,



- iii) Comparing results in external examinations with baseline testing data to determine value added following GCSE, A level, IB and CTEC examinations,
- iv) To compare with the year group and historic data from previous year groups.

Interims and Aspire Grades

In the first half of each half term departments will set a year group assessment that is expected to be conducted under test conditions (with access arrangements provided as appropriate) in class and marked to exam board standards. In the resulting interim reports, subject teachers should indicate the average standard achieved by 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 attitude or attainment marks and, where appropriate, reference should be made to internal examinations and external examination standards.

Tutors will also be able to compare the interim grade to the Aspire Grade for GCSE and A level/IB pupils. The Aspire Grade is an aspirational and intentionally high target set by the pupil that they wish to achieve in each subject. Aspire Grades are derived from a conversation between the pupil and teacher, informed by reference to baseline testing data to ensure they remain aspirational.

Internal examinations

At key points, as per the Academic Calendar for the year, each year group will sit internal examinations or mock examinations in the sports halls or other venues as appropriate. These assessments will be based on past papers, standardised, marked to exam board mark schemes and criteria and moderated within departments. The intention is to both provide summative assessment but also to generate predicted grades and prepare pupils for their external examinations in B and A2. Access arrangements for pupils who have been granted them will be provided for these assessments.

Following these examinations, teachers, tutors, HoDs, Heads of Year, the Assistant Head (T&L) and the Deputy Head (Academic) will review these results against baseline data and Aspire Grades to develop strategies and targets for improvement.

External examinations

Pupils are 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. Access arrangements for pupils who have been granted them will be provided for these external assessments.

The results of external examinations are compared with baseline data to provide value-added scores by subject and cohort (e.g SEND or EAL, as per the Language Policy) and inform pedagogical discussions about the development of teaching and learning in the school.



The outcomes of external assessment at GCSE are also instrumental in determining a pupil's A level and IB choices (including languages, as detailed in the Language Policy). Most A level subjects require a grade 6 at GCSE (grade 7 for maths and science) for continuation of that subject in the sixth form, with IBDP subjects requiring a 6 for HL and 5 for SL as per the Admissions Policy.

End of term reports

In order to provide both pupils and parents with an overview of their general achievement and progress, a report is written in each term (other than those that contain a parents' meeting) 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 reports will be written by the Houseparent for each pupil.

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