ASSESSMENT AND REPORTING POLICY

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Next Review Date	August 2024
Lead for Review	Vice Principal, Assistant Principal (Academic),

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AIM

The aim of this policy is to establish a broad, consistent approach to the way that students' progress is monitored, assessed and reported. The purpose of doing so is to ensure that:

- All students know where they have got to with their learning and that they understand how they can improve;
- Every student and their parents have access to an accurate appraisal of the student's academic progress and potential, this to enable an informed decision can be made about the student's next stage in their education;
- All of the students' teachers have a clear view of how each student is progressing so that they can effectively plan their teaching to best meet the learning needs of each of their students.

PRINCIPLES OF MARKING AND FEEDBACK

"Assessment for learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there."

(Assessment Reform Group, 2002)

The overarching purpose of marking and feedback is to provide students with clear, accessible and constructive guidance about how to improve. At CATS Cambridge marking and feedback will be consistent with principles of AfL, drawing on the research of Dylan William and John Hattie:

- Focused on student learning and how the student can improve their learning;
- It must be timely and regular;
- Based on shared learning objectives;
- Periodically and selectively provided;
- Positive in tone, recognising that any assessment has an emotional impact;
- Accessible to the student for whom it is provided
    - i.e. feedback should be developed fully cognisant of the student's academic ability and their facility with the English language, teachers **must** confirm that the student has understood the feedback and that the student understands the actions that they need to take to improve;
- Include opportunities to develop the students' ability to conduct effective peer-assessment and self-assessment;
- Used to inform the planning of teaching and learning.

The assessment methods employed at CSVPA (for all art, design and performing arts programmes) involve a holistic approach which is focused on individual feedback to ensure the academic and personal development of all learners.

MARKING & GRADING STUDENTS' WORK

Most students want to please and believe the marking of their work to be worthy of their teacher's time. It is recognised that thorough, effective marking can improve student motivation. Equally, ineffective erratic marking can most certainly have the opposite effect.

As we move towards the wider adoption of MS Teams across the school, for those classes using the platform in 2023-24 (GCSE1, PP, UFP, and AL1) work can be set and assessed there. This allows for parents to view children's work and feedback in real time and can provide a forum for engaging dialogue around a piece of work. Whilst this is not required in 2023-24, it will become a requirement as all classes migrate to Teams in 2024-25.

It is essential that students can easily identify assessment of their work from the work itself. To that end the following must be adhered to:

- Students should complete their work using blue or black ink, or on MS Teams;
- Teachers should mark, grade and provide feedback using green ink on written work.
- Work submitted on MS Teams should be marked using a combination of comments and rubrics.
- Colours other than blue, black or green may be used for self-assessment and peer-assessment. In addition, where peer-assessment or self-assessment is used, PA or SA (as appropriate) should be written and initialled at the top of the first leaf the assessment in the same colour as that used for the assessment.

Departments may develop their own marking and feedback policies, but these must operate within the constraints noted above and the policy must be available in writing to all members of the department and the relevant House Directors and Personal Tutors.

At CSVPA, continual in class formative feedback adheres to the following principles:

- Review work in progress and explain to learners how they are hitting or missing the learning outcomes (referring to the relevant assessment criteria)
- Focus on areas of success within the work and identify areas for improvement
- Indicate where the learner is working above a pass and encourage them to develop further
- For the areas to improve, ensure the learner is offered ways of developing which utilise their strengths
- Ensure the learner records the feedback and acts on recommendations

MARKING

All staff are to ensure that:

- Marking is regular and thorough enough to spot misconceptions, errors and inaccuracies.
- As a rule of thumb, a fully graded submission **must** be returned to the student at least **once every two-term weeks**. Only one of these must be hand written.

- Each fully graded piece of work should be either peer or self assessed, either prior to or after submission.
- Work is returned promptly to students, certainly within **one-week** of the work being submitted for marking.
- When a student's work has been subjected to lighter scrutiny than a full graded assessment, there must be clear evidence of teacher engagement with the work; ticks and/or comments. Where detailed verbal feedback has been given, annotate the work with VF and a couple of words to summarise the main points of that discussion.
- Written comments communicate clearly to individual students and their parents the student's:
    - strengths and areas for improvement,
    - level of performance,
    - suggested strategies for improving their knowledge, understanding and skills,
    - targets going forward.
- They do not accept inaccurate or inadequate responses to written or practical tasks.
- Steps are taken to act on missing, incomplete or poorly presented work.

Deliberate care is taken to detect plagiarism. Subject teachers must brief their students about the severity with which instances of plagiarism will be dealt, and that when an instance of plagiarism is detected that it will be reported to the examination board when appropriate.

GRADING

When grades are applied common grading principles are used throughout the CATS Cambridge.

Formal assessments will always receive a grade. The grade awarded for the work should be consistent with the grades used in the terminal exams for the Programme of Study upon which a student is enrolled; A-level and UFP courses use A*-E grades, for example, whilst GCSEs are graded using 9-1 (note that some international GCSEs continue to use A*-G).

Otherwise, it is at the discretion of the teacher to decide which work is graded and which may simply have a comment or be marked in another way (discussion with students, peer marking etc.).

At CSVPA, formative and summative assessment is made using the awarding body assessment criteria and grading matrices. Summative assessment involves blind double marking for internal verification purposes.

GRADING FOR IELTS COURSES

Students can be awarded grades ranging from 9.0 to 0, although in practice no UFP/GCE student is likely to achieve less than 4.5. Work should be awarded .5 scores where the standard is approaching a higher band, including writing and speaking assessments. Students, however, should be made aware that writing and speaking are assessed only in terms of .0 scores in the official IELTS marking system.

Score	Quick Description	Student action
8.0 / 8.5 / 9.0	Very Good User / Expert User	The student should try to maintain this standard of work
7.0 / 7.5	Good User	The work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully
6.5	Competent User	The work has been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully
6.0	Competent User	The work is of minimum pass standard, but there are some serious errors or omissions. The student should look at e.g. any essay correction again, and make sure that all substantial points have been understood
5.5	Modest User	The work has almost achieved a pass standard. The student should discuss the work with the teacher and should consider attempting the piece again.
5.0	Modest User	The student has problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use. This is the entry level for AS level courses.
4.0 / 4.5 or below	Limited User	The student has serious language problems and should discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use.

GRADING FOR CAMBRIDGE ENGLISH COURSES

Students will be studying for a range of exams depending on their level, and can be awarded a score on the Cambridge scale ranging from 120 to 210 (although in practice no UFP/GCE student is likely to achieve less than 155). They can also equate their score to a grade for each individual exam (e.g. a score of 185 overall would give a student taking the First exam a grade A, but the same score correlates to a grade C in the Advanced exam). Universities now specify a score in their entrance requirements, rather than a grade.

Score	Cambridge Exam	Quick Description	Student action
200 +	Proficiency / Advanced (Grade A)	Proficient User (Hi)	The student should try to maintain this standard of work
185 - 199	Advanced (Grade B, C), First (Grade A)	Proficient User (Lo)	The work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully
172 - 185	Advanced (Grade C-Low), First (Grade B, C - Hi)	Independent User (Hi)	The work has probably been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully
160 - 171	First (Grade C – Lo, Preliminary (Distinction)	Independent User (Lo)	The work may be of minimum pass standard, but there are some serious errors or omissions. The student should look at e.g. any essay correction again, and make sure that all substantial points have been understood
150 - 159	Preliminary (Distinction, Merit)	Basic User (Hi)	The work may achieve a minimum pass standard but with considerable difficulty. The student should discuss the work with the teacher, and should consider attempting the piece again.
155 or below	Preliminary (Pass), Key	Basic User (Lo)	The student has problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use. This is the entry level for AS level courses.

APPEALS AGAINST RESULTS

COURSEWORK AND CONTROLLED ASSESSMENTS

Students may appeal against coursework and controlled assessment marks awarded, including UFP marks. The initial appeal is to the Principal/Rector and then the relevant examinations policy should then be followed, work will be re-marked as appropriate. See the School's Examinations Policy and the UFP Quality Assurance Manual for more detail.

PUBLIC EXAMINATIONS

Appeals against the results achieved in written public examinations must made using the appropriate process required by the applicable examination board. See the Examinations policy.

PLAGIARISM

According to the JCQ (2020), if a student is discovered to have broken the regulations, one of the following penalties should be applied:

- The piece of work will be awarded zero marks;
- The student could be disqualified from that component for the examination series in question;
- The student could be disqualified from the whole subject for that examination series;
- The student could be disqualified from all subjects and barred from entering again for a period of time.

The exam board will decide which penalty is appropriate and there are no appeals.

As such, at CATS, as soon as a student is found to have plagiarised, that piece of work will be awarded no credit and parents will be informed.

Students are to be warned about the dangers of plagiarism by subject staff, and instances found will be reported to the examination board when appropriate.

Whilst the school encourages the use of language models and artificial intelligence by students in their work, it is important that they are employed ethically in doing so. Clear guidance is taught in the Engaging with Technology Programme and can be found in the Artificial Intelligence Policy.

Attainment Grades and the Frequency of Formal Assessments

Practising retrieval and application of knowledge is an important component of the process by which learning takes place. Teachers are encouraged to assess their students regularly for the purposes of both formative and summative assessment. Test results should help to inform the generation of attainment grades which are gathered regularly to monitor students' progress across all of their subjects.

Formal assessments should take place at the end of each taught unit. Where appropriate the Academic Departments should ensure students across given sets, in a particular

Programme of Study, take a common test. All such assessments should be accompanied by a cognitive wrapper (a generic template is available, but departments are encouraged to tailor this to their needs) to encourage students to become more reflective learners.

Students are given written assessment in each of their academic subjects. An assessment is designed to last at least 40 minutes and contains exam style questions.

All summative assessments (at least once every reporting cycle) should be moderated within departments to ensure the accuracy of marking and validity of the school's data.

STUDENT REPORTS

Teachers write regular student reports to the parents to provide information on academic achievement, effort, and attendance and achievement grades. Copies of these reports are given to students and form the basis of discussions between Personal Tutors, Subject Teachers and students.

Feedback, by students, on these reports is also shared with parents.

Subject teachers are responsible for discussing progress, setting targets and providing individual study plans.

Students' progress is reported to parents/agents as indicated in the table below:
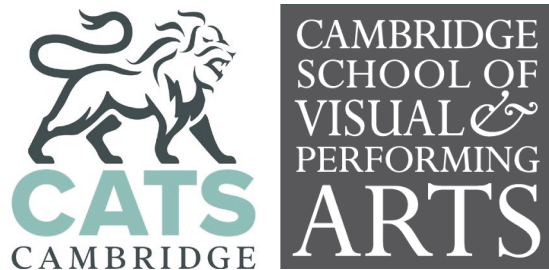
CATS CAMBRIDGE ACADEMIC REPORTING CYCLE BY PROGRAMMES OF STUDY (2023-24)

	A level Year 2	A Level Year 1	A Level Y1 Jan Start	UFP	UFP Jan Start[1]	PP	PP Jan Start	GCSE Year 2	GCSE Year 1
Autumn Half Term	THICK	THIN	x	THIN	x	THIN	x	THICK	THIN
Autumn End of Term	THIN	THICK	x	THICK	x	THICK	x	THIN	THICK
Mock Exam Results	▯	x	x	▯	x	x	x	▯	x
Spring Half Term	THICK	THIN	THIN	THIN	THIN	THIN	THIN	THICK	THIN
Spring End of Term	THIN	THICK	THICK	THICK	THICK	THICK	THICK	THIN	THICK
End of Year Exams (APRIL)	x	▯	x	x		▯	▯	x	▯
Summer Term Report	x	THICK	THIN	x	THICK	x	THIN	x	THICK
End of Year Exams (JULY)	x	x	▯	x	▯	x	x	x	x
Summer Term 2 Report	x	x	THICK	x	x	x	x	x	x

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[1] FT UFP, End of year exams refers to mock examinations taken in the second week of the summer term

All subject reports include three grades, a predicted grade, a target grade and an effort grade. These grades are defined below. In 'Thick' reports these grades are augmented with comments covering the following:

- Syllabus taught
- Progress towards targets
- Latest Targets

The student's Personal Tutor writes as synoptic report for both "Thick" and "Thin" reports. The tutor's report should cover the following:

- Overall academic progress
- Co-curricular and extra-curricular engagement
- A pastoral overview, including a comment on the student's personal development
- Progress made with respect to longer term ambitions and aspirations – typically, the student's university application.

The outcomes of internal examinations are also shared with parents. Internal examination assessments are evaluated against the same criteria as those used for the terminal examinations in the relevant programme of study. These results are sent to parents without comment. Parents are encouraged to contact the student's personal tutor if they wish to discuss the internal examination results.

AT CSVPA, reports are issued on completion of each unit of study. Reports provide commentary on targets and achievement and indicate the grade learners are working at using awarding body nomenclature.

EXPECTATIONS FOR REPORT WRITING AT CATS CAMBRIDGE:

Comments should be directed at the student and written in the second person.

The emphasis should be on **positive** and **constructive** feedback focused on ways in which the student can improve.

Where concerns need to be raised please do so, however, ensure that you always then advise the student what they need to do address and improve the situation and, if necessary, what help and support we can offer.

Please make the language you use clear, direct and easy to understand.

 Avoid general sweeping statements, please be specific and ensure the reports are useful for the students and informative for the parents and agents.

Comments can encompass student performance in relation to areas such as participation in class, homework completion, punctuality and attendance, perseverance, motivation and use and development of academic English and/ or higher level subject skills and behaviour.

Please link your comments to the previous report (where there was one) so the student and parents can clearly see improvements that have been made, or not as the case may be, based on the targets set.

Once you have outlined the student's progress to date you will need to set some specific targets, again, these should link directly to the comments made and focus on how to address concerns and improve performance in the subject.

WRITING EFFECTIVE TARGETS ON ACADEMIC REPORTS:

Be succinct and specific, these are not general comments. Targets should be specifically linked to academic areas for improvement.

Where appropriate link targets to assessment objectives for the student's qualification.

Remember that attending every lesson, arriving promptly and completing homework are school rules not academic targets and so can be commented on in the 'progress to date' section of the report but should not be set as an academic target.

Two to three targets should be set, use bullet points for clarity.

CATS CAMBRIDGE GRADING SYSTEM

PREDICTED GRADE

Statement to students:

> *This is the grade that you will achieve at the end of the course based on your teacher's best professional judgement based on your current work ethic and the current quality of your responses to feedback.*

This is what a teacher feels the student is most likely to attain overall for the course. Grades awarded imply that if a student continues working at their current pace and effort they would attain that grade. Grades awarded should take into account everything which the teacher knows about the student and how they are likely to cope with the remainder of the course. When marks are given, the relationship between scores and grades should be set out clearly to the student, including the level of difficulty of content being tested e.g. where only C grade material or skills are assessed, only a grade C can be given for the assessment. It will reflect practice in the final exam which may well vary between different courses. Teachers should be able to explain any disparity between predicted and target grades, they should welcome

the opportunity to explain such disparity to the student, their line manager, the student's parents or agent. It will be contextualised by the effort grade given.

TARGET GRADE

Statement to students:

This is the grade that we think you are capable of achieving at the end of your programme of study if you apply yourself fully and respond effectively to the feedback that your teachers provide.

This is the grade the teacher thinks the student could attain at the end of the course if they worked as hard as possible. It is based on a combination of ALIS (A level and UFP) or YELLIS (GCSE) test scores and baseline tests. It should be the teacher's best estimation of what the student should be able to achieve and should, unless there is clear reason to predict otherwise, be at least one grade above ALIS.

NB Subject teachers should discuss the target grade with each student. When doing so the teacher should explicitly refer to the chance graph based on student's performance on the CEM Adaptive Test, this will be provided by the Examinations Officer

EFFORT GRADE

Effort grades are awarded so that students have a clear awareness of how their level of engagement may be supporting or inhibiting their academic progress. The grades with their descriptors are provided below:

Effort Grade	Descriptor Offered to Students
1 EXCELLENT	You will get 1 on your report if: • Your effort is helping you to meet or beat your targets • You often ask and answer questions in class • You ask when you need help and don't wait to be found not working • You ask what to do next when you have finished • All your work, including homework, is done to the best of your ability • You act on advice to improve your learning and work • You complete all homework on time and come to ask for help if you get stuck • You always bring everything you need to every lesson
2 GOOD	You will get 2 on your report if: • Your effort is helping you to meet most of your targets • You often answer questions in class • You don't ask when you need help and wait for the teacher to offer

Effort Grade	Descriptor Offered to Students
	• You don't ask what to do next when you have finished, but do more work when asked • Most of your work, including homework, is done to the best of your ability • You act on advice to improve your learning or work • You usually complete homework on time, but don't ask for help if you get stuck • You occasionally don't bring everything you need to a lesson Continues …
3 SATISFACTORY	You will get 3 on your report if: • You are not working hard enough to meet your targets • You are sometimes off-task in lessons and talk when you should be working • You are quiet and do what you're told, but just focus on presentation, rather than learning • You don't often answer questions in class • You need to be reminded to get on with work in lessons • You sometimes produce poor quality work • You rarely act on advice to improve your learning or work • You sometimes don't do homework or it is late • You often don't bring the equipment you need to lessons
4 REQUIRES IMPROVEMENT	You will get 4 on your report if: • Your lack of effort means you are working significantly below your targets • The quality and quantity of your work are poor • You don't act on advice to improve your learning or work • You often don't complete homework • You are either quiet and uninvolved, or noisy and disrupt the learning of other • students • In lesson you focus on things that are not to do with your work • You often don't bring the equipment you need to lessons

PREDICTED GRADES

The students take appropriate Centre for Evaluation and Monitoring assessment and the GL Assessment CAT4 for the programme of study onto which they are enrolled:

- CAT4 will be taken prior to arriving.
- The CAT4 assessment will be proctored through Digiexam.

Once at the school, students will then sit the:

- Sixth Form (AL1, UFP, Jan UFP and Jan AL1): ALIS assessment
- Key Stage 4 (GCSE and Pre-Programme): YELIS assessment
- ESL assessment
- Maths assessment

The predictions based on these assessments are used to inform the setting of target grades and to support the objective assessment of the progress made by the students whilst at the school.

ATTAINMENT GRADES

In addition to grades offered in student reports the school, attainment grades are also collected from teachers to monitor student progress. Teachers should evaluate the performance of each student in their class against the terminal assessment criteria for the relevant programme of study. Teachers base their evaluation on work that the student has completed to date. Heads of Department are encouraged to use common tests for all students in the same programme of study. Attainment grades are not usually shared with students.

STUDENT REFLECTIONS

To ensure that students effectively engage with the reporting process they are required to formally reflect on the content of the reports prepared by their teachers and their tutors. Programme Directors are responsible for ensuring that an appropriate form is produced and completed by the student. Students should be made aware that their reflections will be shared with their parents. PTs will forward the student's reflection forms to the student's parents.