



Sidcot
Live Adventurously

Policy Name: Senior School Assessment and Reporting Policy - Academic Subjects
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1. Entrance Assessments and ‘Setting’ Decisions

- 1.1 Entrance tests for the Senior School are in English and Mathematics and there are different tests available for different age groups. These tests are either Nationally Standardised or written by school teaching staff, depending on the age and circumstances of the student. Information from these, together with information from school reports is used by senior staff to assess whether a student is suitable for admission to the school and to determine if the student needs to be placed in a year group other than that indicated by age. In particular, entry by overseas students is scrutinised to ensure that the student has reached an appropriate academic standard. If English language is inadequate and the student is aged either 15 years or 16 years, entry to the Year 11 Pathway may be recommended.
- 1.2 Entry to the Sixth Form is based on school reports, GCSE predictions or results (where available) and Mathematics and English assessments for overseas students. We aim to ensure that the student is sufficiently well prepared and suited to study at A level or for the IB Diploma before offering them a place at the school.
- 1.3 In general, offer and acceptance decisions are overseen by the Headmaster. In practice, the decision to offer is often delegated to the Deputy Heads. In particular, the Deputy Head (Academic) often makes decisions regarding students applying from overseas as these may have particular needs and issues arising out of GCSE, GCE and IB options decisions.
- 1.4 For September starts, all new students’ files are reviewed as soon as possible by Year Heads, in order to assess available information pertaining to a student’s pastoral and academic history. This information is also used by relevant Heads of Faculty/Department (usually English, Mathematics, Modern Foreign Languages and Science) to decide appropriate sets for these students. As Heads of Faculty/Department require this information as soon as possible before the start of the Autumn Term, new student files that are available should be reviewed regularly from the end of May onwards and the information forwarded to Heads of Faculty/Department. A similar system is used for January and April starts.

(Refer to the School Admissions Policy for further details of Admissions procedures and criteria)

2. General Philosophy of Assessment

- 2.1 The school embraces the principles of Assessment for Learning, which include:
 - Sharing lesson objectives with students;
 - Meeting the needs of all students;

- High quality feedback mechanisms, including Q & A, plus verbal and written feedback, that informs target setting;
 - Ensuring all students make good progress in all lessons;
 - Engaging, well planned lessons that include a broad range of teaching and learning styles, and that link to prior learning.
- 2.2 We believe that it is important that each student should receive regular feedback on the standard of his/her work. This feedback should aim to be diagnostic, indicating how work might be improved, but also rewarding for the effort and achievement represented by the student's work.
- 2.3 In assessing a student's work, an emphasis should be placed on criterion-referenced assessment, i.e. assessment in which the student's work is judged against identified levels of attainment. For example, in the examination year groups 10, 11, 12 and 13, work can be referenced against the levels that would be required to receive the appropriate graded outcomes, in GCSE, A level, BTEC or in the IB Diploma. It is not desirable to judge a student's work in relation to that of their peers (norm referencing).
- 2.4 There should be a clear distinction between assessment that is formative, for example, the marking of Prep and routine class tests and that which is summative, for example the marking of coursework and controlled assessments, which count towards a final grade. The student should always understand when work to be assessed is formative or summative.
- 2.5 In reporting assessment, due consideration should be given to the progression in quality of work achieved over time, rather than taking an average of attainment grades over a reporting period.

3. Roles and Responsibilities

- 3.1 The Deputy Head (Academic) is responsible for updating this policy and for monitoring its effectiveness. Day to day monitoring is performed by the Heads of Faculty/Department for the subjects and classes in their care.
- 3.2 The IB Coordinator has responsibility for ensuring the timely completion and submission of coursework and essays to the IBO, as well as for the arrangements of IB external exams.

4. Marking of Work/Assessment Practices

- 4.1 Prep must be set according to the guidelines provided in the Prep Policy (6.2).
- 4.2 This policy on marking requires the following to take place:

- Teachers must focus mark and provide written feedback on a minimum of 2 substantial pieces of student work* per half term. Teachers mark using a red pen.
- Written feedback must be accurate and concise.
- Feedback must use WWW: to comment on what a student has done well and EBI: to provide clear personalised targets and information on what a student needs to do, to improve.
- Teachers must provide clear evidence that students have responded to their written feedback. Students respond in purple pen.
- In the Fifth and Sixth Forms (NC Years 10, 11, 12 and 13) marks and grades should reflect realistic examination equivalent performance, unless clearly indicated otherwise. Students' work in preparation for external exams should be marked using the marking criteria for the examination and is likely to include some self-assessment against marking guidelines provided by the examination boards.
- Marking must draw students' attention to any errors in spelling, punctuation and grammar (SPaG) using the Sidcot notations:
C: Capital letters S: Spelling P: Punctuation //: Paragraphs ?: Doesn't make sense
- Any additional subject specific notations should be agreed and used consistently by each department.
- Where appropriate, teachers should comment on students' presentation. The expectation is that written work is neat, easy to read, written in ink, dated and given a heading or title that is underlined, with a clear indication of whether the work is Classwork (C/w) or Prep (P/p). Work should be free of graffiti.
- Teachers must plan regular opportunities for 'DIRT' (Directed Improvement & Reflection Time), giving students time to reflect and respond. Students should be able to explain what action/next steps they have taken as a result of teachers' feedback.
- Marks must be recorded by the teacher.

Further clarification regarding marking expectations:

- Teachers should plan and make use of opportunities for students' use of peer and self-assessment between marking periods. Students should use a green pen for the purposes of providing feedback to peers.
- Feedback should be planned as a regular feature that facilitates students' progress in all lessons, e.g. AfL activities and regular pit-stops that enable students to demonstrate their progress and identify their next steps for improvement.
- Prep completion must be monitored and failure to hand in Prep must be followed up. Teachers may plan and choose a Prep task as an example of a substantial piece of work that is marked as described above. However, a teacher may choose to focus their feedback on another aspect of the work completed since the last substantial piece of work marked. Teachers must be able to provide evidence of Prep completed, e.g. Firefly records, marks recorded, Prep tasks clearly annotated as such in students' work with loose sheets stuck into books/folders.

*The nature of a **substantial piece of work** will vary across subjects but common examples are indicated below:

- ✓ any task that enables a student to demonstrate a sound consolidation of learning.
- ✓ an extended piece of writing that develops relevant examination skills. This would include the use of past paper exam questions.
- ✓ a practical, physical activity or performance that enables the teacher to apply specific assessment criteria.
- ✓ an end of unit test.

- 4.3 Regular assessment of student progress should take place through the marking of classwork, Prep and routine testing of students as appropriate to the subject. The information provided by this assessment should be used to plan teaching and learning so that students can make progress through their course. Wherever possible, students should be set regular targets as part of the marking process. This might also extend to providing success criteria (broken down into individual lesson objectives, outcomes and level descriptors) so that the students might set their own targets.

5. The Use of Examination Board Assessment Criteria

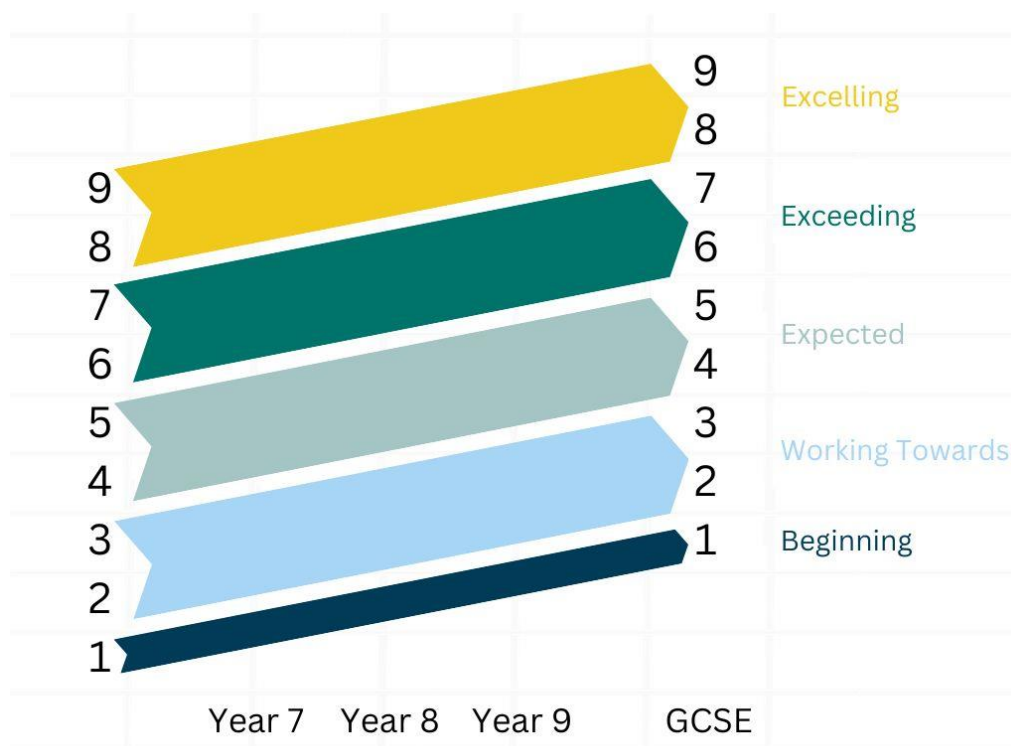
- 5.1 Teachers must always familiarise themselves with the assessment criteria of the different examination boards that are appropriate to the classes that they teach. Each board issues

strict guidelines to be followed in carrying out and marking controlled assessments and coursework, where these contribute to the final grade awarded to the student. The assessment criteria should be followed at all times and they should be made available to students.

6. Frequency of Formative Assessment, Recording Assessments and Reporting to Parents/Guardians

- 6.1 In the exam presentation years of Year 11 and Year 13, students receive either a half-termly monitoring report, full report or parent consultation evening. Except in the external examination season for these year groups, the reporting schedule aims to provide parents with feedback, twice per term. The Year 11 Pathway students receive reports on the same cycle as Year 11. In all other year groups in the Senior School, to ensure that parents are provided with sufficient information about their son's/daughter's progress, whilst rationalising the work load of teaching staff, students receive either a half termly monitoring report (interim grades) or more detailed full report (including internal exam grades). Parent consultations are available at key points during the year, on the basis of one per year group per year.
- 6.2 All of the above reports are accompanied by grades awarded by subject staff for effort and attainment:

- **KS3:**
- The Sidcot Key Stage 3 assessment system uses a 9 (highest) to 1 (lowest) grading scale to report students' attainment.
- The 9–1 grades reflect the knowledge, understanding and skills demonstrated by a student at their current stage of Key Stage 3. Grades are used to indicate whether a student is working below, at, or above age-related expectations in each subject.
- A student's attainment and rate of progress may vary between subjects and over time. Key Stage 3 grades therefore provide a picture of a student's current attainment in relation to age-related expectations and should not be interpreted as a prediction of future GCSE grades.
- Parents and guardians of Key Stage 3 students can expect to receive an update on their child's progress each half term. Across the academic year, these updates will take different forms and may include Parent-Teacher Consultations, the Year 7 Settling Evening, interim grades, full reports and grade cards.
- Reports and grade cards provide information about a student's current 9–1 grade, alongside information about their learning attributes, including their approach to classwork and Prep.
- A student's effort and approach to learning will be assessed using the relevant learning attribute descriptors. Where applicable, reports may also include outcomes from end-of-year examinations and other formal assessments.
- A student's effort will be rated using the descriptors provided, (on the right-hand side) of the diagram below:



- The progress which a student is making is monitored by teachers, tutors and Heads of Year.
- The first Yr7 monitoring report, published early in the academic year does not include current grades.

• **KS4/KS5:**

Effort	Attainment	
	Years 10 & 11 (GCSE)	
	Years 12 & 13 (GCE), (IB) & (BTEC)	
Excellent		Predicted grades are used. These are the grades that a student is predicted to achieve by the end of the academic year, if they continue to produce the same quality of work, with the same level of effort as they are demonstrating at the time of the report. The grades used in teacher
Good		
Requires improvement		
Inadequate		

		assessments may include 'fine grades', e.g. 5- / 5 / 5+. The grades used in KS4 and KS5 reflect the relevant performance at the level of the appropriate external exam, taking into account the point in the course reached.
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- 6.3. In the Upper Sixth, IB students receive a predicted grade from their teachers to assist them with university applications and target grades in their reports using the IB scale of attainment 1 to 7.
- 6.4. Target Grades are used as a feature of Grade Reports to supplement Achievement Grades in Years 10 to 13.

7. Storage of Assessment Data

- 7.1. Electronic copies of all reports and grades are retained on the school's Management Information System, (iSAMS s).

8. Processes of Standardisation of Summative/Formal Assessment and Reporting Assessments to Examination Boards

- 8.1 Where more than one teacher is involved in the summative/formal assessment of a student's work, these teachers should ensure that they are marking to the same standard and to the standard of the examination board, through a process of internal moderation. This will usually involve sampling of work by each teacher and cross referencing marking standards to ensure compliance.
- 8.2 Assessments should then be reported to the examination board and student work submitted for moderation and/or marking by the appropriate external deadline.

9. Use of Value Added Information Systems for Quality Assurance

- 9.1 We use CAT tests for students in Years 7 and 10 to provide extensive baseline data for tracking student progress and the calculation of Value Added at GCSE.
- 9.2 The DfE Level 3 Ready Reckoner is used to provide baseline data for tracking progress and Value Added in the Sixth Form.

10. Year 8 Language, GCSE and A level Option Selection Procedures

Year 8 Languages

All students in Year 7 study French. They are set according to ability and previous experience of studying French in their junior schools. In the Summer Term of Year 7, all students experience a number of taster sessions in Spanish and German. In Year 8, students are given a free choice of two of these languages to study throughout Years

8 and 9. A language option form is used early in the Summer Term of Year 7 for students to indicate their choices.

GCSEs

Students take English Language, English Literature, Maths and Science GCSEs. Most students take Additional Science GCSE and many take separate Sciences (Biology, Chemistry, Physics). Students normally choose four GCSE subjects in addition to those above. These four option choices include Triple Separate Sciences as one option. A consultation with students takes place and then the timetable blocks are designed and optimised in the light of this. Students then chose their final options by the middle of the Spring Term. No formal assessment is undertaken to inform the process of an individual student's choice of GCSEs, except in the case of students with supplementary education needs, who are advised on an individual basis, usually by their supplementary education teacher. The School will support and advise students on their options to help maximise their chances of success and enjoyment of their studies.

A Levels/BTEC/IB Choices (Year 11)

Students complete a subject choices form before Christmas.. The timetable blocks are then designed and optimised around these requests. The Head of Sixth Form then reviews these subject choices to determine individual student suitability for advanced study in those subjects that they have indicated. Where students choices are deemed unsuitable or impossible to timetable, this will be discussed with the student and their family. The School recognises that some Sixth Form subjects require a high grade in a facilitating subject to optimise a student's learning experience and chances of success. Letters offering students a place in the Sixth Form, or otherwise, should be sent out by the end of the Spring Term.

Internal Examination Arrangements

Internal Examinations are conducted regularly in Years 7 to 11 and for A Level and IB students. Arrangements for these are annually reviewed by the Deputy Head (Academic). Internal Exams for Years 7 to 9 are usually held in normal class times to avoid disruption but in designated weeks during the year to provide structure. Mock Examinations for students in Years 10-13 are arranged to a formal schedule, off timetable, in order to provide students with formal practice of arrangements for external examinations. Mid-Year assessment exams are also conducted for Year 12 students in class time.

Progression of Year 12 A-level students to Year 13.

We expect each A-level student to achieve a minimum grade equivalent to an E grade in their Year 12 exam, prior to continuation of that subject in Yr13. If this grade is not achieved then the student is required to drop that subject, unless sponsored by their subject teacher to continue under special circumstances. A student failing more than one subject in their Year 12 exams may be asked to leave the school if they are not left with a viable study programme.

Date of change	Detail significant changes and any new legislation / guidance taken into account
July 2026	Policy reviewed with minor updates to wording and formatting throughout. Section 6.1 – Frequency of Formative Assessment, Recording Assessments and Reporting to Parents/Guardians: Clarified the reporting cycle to reflect half-termly communication, with parents receiving either an interim monitoring report, a full report or a parent consultation evening each half term, and updated terminology for consistency. Section 6.2 - Updated wording around KS3 assessment, grading and reporting to clarify how attainment and progress are communicated. Minor corrections to grammar, punctuation and terminology to improve clarity and consistency throughout the policy.