

ASSESSMENT in Royal School

Principles and Practice

Royal School recognises that teaching, learning and assessment are fundamentally connected, complementing each other in developing high standards of achievement for all students at the school.

Royal School Students

- Have differences in how they learn
- Have different cultural experiences, expectations and needs
- May perform differently depending on the type of assessment
- Need to receive fair, critical feedback including strengths and weaknesses in order to improve
- Should receive feedback that encourages self-improvement

Royal School uses assessment to

- **Measure** individual achievements and pupil progress to produce coherent feedback for students, parents and external institutions.
- **Monitor** the effectiveness of teaching and learning across the school
- **Inform** curriculum and assessment review and planning
- **Inform** parents and other relevant parties of the progress being made by students

Assessment must

- Be fair and based on clear criteria
- Allow students to track and monitor their own performance, and provide parents with feedback on their child's progress
- Allow teachers to monitor the effectiveness of lessons in relation to the desired learning goals
- Differentiated, to provide material for students working at different levels, including SEN, EAL, and Gifted and Talented students
- Allow students to develop examination technique and manage stress

Royal School uses a variety of assessment techniques in order to meet the above objectives. Assessment at Royal School should not be perceived as a stressful process, but instead a tool to inform future teaching and learning.

Assessment may take the following forms:

Baseline testing and entrance exams

At the start of each academic year, or during the admissions process, students will be assessed using the CAT 4 baseline testing package provided by GL Education, if necessary, a meeting will be scheduled with learning support. The CAT 4 data is used as a baseline to assist teachers in differentiation, for target setting and as an independent annual metric of progress.

Summative assessment

Summative assessment seeks to evaluate student learning by comparing it with a standard or benchmark (i.e., criterion based in accordance with Cambridge curricula outcomes); This can take place through either an exam, project, verbally, or through a piece of coursework and should result in a final grade or score.

Summative assessment can be used in a normative manner to allow comparisons across the cohort or class. Although summative assessment may be considered stressful by some students, Royal School encourages students to see this as a necessary part of their learning, provided that information derived from summative assessment is used and acted on in a formative manner.

It is a minimum requirement that students are assessed in a summative manner according to the requirements laid down in **Appendix 1**, and results are recorded electronically on iSAMS to allow quick and easy monitoring. Each Key stage or department is expected to undertake cross-checking of marking through the selection of random written papers to be marked by a peer.

Formative assessment

Formative assessment is assessment that is used to provide ongoing feedback that can be used by students and teachers to improve the teaching and learning process.

Formative assessment should take place on a regular basis and may form the basis of a plenary during a lesson. Royal School encourages students to be reflective learners, recognizing their strengths, as well as weaknesses. Criticism in itself should not be considered a negative trait, provided it is constructive and leads to improved learning. Some students have additional support/time when completing formative assessments and this can be seen in **Appendix 2**.

External Examinations

Royal School students will sit Cambridge Primary and Secondary Checkpoint Examinations, Cambridge IGCSEs in Year 11, AS-Levels in Year 12, and A-Levels in Year 13.

Awarding grades

EYFS DEVELOPMENT SCALES:

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

- assessment is based primarily on the practitioner’s knowledge of the child – knowledge is gained predominantly from observation and interaction in a range of daily activities and events
- responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully
- embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations
- an effective assessment presents a holistic view of a child’s learning and development
- accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults

EYFS scales	Expected progress
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Exceeding	beyond the level of development expected at the end of the EYFS
Expected	best described by the level of development expected at the end of the EYFS
Emerging	not yet at the level of development expected at the end of the EYFS

Teachers are expected to use the Early Learning Goals for each area of Learning and Development.

KS1, KS2 & KS3 Cambridge Checkpoint Criteria:

In Y6 & Y9 students are working towards the Cambridge Checkpoint examinations. The scaling system for all assessment work at these key stages and KS1 will therefore reflect that grading system.

Checkpoint Grade	Expected Progress
6	Outstanding
5	Above Expectations
4	At Expectation
3	Towards Expectations
2	Below Expectations
1	Severely Below Expectations
0	No Creditable Response

Teachers are expected to create mark schemes and assessment criteria for each subject using these grades that reflect the standards of the year group.

IGCSE 9-1:

In line with the GCSE grading in The United Kingdom, Royal School uses the 9-1 IGCSE Grading System for all IGCSEs. The table below outlines the percentage of students worldwide who on average receive each grade. This should indicate the difficulty and level required of each grade for internal assessment.

IGCSE Grade	% Attained on Average Each Year
9	3%

8	9%
7	18%
6	33%
5	52%
4	71%
3	86%
2	94%
1	98%

A-Level Scales:

A Levels are awarded with an A*- E system. The table below outlines the percentage of students worldwide who on average receive each grade. This should indicate the difficulty and level required of each grade for internal assessment.

A Level Scale	% Attained on Average Each Year
A*	7%
A	24%
B	50%
C	74%
D	89%
E	95%

NOTE: At AS Level A* is not available.

TYPES OF GRADES

Students should receive the following grades

- **Current grades** – are awarded following the completion of an assessment in accordance with the frequency stated in appendix 1. These should be recorded on iSAMS
 - **Current grades can be formed using a variety of assessment techniques including**
 - **Oral examinations**
 - **Coursework**

- **Written examinations**
- **Project work**
- **End of term grades** – Provides an evaluation of the student’s performance throughout each term. The term grade is formed no earlier than two weeks before the end of the respective term and is based on a mean of assessment data during that term.

Students who are unable to do Physical Education due to health reasons are exempt from having a term grade for this subject.

- **End of Year grade** – A grade to summarise the progress and achievements of students at the end of each academic year. This should be based on an end of year exam (50%), and the average current grade (50%).
- **Effort grade** – Each time an achievement grade is awarded an effort grade should also be awarded according to the criteria in table 1.2.
- **Mock exams** – Students in Year 6, 9, 11, 12 and 13 will sit mock examinations for their Checkpoint, IGCSE, AS or A-Level exams in January. The mock examinations should be formed from complete examination papers used in previous Checkpoint, IGCSE, AS and A-Level exam series and serve to provide the students with experience at sitting formal examinations, as well as identifying areas of strength and weakness to help students, teachers and parents plan for the final examinations effectively.

Grade	Criteria
A	Outstanding effort. Exceptional. The student has clearly dedicated an extraordinary amount of effort towards this piece of work.
B	Good effort. The student has clearly shown that they have put a sensible amount of effort into their work.
C	Satisfactory effort. The student has put an acceptable amount of effort into their work. No more, no less.
D	Poor effort. The student has not put an acceptable amount of effort into their work and this is preventing success at fully achieving the learning objectives.
E	Unacceptable. The student has put little or no effort into their work and this is having a serious effect on their ability to achieve the learning objectives.

Table 1.2: Effort grades and criteria

RESPONSIBILITIES IN THE PROCESS OF ASSESSMENT

- **Subject teachers** – to assess the achievements of the pupils according to the curriculum standards as detailed in their EYFS or Cambridge subject specifications. To record and share assessment grades with staff on iSAMS.
- **Heads of department (where applicable)** – to monitor teachers’ compliance with the assessment policy and to lead standardization of grades within the department. At the beginning of the school year each department should plan a schedule for assessment. The schedule is coordinated by the Heads of Key stage, it is also certified by the Head of Royal School and provided to students for entry into their planners.
- **Heads of Key Stages** – monitoring compliance with the assessment policy and alerting learning support and the Head of School about any students who are performing exceptionally poorly, or exceptionally well. To manage communication between subject teachers and parents regarding concerns about grading.
- **Head of School**– monitoring the work of the Heads of Department and the Heads of Stages. ensuring actions planned by HoD’s and HoS’s are being implemented.

APPENDIX 1:

Assessment Frequency:

Royal School works on the assumption that the more frequent a lesson, the more frequent the assessment of the children needs to be. Our year is broken into ‘Half Terms’ and therefore a subject will be expected to assess in the following ratio - number of lessons a week minus 1 per half term (unless the number of lessons is 1).

The table below shows examples of this.

Number of lessons	Number of Assessments per term
1	1
2	1
3	2
4	3
5	4
6	5
7	6

APPENDIX 2:

Special Considerations:

In line with our SEND policy some students may need further support, or time whilst completing assessments. This can be broken down into the following elements:

- Additional time relating to a special educational need outlined in an EHCP,
- Using a separate space to complete the assessment relating to a special educational need outlined in an EHCP.
- Support during the assessment from a paraprofessional (prompting, reading etc), if outlined in an EHCP.

This support is designed to allow students to fulfil their potential in assessments.