



ASSESSMENT POLICY (Senior School)

SMT owner	DHA
Reviewed by SMT	September 2024
Effective from	September 2024
Next review	September 2025
Governor approval (Y/N)? Approved by Board of Governors (if Y)	N

Introduction: Assessment at Christ College

Assessment at Christ College Brecon involves both teaching staff and pupils working towards ensuring the achievement of all pupils is maximised.

Through regular, meaningful formative and summative assessment our systems aim to enable pupils to know the level or grade they are working at, set appropriate targets and provide effective, thorough feedback to help them realise their ambitions in whatever subject or level duly studied.

The long-term aim and purpose of assessment in our setting is to create self-regulated learners who leave the school with a strong set of public examination results but, just as importantly, are able and confident to continue their learning journey beyond their school years with a core set of competencies and skills.

Formative Assessment: Grade Reviews (Years 7-13)

Rationale

- Our Grade Review process forms the cornerstone of our whole school approach to formative assessment.
- Pupils are given grades for Effort and Attainment according to year group specific descriptors relevant to their age group and qualification context.
- The Grade Review mechanism provides a snapshot of 'live' pupil progress in attainment and effort and helps inform monitoring, intervention and support at all levels of the senior school.

Aims

- To report at regular intervals across the school year (five in total - one for each half-term other than the final half of the Summer Term) on a pupil's academic effort and attainment in each subject.
- To provide a trackable indicator of both attainment and effort across each Grade Review reporting cycle.
- To provide a mechanism for transparent, constructive dialogue and target-setting in Tutorial sessions following each Grade Review.
- To accurately inform parents of the progress made by all pupils in the school.
- To enable Teachers, Tutors, Houseparents and the academic team to make targeted interventions to boost pupil attainment and effort through a proactive follow-up system.

Process

- Grade Reviews will be issued five times per academic year with dates published at the start of each academic year.
- Pupils receive a hard copy of their Grade Review in a Tutorial session and a copy made available to parents through the Parent Portal.
- Teachers may use brackets to indicate uncertainty about an attainment grade in the early stages of GCSE and A-Level/BTEC courses and in the case of new pupils joining the school. Bracket grades for attainment are commonplace early in the academic year.
- Analysis of Grade Reviews form a critical element of a Tutorial session following the publication of each review across the academic year.

Attainment: What do the grades mean?

- Attainment is best viewed as an indicator of ongoing progress at that stage of the course - i.e., the pupil is 'working at' the level of Grade X (exam year groups) or the written statements of attainment (non-exam year groups).
- Attainment levels often move slowly - maintaining a level throughout a term doesn't mean a pupil is not making progress.
- Years 7-8: A symbol system is used (+ signs) to provide a holistic judgement about overall progress.
- Years 9-11: Numbers (9-1) are used in Year 9 and the GCSE years to indicate 'working at' levels of attainment.
- Sixth Form: Lettered grades (A*-U) are used to reflect the type of grades received by the pupils in the majority of courses in the Sixth Form.

Effort: What do the grades mean?

- **A*:** Usage of the 'A*' for effort is reserved for consistently excellent effort.
- **A:** An 'A' for effort is judged as 'Very Good' and indicates a high level of consistent effort in and beyond class.
- **B:** 'B' for effort is judged as 'Good' and should not be seen as disappointing - all expectations are being met in and beyond lessons.
- **C:** An effort grade of 'C' reflects an inconsistent approach in or beyond the classroom.
- **D:** An effort grade of 'D' indicates a significant cause for concern.
- Multiple low effort grades (C or D) will trigger communication home and a review meeting with the academic team.
- Academic Review meetings are monitored and led by the Lead Academic Performance and Innovation in collaboration with the Deputy Head (Academic).

Attainment Level Descriptors (Y7 – Upper Sixth)

Year Groups	Grade Review Attainment Level	Grade Descriptor / Equivalence
Upper Prep (Y7-8)	++++	Making Excellent Progress
	+++	Making Good Progress
	++	Making Some Progress
	+	Making Limited Progress
Years 9-11	9	Strong A*
	8	A*
	7	A
	6	B (High 'B')
	5	B/C (Strong Pass)
	4	C (Pass Threshold)
	3	D
	2	D/E
	1	U
KS5 (Sixth Form)	Numbers are not used to indicate attainment at Sixth Form	A* or Distinction + (BTEC)
		A or Distinction (BTEC)
		B
		C or Merit (BTEC)
		D
		E or Pass (BTEC)
		U

Summative Assessment: Internal Examinations (Years 7-13)

Rationale

- Christ College believes in robust, meaningful internal assessment to help our pupils prepare fully for the challenge of public examination.
- Each academic year all pupils are provided with a mock examination / progress test (Always) cycle to identify strengths and areas for development in subjects undertaken.

- Results from internal examinations are used to monitor, evaluate, intervene and support pupils in conjunction with grade review data.
- Results from internal examinations are published internally to provide an overview of cohort progress and highlight individual concerns. Internal examination data is made available to parents through the parent portal following each cycle of assessment.

Timing

- Michaelmas Term: Alway (Y7-8) progress tests take place in November for three days.
- Lent Term: Y11 GCSE Mock examinations take place at the start of term in January, Upper Sixth Mock Examinations take place after half-term in February and Lower Sixth (modular) Mock Examinations take place in mid-March before the end of term.
- Summer Term: Internal end of year examinations take place for Years 7-10 during the first half of the summer term. Lower Sixth (linear) mock examinations take place in mid-June before the publication of Indicative Predicted Grades (IPG's) for UCAS at the end of June.
- All cycles of assessment are publicised by the academic team and Tutors in advance and pupils notified in assemblies and by email.

Results

- The Deputy Head (Academic) sets an internal deadline for receipt of results in iSAMS following each assessment cycle.
- The Lead Academic Systems works with HOF's and HOD's to standardise results in Years 7-8. For other year groups, raw data and exam board boundaries identified by HOF's are used to award % and indicative grades to pupils.
- Once results have been submitted and fully scrutinised by the Deputy Head (Academic) results are confirmed to teachers via year group spreadsheets. This triggers the feedback process undertaken in lessons following each assessment cycle.

Feedback

- Pupils are provided with extensive written and verbal feedback following each assessment cycle. Departments and Faculties adopt bespoke approaches to feedback in line with our whole-school approach to marking and feedback.
- Feedback should be given with our fourth aspiration for learning ('Acting on Feedback') very much in mind. Teachers expect pupils to engage with the feedback they are given and act upon it.
- Pupils may, by appointment with their teacher or informally in lessons, seek additional feedback from their teachers about performance in assessments.