

Lancaster Royal Grammar School Assessment Policy

Assessment is for Learning

Effective assessment informs and supports the learning and teaching process, helping to raise attainment and achievement. All involved should understand and take appropriate account of the three main types of assessment:

Assessment for learning is essentially formative. It is the process of seeking and interpreting evidence so that learners, parents/carers and teachers can decide, through high quality dialogue, where the learners are in their learning, where they need to go next and how best to get there.

Assessment as learning is essentially evaluative. It is about using assessment to learn how to learn and thus encourage the development of autonomous learners. In effective *assessment as learning*, learners through self and peer assessment identify and reflect about their own evidence of learning. Personal learning planning provides a supportive framework for these processes.

Assessment of learning is essentially summative. It is about measuring, analysing and reporting performance. Effective *assessment of learning* provides information about individual skills and knowledge leading to awards which are passports to opportunities in life, work and education.

Each department has their own subject based assessment policy which best suits the teaching of their subject.

All teachers are required to give grades and write reports to parents under the following guidelines and in line with their department assessment policy.

Class work, homework, assessment tasks, contribution in class, attitude to learning and professional judgement should all be involved in the assigning of grades.

Monitoring and giving feedback

Teachers must provide learners, colleagues, parents and carers with regular and timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Reporting to Pupils/Parents

Grades

Grades are reported to pupils and parents for most years 4 times through the year approximately every 7 weeks, around October, December, March & May.

Grades for Years 7 – 11 are given on the GCSE 9 – 1 scale and follow a flight path model.

Pupils in Years 7 – 11 also receive a grade for attitude to learning (ATL) with the ATL following the scale below:

A = Exemplary, your attitude has a positive and encouraging effect on lessons; you are an excellent example to your peers.

B = Good, you try your best. You accept challenges, get involved in lessons and have high aspirations.

C = Coasting, you do not always try your best; you do not meet challenges with a positive attitude.

D = Unacceptable, your attitude can have a detrimental effect on lessons; you can be a poor example to your peers.

Attainment grades in the sixth form are given as letters as they are for A level. They give parents some idea of how their son or daughter can expect to perform in their A level exams, if he or she continues to work at the same standard as they currently are.

Sixth Form also receive ATL grades with the following scale:

1 = Exemplary, your attitude has a positive and encouraging effect on lessons; you are an excellent example to your peers.

2 = Good, you try your best. You accept challenges, get involved in lessons and have high aspirations.

3 = Coasting, you do not always try your best you do not meet challenges with a positive attitude.

4 = Unacceptable, your attitude can have a detrimental effect on lessons; you can be a poor example to your peers.

Target Grades

Target grades are given at the start of Year 10 and the Lower Sixth.

The 10 year target grades are subject specific and produced by the Director of Studies alongside the Heads of Departments. These are based on data in each subject from the first three years of study.

The initial L6th target grades are not subject specific but are based on statistical results from pupil's GCSE grades.

Target grades can be revisited and changed at any stage through the two year course.

Reports

A full written report is produced for Year 11 in Feb/March, U6 in January and for all other years in the summer term.