

# HEADG ONLINE SCHOOL UK

## **Assessment & Reporting Policy**

Secondary School

### **Policy Statement**

HeadG Online School, we are aware of the value of regularly assessing pupils to gauge their engagement and understanding of the course content. We affirm that the primary aim of assessments are to ensure that pupils who require additional support are identified and offered help.

Assessments should measure the performance of teachers as well as pupils. They play an integral role in future lesson planning as they enable teachers to consistently evaluate their teaching practice. Both formative and summative assessments are required to properly measure pupil progress. Teachers should ensure that when using formative and summative assessments, expectations are clear and well understood by pupils.

We value our partnership with parents/carers, and reports are one way of ensuring that parents/carers have clear information about both pastoral and academic matters in relation to their child. Reports to parents/carers do not replace a desired regular communication with them. Any parent/carer with a query or concern is always invited to contact HeadG Online School and to discuss this with the appropriate staff in accordance with the guidelines provided for parents and carers.

At HeadG Online School we understand that exam anxiety and stress are very real feelings that pupils experience. We will aim to provide health and wellbeing support to pupils, especially during exam time. Summative assessments, however, are a useful preparatory tool for pupils as they approach their International GCSEs and A-Level examinations.

### **Policy Aims**

- To set high expectations for pupils in order to raise aspirations
- Ensure pupils' progress is consistently monitored so necessary intervention measures are put in place early
- Increase pupil confidence in sitting examinations
- Set standards for teachers for high quality formative and summative assessments
- Prepare pupils for International GCSEs and A-Level examinations
- Identify the expectations and responsibilities for the various members of our school community
- To update parents/carers and pupils with regards to academic progress and any pastoral matters arising in relation to the pupil

## Types of Assessments

### *Formative Assessments*

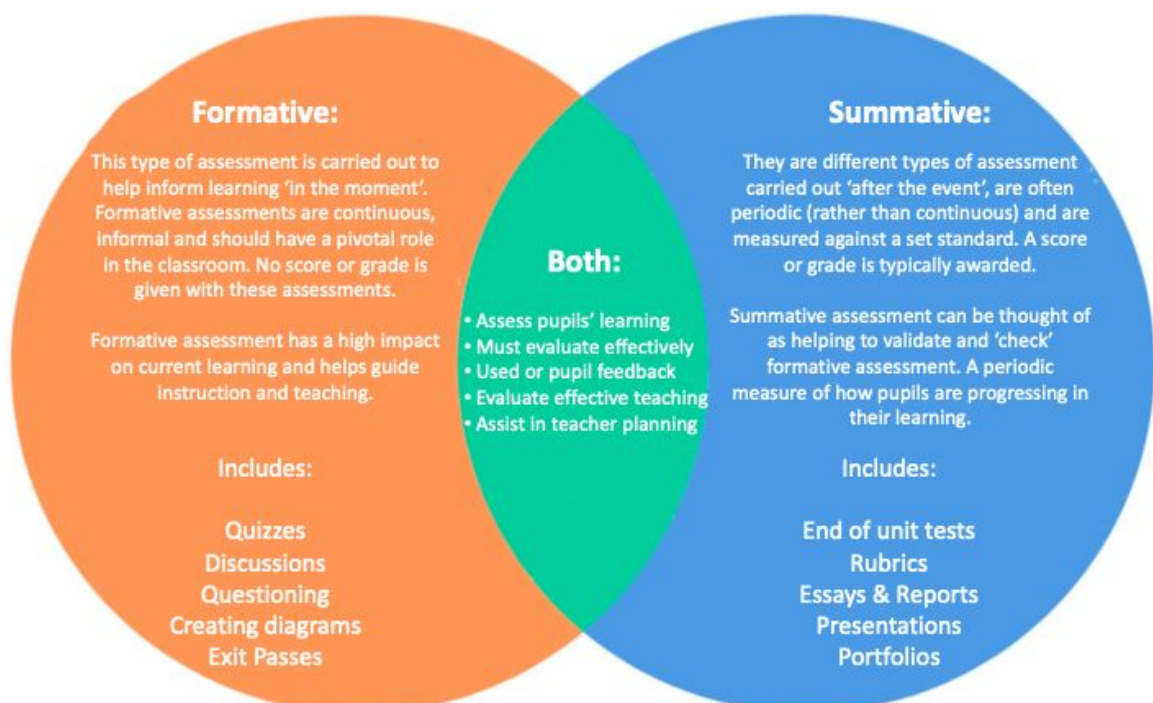
Formative assessments are ungraded, ongoing measures of pupil's understanding of the course content. Teachers use formative assessments throughout live lessons to gauge pupil's engagement and identify concepts that may need further clarification. Responses to formative assessments should inform a teacher's future planning and strategies. Examples of formative assessments are:

- Class discussions
- Questioning
- Lesson openers/closers
- Some independent learning assignments may be considered formative

### *Summative Assessments*

Summative assessments are used to determine what pupils have learned. These take place at the end of a period of learning. Summative assessments are typically graded and identify a clear standard of pupil attainment. Examples of summative assessments include:

- Quizzes
- End of unit/term exams
- Essays
- Standardised tests i.e. International GCSEs



## **Characteristics of High Quality Assessments**

The following are standards of high quality assessments that all assessments at HeadG Online School should meet.

*Assessments should:*

- Promote and support learning
- Inform teaching practice
- Provide clear and consistent feedback
- Identify learning targets and goals
- Accommodate a variety of learning styles
- Foster a motivated, committed learning community

## **Academic Honesty**

It is crucial that pupils are honest when taking summative examinations. The use of unauthorized aids is detrimental to pupils' overall learning because it prevents teachers and the Education Team from properly understanding their progress. Cheating, such as plagiarism, collusion, duplication of work, or fabrication of data will not be tolerated and may result in a pupil's grade being removed for a particular task or assessment. HeadG Online School implements the following measures to encourage academic honesty:

- Pupils will have the number of attempts deemed appropriate by the teacher/Head of Faculty/ Head of School
- Encourage pupils to only use materials deemed appropriate to complete the task or assessment at hand i.e. a calculator or dictionary
- Pupils will need to certify that they did not use any outside technology or external sources during examinations
- Pupils should, wherever possible, cite and reference their sources of information so not to use someone else's work as their own

## **Roles in the School Community**

*Management Team and Heads of Faculty*

It is the responsibility of the MOS senior leaders and the Head of Faculty to ensure that the provisions and standards within this policy are embedded within their individual faculties. They will work with the Education Team to apply this policy consistently throughout the school.

### *Teachers*

- Utilise formative and summative assessments intentionally in their classes to monitor and record pupil progress
  - The number of summative assessments per term is at the teachers' discretion; however, each course should have at least one summative assessment per term
- Develop assessments that meet the standards identified in this policy
- Use formative assessments to self-reflect on your teaching practice and strategies
- Provide pupils with meaningful feedback that is accurate and encouraging
- Record pupil progress by assigning grades/percentages in Canvas and submitting reports
- Work with the Heads of Faculty and the Education Team to identify early interventions and opportunities for additional pupil support
- Summative assessments should take place outside of class time, unless there is sufficient reason to hold the assessment during class time. Pupils should be at least given a window of 48 hours to complete their assessments

### *Pupils*

- Attend all lessons, unless previously explained otherwise, and be an engaged participant in live lessons
- Be aware of assessment dates and/or deadlines and plan revision time accordingly
- Be honest and accountable when taking examinations
- Act on feedback provided by teachers
- Set plans and termly goals for your learning that are SMART: specific, measurable, attainable, relevant, time-based
- Help foster a positive learning environment through active engagement and proper behaviour

### *Parents & Carers*

- Login to the Parent Portal and Canvas regularly to monitor your child's progress
- Support and encourage your child to attend class and be an engaged participant
- Communicate with your child's teachers and the Education Team at HeadG Online School to ask any questions about your child's progress and request additional support

## Reporting

Consistently reporting on pupil progress is key to establishing a positive partnership between parents and carers and the HeadG Online School team. We aim to ensure that the online schooling environment raises pupil attainment and supports pupils as they achieve their learning goals. Reports will be used to keep parents and carers informed of pupil progress and identify potential learning supports that might increase attainment.

Reports will provide parents and carers with a consistent update of their child's learning; however, we encourage parents and carers to log in to the Parent Portal and Canvas, regularly, and to communicate with the HeadG Online School team with any questions or concerns.

### *Types of Reports*

Progress checks are an official record of a pupil's progress in a course and should be used as a general overview of how a pupil is performing. Progress checks will consist of the pupil's attainment grade (see Standardised Grading) and A-E grades for effort, independent learning and behaviour (see Approach to Learning).

Full comment reports are designed to provide pupils with specific, constructive feedback from the teaching team. Full comment reports will consist of the pupil's attainment grade (see Standardised Grading) and A-E grades for effort, independent learning and behaviour (see Approach to Learning), as well as a comment from each of their subject teachers.

### *Reporting Structure*

Pupils will receive reports in the intervals outlined in the following table:

Year Group	October Break	December Break	January - Post Mocks	April Break	Summer Break
Year 7	-----	Progress Check	-----	Progress Check	Full Comment
Year 8	-----	Progress Check	-----	Progress Check	Full Comment
Year 9	-----	Progress Check	-----	Full Comment	Progress Check
Year 10	-----	Progress Check	-----	Full Comment	Progress Check
Year 11	Progress Check	-----	Full Comment	Progress Check	Certificate
Year 12	Progress Check	-----	Full Comment	Progress Check	Full Comment

Year 13	Progress Check	-----	Full Comment	Progress Check	Certificate
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#### *Procedure*

- Teachers will assign independent learning tasks and assessments to gauge pupils' understanding, attainment and progress throughout the term
- Teachers should monitor pupil attendance, engagement and behaviour in order to assign an Approach to Learning (AtL) grade
- Teachers will assign grades for effort, behaviour and homework (where applicable) for all pupils using the Approach to Learning (AtL) descriptors
- Teachers will assess pupil knowledge by giving pupils a summative assessment
  - Summative assessments should take place outside of class time, unless there is sufficient reason to hold the assessment during class time. Pupils should be given *at least* a window of 48 hours to complete their assessments
- The Education Team will set a deadline for completing commentary and approach to learning grades which must be consistently adhered to, to allow for necessary proofreading and any corrections
- Approach to Learning (AtL) grades, attainment grades, and teacher commentary, where applicable, will be issued to families at the intervals defined by the Reporting Structure table
- Parents and carers will have the opportunity to provide feedback to the MOS team on reports

**- END OF POLICY -**

