

JOHN GRAY HIGH SCHOOL
Assessment Policy

Students are assessed using formative and summative assessments.

1. Grades are issued for each student in each of the three categories – Achievement, Effort and Conduct, once per reporting interval (approximately 12 weeks?).
2. There will be three reporting intervals throughout the school year at the end of each term.
3. Subject Leaders will decide on the number of assignments which will be completed to arrive at the achievement grades.
4. **Achievement Grades** for Year 10 and 11 are as follows:

AQA

A*	A	B	C	D	E	F	G
90	80	70	60	50	40	30	20

CXC

	II	III	IV	V	VI
80-100	60-79	50-59	40-49	30-39	20-29

Achievement Grades for Year 7 – 9 are assigned as levels. Attainment targets

The learning outcomes or attainment targets are expressed at eight levels of increasing difficulty. These levels are not age or year group dependent, which makes it easier to see how a student progresses as he/she moves up the year group.

Students learn at different rates and, therefore, individual students or groups of students of the same age could be working towards different levels within and across the key stage boundaries. By the end of a key stage, **most** students should be performing at the ‘**expected**’ level, but some will be above this level and others will be below.

The expected levels at the end of Key stage 3 are 5 or 6.

6. Achievement grades take into account all aspects of the students’ work in any particular area (For example class work, homework, tests, quizzes, practicals, oral work). Each subject department decides how this is broken down. The achievement grade criterion for each subject area is communicated to students at the beginning of the course of study.
5. Criteria are available to parents.
6. Tests that are used as part of the assessment criteria are standardized across the subject areas.
7. To be able to obtain the maximum grades for attainment a student will have to complete all the work despite any period of absence for whatever reasons.
8. Students who absent themselves from school without valid or acceptable excuses are given the opportunity to catch up on work missed but it will not necessarily be graded.

9. Work handed in late (i.e. after stated deadlines) without prior permission being sought and given or without a valid and acceptable excuse might not be graded and may be downgraded, depending on the **stated policy in that subjects Scheme of Work.**
10. Students will be required to sit end of term exams under exam conditions. Similarly Year 11 Mock exams will simulate the final examinations. This focus on developing exam skills and attitudes will run from Year 7 through 11.
11. Mock exams for year 11 students will occur in January of each year.

Effort and Conduct

Effort and conduct grades are awarded using the following criteria:

EFFORT

A student receiving a **GRADE 1** for effort would consistently display most of the following traits:

The student would

- Complete and submit all work assigned in a timely manner.
- Participate fully in all class initiated activities.
- Seek assistance when aspects of the subject are not clearly understood.
- Stay on task throughout every lesson.
- Listen attentively during all explanations.
- Make the effort to work to the best of his/her ability.
- Show determination to improve in any areas of weakness.
- Bring all necessary books and equipment to every class.
- Take a mature and serious approach and accept that he/she should take responsibility for his/her own learning.

A student receiving a **GRADE 2** for effort would usually display most of the following traits:

The student would

- Complete and submit work assigned in a timely manner.
- Participate fully in all class initiated activities.
- Seek assistance when aspects of the subject are not clearly understood.
- Stay on task during lessons.
- Listen attentively during explanations.
- Make an effort to work to the best of his/her ability.
- Show determination to improve in areas of weakness.
- Bring all necessary books and equipment to class.
- Take a mature and serious approach and accept that he/she should take responsibility for his/her own learning.

A student receiving a **GRADE 3** for effort would display most of the following traits:

The student would

- Complete the majority of work assigned in a timely manner but would sometimes produce incomplete or late work.
- Participate fully in all class initiated activities only when prompted or urged by the teacher.
- Sometimes seek the necessary assistance when aspects of the subject are not clearly understood.
- Need to be prompted to stay on task during lessons.
- Sometimes be distracted during explanations.
- Show inconsistency in his/her efforts to work to the best of his/her ability.
- Sometimes show an interest to improve in areas of weakness.
- Have to be reminded about bringing the correct books and equipment to class on one or two occasions.

- Show some interest in taking responsibility for his/her own learning.

A student receiving a **GRADE 4** for effort would display most of the following traits:

The student would

- Frequently produce incomplete work or none at all.
- Fail to participate in class initiated activities.
- Rarely seek assistance when faced with difficulty or would simply expect the answer from the teacher.
- Rarely stay on task in lessons.
- Rarely pay full attention during explanations.
- Rarely work to the best of his/her ability.
- Give up easily and blame others for his/her own lack of achievement.
- Frequently come to class without books and equipment.
- Show very little interest in learning.

A student receiving a **GRADE 5** for effort would usually display most of the following traits:

The student would

- Fail to complete work.
- Not participate in class initiated activities.
- Not seek assistance when faced with difficulty
- Not make any effort to stay on task in lessons.
- Not pay any attention during explanations and may frequently ignore the teacher.
- Make no effort to do well.
- Make no effort to master any tasks.
- Not bring books and equipment to class.
- Display a negative attitude towards learning.

CONDUCT

A student receiving the grade **EXCELLENT** for conduct would consistently display most of the following traits:

The student would

- Be well behaved at all times.
- Be polite, pleasant and respectful to both staff and peers at all times.
- Be cooperative, follow instructions and observe the school rules at all times.
- Receive no disciplinary sanctions or ever need to be verbally reprimanded.
- Wear correct uniform at all times.
- Be punctual to all lessons.

A student receiving the grade **GOOD** for conduct would usually display most of the following traits:

The student would

- Be well behaved.
- Be polite, pleasant and respectful to both staff and peers.
- Be cooperative, follow instructions and observe the school rules.
- Rarely need to be reminded about behaviour and would receive no or very few disciplinary sanctions.
- Wear correct uniform.
- Be punctual to all lessons.

A student receiving the grade **IMPROVEMENT POSSIBLE** for conduct would display most of the following traits:

The student would

- On isolated occasions display elements of poor behaviour.
- Occasionally display behaviour that would not be considered polite, pleasant and respectful to either staff or peers.
- Have at times been uncooperative or slow to follow instructions.
- Be likely to have received a few disciplinary sanctions but would not have been the subject of a referral.
- Usually respond positively to disciplinary measures.
- Not need to be frequently reminded about wearing uniform correctly.
- Be likely to have been late to class on a few occasions.

A student receiving the grade **UNSATISFACTORY** for conduct would display most of the following traits:

The student would

- Frequently display elements of poor behaviour affecting either his or her learning or that of the class.
- Often be disrespectful to either staff or peers.
- Show a tendency to be uncooperative and would often fail to follow instructions or obey the school rules.
- Quite frequently receive disciplinary sanctions and reprimands and may have been the subject of referrals.
- Not always respond well to disciplinary measures.
- Need to be frequently reminded about wearing uniform correctly.
- Often arrive late to class.

A student receiving the grade **VERY POOR** for conduct would display most of the following traits:

The student would

- Constantly display disruptive behaviour in class.
- Be frequently disrespectful and rude to either staff or peers.
- Be frequently uncooperative and refuse to allow instructions.
- Frequently break the school rules.
- Be frequently the subject of disciplinary sanctions and referrals.
- Respond poorly to disciplinary measures.
- Need to be constantly reminded about wearing uniform correctly.
- Frequently arrive late to class.