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### Introduction

This document outlines the School's approach to the setting, assessing, and reporting of work set other than for the purpose of exam assessment, which is covered in the 'Controlled Assessment' policy.

#### 1. Assessment: Fundamental Principles

Oakham School recognises that teaching, learning and assessment of that learning are fundamentally interdependent. The School's focus is on development of learning outcomes in every subject that include knowledge, skills and understanding of that subject as well as relevant global and personal contexts.

Oakham School recognises the following fundamental principles of assessment:

- Pupils must be provided with tasks within and beyond the classroom that contribute constructively to their learning;
- The purpose of assessment of those tasks is to monitor the progress of pupil learning and achievement;
- The assessment should produce coherent feedback for pupils, parents, and external institutions where necessary;
- The feedback should be in a meaningful form that allows pupils to understand how to improve further;
- Pupils must interact with that feedback in order to progress;
- Feedback must be used to inform curriculum and assessment review.

In order to facilitate the development of meaningful forms of feedback, Oakham School recognises that pupils:

- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

Therefore, throughout the curriculum and as part of the teaching and learning process, assessments should:

- Be differentiated to account for the diverse backgrounds of learners;
- Provide a wide variety of different assessment opportunities including A-level, BTEC, IB Diploma, GCSE and those relevant to Forms 1-3 to be relevant and motivating to pupils;
- When related to the IB programmes of study, the relevant assessments should be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to pupils by teachers before tasks begin;
- Measure what pupils understand, what they can do and what they know;
- Be both formative (to assist pupils in building understanding, skills and knowledge) and summative (to assess pupils' acquired understanding, skills and knowledge);
- Be ongoing and reflective;
- Allow pupils to evaluate their progress and set targets for improvement;
- Allow the School to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardised both at departmental and grade level;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge, and skills;
- In the IB programmes be authentic by including a relevant context of the multicultural and increasingly complex world.

## 2. Guidelines for Assessment Practice

Heads of Department (HoD) are responsible for adapting the guidelines below to the needs of their subject, and must produce, publish (in the departmental handbook) and be able to justify a clear policy stating their departmental approach and, if there are variations from the details below, why they are in place. The overarching principles above must, nevertheless, be followed, and departments must be able to demonstrate that this is the case.

HoDs are responsible for monitoring and managing teachers' adherence to school and departmental policies relating to this or any other academic matter.

1. All summative assessment at Oakham School is criterion-related and grade based.
2. The IB DP makes use of distinct schemes and subject specific criteria. The final grades of the IB DP are out of 7.
3. All internal assessment should be designed to be formative in nature for the pupil and summative where appropriate.
4. IB DP teachers should scaffold assessment tasks through the programme or adapt examination (end-of-course) criteria, so that pupils in the first year of study have access to the full range of assessment grades.
5. For the IB DP, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform pupils which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for pupils to fulfil the criteria for any particular piece of assessed work.
6. Teachers must keep a clear and accurate record of all assessment activities. Both formative and summative assessment may occur within a single grading period.
7. Any completed summative assessment tasks should, unless there is good reason otherwise, be graded and returned to pupils in a timely manner and preferably within a week of school time.
8. For any formative assessment tasks or where a piece of summative assessment work is being produced over an extended period of time, teachers should provide ongoing feedback as appropriate.
9. When returning their assessed work to pupils, it should be appropriately annotated and commented upon. Comments should be of an analytical and constructive nature, enabling pupils to reflect effectively and productively on their work. At times, it may be

more appropriate to give feedback to a whole class, or for pupils to annotate their own or each other's work; lengthy feedback is not, by default, better than short: but rather the ability to learn from the feedback offered is key.

10. Whilst feedback and action points for improvement or developing learning are of the highest priority, in some cases it may be appropriate to award one or more grades or marks to a piece of work (in particular, in the non-IB programmes of study): pupils should be able to understand how these were awarded, and their teachers must provide clear guidance on this which should be available to pupils in a printed form; it should also be clear how their performance relates to qualification-specific measures of achievement.
11. Pupils should have the opportunity to reflect on their assessment and discuss it with their teacher by responding to their marking.
12. All awarded marks, grades or levels of relevant assessments should be recorded by the teacher, and Heads of Department should ensure that these records are kept up to date and significant whole-cohort assessments stored centrally on OSTIA.
13. For the IB DP, the departments are responsible for recording and collating relevant internal assessment (IA) data.
14. Teachers must be proactive in addressing issues relating to late, poorly presented, or missing work: a range of sanctions exists, as outlined in the Red Book, and teachers should use these consistently in support of their classroom management and of the wider culture of high expectations across the school.
15. The School places particular focus on language learning and considers every teacher to also be a language teacher. Teachers should, therefore, whatever their subject, point out errors of English in pupils' work and take appropriate steps in developing deeper understanding of the subject specific terminology and vocabulary of their pupils. (For further guidance please refer to the School's *Language Policy*).
16. If a teacher suspects that a pupil is guilty of malpractice, he/she should not be awarded a level of achievement and instead be referred to the relevant school leader where appropriate. (For further guidance please refer to the School's *Academic Honesty Policy*).

### **3. Setting Prep (Independent inquiry and preparation work)**

The prep timetables, as published by the Head of Lower School and the Head of Middle School, indicate when Lower and Middle School pupils should be doing prep and how long it should be: teachers should follow the directives of these timetables to ensure an appropriate amount of work is set at the correct time.

## How to set prep

Clarity of task scope, duration and deadlines are important in promoting high-quality prep completion alongside supporting pupil wellbeing. Managing prep completion to a suitable standard is the challenge we want pupils to learn to develop, which is different from the skill of recording prep tasks in a busy lesson; the former is a high value learning activity, while the latter is of far less benefit to learning.

To support these goals, the following expectations exist for teachers when setting prep:

- **All prep must be set via Teams Assignments by the end of the lesson**, allowing pupils to manage their time effectively and facilitate them working on tasks set on the day allocated. For some pupils they will be able to start on prep soon after the lesson finishes, making use of Private Study sessions or quiet times in House, which requires timely prep setting by teachers. Draft assignments can be prepared ahead of the lesson and then made live by the end of the lesson, with or without changes as required, or they can be set ahead of the lesson if tasks are unrelated to the scope of content covered in the lesson.
- For Middle and Lower School classes a suitable note should also be made by pupils in their organisers. Pupils must be given sufficient time to record preps in their organisers.
- The prep tasks should clearly state the time it should take pupils to complete the tasks. This helps pupils plan their work and helps teachers to select appropriate tasks for prep.
- **The format 'Prep – Subject Teacher Initials – Time in minutes' must be used.** For example, a prep set by LFD for a Form 6 set would state in the Assignment title 'Prep – Chem LFD – 60 min' (or a different length of time, depending on the tasks set) and one for a Form 4 set would state 'Prep – Chem LFD – 30 min' (this is the fixed time allocated for this Middle School set). This allows pupils to easily scan their Teams pages and see what tasks they have to complete, for whom and by when.
- Whole-cohort assessments should be signposted via Teams Assignments at least a week in advance, ideally sharing any details of relevant checklists and revision support available.
- It is each teacher's professional responsibility to ensure this is done, and completion will be checked by HoDs who are accountable for ensuring this is carried out by all members of their department.

Tasks set for prep should be meaningful and contribute significantly to the pupils' progress in that course, and demonstrably develop or reinforce knowledge, skills and understanding of the relevant subjects: they may arise from the material covered in that lesson or, for example, comprise preparation required for future lesson, test or assessment; a review of earlier work, deliberate practice of a skill, or 'flipped learning' preparation for a lesson; they should, in brief, contribute to the learning journey for the pupils.

The purpose of prep should never be to fill time: in particular, setting it solely because of a perception that pupils should be busy during prep time is never appropriate.

Tasks may include any activity that legitimately contributes to pupil progress, but teachers should be aware that pupils may only have limited access to technological or other aids, and must take account of this in their planning; for example, if pupils need a web-based resource for a prep, teachers should ensure that a link is sent no later than the end of the lesson in which the work was set.

Finite rather than open-ended tasks are frequently preferable; if an open-ended task is set, guidance should be given as to the length of time a pupil is expected to spend on it, and how they should be done: a particular example is a prep involving the production of a poster, which should be set sparingly if at all.

'Note taking' preps should not be set without clear and appropriate guidance given to pupils on how this should be done.

When a learning prep is set, teachers should be sensitive to different approaches that may be more effective for individual pupils and avoid mandating a particular style unless this is demonstrably appropriate.

### Cohort-specific guidance

When setting prep, the following guidelines should be observed for specific year groups or courses:

## Upper School IB DP

- The timings below should be considered as a minimum amount all pupils should be spending on their subjects to support their studies.

Form 6	IB Diploma Students		
Monday	Group 3 (HL only) 1 hour	Group 4 (HL only) 1 hour	
Tuesday	Group 5 (SL and HL) 1 hour	Mixed Group* (HL only) 1 hour	Any additional catch-up as required.
Wednesday	Group 2 (SL and HL) 1 hour	Group 3 (SL and HL) 1 hour	
Thursday	Group 1 (SL and HL) 1 hour	Group 4 (SL and HL) 1 hour	Any additional catch-up as required.
Friday	Mixed Group* (SL and HL) 1 hour	Group 2 (HL only) 1 hour	Group 5 (HL only) 1 hour
Saturday	IB Core <sup>†</sup> 1 hour	Group 1 (HL only) 1 hour <i>Set on Friday for LLO/exeats</i>	Any additional catch-up as required.

\*Mixed Group refers to the subject chosen in this group. It will be one of:

- Biology HL (the other science chosen sits in Gp 4)
- Business Management HL (unless chosen in Gp 3)
- Design Technology SL/HL
- French B (the other language chosen sits in Gp 2)
- Geography SL/HL (unless chosen in Gp 3)
- Global Politics SL/HL
- Philosophy SL/HL
- Theatre SL/HL
- Visual Arts SL/HL

†IB Core prep will involve all pupils spending time on the Core elements of the Programme. At different times of the year, this will involve completing tasks which may include:

- Extended Essay Research, Reading and Writing
- ToK tasks as directed
- Completing reflections for CAS as appropriate and ensuring meetings are organized.



## Upper School A-level and BTEC courses

- There is no set timetable, although teachers will usually set prep on the same day/s each week. Deadlines will vary but will usually be at least 48 hours from the date the task was set; where lessons with the same teacher run on consecutive days some short reading or preparatory tasks may be set between lessons.
- Teachers will decide how they would like the work submitted – it is pupils' responsibility to record their prep in an appropriate manner and to submit prep in the format required by individual teachers.
- The timings below are approximate and act primarily as a guide to pupils to allow them to organise their time effectively.
- Pupils are advised to start their prep as early as is reasonable and completed in good time and to a high standard. If they have any issues completing or understanding prep, it is essential they contact their teacher as quickly as possible to ensure they still have adequate time to complete it before the deadline.
- A Level / BTEC courses: 4 hours per subject per week [this is doubled for BTEC Sport and Exercise Science] + 1 hour of set consolidation, extension or revision in each subject per week.
- Please note that the timings above should be considered as a minimum amount all pupils should be using to support their studies.
- Teachers will be able to provide additional material to work on and there will be consolidation and extension ideas in your class Team. This material is not necessarily to be handed in to teachers, but it is there to support, enhance and strengthen pupils' understanding and experience.
- Field trips: Where pupils are taken out of lessons for half a day or more, the subject taking the field trip will not set prep that week to enable pupils to catch up on lessons missed. Where pupils are taken out of lessons for less than half a day, the subject taking the field trip will set reduced prep that week, usually equivalent to half the amount set out above.
- Where pupils are engaged in longer project work, or working towards an internal assessment, this should be set instead of normal prep, and not in addition to it.
- Holiday work is expected, within defined parameters (see Appendix 1 for holiday prep expectations)

## Middle School general expectations

- In all cases please may teachers stick to the prep timetable. There are a small number of occasions when a 24 hour turn around will be required. As you can imagine in broad timetable this is unavoidable e.g. when classes have lessons on consecutive days.
- However, if the timetable is adhered to by teachers and pupils, they can manage their time appropriately with tutors and discuss any needs they may have. This will also allow them to have the best chance of success and keeping to our expectations around punctual and quality prep.

## Middle School Form 5

- Pupils are instructed that weekly prep allocations are as follows:
  - English 80 minutes (2x40)
  - Mathematics 60 minutes (2x30)
  - Blocks A / B / C / D / E 60 minutes each (2 x 30)
  - Dual Award Science: 120 minutes, 40 minutes for each science.
  - Separate Sciences: 60 minutes each (2x30)
  - (N.B. Separate Sciences are taught in Block B: Sets 1&2 and Block D: Set 3)

Form 5	All Pupils	Science Preps								
		Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9
Monday 1hr40	Block A Block C English	C	B							
Tuesday 1hr40	Block B Block D Block D	P	P	B P						
Wednesday 1hr30	English Block E Mathematics									
Thursday 1hr50	Block A Science Block C	B	C	B C	C	P	P	P	C	B
Friday 1hr30	Block B Block E Science	B C	C P	P	B	C	B	C	B	P
Saturday 1hr 10	Maths Science	P	B	C	P	B	C	B	P	C

- Chosen subjects are taught in the following blocks:
  - Block A: Mon Period 6, Wed P4, Thu P4
  - Block B: Tue P2, Wed P3, Fri P5. (includes Science Sets 1&2)
  - Block C: Mon P1, Thu 1 Fri P4, Sat P1 (one lesson of these is Pastoral Curriculum)
  - Block D: Tue P3&4, Fri P6 (includes Science Set 4)

- Block E: Mon P2, Wed P7, Fri P2
- Preps and 'due in' dates must always be entered in your organiser on the appropriate day, regardless of whether a prep is also assigned on 'Teams'. Friday or Monday afternoons should be used for prep where possible. On top of this all F5 have one or more private study lessons each week, use this time well.
- Separate Science pupils have one extra prep a week. Please ensure all are entered correctly.
- On 'long leave outs' or exeats (starting on a Friday), the Saturday prep should be issued but not the Friday prep.
- Pupils should aim to complete preps on the day shown in the timetable above. Pupils will normally be given 48 hours to complete prep although this may happen once or twice a week.
- If you have any issues completing or understanding prep it is essential you contact your teacher before the lesson it is due
- Work with your tutor to identify busy times and other commitments.

## Middle School Form 4

- Pupils are instructed that prep allocations are as follows each week:
  - English: 75 minutes (Monday 30 mins & Wednesday 45 mins)
  - Mathematics: 50 minutes (2x 25 mins: Wednesday and Friday)
  - Biology / Chemistry / Physics Dual Award: 1x 30 mins each
  - Biology / Chemistry / Physics Separate Sciences: 2x 25 mins each.
  - Blocks A / B / C / D / E: 50 minutes (2x 25 mins)

Form 4	All Pupils	Science Preps								
		Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7	Set 8	Set 9
Monday	Block A Block B Block C English (30 mins)	P	P							
Tuesday	Science Science Block B	B C P	B C	B* C	C P	P B	B P	B P	C P	P C
Wednesday	Block E Maths English (45 mins)									
Thursday	Block A Block D (x2)	C*	C	C P B						
Friday	Block C Maths Science	B	B P	P	B	C	C	C	B	B
Saturday	Block E									

- To work out which block your chosen subject is use the below info regarding blocking:
  - Block A: Mon Period 1, Wed P7, Thu P3
  - Block B: Mon P5, Tue P4, Tue P4, Wed P6
  - Block C: Mon P2, Wed P2, Fri P3, Sat P4
  - Block D: Thurs P1&2, Sat P2
  - Block E: Wed P3, Fri P5, Sat P1
- Preps and 'due in' dates must always be entered in your organiser on the appropriate day. This is regardless of whether a prep is also assigned on 'Teams'. Preps should be completed with care and pride.
- Separate Sciences are sets 1 – 2 (Block B) & set 3 (Block D). These sets have two preps a week for each science studied, which means they have one extra prep on their timetable each week.

- Dual award science have one prep for each science.
- Preps with an \* are set in the most recent lesson which will be on a previous day
- Pupils should aim to complete preps on the day shown in the timetable above
- Pupils should normally be given 48 hours to complete prep.
- This is not always the case but is likely to only be once or twice a week. If you need support as a result, work with your tutor and teacher before the lesson it is due, including in the lesson in which it is set.
- Look ahead and work with your tutor if you are concerned about your commitments, some weeks are busier than others.
- Form 4 pupils will not normally be set prep in the holidays, apart from Summer half term.
- On 'long leave outs' or exeats (starting on a Friday) no prep is set except for Block E (Friday P5).
- It is also worth noting that there are 4 preps set on the Monday but not every pupil be doing all the subjects in those blocks, therefore for many they will only have 3 preps on Mondays. If they do happen to do all 4 subjects, Tuesday evening prep is lighter and the total prep of Monday and Tuesday evenings is 3 hours.

## Middle School Form 3

- Pupils are instructed:

Form 3 All Pupils		Common Set Preps <i>English (x2), Geography, History, and Religion &amp; Philosophy.</i>					
		Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Monday	Science Science Creative Art Performing Art						
Tuesday	Language 1 Maths Common Set	RP	G	H	<b>E</b>	RP	<b>E</b>
Wednesday	Maths Common Set	G	H	E	H	H	G
Thursday	Common Set Common Set Computer Science	H, <b>E</b>	RP, <b>E</b>	RP, G	RP, E	G, <b>E</b>	RP, E
Friday	Science Common Set Language 2	E	E	E	G	E	H
Saturday	Creative Art Performing Art						

- Preps and their 'due in' dates must always be entered in your organiser on the appropriate day. This is regardless of whether a prep is also assigned on 'Teams'. Prep should be completed with care and pride.
- Pupils should carefully consider the timetable. Preps are given by teachers to pupils on the days shown. Pupils should manage their time accordingly so that they, where reasonable, can always hand in prep punctually.
- English (x2) and Maths (x2) preps are 25 minutes. N.B. that one English prep and one Maths prep, in green bold, are due the next day.
- Languages, Biology, Chemistry, Physics, Computing, Geography, History, and Religion & Philosophy preps are all 30 minutes. Creative and performing art preps are 20 minutes each.
- Language 1 lessons are Tuesday P2, Thursday P1 and Saturday P1. Language 2 lessons are Tuesday Period 1, Wednesday Period 3 and Friday period 3.
- Prep is not set on the day that any Leave Out or Exeat begins.
- If you have any issues completing or understanding prep, it is essential you contact your teacher before the lesson it is due.
- Missing or incomplete prep will be notified to tutors and HMs with the appropriate sanction.
- Pupils should aim to complete preps on the day shown in the timetable above but are normally given 48 hours to complete, with the exception of one English and one Maths prep. Make a clear note of this and work with your tutor and teacher before the next lesson if there are any concerns.

## Lower School general considerations

- When setting prep on Teams, please ensure that pupils have physical copies of any worksheets needed to complete prep. We have pupils who attend after-school prep in Lower School and others who get the bus at 6:15 p.m., and they cannot access worksheets on Teams.

## Form 2 timetable

	2E	2L	2O	2R
<b>Monday</b>	English Science 40	English Science 40	English RP 40	English History 40
<b>Tuesday</b>	Sp/Gn Latin/CS 40	Sp/Gn Latin/CS 40	Sp/Gn Latin/CS 40	Sp/Gn Latin/CS 40
<b>Wednesday</b>				
<b>Thursday</b>	Maths RP* 40	Maths History* 40	Maths Geography* 40	Maths Science 40
<b>Friday/Weekend</b>	French/Gn History* Geography 60	French/Gn RP Geography 60	French/Gn Science History 60	French/Gn Geography* RP 60

Subject	Time (mins)
English	20
French	20
Geography	20
History	20
Latin/Classical Studies	20
Maths	20
RP	20
Science	20
Sp/Gn	20

\* Prep set the lesson before to be completed on this day

## Form 1 timetable

	1L	1R	1W
<b>Monday</b>	Science History 40	Science RP 40	Science Latin 40
<b>Tuesday</b>	English French 40	English French 40	English French 40
<b>Wednesday</b>			
<b>Thursday</b>	Maths RP* 40	Maths History 40	Maths History* 40
<b>Friday/Weekw</b>	Latin Geography* 40	Latin Geography 40	Geography** RP* 40

Subject	Time (mins)
English	20
French	20
Geography	20
History	20
Latin/LS	20
Maths	20
RP	20
Science	20

\* Prep set during the lesson the day before but completed on this day. \*\* Prep set during the lesson on Wednesday to be completed on Friday



## Lower 1

<i>Monday</i>	<b>Maths and English</b> 30
<i>Tuesday</i>	<b>French and English</b> 30
<i>Wednesday</i>	No Prep
<i>Thursday</i>	<b>Science and Humanities</b> 30
<i>Friday</i>	<b>Maths and Humanities</b> 30

(Time allocation for each subject in the week)

Subject	Time (mins)
English	30
Maths	30
French	15
Science	15
Humanities	30

- Preps should always be set. If you do not set a prep, please ask pupils to record "No prep set" in their Organisers.
- Pupils should be instructed to complete the prep on the night allocated in this table.
- Please set a prep task with the duration in mind - 15 minutes.
- Weekend preps are not set on Leave Outs / Exeats.
- There is no set prep on a Wednesday evening, though pupils will be encouraged to use that evening to ensure they are up to date.
- Preps requiring the use of ICT should have a minimum deadline of 48 hours as Lower School children have limited access to ICT.
- It is helpful if...
  - Teachers can check that pupils record their prep in their Organisers.
  - Complicated prep instructions can either be handed out on a sheet or written clearly on the board so pupils can copy it down accurately.
  - Preps should not be set right at the end of the lesson - please give the children adequate opportunity to note down what they have to do.

#### **4. Facilitating Assessment**

When using an IB DP mark scheme, grading will follow the published mark schemes. Teachers will consult their subject guides, mark schemes and any other relevant publications on the IB My School for the up-to-date grade boundaries and assessment criteria.

#### **5. Supporting Assessment: expectations of the pupil**

The teacher can expect the pupil to:

- Be on time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work - prep work, class work, assignments, and projects, etc. - on time and with due diligence;
- Present work neatly and appropriately.

#### **6. Supporting Assessment: expectations of the teacher**

The pupil can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing pupils with task-specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for pupils to complete any given assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it in good time and in line with this policy. (For more detailed work, especially at IB Diploma level, A-level or BTEC, teachers may require more than one week to return work).

#### **7. Internal and External Assessment**

Internal and external assessment is a feature of all course and programmes of study offered at Oakham School including the IB DP, A-levels, BTECs and GCSEs. Internal assessment is undertaken by all Lower, Middle and Upper School teachers; external assessment involves exam officers and/or coordinators sending candidate work to the appropriate organisations for assessment (further guidance may be found in the *Controlled Assessment* and *Exams and WP* policies).

## 8. Awarding Grades

Grades are awarded and reported to pupils on an ongoing basis, as assessments are sat throughout academic courses.

Awarding Grades for the IB DP: grades awarded for criteria-referenced tasks are translated into final 7 (high) -1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by the IB.

### Awarding a '0' Level of Achievement

An IB DP candidate should only receive a level '0' if the work has either not been handed in, or the material is entirely irrelevant/incorrect.

### Awarding Grades Lower than '4'

A grade '4' in the IB DP programme is commonly seen as the minimum requirement to secure passing grade in external examinations.

The parents of pupils who may be at risk of scoring less than a grade '4' at the end of each academic year should be engaged in a dialogue with the teacher and/or programme coordinator aimed at implementing measures to improve learning. This may be achieved through the school's reporting process, by communicating with the pupil's tutor or by communicating with the parents directly during the relevant parent-teacher evening.

Parents should have been forewarned of the possibility of their child receiving a grade lower than a '4', with sufficient time subsequently available to give the student the opportunity to change his/her approach to their learning and improve his/her performance if appropriate.

Prior to the publication of the end of year student reports, the relevant IB programme coordinator must be informed of any grade of a '1' or '2'. The teacher awarding grades of a '1' or '2' should also supply the coordinator with the relevant correspondence with the pupil, form tutor and parents, and all information about measures taken to address the student's difficulties.

## 9. Internal Standardisation of grades

Internal standardisation is an ongoing process of understanding, implementing, and reviewing the uniform application of the prescribed standards of assessment aimed at providing information to guide teaching and learning and ultimately improve student performance. The benefits of internal standardisation are:

- It allows teaching staff to make consistent, reliable, and valid decisions across different points in time;
- Challenges the consistency of practice (due to staff changes, changes in student numbers or changing education demands);
- Utilises exemplars to reference criteria judgments;
- Engages teachers and pupils with the principles of assessment for learning;
- Internal standardisation improves the quality of assessment where individual teacher decisions are made with increased confidence;
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are justifiable;
- Relevant information is recorded accurately and used effectively for a variety of teaching, learning, and reporting purposes;
- Internal standardisation provides the school with more reliable and valid information when comparing cohort data with historical information.

Guidelines for organising an effective process of internal standardisation:

- Internal standardisations should occur at a departmental level.
- Internal standardisations are most effective when completed in frequent cycles and for the IB programmes at least once each academic term is recommended.

While planning a new unit of work:

- Before the process of internal standardisations may begin, the role of a leader to oversee the standardisation process within a group of staff should be discussed. This person could also be responsible for gathering samples of student work and guiding the group through discussions.
- It is advised to begin the standardisation process at the planning stage of the teaching unit, with all relevant teachers involved.
- Before teaching of a new unit may begin, there should be an opportunity for all teachers involved to share their understandings, expectations, and interpretations of assessment criteria and how these criteria have been clarified for the task.
- Teachers should also have an opportunity to reflect on the quality of the planned assessment tasks and whether the pupils would be able to access those.

During the teaching of a unit:

- Teachers could gather several sets of evidence on which to base final criteria levels, focusing on difficult sets such as those they consider near the border between judgments, or with a high level of inconsistency between different sources of evidence.
- It is a good idea for teachers to make judgments collaboratively about a sample of pupil work before assessing their own classes' work.

- Moderators may change over time, but the same criteria and associated references will remain and continue to guide decisions.

After the teaching of a unit:

- Teachers should make final judgments on criteria levels of their own pupils' achievement.
- Collate samples for the standardisation process and provide copies to other teachers as required.
- Meet to discuss their judgments of a sampling of pupils' achievement based on the evidence they have gathered.
- Have a thorough discussion and clarification to arrive at an 'agreed' judgment for each sampled pupil's achievement in relation to the assessment criteria. This may not always be achieved, but the aim is to reach a greater level of consensus over time.

The standardisation leader's role:

- Facilitate the standardisation session to ensure that there is time for discussion in small groups as well as across groups.
- Determine how the samples of learning will be gathered and how many. This can be achieved in a number of ways: e.g. every fifth or seventh piece, or samples teachers consider represent the top, middle and bottom of their respective classes.
- Establish what annotation is expected (e.g. learning intentions, details of the task, support given) and make clear how/when/where the samples are to be collected prior to conducting the session.
- Keep a record of the process and retain annotated samples with the judgment reached.

Pupil role:

- Participating in the standardisation process benefits pupils by supporting teaching and learning goals.
- Pupils can actively participate in selecting evidence (e.g. samples of their work) that best demonstrate the intended learning outcomes. The process develops pupils' understanding of the desired outcomes and success criteria and is closely linked to developing and using the skills of self and peer-assessment.

Teacher role:

- Within the classroom setting, teachers should endeavour to provide opportunities for pupils to participate in the standardisation process.
- All relevant teachers participate in the standardisation process.
- Willingness to engage in critical debate and the ability to use evidence to challenge viewpoints should be encouraged and valued.

- The process of standardisation can build teachers' content knowledge and understanding through these professional exchanges.
- Teachers share their expectations and interpretations in order to clarify their understandings about what pupils have achieved and where their next learning steps will need to be situated.

School's role:

- The School's assessment cycles incorporate regular grade standardisation.
- The School facilitates regular opportunities for teachers to share their interpretations and understandings of the relevant criteria.
- The Senior Leaders actively support the standardisation process.
- The School implements consistent and cohesive policies and procedures for standardisation and ensures sustainability of practice.

## **10. Reporting of academic progress**

The purpose of reporting of achievement grades is to provide pupils with helpful information about the progress made so far that academic year, or over the course of an academic programme (Form 4 & 5 for GCSEs, Form 6 & 7 for IB DP, A-level or BTEC).

It also allows tutors and parents with timely and accurate information about the progress of their children's education, and to encapsulate a record of progress for pupils as they move through the School.

Reporting is made through Progress Reports ('PRs') throughout the year. These comprise subject-specific grades relating to academic performance and effort, together with a comment from the teacher in some instances. Assessments will be sat at a time that best suits pupil learning and course rhythms, rather than to meet a reporting deadline. There will be attainment grades in all subjects by the end of Winter Term report, but there may not be any by the first PR.

All academic reports refer to the period since the last report. Reports are not written to cover periods where courses have already been completed or where insufficient lessons have been taught to render a report meaningful, for example where Examination Leave comprises a significant part of the reporting period. Reports will not always be written in close proximity to a Parents' Evening, as it is assumed that verbal communication is sufficient for that half term.

All reports will have a written comment from the Head of Department explaining the content of recent topics covered. It may also include aspects of recent assessments and future topics to expect.

Written comments on academic progress from class teachers will be included in the end of term reports and occasional mid-term reports, depending on the year group (see Appendix 1 for the timings for the 2024-2025 academic year). Each assessment pupils will receive feedback through post-assessment discussions, analysis as a class and the opportunity for self-reflection.

Grades are awarded as follows:

- Attainment grades reflect academic performance in that subject relative to what would be expected from a pupil in that stage in their academic careers; notionally, they indicate a pupil's likely final grade if they continue progressing as at present. i.e. a Form 6 pupil can still be awarded A\* grade (A level) or 7 (IB DP) in their PRs, despite not having completed the course and, therefore, not having mastered all the knowledge, skills and understanding expected of the entire course, but they have gather a high level given their current position through the course.
- In Forms 4 and above, the levels relate to performance in the public examinations for which the pupils are being prepared (for example, 9-1 for GCSE, 7-1 for IB DP, Distinction/ Merit/ Pass/ Fail for BTEC, A\*-U for A level).
- In Form 3 grades are aligned with the GCSE grading system of 9-1. We use this system as all Form 3 pupils will study GCSE in Forms 4 and 5. Grades are awarded based on the content taught in Form 3 and are not indicative of their final GCSE grade. To help see trends in progress, all grades from the year will be included in each report.
- In Lower 1, Forms 1 & 2 the following levels of attainment are reported.

<b>Attainment</b>	<b>Descriptor</b>
<i>Mastered (M)</i>	<ul style="list-style-type: none"> <li>• The pupil shows evidence of a deeper understanding/higher skill level in the subject and can make connections between different areas within the subject.</li> </ul>
<i>Secure (S)</i>	<ul style="list-style-type: none"> <li>• The pupil has achieved a sound understanding and competence in the subject.</li> </ul>
<i>Developing (D)</i>	<ul style="list-style-type: none"> <li>• The pupil is showing an increased understanding/skill level in the subject.</li> </ul>
<i>Emerging (E)</i>	<ul style="list-style-type: none"> <li>• The pupil is just beginning to learn/understand subject content/skills.</li> </ul>

- The descriptors outlined below, widely used across the country, provide a balanced approach, offering a gentle but firm indication of a pupil's progress. These descriptors allow honest, transparent, and straightforward communication between teachers, pupils, parents and guardians. By using these descriptors, we believe everyone involved will have a shared understanding of where a pupil stands, helping to constructively identify areas of strength and areas that require some improvement:
- Effort grades for performance in class and in prep are reported using a four-point scale. Grade 3 is the most common, stated as 3/4 on the right of each subject report, indicating suitable effort is being shown. Grade descriptors are as below:
  - 4 – performing above and beyond expectations
  - 3 – performing at expectations: focussed, completing prep with care and engaging in class
  - 2 – completing tasks but with engagement and care below expectations
  - 1 – very poor effort and engagement
- Poor behaviour in lessons or failure to complete preps adequately should be reported via the School's sanction system. Repeated and more significant issues are reported through CPOMS under 'Academic Concern', with relevant parties made aware.
- Grades are not to be used as rewards or sanctions: they must tell the truth about the pupil as accurately and as honestly as is possible, and it is appropriate to use the whole scale for attainment if required; grades may need to be justified at a later date.
- Reports will be published and visible on MySchoolPortal two days before the end of each half term. Oakham MySchoolPortal stores PDF school reports and new reports are updated at the end of each half term; parents are directed to log into MySchoolPortal > My Children > Reports to access these reports. In addition, we have launched a new app for parents October 2024 that shows the assessment breakdown, title, marks and grade boundaries, accessed via MySchoolPortal > My Children > Assessments.

#### Other Notes:

- HoDs are responsible for ensuring that departmental colleagues understand and use the reporting systems correctly to report performance in their subjects.
- Elements of the Total Curriculum, such as sport, service, musical instruments and so on, are reported on by a comment on the PR at the end of term.
- Pupils complete two self-appraisals on their end-of-term report, reflecting on aspects of their academic progress and on their total curriculum involvement.
- Teacher comments are obligatory on some PRs: these should be diagnostic and specific to the pupil and follow the guidance issued to all teachers (Spring 2023):

#### Style Guide and Grading

*Teachers and tutors must check for, and correct, the following five most common errors:*



1. **Name in text:** Each comment must include the name of the pupil somewhere in each text; this does not always need to be at the start, but it should be there somewhere.
2. **Correct name:** We must use the name stated at the top of the page, and the name in brackets if there is one; do not use in-class nicknames or shortened names unless it is the name stated in the brackets.
3. **Pronouns:** Check pronouns are correct for that pupil, as this is an easy typo that creeps in, with he instead of she and vice versa.
4. **Capital letters:** Use a capital letter if writing about the subject as a proper noun i.e. 'in Chemistry this term...'. Use a lower case letter if talking about learning a subject, as a common noun i.e. 'her knowledge of chemistry has improved...'.
5. **Expert guidance:** Comments must be tailored to that pupil, drawing on relevant data in support of the comments, and providing expert guidance on next steps. 'X must do more revision/X should do past papers' is not sufficiently helpful or expert – the comment should state how this should be done, detailing the topic/knowledge/skill in a manner that pinpoints for a pupil what the next action should be.

At a more departmental level, Upper School teachers should remember the following two points:

1. **Common grade:** Where possible, PRs should ideally match for both US teachers, as this provides clarity for pupils on the overall state of play in their progress since the last reporting round. Greater context on each side of a course can be provided through the comments i.e. 'An encouraging result overall, particularly so in [your side of the course], scoring X out of Y...'. This provides an overall grade that is coherent and understandable to all pupils, tutors and parents (i.e. Grade B) but still allows for sharing context (one side of the course was better than the other in the SCA i.e. one teacher reports 10 out of 20 on one side, the other teacher reports 16 out of 20 on the other side).

Tutor & HM comments: Tutors add a comment to their tutees' reports, and Housemasters add a comment on the end-of-term reports; the second report each term is periodically read by a member of SLT on a rotational basis, leading to intervention discussions/celebrations with individuals the next term.

### Checking of reports

- Subject teachers are responsible for the factual accuracy of reports and should also check that their comments are free from error before they are sent to tutors.
- Tutors are responsible for ensuring that reports are fit for publication (following the guidance above), by checking for errors in spelling and grammar and for any omissions in teacher and their HM's reports for their tutees, and ensuring that pupil self-reflections, when relevant, are written and submitted. If reports contain a minor typo error then it is expected that the tutor will correct it; if there are several then it is expected that a tutor will contact the author – either teacher or HM – and ask them to check the report and let them know when that has been completed. We are all on one team, but we must also take responsibility for the quality of our own reports, as they

shape pupil, tutor and parent perceptions of us as respected professionals in a leading independent school.

- HMs should check tutors reports for errors.
- This will likely result in the following process of checking, to help ensure written reports are suitably high-quality and valuable in encouraging pupil progress, and positively celebrating individual's successes:
  - Teacher (check own reports)
  - Tutor (check of teacher reports, check that pupil self-assessments are written)
  - HM (check tutor reports)
  - Tutor (check HM reports, final check, assume that no further checks will be carried out)

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V1.0

Last Reviewed: Oct 2024

Date of next review: Oct 2025

## Appendix 1 - Upper School holiday prep expectations

### Prep expectations during School holidays for Form 6.

	A Level / BTEC	IB Diploma
<b>October half term</b>	Equivalent of one week of prep.	
<b>Christmas</b>	Equivalent of one week of prep.	
<b>February half term</b>	No prep set.	
<b>Easter</b>	Form 6 exam revision.	
<b>May half term</b>	Coursework as required. No other prep set.	None.
<b>Summer</b>	Equivalent of two weeks of prep. After Oakham research. Personal statement. Consolidation and revision.	Equivalent of one week of prep. Extended Essay completion. After Oakham research. Personal statement. Consolidation and revision.

### Prep expectations during School holidays for Form 7.

	A Level / BTEC	IB Diploma
<b>October half term</b>	Equivalent of one week of prep.	
<b>Christmas</b>	Mock exam revision.	
<b>February half term</b>	No prep set.	
<b>Easter</b>	Equivalent of one week of prep. Exam revision.	Exam revision.

## **Appendix 2 - Written comment timetable for 2024-2025 academic year**

Dates are influenced by the date of parent teacher meetings and mocks for exam cohorts.

**Lower 1 (3 per year):** Winter end of term, Spring end of term and Summer end of term.

**Form 1 (3 per year):** Winter end of term, Spring end of term and Summer end of term.

**Form 2 (3 per year):** Winter half term, Spring end of term and Summer end of term.

**Form 3 (3 per year):** Winter end of term, Spring end of term and Summer end of term.

**Form 4 (3 per year):** Winter end of term, Spring end of term and Summer end of term.

**Form 5 (3 per year):** Winter end of term, Spring half term after January mocks and Spring end of term.

**Form 6 (4 per year):** Winter end of term, Spring half term, Summer half term after May exams and Summer end of term.

**Form 7 (3 per year):** Winter half term, Spring half term after January mocks and Spring end of term.