



## Kimbolton School Academic Assessments Explained

### What are they and what happens with them?

You will be receiving an email in the week before half term with your son's/daughter's first set of academic assessments for this year. You may find the following explanatory points about our assessment system helpful:

- All pupils are assessed regularly on their academic performance over a period of about four to five weeks. Twice per term.
- Assessments reflect approach in lessons, attainment and homework over the period. Three grades are given to reflect this.
- The 1<sup>st</sup> Form receive just an effort grade in their first set of assessments as they find their academic feet.
- The meaning of the grades is explained in detail on the tables below. They are also set out in the 1-5<sup>th</sup> homework diaries and 6<sup>th</sup> Form work planners. These show what we expect from a good Kimboltonian in lessons and in their academic work.
- Please note that the expected effort assessment for a good Kimboltonian in 1<sup>st</sup> -2<sup>nd</sup> Form would be a 2. Pupils who fall below this are not coming up to expectation in the classroom and tutors and teachers will be looking for ways to improve.
- The '**Approach in Lessons and Learning**' grade in the 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Form is an indicator of how the pupil has been in lessons for the assessment period. We expect all pupils to be either quietly or actively engaged.
- The attainment grade in the 4<sup>th</sup> and 5<sup>th</sup> Form is directly related to the range of GCSE numerical grades for that 6-8 week period of work. It is not a prediction of their final grade.
- In the Sixth Form assessment criteria are different, reflecting the different approach and demands of A Level studies. A 2 for effort is a minimum and a good Kimboltonian will achieve 2s or better. The attainment grade reflects the equivalent A Level standard for that period of work. It is not a prediction of their final grade.
- Fourth and Lower Sixth Formers receive '**On target for....**' grades beginning in their second Autumn term assessments. This is the grade expected based on the current academic performance. You can follow your child's progress in this way. Our minimum requirement for entry to the Sixth Form is 5 x 6s
- Pupils receive a graph showing assessment trends to help them and tutors identify issues and agree targets for improvement.
- Assessments are issued to pupils in Academic Tutorials when tutors give specific academic targets and pupils can reflect on their work and build up their **Pupil Academic Passports** (*KimVitae in the Sixth Form*) – digital document for self-reflection/targets.
- Discussions are held in the Houses and at a staff meeting before assessment issuing to consider any follow-up actions required.
- Tutors monitor and support pupils' academic performance and are the main point of contact for any issues arising.
- Monitoring of pupil progress is done through assessments and in comparison with other indicators of academic potential.
- Pupils doing particularly well are commended by the Headmaster by name in assemblies following assessments.
- The assessments are just one way in which we monitor pupil progress and communicate this via tutors to each pupil and parents.

I hope this clarifies our assessment system but if you have a question, do please contact your child's tutor for further explanation.

Mr. CJA Bates, Deputy Head (Academic)



### Assessment Criteria for 1st and 2nd Form

Effort & Conduct in Class		Attainment		Effort in Homework	
1	Excellent; Enthusiastic; Fully involved in lessons	A	Excellent	/	Good effort and handed in on time
2	Good; Positive attitude; Contributes well in lessons; Concentrates	B	Good	x	Poor effort; Missed deadlines; Copied work.
3	Few contributions; Sometimes distracted; Needs reminding to focus	C	Sound		
4	Inattentive; Disruptive; Poor manners; Negative attitude; No contributions	D	Weak		
		E	Very Weak		

### Assessment Criteria for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> Form

Approach in Lessons and Learning		Attainment (& 4 <sup>th</sup> /5 <sup>th</sup> Form GCSE Grade equivalent)		Effort in Homework	
<b>Quietly Engaged</b> These students work quietly and effectively in lessons. They make occasional contributions in class and are focused on their learning. Some more active involvement in lessons would be beneficial to their progress.	<b>Actively Engaged</b> These students work dynamically and enthusiastically in lessons making good contributions. They frequently ask and answer questions on the topics covered. They can show some originality in their ideas and contributions.	7	<b>Excellent</b> (GCSE 7,8,9)	/	Good effort and handed in on time
		6	<b>Good</b> (GCSE 6)		
		5	<b>Sound</b> (GCSE 5)		
<b>Passively Disengaged</b> These students are not making the most of the opportunities to learn. They may be distant, show little enthusiasm and need help focusing on the task at hand. They need to become more engaged with their learning to make stronger progress.	<b>Actively Disengaged</b> These students do not work effectively in some lessons and can be disruptive. They may be inattentive, distract others and make inappropriate contributions. They need to modify their behaviour significantly to achieve more positive learning outcomes.	4	<b>Weak</b> (GCSE 4)	x	Poor effort; Missed deadlines; Copied work.
		3	<b>Very Weak</b> (GCSE 3,2,1)		



## Assessment Criteria for Sixth Form

Student Approach and Effort in Work		Attainment (A Level grade equivalent)		Homework Punctuality	
<b>1</b>	<p><b><i>Work Habits are Excellent</i></b></p> <ul style="list-style-type: none"> <li>Student spends over 2.5hrs per week outside classroom on homework</li> <li>Work is fully completed with precision and detail</li> <li>Finds independent solutions for work problems</li> <li>Drafts of work show that peer and self-assessment has been used</li> <li>Cross references class notes with wider reading</li> <li>Additional reading and independent learning undertaken</li> <li>Full contribution and participation in lessons</li> <li>Outstanding interest and desire to learn more</li> </ul>	<b>A</b>	Excellent (A/A*)	<b>A</b>	Always in on time
		<b>B</b>	Good (B)	<b>U</b>	Usually in on time
		<b>C</b>	Sound (C)	<b>R</b>	Rarely in on time
		<b>D</b>	Weak (D/E)		
		<b>E</b>	Failing		
<b>2</b>	<p><b><i>Work Habits are Good but could be even better</i></b></p> <ul style="list-style-type: none"> <li>Is organised for lessons with notes clearly presented and filed</li> <li>Responds to feedback and marking comments where appropriate</li> <li>Seeks guidance if work is not understood</li> <li>Spends 2.5 hrs per week outside classroom on homework</li> <li>Attentive in class with some contributions</li> <li>Work is good but can lack depth and detail</li> <li>Interested in the subject</li> </ul>				
<b>3</b>	<p><b><i>Work Habits are a concern and need improving</i></b></p> <ul style="list-style-type: none"> <li>Unprepared for lessons and/or disorganised files/folders</li> <li>Little effort made to catch up on missed work</li> <li>Does not always listen to advice or take on feedback from marking</li> <li>Occasional incomplete work</li> <li>Work is below the appropriate standard</li> <li>Less than 2.5hrs per week spent on work outside the classroom</li> <li>Some lessons missed and some lateness to lessons</li> <li>Lacks a pro-active approach to learning</li> </ul>				
<b>4</b>	<p><b><i>Work Habits are a Serious Cause for Concern</i></b></p> <ul style="list-style-type: none"> <li>Many lesson missed and/or usually late to lessons</li> <li>Distracts the learning of others</li> <li>Lacks interest and engagement</li> <li>Negative/complacent attitude to learning</li> <li>Work is of an unacceptable standard</li> <li>Does not catch up on missed work</li> </ul>				