



Warwick Academy

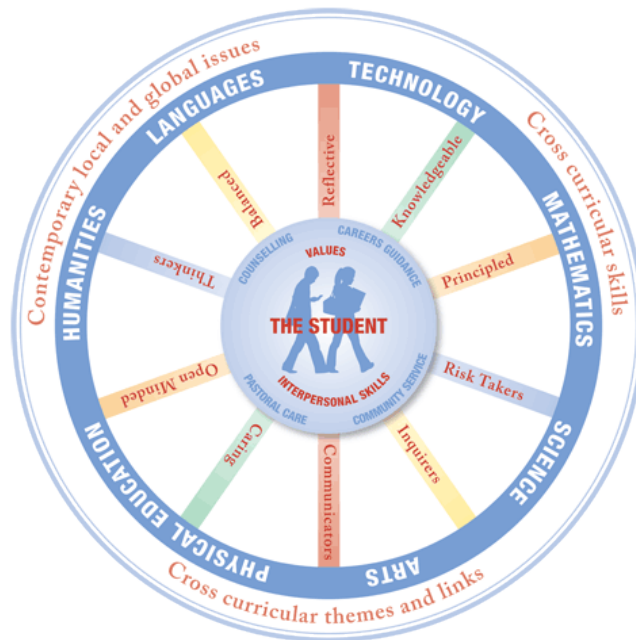
‘so much more than a place to learn’

Sixth Form Assessment Policy

MISSION STATEMENT

Building on centuries of excellence, we provide an international educational environment designed for our diverse student body. Our innovative curriculum is delivered with a commitment to personalised pastoral care and enhanced by a dynamic co-curricular programme. We strive to create a culture of collaboration so that our students can become lifelong learners, global thinkers and successful leaders.

CURRICULUM MODEL



NOTES

Dated: Sept 2023

To be reviewed: Sept 2026

Staff involved: Secondary Management Team, Heads of Departments

Sixth Form Assessment Policy

- 1. Philosophy**
- 2. Grading**
 - a) Effort**
 - b) IB Diploma Courses**
 - c) Award of the IB Diploma**
 - d) IB Careers Programme**
- 3. Homework**
- 4. Marking, Recording and testing**
- 5. Reporting**
- 6. Teacher Training**
- 7. Predicted Levels**
- 8. Assessment Policy Implementation, Evaluation and Review**

Appendix

- 1. Predicted Grade Appeal Form**
- 2. Sample Report Cards**

1. Philosophy

Assessment is a continuous process that involves the gathering and analysis of information about student performance. It identifies what students know, understand, can do and feel at different stages in the learning process and provides a basis for decisions about pupils further learning needs.

Assessment is integral to all teaching and learning. It is central to the Warwick Academy philosophy, mission and vision to thoughtfully and effectively guide children through the essential elements of learning; the understanding of concepts; the acquisition of knowledge, the mastering of skills; the development of attitudes; the decision to take responsible action in a global society, the recognition of effort and the identification of individual developmental needs and learning styles.

Everyone concerned with assessment – students, teachers, parents and board members – must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success and the method by which the assessment is made.

Both students and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self – evaluation skills. Teachers should also be concerned with evaluating the efficacy of the programme.

Assessment focuses on the quality of student learning during the process of inquiry and instruction and on the quality of the products of that learning. Assessment is therefore integral to the taught curriculum. It is the means by which we analyse student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice. It is central to our goal of guiding the child from Year 1 through the learning process to Year 13.

Why do we assess students' work?

A. Purposes

- To support the circular and philosophical goals of the IB programme (IB Learner profile).
- To reflect international-mindedness and avoid cultural bias.
- To reinforce the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as fundamental cognitive skills (knowledge, understanding and application).
- To include a suitable range of tasks and components that ensure that all objectives of the IB programme are assessed.
- To allow the pupil to demonstrate what he/she knows, understands and can do.
- To develop the pupil's understanding of what he/she needs to improve.
- To track the progress of individuals and groups in order to identify where support is required and challenge appropriate.
- To gather information for pupils, parents, colleagues and outside agencies on academic ability.
- To evaluate school performance and set targets for raising standards.
- To enable teachers to provide positive feedback or constructive criticism.
- To involve pupils in the learning intention for every lesson through lesson objectives.
- To allow pupils and teachers to identify and set success criteria.
- To give pupils the opportunity for self evaluation and peer evaluation (target setting).
- To develop pupil's active listening and questioning skills.
- To celebrate success and motivate-recognition of every pupil's achievement.

B. Principles

Quality Assessment should:

- wherever appropriate involve the pupil as well as teacher.
- be closely related to agreed learning objectives or success criteria or related to personal targets.
- in the case of assessment for learning - promote the pupil's learning and develop their self-esteem and confidence.
- be incorporated into planning, teaching and learning strategies and the review process throughout the school.
- include moderation within departments throughout an academic year.
- Involve a predicted level that is made clear at the start of each academic year.
- should enhance effective teaching and learning.
- be recorded in a manner that allows teachers to identify particular trends in the pupils' learning (short term and long term).
- effectively assess the learning of students with specific learning needs (in line with the SEN policy).

What do we assess?

- Performance – Students' best achieve, deep understanding through interpretation and construction of knowledge and skills by extending their existing knowledge structures.
- aptitude/potential.
- Knowledge.
- Skills.
- Attitude.
- Effort.

When and how do we assess?

A. Types of assessment

The two assessment approaches interact and are mutually supportive.

- Summative (to determine the level of achievement of a pupil at the end of a course of study).
- Formative (on going - to provide continuous detailed feedback to teachers and pupils on the nature of the pupil's strengths and weaknesses and to help reinforce and develop the pupil's capabilities).

IB teachers use a variety of formative and summative assessments to support and encourage student learning. IB assessment is criterion-referenced rather than norm-referenced. This means that student work is marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject are derived from the aims and objectives of the course and established by the International Baccalaureate Organization (IBO).

B. Assessment strategies

- Peer and self assessment.
- Cooperative Learning Activities.
- Goal Setting.
- Questioning.
- Sharing success criteria with pupils and having them create the success criteria for tasks.
- Marking (Use of official IB criteria and level scale (1-7) when marking).
- Self evaluation and target setting.
- Lesson objectives clearly displayed and explained each lesson.
- Teacher led examples of work: modeling and scaffolding.

C. Assessment tools

- Tests.
- Exam.
- Extended practical work and research assignments.
- Projects/coursework.
- Portfolio.
- Oral work and presentations.
- Homework.

D. How do we monitor and demonstrate improvement?

- HODs should check marking quality in Department meetings twice a term.
- HODs should standardise the teaching/assessment across a Department once a month during a Department meeting.
- Each Department should have marking policy/guideline.
- Data should be used for accurate continual assessment.
- The training day at the start of term 3 will be used for the moderation of coursework.

E. Internal Assessment

There are two types of summative IB assessment tools which are used in the determination of final IB grades: internal and external assessments.

IB internal assessments allow teachers to assess some of the students' work during the IB course. The marks for the internal assessments are submitted to IB, along with a sample of the work which has been marked by the teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IB may then adjust the marks of the assignment.

Internal assessments provide students with opportunities to show mastery of skills outside of final examinations. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject teachers are given a specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments.

Dates for Internal Assessments are established by consultation of subject teachers to ensure the deadlines are spread over a period of time. The dates are available to parents and students and are posted to Managebac at the start of the course.

F. External Assessment

IB external assessments are completed by students under examination conditions which are sent off and marked by external IB examiners. Final examinations are the main source of assessment in the majority of Diploma Subjects. The dates for IB examinations are set by the IB and given to students well in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. Mock exams which are an important part of preparation for final external examinations take place in January of Year 13.

G. School-Based Assessment

Grades on report cards throughout the course are based on assessment tools (such as tests, homework, practicals, projects and presentations) using past IB exam questions, practice exams and in-class assignments modelled on IB assessments. Teachers evaluate school-based assignments using IB rubrics and then convert the marks to 1-7 scores based on mark bands available in the yearly subject reports provided by IB. All IB teachers have received training in the use of IB grading criteria and mark bands. These school-based assessments do not contribute toward the final IB grade, which is awarded by the IBO in July.

Grading

a) Effort

Effort is reported using the 2 criteria: Readiness to Learn and Engagement in Learning. Readiness to learn focuses on the organization and homework of the student. Engagement encourages students to become active and resilient learners.

Notes on effort grades:

- The effort grade must be based on performance over the period covered by the report.
- A 'Rarely' effort grade should not be given on a report unless the Head of Key Stage and parents have been previously alerted to the cause for concern. 'Rarely' grades should not come as a surprise.
- Effort grades must be consistent with report comments.

Readiness to Learn

Always	<p>A student who always meets expectations. This is what all students should aim to achieve.</p> <ul style="list-style-type: none"> • Always has the books and equipment needed to support learning • Hands homework in on time and it is completed to the best of their ability • Always arrives to lessons on time and will have their materials out ready to go without being prompted
Generally	<p>A student who generally meets expectations.</p> <ul style="list-style-type: none"> • Generally has the books and equipment needed to support learning • Has an incomplete homework record (no more than two late pieces) but it is generally completed to the best of their ability • Generally arrives to lessons on time and will occasionally have to be prompted to get their materials out
Occasionally	<p>A student who falls short of expectations. Improvements are needed.</p> <ul style="list-style-type: none"> • A student who often does not have the books and equipment needed to support learning • Has an incomplete homework record (late and missing pieces of work) or it is not completed to a satisfactory standard • Occasionally can be late to class and often needs to be prompted to get their materials out

Engagement in Learning

Always	<p>This means being committed to getting the most out of all learning opportunities available. This is what all students should aim to achieve.</p> <ul style="list-style-type: none"> • Always an active and resilient learner • Always engaged in meaningful activities: listening carefully, contributing to class discussion and making a significant contribution towards the establishment of a positive ethos in the classroom • Always strives to improve and knows when to seek assistance from members of staff
Frequently	<p>This means being a responsible and hardworking student, who tries their best most of the time.</p> <ul style="list-style-type: none"> • Frequently an active learner who is willing to take academic risks • Frequently engaged in meaningful activities: listening carefully, contributing to class discussion and towards the establishment of a positive ethos in the classroom • Frequently motivated with a desire to improve learning
Sometimes	<p>This means that the student is probably doing most of what they are supposed to do, but is failing to push themselves or make the most of the opportunities available.</p> <ul style="list-style-type: none"> • Sometimes passive in their attitude to learning and content to be working in their comfort zone • Sometimes engaged in meaningful activities; they are inconsistent because their behaviour in class gives rise to some concern or because there are aspects of their work where they fail to participate fully • Sometimes motivated to improve but will sometimes also give up too easily
Rarely	<p>This means that the student needs support or intervention to become a more responsible learner.</p> <ul style="list-style-type: none"> • Rarely an active learner and will often give up easily • Rarely fully engaged in meaningful activities; student consistently fails to participate as fully as possible and hinders their own progress and others • Rarely motivated to improve and they do not seek help if they are struggling

b) IB Diploma Courses

In the Diploma and Individual Subjects Programme, students receive grades ranging from 1 to 7 (1 – lowest; 7 – highest) in each subject. This 7-point scale is used to assess termly and examination performance in the IB Diploma and IB Courses programmes.

Subject-specific descriptors for each grade point are listed in the document Grade descriptors: For use from September 2014/January 2015, published by the IB. The IBDP Coordinator must ensure that a copy of this document is made available to all teachers in the programme. These descriptors are used by subject teachers to determine student attainment in examinations as well as work completed during the semester.

c) Award of the IB Diploma

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, with no failing conditions including successful completion of the three core programme (TOK, EE and CAS).

The additional requirements for the award of the diploma are as follows:

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

i) IB Diploma Core

A student will receive an A, B, C, D or E in TOK and Extended Essay. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

d) IB Careers Programme

The Diploma Programme subjects are graded in the same way as the Diploma courses above.

To be awarded the IB Career Certificate, students must:

- Achieve a minimum of grade 3 in 2 IB DP subjects.
- Pass the Career Related Study (BTEC) option.
- Achieve a minimum grade D in the Reflective Project.
- Satisfactorily complete the Language Development Portfolio.
- Satisfactorily complete the PPS course.
- Complete the requirements for the Service Learning.
- The candidate has not received a penalty for academic misconduct from the final award committee.

i) The Reflective Project

Through a reflective project students identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be submitted in different formats including an essay, web page or short film. The reflective project is graded from A (highest) to E (lowest). Students must achieve a minimum of a grade D in order to gain their CP certification. If they do not achieve a D grade, they fail to get certification, regardless of the results in all other aspects of the course. The reflective project will be internally assessed but externally moderated by IB.

ii) Language Development

Language development ensures that all CP students have access and are exposed to, a second language that will increase their understanding of the wider world. It has a focus on the career related vocational study, i.e. the hospitality industry. Students must present a portfolio of their work that is completed to a satisfactory level.

iii) Personal and Professional Skills

The PPS course aims to develop responsibility, practical problem-solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world. Emphasis is on the development of skills needed to successfully navigate higher education, the workplace and society. Students must present a portfolio of their work that is completed to a satisfactory level.

iv) Career Related Study - BTEC

The Edexcel BTEC Level 3 Subsidiary Diploma is worth 60 credits. This 60-credit and 360-guided learning-hour (GLH) qualification consists of three to four mandatory units plus optional units that provide for a combined total of 60 credits.

How Are Students Assessed?

There are currently no exams on the BTEC courses. Instead, students are given assignment tasks for each unit that outline the activities that they must undertake and the evidence that they must produce.

Assessment evidence:

Each unit outlines a range of Pass, Merit and Distinction criteria that must be achieved. This is the evidence the student must produce to achieve a specific unit. All units are internally assessed based on the achievement of specified learning outcomes. Each unit within the qualification has specified assessment and grading criteria, which are used for grading purposes. Each unit will consist of a number of assignments (typically 2-3) which must be completed in order to achieve a final grade for the unit.

- In order to gain a PASS mark for a unit students must complete all of the Pass criteria to the required standard.
- In order to gain a MERIT mark for a unit students must complete all of the Pass criteria plus all of the Merit criteria to the required standard.
- In order to gain a DISTINCTION mark for a unit students must complete all of the Pass criteria, all of the Merit criteria plus all of the Distinction criteria to the required standard.

Students must produce the evidence stated in the assessment evidence. It must fulfil the requirements exactly as stated in the grade criteria. The criteria for merit and distinction focus on improving the quality of the evidence and demonstrating higher level skills, not producing more evidence.

Assessment:

Assessment is focused on the unit. Students will be given a short deadline in which to complete the grading criteria for each assignment. It is important that students meet this deadline and that the work they submit has been completed to the best of their ability. There is a possible opportunity for students to resubmit if particular criteria have not been met. However, this is at the discretion of the teacher who must determine whether the student has a realistic chance of improving his/her grade on the relevant resubmission. All units are assessed by the BTEC teachers.

BTEC Assessment Verbs

Pass verbs	
Describe	Give a clear description that includes all the relevant features - think of it as 'painting a picture with words'
Define	Clearly explain what a particular term means and give an example, if appropriate, to show what you mean
Design	Create a plan, proposal or outline to illustrate a straightforward concept or idea
Explain	Set out in detail the meaning of something, with reasons. More difficult than describe or list, so it can help to give an example to show what you mean. Start by introducing the topic then give the 'how' or 'why'
Identify	Point out or choose the right one or give a list of the main features
Illustrate	Include examples or a diagram to show what you mean
Interpret	Define or explain the meaning of something
List	Provide the information in a list, rather than in continuous writing
Outline	Write a clear description but not a detailed one
Plan	Work out and plan how you would carry out a task or activity
State	Write a clear and full account
Summarise	Write down or articulate briefly the main points or essential features

Merit verbs	
Analyse	Identify separate factors, say how they are related and how each one contributes to the topic
Assess	Give careful consideration to all the factors or events that apply and identify which are the most important or relevant
Compare/ Contrast	Identify the main factors that apply in two or more situations and explain the similarities and differences or advantages and disadvantages
Demonstrate	Provide several relevant examples or related evidence which clearly support the arguments you are making. This may include showing practical skills
Design	Create a plan, proposal or outline to illustrate a relatively complex concept or idea
Explain in detail	Provide details and give reasons and/or evidence to clearly support the argument you are making
Justify How/Why	Give reasons or evidence to support your opinion or view to show how you arrived at these conclusions

Distinction verbs	
Appraise	Consider the positive and negative points and give a reasoned judgement
Assess	Make a judgement on the importance of something – similar to evaluate
Comment critically	Give your view after you have considered all the evidence. In particular decide the importance of all the relevant positive and negative aspects
Criticise	Review a topic or issue objectively and weigh up both positive and negative points before making a decision
Draw conclusions	Use the evidence you have provided to reach a reasoned judgement
Evaluate	Review the information then bring it together to form a conclusion. Give evidence for each of your views or statements

Awarding Unit Grades

Each unit will be awarded a final grade of Pass, Merit or Distinction depending on which criteria have been successfully achieved. Each unit final grade is worth a number of points as follows:

Unit Final Grade	Points per credit		
	Pass	Merit	Distinction
BTEC Points	7	8	9

Awarding Overall Qualification

The BTEC points students have achieved for each of your units will be added together and this will determine their overall grade for the whole qualification. Students must achieve a minimum of a Pass grade on each unit in order to pass the course and achieve the full qualification.

2. Homework

At Warwick Academy we believe learning at home is an essential part of good education. Homework not only reinforces classroom learning, it also helps students to develop skills and attitudes they need for successful lifelong learning. It promotes independent learning skills, including the habits of inquiry and investigation.

Homework is most effective when:

- tasks are structured and their purpose is clearly explained to pupils.
- there is consistent practice across the school.
- homework is given regularly so that everyone knows what to expect each week.
- homework is recorded by the student in the homework diary provided and by the teacher in the VLE.
- pupils and parents/guardians are clear about what they need to do.
- there are high expectations.
- pupils receive clear feedback.
- homework policies are monitored and evaluated.
- it assesses the learning of students with specific learning needs (as per special needs policy).

In Y12 and Y13, the amount of homework will depend on the pupils' individual programmes. It is a school recommendation that Y12 and Y13 students spend time on background reading and writing assignments that mirrors the time spent in class, approximately 4 hours per week per subject. This works out to approximately 3 to 4 hours per day.

For the Warwick Academy homework policy to be successful, it is expected that:

The school will....

- Provide diaries to all students.
- Give clear guidelines for teachers and students.
- Provide computer room and library access.
- Contact parents if students are not doing homework (through our merit/demerit system).
- Review the policy periodically to assess its effectiveness.

The teachers will....

- Communicate tests and assignment dates and details through the VLE.
- Set homework regularly according to the timetable and departmental policies.
- Clearly explain and write assignments on the board.
- Mark work promptly with appropriate feedback.
- Contact parents with problems.
- Give rewards and impose sanctions.

The pupils will...

- Record all homework and check the VLE each evening.
- Ensure they understand the task by asking the teachers.
- Organise sufficient time to do the work.
- Demonstrate a commitment to homework.
- Produce quality work.
- Hand completed work in on time.

Parents/guardians will....

- Provide a quiet place for homework to be done.
- Encourage students to complete quality homework.
- Monitor homework diaries and the VLE.
- Contact teachers with any problems.

3. Marking, Recording & Testing

The school is committed to maintaining academic honesty throughout assessments, as outlined in the Academic Honesty Policy. Record keeping is a strict requirement of teaching and learning at Warwick Academy. All teachers are expected to maintain clear and accurate gradebooks. This is to ensure there is evidence of how grades have been awarded.

Marking can be summative and/or formative.

1. The purposes of Marking

The marking of the students' work will serve one or more of the following purposes

- Ensure that class work/homework has been completed
- Ensure that content of written work is correct for revision purposes
- Assess knowledge, understanding and application of work covered
- Provide feedback on effectiveness of teaching and learning thus enabling target setting
- Provide feedback to students
- Motivate students
- Marking must be of value and done in relation to the points above. Marking should be "targeted"; that is, it will not be expected that all written work is always checked in detail, sometimes only specific sections will be.

2. The correction of spelling

The correction of spelling will be dictated by individual Department policy.

3. The regularity of Marking

Teachers will aim to mark or comment on class/ homework within a week of it being handed in by students. When this is not practical the work is marked as soon as possible thereafter but this should not exceed a two week period. The regularity of setting homework will be determined by Department Policy and the timing by the School Homework Policy.

4. Marks

A student will generally have their class/homework marked with a comment. Comments should be positive as much as possible and set specific targets. However, for minor/smaller sections of work a grade/level/score will just be given.

The modelling of answers (students adding comments to their own work lead by the teacher) is an acceptable means of marking when used in the appropriate context.

5. Keeping of records

Teachers will keep records of the following:

- Pupil attendance each lesson
- Marks allocated when work is assessed
- Test scores
- When work has not been completed

6. Conducting and marking of tests

- If absent, pupils are encouraged to do tests on their return.
- Some students are given help through the provision of extra time and/or support from a staff member (SEN Policy).
- Tests should be marked within a week and it should be reviewed with the class or individuals. This may involve going through the whole tests or those parts identified as being the most significant.
- Marks must be recorded.
- Students must have at least a week's notice of an upcoming test.

4. Reporting

Students at Warwick Academy are continually assessed throughout the year and reporting to parents takes place at both the Parent Teacher Conferences (PTC) in Term 1 and 2 and by written report. As needed, teachers consult with parents and guardians on an individual basis.

Grades are also reported throughout the year on report cards. These are distributed electronically via email and a record kept on the VLE (frog). Sample report cards can be found in Appendix 2.

	Term 1			Term 2		Term 3
	Parent Teacher Conference	Mid Term 1 Progress Report	End of Term 1 Report	Parent Teacher Conference	End of Term 2 Report	End of Year Report
Y12	Progress Discussion	Effort Grade	Effort & Level	Progress Discussion	Effort & Level	End of year comment, Effort, Level and Exam Level
Y13	Predicted Grades	Effort, Level & Predicted Grades	Effort & Level	Mock exam comment, Level and Exam Level	Graduation Report	

- **Honours** will be awarded at the end of the year.
- **Effort and Academic Improvement** will be recognised at the end of each term.

5. Teacher Training

Teachers should consult the appropriate IB subject guide. Markschemes of previous exams are provided annually to guide teachers in evaluating their methodology, course content, and students' abilities. When required for in-depth review of marks awarded, an enquiry upon results is requested from IBO. This feedback, along with annual subject reports, provides further insight into IBO assessment standards.

My IB is available to teachers and used regularly to evaluate instruction and to share best practices with colleagues around the world.

The IB Coordinator registers new teachers at the first available IB workshops.

6. Predicted Grades

Warwick Academy prepares students for a variety of post-sixth form destinations. Some of these destinations (particularly UK and Canada), require the school to provide predictions of the grades that a student is expected to attain in the final IB exams in Y13.

Our approach is based on the following principles:

- We have the students best interests at heart. We will support their applications to ensure they have access to the most appropriate colleges and universities.
- We draw on a wealth of professional judgement and experience.
- Subject teachers, give predicted grades which, based on the criteria below, reflect a **realistic optimistic assessment**. The prediction will indicate what the candidate might achieve, taking all factors into account, at the best in his or her range.
- We do not base predictions on what a pupil would like to achieve in order to get into a particular university or course. Nor do we predict on the basis of a pupil's promise to work harder in order to achieve it. Offers based on unrealistic grades are unlikely to be met.
- On this basis, we are confident that the grades we predict are an honest assessment of the pupil's most likely achievement, based on evidence and professional judgement.

Predicted grades process

- Y12 Exam grades and end of year grades are indication of what a student could be predicted in October of Y13.
- Predictions are made by subject teachers by October Half-term for student's in their final year (Y13). (Students applying for a course with an early deadline will require their predicted grades earlier.)
- The predictions, which are evidence based, will accurately reflect their ability and potential.
- The following will be taken into account when formulating a predicted grade:
 - The Y12 examination
 - Draft coursework/internal assessment
 - Tests
 - Class work
 - Home work
 - Ability/potential
 - Work ethic/effort
 - Professional judgment
- It is the subject teacher's responsibility to discuss the predicted level with the student prior to submission.
- Once formulated a predicted level should not change.
- The predicted level is different to the mid-term grade which will indicate a student's performance at a point in time and it could be the same or lower than the prediction.
- Predicted grades are shared and discussed with teachers, parents and students at the Y13 Parent-Teacher conference after half-term.
- Transcripts will be generated and finalized by mid-November. Students will sign off on transcripts to confirm their accuracy.
- Predicted grades can be amended in January of Y13 based on a students performance in mock exams and completed coursework.

Right of Appeal

1. Appeals should be submitted to the Deputy Head: Curriculum, Head of Sixth Form or Director of Sixth Form Studies using the Appeals Form (appendix 1) by *Monday 4th November*.
2. The Deputy Head: Curriculum and Head of Sixth Form and/or Director of Sixth Form Studies will then assess the requirements of the desired University application and decide, on a case by case basis, the appropriate action to accurately meet the needs of the student.
3. The Principal is responsible to ensure that the process happens, is supported and that any fallout, should it occur, be dealt with.

7. Assessment Policy Implementation, Evaluation and Review

1. The programmes of study at Warwick Academy (IB, I/GCSE and National Curriculum) are not bound by any national (or district) requirements or influenced by the existence of other programmes.
2. This assessment policy must be read and understood alongside the schools Learning Enrichment (SEN), Academic Honesty, Language and Admissions policies.

Implementation, evaluation, review and communication of this policy

- The Deputy Head Curriculum is responsible for the review and establishment of this document.
- The Deputy Head Curriculum is responsible for the implementation of the policy through the curriculum team.
- Heads of Subject Departments are responsible to implement in Departments and ensure that the policies and procedures are carried out.
- The document should be continually reviewed and evaluated as part of the school's continuous improvement policy. It has been agreed that this policy will be reviewed every three (3) years by the Secondary Management Team.
- The document is communicated to the whole school community by:
 - Being placed in the Staff Handbook and referenced in Department Handbooks.
 - Parent/ Pupil access to the document through the schools virtual learning environment (FROG).

The Committee responsible for the review of this document:

- Principal: Mr. Dave Horan
- Head of Secondary: Mr. M. Thorpe
- Deputy Head Curriculum Mrs. Rebeka Sousa
- Head of Sixth Form: Mr. R. Woods
- IB Coordinator: Ms S. Jackson
- Head of Departments

Works cited:

International Baccalaureate Organization (Nov 2010) The Diploma Programme, *From Principles into Practice*, International Baccalaureate Organization, Cardiff, Wales.

International Baccalaureate Organization (Jan 2014) The Diploma Programme, *Programme standards and practices*, International Baccalaureate Organization, Cardiff, Wales.

International Baccalaureate Organization *Diploma Programme Assessment procedures 2019*, International Baccalaureate Organization, Cardiff, Wales.

Appendix 1: Appeal Form

Student Name:	
Subject:	Teacher:
Current teacher prediction level:	
Requested change:	
Rationale for requested change:	
Subject Teacher comment:	
Teacher signature:	
Student signature:	Parent signature:
Deputy Head: Curriculum, Head of Sixth Form or Director of Sixth Form Studies signature and comment:	

Appendix 2: Sample Report cards



Year 8 End of Year Progress Report 2023-2024

Student x

Street
Parish Postal Code

Homeroom Teacher: HRT
Head of Key Stage 3: Ms A. Ingham
Head of Year: HOY

	Mid-Term		Term 1			Term 2			End of Year			Overall Assessment Grade	Overall Attainment Level
	Readiness	Engagement	Readiness	Engagement	Attainment Level	Readiness	Engagement	Attainment Level	Readiness	Engagement	Attainment Level		
English	G	F	A	A	AE	A	A	ME	Always	Always	ME	B	ME/B+
Mathematics	G	F	G	S	AE	G	F	AE	Always	Frequently	AE	C-	AE/C
Science	A	A	A	A		A	A		Always	Always			
Geography	A	F	A	F		A	A		Always	Always			
History	G	F	A	A		A	A		Always	Always			
Computing	A	A	A	A		A	A		Always	Always			
Drama	G	F	G	F		G	F		Generally	Frequently			
French	A	A	A	A		A	A		Always	Always			
Spanish	A	A	A	A		A	A		Always	Always			
Art	A	A	A	A		n/a	n/a		n/a	n/a			
Design Technology	n/a	n/a	n/a	n/a		A	A		n/a	n/a			
Food & Nutrition	n/a	n/a	n/a	n/a		n/a	n/a		Always	Always			
Music Performance	A	A	A	A		A	A		Always	Always			
Music	A	A	A	A		A	A		Always	Always			
Physical Education	A	F	A	F		A	F		Always	Always			
Well Being	n/a	n/a	A	A	n/a	A	A	n/a	Always	Always	n/a	n/a	n/a



Year 12 End of Year Progress Report 2018-2019

Homeroom Tutor: Ms S. Grace

Head of Year: Mr R. Woods

	Mid-Term			Term 1			Term 2			End of Year				
	Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Exam	
English A1 HL	A	A	5	A	A	5	A	A	7	Always	Always	7	5	
Mathematics SL	A	A	7	A	A	6	A	A	7	Always	Always	7	7	
Chemistry SL	A	F	7	A	F	6	A	A	7	Always	Always	7	7	
Business Mgmt. HL	A	A	5	A	A	6	A	A	6	Always	Always	7	7	
Economics HL	A	A	5	A	A	6	A	A	6	Always	Always	7	7	
French B SL	A	A	5	A	A	6	A	A	6	Always	Always	6	6	
Extended Essay	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	Always	Always	n/a	n/a	
TOK	G	F	n/a	G	F	n/a	G	F	n/a	Generally	Frequently	A	n/a	
CAS	n/a	n/a	n/a	On Track			Excellent			Excellent			n/a	n/a

Effort Levels

Readiness: A – Always

G – Generally

O – Occasionally

Engagement: A – Always

F – Frequently

S – Sometimes

R – Rarely



Warwick Academy

Year 13 Graduation Report 2018-2019

Homeroom Tutor: Ms S. Bowers

Head of Year: Mr R. Woods

	Mid-Term			Term 1			Mock Exam	End of Year	
	Readiness	Engagement	Level	Readiness	Engagement	Level			
English A1 HL	A	A	6	A	A	6	6	6	
Mathematics SL	G	F	5	G	F	5	5	6	
Environments SL	A	A	6	A	A	6	7	6	
Economics HL	A	F	5	A	F	6	6	6	
Geography HL	A	A	6	A	A	6	6	6	
Spanish B SL	A	A	6	A	A	6	6	6	
TOK	A	A	A	A	A	A	A	B	
								Extended Essay	C
								Bonus Points	2
								Total Points	38

Effort Levels

Readiness: A – Always G – Generally O – Occasionally
 Engagement: A – Always F – Frequently S – Sometimes R – Rarely



Warwick Academy

Year 12 Sample End of Year Progress Report

	Mid-Term			Term 1			Term 2			End of Year			
	Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Readiness	Engagement	Level	Exam
Math Studies SL	G	A	7	G	A	6	A	A	6	Always	Always	7	7
Biology HL	A	A	5	A	A	5	A	A	5	Always	Always	5	5
Chemistry HL	A	F	5	A	F	5	A	F	5	Always	Frequently	5	5
BTEC Hospitality	A	A	Distinction	A	A	Distinction	A	A	Distinction	Always	Always	Distinction	n/a
Language Development	A	A	Pass	A	A	Pass	A	A	Pass	Always	Always	Pass	n/a
PPS	A	A	Pass	A	A	Pass	A	A	Pass	Always	Always	Pass	n/a
Service Learning	n/a	n/a	n/a	On Track	On Track	On Track	On Track	On Track	On Track	On Track	On Track	n/a	n/a
Reflective Project	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	B	n/a

Homeroom Tutor:

Head of Year:

Effort Levels

Readiness: A – Always G – Generally O – Occasionally

Engagement: A – Always F – Frequently S – Sometimes R – Rarely