

OXFORD INTERNATIONAL COLLEGE BRIGHTON

ASSESSMENT, RECORDING AND REPORTING POLICY

POLICY INTENDED FOR:	Parents, Students, Staff
CATEGORY:	Teaching and Learning
PUBLISHED:	June 2025
POLICY IMPLEMENTED BY:	Deputy Principal Academic
POLICY MONITORED BY:	Deputy Principal Academic
REVIEWED BY:	Deputy Principal Academic
REVIEWED DATE:	June 2025
NEXT REVIEW:	June 2026

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1. Aims

This policy aims to:

- Provide clear guidelines on Oxford International College Brighton's approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents and guardians.
- Clearly set out how and when assessment practice at OICB will be monitored and evaluated.

2. Principles of Assessment

At Oxford International College Brighton we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. Assessment is important in highlighting to teachers, students and their parents/guardians the strengths and progress of a student within a subject, as well as indicating the support that individual students need to enable them to make further progress in their learning.

The College, through the Academic Leadership Group (ALG), regularly explores best practices in assessment from educational research and other schools, as well as consulting with students and teachers. The assessment timetable is shared with teachers, students and parents/guardians at the beginning of the academic year. Where a change in the schedule needs to be made, this will be communicated to all in advance.

Access Arrangements for students who require these are in place for all SCIT, mid-term, end-of-term and mock assessments.

3. Assessment Approaches

We use 3 broad overarching forms of assessment: day-to-day in-college formative assessment, in-college summative assessment and nationally standardised summative assessment.

3.1 In-College Formative Assessment

Effective in-college formative assessment enables:

- **Teachers** to identify how students are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Students** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents and guardians** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

Teachers use a variety of assessment techniques as part of their lessons to assess student progress within the lesson. This includes the marking of pre-learning or homework tasks, questioning, short recap quizzes, self- and peer-assessment.

We have regular Saturday assessments, or SCITS, that take place throughout the academic year. These are formative assessments to support teachers and students in understanding what next steps would support further student progress. A mark, comment and target for improvement is shared with the students following this assessment:

- Target Knowledge
- Target Understanding
- Target Technique
- Target Quality of Written Communication
- Target Extension

Where more than one teacher is involved in the assessment, regular standardization will take place to ensure parity and consistency within the assessment of the subject.

Where there is a concern that a student may have an undiagnosed special educational need, the SENCo will arrange for assessments to take place to identify the support that needs to be provided. Further information can be found in the College's Special Educational Needs policy.

3.2 In-College Summative Assessment

Effective in-college summative assessment enables:

- **College leaders (e.g. SLT and Academic Leadership Group)** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- **Teachers** to evaluate learning at the end of a unit or period, and the impact of their own teaching
- **Students** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents and guardians** to stay informed about the achievement, progress and wider outcomes of their child across a period

Mid-term and end of term assessments are held depending on the national examination schedule in a particular academic year so that assessment remains both useful to, and manageable by, both teachers and students.

Mock assessments are held twice a year for students taking national examinations. The College follows the guidance from the Joint Council for Qualifications (JCQ) in the running of mock assessments. Where more than one teacher is involved in the assessment, regular standardization will take place to ensure parity and consistency within the assessment of the subject.

3.3 Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

➤ **College leaders (e.g. SLT and Academic Leadership Group)** to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment

➤ **Teachers** to understand national expectations and assess their own performance in the broader national context

➤ **Students, parents and guardians** to understand how students are performing in comparison with students nationally

Nationally standardised summative assessments take the form of GCSEs at the end of Key Stage 4; and, at Key Stage 5, AS levels (optional) and A-levels.

4. Collecting and Using Data

Following each internal assessment point (SCIT assessments, Mid-Term and End-of-Term assessments), student assessment data is stored electronically in Subject or Department offline Gradebooks as well as on our College Information Management System (ISAMS). Two locations are used to guard against lost or corrupt data.

Assessment data is shared with students in lessons by their teachers, where students have feedback on how they might improve their work. Assessment data is also shared with students on the Student Portal and with parents and guardians on the Parent Portal. This support parents and guardians in being informed about the academic progress of their child.

This information is then visualised on dashboards so that teachers can analyse the data efficiently and to plan the next steps in the student's learning. The student's Strategy Tutor, Head of Year and the Senior Leadership Team, also use this visualised data in the dashboards to have regular conversations with students and their parents/guardians about the next steps in learning to be taken by a student.

5. Artificial Intelligence (AI)

Artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini. Oxford International College Brighton recognises that AI has many uses to help students learn but may also lend itself to cheating and plagiarism.

Students **may not** use AI tools:

- During assessments, including internal and external assessments, and the writing of coursework.
- To write their homework or class assignments, where AI-generated text is presented as their own work.

Students **may** use AI tools:

- As a research tool to help them find out about new topics and ideas
- Specifically studying and discussing AI in college work, for example in IT lessons or Art lessons about AI-generated images. All AI-generated content must be properly attributed

See our AI policy for more information on how students can and cannot use AI for their assignments.

6. Reporting to Parents/Carers

6.1 A full report is written for each student during the academic year. This will include the following information:

- Results Grid
- Comment on progress in their subjects, highlighting strengths and areas for development
- Comment on the Super Curriculum and activities the students are involved in
- A comment from a student's strategy tutor, and Head of Year and/or Houseparent
- The total number of possible attendances for that student, and
- The total number of unauthorised absences for that student, expressed as a percentage of the possible attendances

There will be an opportunity for face-to-face or virtual meetings with the teachers of a student each academic year.

The College also welcomes requests from parents and guardians to discuss the progress of a student at any point in the academic year. These requests can be made via the student's strategy tutor, Head of Year or a member of the Senior Leadership Team.

6.2 Report Results Grid

The report results grid displays the UMS scores and grades in each of their assessments. A UMS score is different to their percentage mark, as it has been scaled based on the complexity of that paper. This allows a comparison of one test and/or subject to another.

This results grid is available at any time by visiting the 'OICB Parent Portal': once logged in a parent/guardian can click 'School Profile' and then 'Gradebooks'.

6.3 Target Grades

These are given to Year 11, Year 12 and Year 13 students as they approach external examinations.

Target grades are ambitious, yet achievable, outcomes for the externally assessed AS, A Level or GCSE examinations. They are based on a range of information including the student's current performance in weekly SCIT assessments. Depending on the subject and/or year group, the scale is either 'A* - E' or '9 - 1', with an A* or 9 being the highest achievable. Students in Year 12 are not awarded A* target grades; these are given in Year 13. A 'U' grade means that not enough marks were scored to achieve a grade.

These targets are not fixed and are constantly reviewed. Where the target grade is lower than desired, students are encouraged to reflect on the reasons why and to produce an action plan with their tutors and teachers. Grades for University entrance – often referred to as UCAS Predicted Grades - will not necessarily be the same as their target grade and will be allocated in the Summer Term of Year 12. This allows time for students to improve their UCAS predicted grade if needed.

7. Inclusion

The principles of this assessment policy apply to all students, including those with special educational needs or disabilities (SEND).

Assessment will be used diagnostically to contribute to the early and accurate identification of students' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all students. However, this should account for the amount of effort the student puts in, as well as the outcomes achieved.

Please refer to the Access Arrangements Policy for details of measures that are put in place to support student access to assessments.

8. Training

To ensure teachers are up to date with developments in assessment practice, the Academic Leadership Group (ALG) regularly review and discuss research into best practice; for example, through College-wide membership of the Chartered College of Teaching. This is also discussed in Department meetings and in Faculty meetings to ensure that all teachers have access to developments in assessment practice and its implementation at Oxford International College Brighton.

are expected to read the most recent examiner reports for the subjects that they teach and to regularly engage with the training provided by the national examination boards. Teachers are encouraged to become involved in examining national examinations. Teachers

9. Roles and Responsibilities

9.1 Governors

Governors are responsible for:

- Being familiar with statutory assessment systems, as well as how the college's own system of non-statutory assessment captures the attainment and progress of all students
- Holding college leaders to account for improving student and staff performance by rigorously analysing assessment data
- Monitoring that college staff are receiving the appropriate support and training on student assessment, to ensure consistent application and good practice across the college

9.2 Principal

The Principal is responsible for:

- Ensuring this policy is adhered to
- Monitoring student progress and attainment, including individual students and specific groups
- Ensuring key actions to address underachievement are prioritised
- Reporting to governors on all key aspects of student progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment, marking and feedback competently and confidently, including training and moderation opportunities

9.3 Deputy Principal Academic

The Deputy Principal Academic is responsible for:

Supporting the headteacher with assessment responsibilities:

- Analysing student progress and attainment, including individual students and specific groups
- Prioritising key actions to address underachievement
- Preparing reports to governors on all key aspects of student progress and attainment, including current standards and trends over previous years

Alongside the Professional Learning Lead, ensuring that there are opportunities for continuing professional development (CPD) for middle leaders and subject specialists on how assessment points should be planned and delivered and, for teachers, how to get students to the assessment points.

Tracking completed assessments and making sure they are moderated, data is collected and teachers respond to the results appropriately

Commented [GH1]: Please could these be included in the same bulleted list above?

9.4 Teachers

Teachers are responsible for:

- Following the assessment procedures outlined in this policy, including for effective marking and feedback
- Creating and sharing clear mark schemes for the purposes of moderation
- Being familiar with the standards for the subjects they teach
- Keeping up to date with developments in assessment practice

10. Monitoring

This policy will be reviewed annually by the Deputy Principal Academic. At every review, the policy will be shared with the Governing Board.

All teaching staff are expected to read and follow this policy. The Deputy Principal Academic is responsible for ensuring that the policy is followed.

The Deputy Principal Academic, with the support of the Academic Leadership Group (ALG), will monitor the effectiveness of assessment practices across the college, through a number of means including lesson observations, book scrutiny exercises and student progress meetings.

11. Links with other Policies

This assessment policy is linked to our:

- Curriculum Policy
- Non-Examination Assessment Policy
- Examination Contingency Plan
- SEND Policy
- Access Arrangements Policy
- AI Policy