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Dear Parent,

I hope that your daughter/son has settled well into the new academic year. As effort grades are being published at the end of this month I thought it might be helpful to outline our assessment schedule for attainment period grades and share the underpinning philosophy.

Our assessment weeks feed into the period grades that are published twice a term. The course of study is broken down into topics and areas of skills taught through each half term. The assessments run during assessment week are end of topic tests or a small in-class project on which recent learning is evaluated. It is important that pupils are not absent during assessment week, dates of which are in the calendar. The period grade is an outcome of that assessment and it may include a percentage of preps done for that topic.

Consequently, period grades may fluctuate as they inform us which topics the pupil has understood well and which they are less secure in. They are not predictions of final year grades, but a trend can be discerned. For example, a pupil in Year 10 will have 5 period grades at the end of the academic year, which may be as follows:

PG1	PG2	PG3	PG4	PG5
6b	6a	5b	5c	7c

A pupil in Year 8 may have a set of grades such as:

PG1	PG2	PG3	PG4	PG5
c+	b-	d+	c	b+

The above indicates that topics covered in Lent, PG3 and PG4, are the weakest topics and that work will need greater revision time when preparing for end of year exams. We use this assessment data to track progress period by period and where there is a dip, pupils may attend subject clinics. You will be notified when period grades are ready to view and can do so through the Parents' Portal.

The summary on the next page sets out the criteria for period grades.

Yours sincerely,

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**Assessment Policy:**

Students' work is marked at regular intervals. Teachers keep a record of marks as appropriate. Students must be aware of the criteria used in marking and grading of their work to help them continue to improve.

**The main purposes for marking students' work are to:**

- Diagnose areas for development in learning;
- Provide feedback to and encouragement for students;
- Measure progress.

**Absences:** Grades will be marked with 'X' if pupil is absent for Period in question.

**Lower School:**

<b>Year 3</b>	<b>Achievement</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
	<b>Levels</b>	3a	3b/c	2a/b	1a/cb/c	WB
<b>Year 4</b>	<b>Achievement</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
	<b>Levels</b>	4b/c	3a/b	3c/2a	2b/c	WB
<b>Year 5</b>	<b>Achievement</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
	<b>Levels</b>	4a/b	4c/3a	3b/c	2a/b/c	WB
<b>Year 6</b>	<b>Achievement</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
	<b>Levels</b>	5a/b/c	4a/b	4c/3a	3b/c	WB
<b>Years 7 &amp; 8</b>	<b>Achievement</b>	<b>a</b>	<b>b</b>	<b>c</b>	<b>d</b>	<b>e</b>
	<b>Levels</b>	6a/b/c	5a/b/c	4a/b/c	3a/b/c	2a/b/c

**Effort All Lower School:**

5 – Very Good 4 – Good 3 – Satisfactory 2 – Below Expectations 1 – Serious Concern

**WB = Working Below**



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#### Middle School – Year 9 -11:

Old Grade	A*	A	A-	B	C+	C	C-	D	E	F
New Level	9	8	7	6	5	4b	4	3	2	1

#### Effort Sixth Form:

5 – Impressive – outstanding effort, independent learner, reads widely around the subject which clearly contributes significantly to his/her understanding

4 – Excellent 3 – Good 2 – Below Expectations 1 – Serious Concern

#### Effort Middle School:

5 – Excellent: includes evidence of independent learning 4 – Very Good 3 – Good

2 – Below Expectations 1 – Serious Concern

#### Sixth Form A Level:

##### Achievement:

A\* – E E being the minimum grade to achieve a pass

U is unclassified and therefore **below** threshold to achieve a pass

#### Sixth Form IB Diploma

##### Achievement:

7 – Excellent 6 – Very Good 5 – Good 4 – Satisfactory 3 – Mediocre 2 – Poor 1 – Very Poor

#### Sixth Form BTEC Diploma:

##### Achievement:

7 – Excellent 6 – Very Good 5 – Good 4 – Satisfactory 3 – Mediocre 2 – Poor 1 – Very Poor

Distinction	D+	D	D-
Merit	M+	M	P-
Pass	P+	P	P-