CAMBRIDGE SCHOOL OF VISUAL & PERFORMING ARTS

ASSESSMENT AND REPORTING POLICY

Date of Policy	August 2026
Next Review Date	August 2028
Key Staff	Provost, Dean of Student Experience
Lead for Review	Provost

PART OF CATS GLOBAL SCHOOLS

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AIM

The aim of this policy is to establish a broad, consistent approach to the way that students' progress is monitored, assessed and reported. The purpose of doing so is to ensure that:

- All students know what they have learned and understand how they can improve;
- Every student and their parents have access to accurate appraisals of the student's academic attainment, progress and potential, in relation to the standards and criteria for chosen courses of study. This is to enable students and parents to make informed decisions about progression and their next educational stage;
- Student progress and attainment is monitored regularly as individuals, groups, courses and cohorts so teachers are able to use this information to effectively plan and adjust teaching and curriculum design to meet the learning needs of all students.

PRINCIPLES OF ASSESSMENT AND FEEDBACK

"Assessment for Learning (AfL) is the process of seeking and interpreting evidence for use by students and their teachers, to decide where students are in their learning, where they need to go and how best to get there." (Assessment Reform Group, 2002)

At CSVPA students are studying vocational and practical based courses which require an holistic approach to assessment rather than the marking of isolated elements. An AfL philosophy is integral to the ongoing formative dialogue; verbal and written feedback students participate in.

The overarching purpose of assessment and feedback for students, is to provide clear, accessible and constructive guidance on both attainment achieved and further improvement, or future opportunity for development. At CSVPA we recognise that effective assessment and feedback is something that is part of a wider collaborative dialogue and student experience. Approaches to assessment and feedback are consistent with principles of AfL, drawing on the research of *Dylan William* and *John Hattie*, aiming to make learning more visible in order to build student learning power and independence:

- Focused on student learning and how the student can improve their learning.
- It must be timely and regular.
- Based on shared learning outcomes and objectives.
- Periodically and selectively provided.
- Positive in tone, recognising that any assessment has an emotional impact.
- Accessible to the student for whom it is provided
    - i.e. feedback should be developed fully cognisant of the student's academic ability and their facility with the English language, teachers must confirm that the student has understood the feedback and that the student understands the actions that they need to take to improve.

- Include opportunities to develop the students' ability to conduct effective peer-assessment and self-assessment.
- Used to inform the planning of teaching and learning.

The assessment methods employed at CSVPA (for all art, design and performing arts programmes) involve a holistic approach which is focused on individual feedback to ensure the academic, creative and personal development of all learners.

GRADING AND WRITTEN FEEDBACK OF STUDENT WORK

Most students want to please and believe the assessment of their work to be worthy of their teacher's time. It is recognised that thorough, effective assessment can improve student motivation.

At CSVPA the formal grading of student work happens at formative (midpoint) and summative (end of unit) assessment points. The timing, frequency and format for formative and summative assessments is dictated by the awarding body and course specifications. In addition to formal assessment points, grading may be part of the wider dialogue between teachers and students as part of an holistic approach to assessment. In general, when providing written feedback:

- It must be specific to the different learning outcomes and objectives.
- It uses language that is accessible to the student, which may require further explanation and interpretation of the learning outcomes and objectives.
- It accurately identifies the level the student has achieved or is working towards in line with the standards set out by awarding bodies.
- It is received by students in a timescale appropriate to the learning schedule.
- It provides an opportunity for discussion and response to inform targets or next steps and where appropriate, provide guidance on how to reach the higher levels.
- It uses target setting where students are referred on an assessment and need to repeat or submit further work to meet the standards for a Pass. When target setting teachers will be mindful of the SMART principles: Specific, Measurable, Achievable, Realistic, and Timed.
- It is provided in digital format so it can be easily read and translated by ESL students.

ATTAINMENT GRADES AND THE FREQUENCY OF FORMAL ASSESSMENTS

Practising retrieval and application of knowledge (*Rosenshine*) is an important component of the process by which learning takes place. Teachers are therefore expected to assess their students regularly for the purposes of both formative and summative assessment.

Assessments should take place at the midpoint and end of each taught unit.

ACADEMIC INTEGRITY

Deliberate care is taken to detect plagiarism. Subject tutors must brief their students about the severity with which instances of plagiarism will be dealt, and that when an instance of plagiarism is detected that it will be reported (see also the Use of Artificial Intelligence and Digital Literacy Policy). A variety of software is used by the school to ensure all student work is checked for plagiarism.

GRADING

At CSVPA, formative and summative assessment is made using the awarding body assessment criteria and grading matrices. Final unit summative assessment involves blind double marking for internal verification purposes.

GRADING FOR IELTS COURSES

Students can be awarded grades ranging from 9.0 to 0. Work should be awarded .5 scores where the standard is approaching a higher band, including writing and speaking assessments. Students, however, should be made aware that writing and speaking are assessed only in terms of .0 scores in the official IELTS marking system.

Score	Quick Description	Student action
8.0 / 8.5 / 9.0	Very Good User / Expert User	The student should try to maintain this standard of work
7.0 / 7.5	Good User	The work is of a high quality. Certain minor improvements can be made. The student should read any comments carefully
6.5	Competent User Note that this is the threshold required for UK university admission.	The work has been done well, but points may have been missed, or there may be some other clear problems with the piece. The student should read any comments carefully
6.0	Competent User	The work is of minimum pass standard, but there are some serious errors or omissions. The student should

		look at e.g. any essay correction again, and make sure that all substantial points have been understood
5.5	Modest User	The work has almost achieved a pass standard. The student should discuss the work with the teacher and should consider attempting the piece again.
5.0	Modest User	The student has problems which should be addressed and may need to discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use. This is the entry level for AS level courses.
4.0 / 4.5 or below	Limited User	The student has serious language problems and should discuss a programme of extra work in the weakest areas, e.g. grammar, vocabulary, with the teacher, if necessary purchasing extra course books, e.g. Grammar in Use.

APPEALS AGAINST RESULTS

COURSEWORK AND CONTROLLED ASSESSMENTS

Students may appeal against coursework and controlled assessment results awarded. The relevant policy should be followed; please see the School's Appeals Policy for more detail.

ACADEMIC MISCONDUCT

Whilst CSVPA encourages the use of language models and artificial intelligence by students in their work, it is important that they are employed ethically in doing so. For guidance on the use of Artificial Intelligence (AI) and Large Language Models (LLMs) in the area, please refer to the Digital Literacy and use of Artificial Intelligence Policy.

All students are to be warned about the dangers of plagiarism, commissioning, collusion, duplication, and misrepresenting by subject staff, and instances found will be reported to the awarding body when appropriate. Please see the Academic Integrity Policy and Academic Misconduct Procedure.

STUDENT REPORTS

Reporting is undertaken at FE level in addition to assessments. Whereas assessments are mostly student-facing, reporting is parent-facing and provides information to parents on academic attainment, attendance, effort or approach to their studies.

Reports may be shared with students, and form the basis of discussions with Personal Tutors, Subject Tutors, Lecturers and Program Directors.

A report schedule exists for the School. However, reports may also be gathered at any time of the year for individual students in addition to the formal reporting schedule as required in response to extraordinary circumstances such as parental requests, student departures and academic concerns.

Subject tutors are responsible for discussing progress, setting targets and supporting in the provision of individual study plans/individual learning plans.

EXPECTATIONS FOR REPORT WRITING

Comments should be directed at the student and written in the second person.

The emphasis should be on **positive** and **constructive** feedback focused on ways in which the student can improve.

Where concerns need to be raised, please do so, however, ensure that you always then advise the student what they need to do address and improve the situation and, if necessary, what help and support we can offer.

Reports must be written in the second person and please make sure that the language you use is clear, direct and easy to understand.

Avoid general sweeping statements, please be specific and ensure the reports are useful for the students and informative for the parents and agents.

Comments can encompass student performance in relation to areas such as participation in class, homework completion, punctuality and attendance, perseverance, motivation and use and development of academic English and/or higher-level subject skills and behaviour.

Please link your comments to the previous report (where there was one) so the student and parents can clearly see improvements that have been made, or not as the case may be.

Once you have outlined the student's progress to date you will need to set some specific targets, again, these should link directly to the comments made and focus on how to address concerns and improve performance in the subject.

WRITING EFFECTIVE TARGETS ON ACADEMIC REPORTS:

Targets should be SMART: Specific, Measurable, Achievable, Realistic, and Timed. Be succinct and specific, these are not general comments. Targets should be specifically linked to academic areas for improvement.

Where appropriate link targets to assessment/learning objectives for the student's qualification.

CSVPA GRADING SYSTEM

CSVPA grading is based on Awarding Body standards and templates. Please see Appendix 1 for example template with grading criteria.

STUDENT REFLECTIONS AND SELF-ASSESSMENTS

At CSVPA students complete self-assessment against the grading criteria for their particular qualification.

APPENDIX 1 - CSVPA SAMPLE ASSESSMENT TEMPLATE WITH GRADING CRITERIA

ual: awarding body

L3 Foundation Diploma in Art & Design

Synoptic Assessment

Grade: Input here

Unit 3: Consolidating Creative Practice			
Student name:	Assessor 1:	Date:	IV:

Level 3 Grading Grid *(The overall grade is determined through the mastery model of assessment)*

Descriptor *LO evidence to be considered holistically to award indicative grade per descriptor. Delete as appropriate.*	Grade standard *Flood level to indicate grade attained against each individual descriptor*				Assessment Commentary Commentary must be relevant to, and consistent with, the requirements of the assessment criteria and grade standards. Where achievement isn't reached assessors must clarify why.
	Refer	Pass	Merit	Distinction	
Context Understanding and application of subject knowledge, and underlying principles LO1, LO2, LO3, LO4, LO5, LO6, LO7	Insufficient understanding of subject knowledge and underlying principles. Context lacks clarity in aims and purpose.	A developed understanding of key aspects of the subject context is used appropriately to make informed judgements, articulate aims and clarify purpose.	Confident and highly developed understanding and knowledge of subject context and relevant debate, is used to communicate sound judgements, articulate aims, and clarify purpose.	Exceptional understanding and knowledge of subject context is used to communicate complex concepts, challenge ambitions, and articulate purpose to extend intellectual enquiry.	

Research Identification and investigation of varied primary and secondary visual, academic, ethical and cultural sources LO1, LO2, LO3, LO4, LO5, LO6, LO7	Insufficient evidence presented of how research is used to inform and develop ideas.	A developed interpretation, and selection from varied sources is used to make an investigation, consolidating ideas and solutions for creative activities.	Confident and highly developed research and investigation of varied relevant sources are used effectively in the interpretation and synthesis of information to support and develop ideas and solutions for creative activities.	Exceptional level of sustained research and investigation of varied relevant sources leads to an insightful interpretation and synthesis of information to support and develop ideas and own creative practice.	
Development of Creative Practice Skills to enable the realisation of ideas, appropriate to creative practice. LO1, LO2, LO3, LO4, LO5, LO6, LO7	Skills development and processes are neither explored or demonstrated. Judgement and execution of techniques are poor and fail to communicate creative practice.	A developed understanding and application of relevant processes, skills and knowledge is used effectively to consolidate and realise ideas, showing a command of varied techniques appropriate to creative practice.	A confident and highly developed understanding and application of relevant processes, skills and knowledge are used effectively to extend enquiry and develop and realise creative solutions; showing a consistent command of varied techniques appropriate to creative practice.	Exceptional understanding and application of relevant processes, skills and knowledge, are used effectively to demonstrate an aesthetic awareness and an imaginative and flexible approach to extensive enquiry, leading to ambitious and inventive solutions appropriate to creative practice.	
Problem Solving Solve problems and adapt to unforeseen challenges in the realisation of creative practice. LO1, LO2, LO3, LO4, LO5, LO6, LO7	Insufficient engagement with seeking alternative approaches to solving problems. Insufficient evidence of testing and impact.	Developed understanding and exploration of alternative ideas using considered approaches to testing and impact to resolve practical and theoretical problems within creative practice.	Demonstrates confident and highly developed initiative when considering approaches to testing and impact to effectively solve problems. Responds positively to unanticipated practical and theoretical challenges to achieve identified goals.	Demonstrates exceptional initiative in balancing the complexities of theoretical and practical problems, autonomously implementing creative solutions. Adapts positively to the impact of unanticipated practical and theoretical challenges, using inventiveness and ambition to achieve identified goals.	

Planning, progress and production Management of own learning and progress through active reflection, negotiation, planning, self-direction, subject engagement and commitment. LO1, LO2, LO3, LO4, LO5, LO6, LO7	Insufficient purpose or active reflection and planning. Insufficient self-direction, subject engagement and evaluation against aims.	A developed understanding and implementation of active planning and reflection against aims. Clear evidence of self-direction, subject engagement and management of own learning, showing commitment to all activities against timescales.	A confident and highly developed understanding of active planning and reflection showing a coherent and reasoned response to own learning and progress. Self-direction and negotiation are evidenced clearly to show high levels of subject engagement and commitment in the timely realisation of aims.	Consistently demonstrates an exceptional responsibility for own learning and development through iterative cycles and well-articulated purposeful analysis and planning. Self-direction, negotiation, subject commitment and engagement are supported by extensive evidence of impacts; and aims are realised within a set timeframe.	
Evaluation and Reflection Taking active responsibility for own learning, development and decision making using critically evaluative and reflective skills. LO1, LO2, LO3, LO4, LO5, LO6, LO7	Insufficient evidence of on-going and summative critical reflection and evaluation used to develop ideas and practice and reflect on decision-making.	A developed and considered on-going and summative critical reflection and evaluation is independently used to inform learning, communicate decision making and consolidate ideas. A realistic and developed level of analysis is used to evaluate own practice and communicate progress.	Confident, highly developed on-going and summative critical reflection, analysis, interpretation, and evaluation are used to develop an independent synthesis of information and application of reasoned decision making for the consolidation of ideas.	Exceptionally developed ongoing and summative critical reflection and evaluation. Accomplished and perceptive analysis and interpretation, demonstrating clarity and sophistication in thinking, and maturity in decision making to progress ideas.	
Communicating and Presenting a Creative Practice Communicating and presenting a creative, individual or collaborative personal practice. LO1, LO2, LO3, LO4, LO5, LO6, LO7	Insufficient or ineffective communication and presentation of ideas.	Developed consideration in selection, organisation, communication and presentation of ideas, demonstrating understanding of conventions and standards appropriate to the intended audience.	Confident and highly developed selection and organisation of ideas, demonstrating an ambitious use of available resources to effectively communicate and present creative practice to an intended audience.	Exceptional understanding of the nature and strengths of appropriate communication media. Information has been selected, organised and presented showing a highly developed awareness of context and audience. Message and medium are unified; communication is persuasive and compelling,	

				taking full account of own creative practice.	

Additional notes: