

Assessment Policy (Prep School)

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| Policy number | PS010 / ISI 02a |
| Applies to | Prep School |
| Endorsed by | Headmaster |
| Responsibility | Headmaster |
| Date reviewed | February 2020 |
| Next review | March 2021 |

Introduction

Assessment is a vital element in the planning and development of learning within the School. Continued monitoring of the progress of each pupil is essential and it is important that the teacher knows what has been retained, what skills have been acquired, and what concepts have been understood. The outcomes of any assessments will be important in helping each pupil to become involved in raising their own expectations.

This policy outlines the purpose and management of assessment within the School. The implementation of the policy is the responsibility of all staff. Departments may have their own assessment policy which will be in line with these general guidelines but may provide more specific subject related information.

Aims and Objectives

Assessment can be used:

- To monitor the achievement and progress in all areas of the curriculum of each pupil
- To reveal strengths and weaknesses of each pupil
- To provide guidance concerning areas that require attention and to help on-going progress
- To provide feedback regarding progress to the pupil, parents, and other teachers
- To identify and support special needs
- To ensure a consistent approach to judging children's attainment
- To assist in evaluating the success of curriculum delivery and to guide future planning
- To encourage teacher reflection as to the appropriateness of teaching styles employed

Various types of assessment are used and include:

- Assessment for Learning (Formative)
- Baseline
- Standardised
- Summative
- Entrance

Assessment for Learning (Formative)

Marking work is a very important part of the learning process and comments should be used which provide constructive advice to pupils as to how they can improve their performance. Work should always be marked in relation to the success criteria and the guidelines in the Literacy Policy. In general, all comments should try to highlight strengths of the work and also an area for improvement. (A good guideline is two positive comments for one area of improvement.) This should apply to even the most able pupil if we are seeking to stretch all to their fullest potential.

Feedback should encourage a dialogue about learning when appropriate.

Teachers may use marks or grades in line with department policy. This does not replace the need for comments but may be appropriate in some subjects for some types of work.

Self-assessment and peer marking may be used as methods of encouraging pupils to reflect on their learning. It is important that the teacher checks work on these occasions so that there is an accurate record of what the pupil has done.

Teachers should use constructive comments about presentation when marking work. It is important that comments and advice over presentation are kept separate from those for content.

Record keeping is an important part of effective formative assessment. Teachers should be able to identify individual strengths and weaknesses between strands and will need to keep more than a simple list of marks and grades. There is no prescribed way of doing this and all teachers may use a system that works most effectively for them as long as it meets these guidelines.

The Head of Department is responsible for the monitoring and moderation of formative assessment in their subject area and it is important that all members of a department are marking work in accordance with the departmental policy. They should ensure that this is carried out on a regular basis and involves a range of opportunities including the collection of work, the moderation of work, teaching observation and departmental discussion.

Baseline

A range of tests are used to measure underlying potential. These include Non Verbal assessments and CAT assessments used at entry, CAT assessments every other year. Scores for baseline tests are given on a standardised scale with 100 being the national average. The average for Bedford School cohorts is normally between 115 and 120.

Standardised

A range of standardised tests are used to measure pupils' performance against national standards. These include:

- Spelling and Reading at the start of Y3, Y4 and for targeted boys in Y5 and Y6

- English (PTE) and Maths (PTM) each year
- CAT tests every other year

Scores on standardised tests are such that the national average on the test is 100. As with baseline tests the average for Bedford School cohorts is normally between 115 and 120.

Summative

Marks for modular assessments show where a pupil lies in relation to the year group. These are used for all modular assessments taken by the whole year group in all years.

There are two formal assessment periods each year, Mid-year and End of Year. These marks are published to parents and may form part of discussions with parents.

Boys who have been granted extra time as an exam concession on the Academic Support Register will be allowed this in exams and timed modular assessment.

Boys who are having ESOL lessons will sit all exams and assessments in subjects where they attend lessons. They are permitted to use dictionaries and translators in all of these except for certain English exams with specific vocabulary where their use would provide an unfair advantage over the rest of the year group.

Entrance

Standardised tests in English, Maths, Reading and Non Verbal Reasoning are used for entry into the School at all ages, as well as a creative writing paper.

The key aim of the assessments which prospective pupils take is to ensure that those who join the School are able to benefit from the academic education provided. Entrance tests also provide useful information about strengths and weaknesses which are used to inform teachers in their planning.

Added Value

The results of all summative tests are compared to baseline measures to give an indication of how pupils are performing in relation to their year group. Pupils who are performing at a significantly lower level than expected are identified and monitored closely by tutors. If appropriate, tutors involve members of SLT of the SENCO for further action.