BEDFORD
PREPARATORY

Assessment Policy (Prep School)

Policy number	PS010 / ISI 02a
Applies to	Prep School
Endorsed by	Headmaster
Responsibility	Headmaster
Date reviewed	Jan 2026
Next review	Jan 2027

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 are vital to inform planning and 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 inform planning
- To provide feedback regarding progress to the pupil, parents, and other teachers
- To identify and support special educational needs
- To identify pupils who need academic intervention
- 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 task success criteria/learning objective and the guidelines in the Literacy Policy. Pupils' will receive two episodes of 'deep marking' per half term on a piece of work identified within the curriculum. Deep marking consists of:

- The code WWW (What Went Well) followed by comments pertaining specifically to how well the pupil has progressedagainst the learning objectives being assessed – this should be at the bottom of the piece of work being deep marked. Episodes of deep marking should be identified on the scheme of work so that teachers know in advance
- The code EBI (Even Better If) followed by comments relating to the next steps of the boy's learning, what he needs to do next to make progress – this should be directly under the WWW comment
- Teacher feedback should be provided in red pen
- Pupil responses to feedback should be provided in green pen - they should respond in writing directly underneath the EBI comment. This will normally be the form of them answering the posed EBI question. Boys should be given time to complete their response as part of the starter activity or could be asked to complete this as part of their Prep
- All teachers should mark for literacy where appropriate

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 keep a tracking sheet for their classes. This may electronic or written.

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 conduct calendared work scrutinies (one per term) to ensure that colleagues are marking to policy. Other monitoring will include lesson observations and departmental sharing of best practice

Baseline

CAT assessments used at entry to measure underlying potential. CAT assessments then take place in Year 5 and 7. 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 110-120.

Standardised

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

- STAR tests on Accelerated Reader
- English (PTE) and Maths (PTM) each year – completed on Quest
- CAT tests every other year

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 grading periods each year, Mid-year and End of Year. Mid-year grades are issued based on a series of assessments in each subject (determined by the HoDs), whilst End of Year grading is based on a final exam. These marks are published to parents and may form part of discussions with parents. All scores are standardised in relation to the year group to allow for better comparison across subjects.

Boys who have access arrangements on the Academic Support Register will be allowed this in exams and timed modular assessment.

Boys who are having EAL lessons will sit all exams and assessments in subjects where they attend lessons. They may be permitted to use dictionaries and glossaries 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 and Non-Verbal Reasoning are used for entry into the School at all ages.

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 standardised and 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 targeted for intervention in reading, English and Maths. These pupils are carefully tracked and monitored by the Head of Academic and Pastoral Progress. If appropriate, they may involve members of SLT or the SENCO to take further action.