

## **Assessment Policy (Years 3 - 6)**

Bedford Modern School believes that assessment is an integral part of teaching and learning and an important element in the professional responsibility of teachers.

### **Aims and Objectives**

Assessment should provide information that is used to focus and improve teaching and learning, thereby raising standards, self confidence and self esteem.

Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.

Assessment should recognize individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.

Assessment should involve a range of techniques both formal and informal - carried out in a variety of contexts which will allow individual pupils to show what they know, understand and can do.

Assessment and reporting are an integral part of the link between the school and parents and should provide parents with meaningful information.

### **Methods and range of assessment:**

We undertake two different, but complementary types of assessment.

These are:

#### **Assessment for Learning or Formative Assessment**

This uses assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim.

Teachers are involved in the continuous assessment of pupils' work during class activities, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programme of extra-curricular activities.

Through assessment, pupils become aware of what they are learning and applying, and of their progress in a subject. They must, therefore, understand how their work is marked. This will enable pupils to focus their efforts on important aspects of the subject and to take on more responsibility for their own work and progress. At times staff may use 'focused marking'.

Departments should aim to involve pupils in the assessment process, wherever possible, for example through the use of peer marking. Pupils who are encouraged to assess their own effort and performance are apt to be more highly motivated and to develop more confidently the skills needed for effective independent study.

## Assessment of Learning or Summative Assessment

Biannual GL Assessments in Maths, English, Spelling, Reading and Developed Ability are undertaken and used to judge the children's performance against national standards. End of a unit and end of year formal tests are completed in English, Maths, Science and Humanities. These tests results will demonstrate the children's understanding of work covered and provide us with data to compare their attainment with that of other pupils in our school.

### Responsibilities:

**The Director of Studies** has responsibility for the organisation of all internal examinations. These also include tests for entry to the Junior and Senior School.

**SENCo** has responsibility for organising access arrangements for internal examinations and ensuring that subject teachers are given appropriate advice to help them support students with Specific Learning Difficulties.

**Subject Coordinators** are responsible for administering standardised/formal tests to monitor pupils' progress. They work with the Director of Studies to ensure that such tests are administered regularly and pupils' records are up-dated and targets set as necessary.

**Individual Subject Teachers** are responsible for:

- Following agreed school and departmental guidelines on assessment.
- Marking and commenting on all assessment tasks in a positive, accurate, meaningful and diagnostic manner - returning assessment tasks to pupils in an appropriate period of time.
- Identifying the particular needs of individual pupils and developing learning plans accordingly, but especially those students who have an Individual Education Plan (IEP)
- In the case of students with an IEP, staff are responsible for providing the Academic Support Department with copies of assessments, done under exam-type conditions, to show evidence for the need for access arrangements.
- Maintaining IEP records and providing an termly review of the support given.
- Feeding back to the Academic Support Department any issues identified through assessments which may require further investigation.
- Recording attainment.

### Reporting:

We aim to report back to parents every term. That reporting will be based on assessment of individual pupil performance.

Reports are issued three times a year, during the autumn and spring terms and then a final one at the end of the academic year.

For all year groups the autumn report is a short report consisting of a series of grades only. The spring report is a full report with a comment and grades for attainment and effort in each subject, along with a comment from the Form Tutor and the Head of the Junior School.

All year groups receive a final grade card in the summer with a brief comment from the Form Tutor and the Head of the Junior School. These reports are recorded on iSAMs.

Parents' evenings are held twice times a year with the Form Tutor. The first is in the autumn term and follows the report grade card. The second occurs in the summer term and again follows a report. If the school or parents have any concerns then a meeting may be convened at any time.

Further details can be found in Annex A, a letter sent home to parents.

Ongoing progress takes place at subject level and is reported by Progress Grids. The grading found on these links directly to the termly reports.

### **Monitoring and Evaluation:**

The Form Tutor has the primary responsibility for monitoring the overall progress of a pupil throughout the year and will liaise closely with pupils, parents and subject teachers.

The Director of Studies, in conjunction with Subject Coordinators will monitor the progress of pupils and will liaise with pupils, parents and members of staff. They will seek to offer subject-specific support.

When an unsatisfactory level of progress is indicated on a school report, parents may be invited into school to meet with the Form Teacher and a member of the Junior School Executive Management Team.

**Kate Harpin**  
**Director of Studies (Junior School)**

**October 2018**  
**Review Date October 2019**

## Annex A

September 2018

Dear Parents

### **Reporting to Parents**

Welcome back to the new school year. I hope that you all had a lovely holiday and that the children are ready to start in their new classes.

As it was last year, there will be more opportunity for parents to meet with the form teachers and slightly less written reporting, although there will be grades communicated for effort and attainment at regular intervals. We feel that the opportunity to talk about progress is of much greater benefit and immediately relevant, whilst a written report will take several weeks to compile and can be out of date by the time it reaches the parents.

These are the dates for this year. Please make a note of them in your diaries so that you know when they are due to happen.

Month	Dates	Type of Contact
November	Fri 9 Nov 2018	<b>Report Card</b> sent electronically detailing effort and attainment grades for each subject
	Thurs 15 Nov 2018 (6-8pm)	<b>Parents' Evening</b> An opportunity to discuss that report card and any academic issues
	Tues 20 Nov 2018 (4-6pm)	
March	Tues 27 March 2019	<b>Full written Report</b> To be printed and sent home, but also available electronically
May	Wed 8 May 2019 (6-8pm)	<b>Parents' Evening</b> Another opportunity to discuss the full report and any targets set for the final term
	Tues 14 May 2019 (4-6pm)	
July	Mon 8 July 2019	<b>Report card</b> sent electronically detailing end of year effort and attainment grades for each subject, with a final Form Teacher Comment

There will no obligation to attend the Parents' Evenings but we feel it is important to offer you the opportunity to do so.

Please be assured that the staff will continue to be happy to discuss any matters with you as and when they arise so do not feel that you must wait until there is a formal opportunity to convey any concerns, or indeed celebrations!

I look forward to seeing you throughout this academic year.

Kind regards

Mrs J C Rex  
Head of Junior School

## Reporting

Pupils will have regular feedback on their effort, attainment and progress.

On-going progress sheets indicating specific attainment criteria for individual topics within subjects will be sent home regularly. Parents can see where their children are and how they can make further progress.

### Effort

The students are given separate effort grades for: **Attitude, Participation, Organisation and Prep.**

### Attainment

Attainment is tracked using the letters codes

<b>Effort</b>		<b>Attainment</b>	
<b>E</b>	<b>Excellent-</b>  The pupil's effort is consistently high where they continually contribute in class and always work to the best of their ability.	<b>WB</b>	<b>Working Beyond Bedford Modern Standard-</b>  Pupils who are working to an exceptionally high standard, above the school's expectation.
<b>G</b>	<b>Good-</b>  The pupil's effort is consistently very good and there are no major concerns	<b>WA</b>	<b>Working At Bedford Modern Standard-</b> Pupils who produce work in line with the school's expectation and demonstrate a clear understanding of the work set.
<b>I</b>	<b>In Need of Improvement-</b>  The pupil's effort is satisfactory but improvements need to be made.	<b>WT</b>	<b>Working Towards Bedford Modern Standard-</b>  Pupils who produce work demonstrating a sound grasp of the subject/topic, but can still make improvements.
<b>C</b>	<b>Cause for Concern-</b>  The pupil's effort is in need of attention with a view to school and home working together to achieve improvement		