

## **Assessment Policy (Years 7 - 13)**

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:**

Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals.

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:**

The wide variety of assessment methods used in school include formal assessment by examination (public and end of year), baseline testing upon entry and sixth form transition testing, through coursework, controlled assessment, homework, practical work, oral work and class tests.

Teachers are involved in the continuous assessment of pupils' work during class activities, monitoring not only academic attainment but other softer 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. 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.

## Responsibilities:

**The Examinations Officer** has responsibility for all aspects of public examinations.

**The Deputy Head (Academic)** has responsibility for the organisation of all internal examinations through the internal exams co-ordinator, who also organises all baseline testing, supported by the Director of Academic Support.

**The SENCo** has responsibility for arranging appropriate screening assessments for learning difficulties or exam access arrangements, and for producing Individual Education Plans as a guide to help teachers support the student with Specific Learning Difficulties.

**Heads of Subject, under the direction of Heads of Faculty** are responsible for:

- Liaising with the Examinations Officer concerning entries for all external examinations, the processing of coursework samples and organisation of controlled assessment.
- The organisation of the internal formal assessment of their subject including the setting and marking of internal examinations and the monitoring of agreed whole cohort departmental assessments.
- Agreeing with their departments the advice and information which is to be given to pupils to enable them to prepare for all internal and external assessments.
- Formulating and ensuring compliance with the departmental marking policy.
- Monitoring and evaluating agreed schemes of work and teaching strategies in the light of assessment outcomes.
- Organising departmental record keeping.

**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.
- Utilising IEP and providing a 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 half term. That reporting will be based on assessment of individual pupil performance. Reporting should take into account learning difficulties highlighted in IEPs. The contact takes several forms:

- A written summary report on pupils will be issued to parents once per year (Y7-10) which includes comments from the form tutor and normally the Head of Year.
- Interim Reports will be issued at regular intervals throughout the year. In the first half of a term normally only an effort grade is reported, but at the end of each full term both effort and attainment are reported.
- After every set of internal exams parents will receive the results of those exams.

- The school holds one consultation evening per year group per year when parents are invited to discuss their child's performance and achievements with individual subject teachers and, where appropriate, to discuss option choices. We hold two per year for Year 11, 12 and 13, the second being in place of a full written report.
- Further details can be found in Annex A, a letter sent home to parents.
- Parents may contact the school at any time to arrange to see the Form Tutor concerning a pupil's progress.

### **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, subject teachers, the Head/Deputy of Year and other staff.
- Heads of Subject/Heads of Faculty will monitor the progress of pupils in their subject and will liaise with pupils, parents, members of staff in the Department and Heads of Year. They will seek to offer subject-specific support.
- The Director of Academic Support will maintain a whole school view of pupil tracking to identify themes and trends across the whole school, and where appropriate, suggest interventions.
- When an unsatisfactory level of progress is indicated on a School Report, parents may be invited into school to meet with the Form Tutor, Head/Deputy of Year, Senior Tutor or Deputy Head Academic.

**Matt Price**  
**Deputy Head (Academic)**

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

**Annex A**

September 2018

Dear Parents

The reporting system at Bedford Modern School revolves around four types of contact with parents. This contact will take the form of an "Interim Report", a "Summary Report"/"Mid-Year Report", Trial Exam Results or a Consultation Evening. For most students only one form of contact would be completed each half term. The table below gives an overview of key reporting times for each half term for the academic year 2018-19

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Interim Report (Effort only)	Interim Report (Effort only)	Interim Report (Effort only)	Interim Report (Effort only)	Interim Report (Effort and attainment)	Interim Report (Effort and attainment)	Interim Report (Effort and attainment)
<b>Oct. Half Term</b>						
<b>Parents' eve.</b>  <b>22 Nov.</b>  <b>26 Nov.</b>	Interim Report (Effort and Attainment)	Interim Report (Effort and Attainment)	Interim Report (Effort and Attainment)	<b>Parents' evening</b>  <b>7 Nov.</b>  <b>12 Nov.</b>  Interim Report (Effort and Attainment)	<b>Parents' evening</b>  <b>4 Dec.</b>	<b>Parents' evening</b>  <b>10 Dec.</b>
<b>Christmas Holiday</b>						
Interim Report (Effort only)	<b>Parents' evening</b>  <b>17 Jan.</b>  <b>22 Jan.</b>	Interim Report (Effort only)	Interim Report (Effort only)	Trial Exam results plus <b>Parents' evening</b>  <b>4 Feb.</b>  <b>7 Feb.</b>	Interim Report (Effort and attainment)	Interim Report (Effort and attainment)
<b>Feb. Half Term</b>						
Interim Report (Effort and Attainment)	Interim Report (Effort and Attainment)	<b>Parents' evening</b>  <b>21 Feb.</b>  <b>27 Feb.</b>	Mid-Year Report	Interim Report (Effort and Attainment)	Interim Report (Effort and Attainment)	Trial exam results plus  <b>Parents' evening</b>  <b>14 March</b>
<b>Easter Holiday</b>						
Interim Report	Interim Report	Interim Report	Interim Report	External Exams	Interim Report	External Exams

(Effort only)	(Effort only)	(Effort only)	(Effort only)		(Effort and attainment)	
<b>May Half Term</b>						
Summary Report inc. end of year exam results	Summary Report inc. end of year exam results	Summary Report inc. end of year exam results	End of year exam results plus <b>Parents' evening</b>  <b>24 June</b>  <b>27 June</b>	External Exams	Trial Exam results plus  <b>Parents' meetings</b>  <b>3 July</b>	External Exams

The Interim Report is designed to give a snapshot of a student's approach to their work over the course of a term. Teachers will indicate a grade for effort every half term and a grade for both effort and attainment at the end of each term.

Typically, where a year group has a parents' evening, there will not be a published interim report home during that half term. There are some exceptions to this for examination years.

When reporting effort each half term teachers will use a three level approach. The table below gives an indicator of how these effort grades will be awarded:

<b>Effort Grade</b>	<b>For a BMS pupil</b>	<b>"Best fit" statement</b>
<b>Above Expectation</b>	The pupil has	<ul style="list-style-type: none"> <li>Consistently worked beyond the teacher's expectation.</li> <li>Consistently completed all work to an exceptional standard for his/her ability</li> <li>Always been fully equipped for lessons</li> <li>Always maintained full concentration</li> <li>Demonstrated a high level of independent work</li> </ul>
<b>As Expected</b>	The pupil has	<ul style="list-style-type: none"> <li>Always worked to the best of his/her ability</li> <li>Always completed class work and homework to a good standard for his/her ability</li> <li>Always brought all equipment/books to lessons</li> <li>Always concentrated well</li> <li>Showed some independence in their approach to work</li> </ul>
<b>Below Expectation</b>	The pupil has	<ul style="list-style-type: none"> <li>Not been consistent in his/her efforts</li> <li>Class and homework done to a less than satisfactory standard for his/her ability; work appeared rushed or was incomplete.</li> <li>Often arrived without necessary equipment/books for the lesson</li> <li>Needed regular reminders to remain focussed on their work</li> <li>Needed regular reminders to work independently or avoid disturbing the work of others</li> </ul>

If a "Below Expectation" effort grade is awarded, the teacher will add a written comment to give a brief indicator as to why this has been awarded.

Attainment grades are awarded with reference to how well a student has completed their work in relation to subject specific criteria. In the case of GCSE and A level students, these grades will be based on exam board grading. For Years 7-9 wording is used to describe attainment. Each teacher will base their attainment grading on criteria agreed within their subject area. With the exception of Drama, all GCSE subjects will now report using the new grading system 9-1.

### Attainment Grading Summary

<b>Y7 to 9 Attainment</b>
Excellent
Good
Satisfactory
Guidance required

<b>Y10-11 Attainment</b>	
9	A*
8	A
7	A
6	B
5	C
4	C
3	D
	E
2	F
1	G

<b>Y12-13 Attainment</b>
A* (Y13 only)
A
B
C
D
E

Please note that in either case we would not anticipate the higher 'A\*' or '9' grades being awarded during the course of year 10, though following the end of year 10 exams we would expect some students to be achieving these higher grades.

If a "Guidance required" attainment grade is awarded for a Year 7, 8 or 9 pupil the teacher will also include a brief comment to indicate the possible reasons for this grade. For year 10 and 11 students, teachers will add a comment only where attainment is in the lower category of grades/numbers. Teachers of Year 12 and 13 will add a comment if the attainment grade is significantly below an agreed target grade. Teachers will not be expected to write a comment for any other grades, so for most students there will be no comment. Non-examined PE for Years 10-11 will be given an effort grade only, as will year 10 HPQ.

Please note that Interim Reports will only be published to the Parent Portal, there will be no printed copy sent home. We therefore would encourage all parents to register for portal access.

The Summary Report, which is published at the end of the year, is designed to give an overview of a student's progress across the year and will include a summary of all the grades reported during the year as well as end of year examination results if appropriate. The report will also contain some pastoral comment. Summary Reports will be published to the Parent Portal, but in addition, a printed copy will also be sent home.

We are also this year trialling a Mid-Year report for Year 10 students to provide a summary of how your child is progressing within their GCSE course, with a Parents' evening at the end of the year to discuss progress and targets for Year 11.

We hope you will find the reporting, combined with the portal access, a useful and clear method of communicating with you. Should you wish to contact your son's/daughter's tutor or teachers email addresses are available on the Parent Portal.

Yours faithfully

Andrew Rock  
Assessment and Reporting Co-ordinator