

## **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.

**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 in Year 10 and above. In Years 7-9 we use a learning skill grade. At the end of each full term this is complemented by an attainment grade.
- 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 Annexes A and B, letters 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 of Year, head of Section 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 Section/Heads of Year. They will seek to offer subject-specific support.
- The Assistant Head (Teaching and Research) 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 of Section, Heads of Year, Senior Tutor or Deputy Head Academic.

**Mr. M Price**  
**Deputy Head (Academic and Innovation)**

**October 2019**  
**Review Date October 2020**

September 2019

Dear Parents

The reporting system at Bedford Modern School revolves around four types of contact with parents. This contact will take the form of either an Interim Report, a Summary Report, Exam Results or a Parents' Evening.

Interim reports will provide information about 'Learning Skills' and, at key points, will also indicate current attainment. We will be making much greater use of the Parent Portal for publishing reports, moving towards a paperless system of reporting.

Please note that dates for parents' evenings are available on the school calendar which can be found on the Parent Portal.

When reporting Learning Skills in years 7-9 teachers will use a three level 'best fit' approach. The table attached to this letter gives an indicator of how these grades will be awarded.

Attainment grades are awarded with reference to how well a student has completed their work, in relation to subject specific criteria and the nature of work being undertaken. The wording in the table below is used to describe attainment.

**Attainment Grading Summary:**

<b>Years 7-9</b>
Excellent
Good
Satisfactory
Guidance required

If a 'Guidance required' attainment grade is awarded the teacher will also include a brief comment to indicate the possible reasons for this grade. Teachers will not be expected to write a comment for any other grades, so for most students there will be no comment.

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.

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 child's tutor or teachers email addresses are available on the Parent Portal.

Yours faithfully



Andrew Rock  
Assessment and Reporting Co-ordinator

Y7-9 BMS Learning skills descriptors	<b>Attitude</b>	<b>Organisation</b>	<b>Participation</b>	<b>Homework</b>
<b>Excellent</b>	<ol style="list-style-type: none"> <li>Shows great resilience and perseveres</li> <li>Actively seeks feedback on how to improve the quality of their work and acts upon</li> <li>Enthusiastic and keen to learn in all aspects of the subject</li> </ol>	<ol style="list-style-type: none"> <li>Self-disciplined, highly organised and will work independently to extend learning</li> <li>Always arrives equipped to learn</li> <li>Books and files are organised and legible so that learning can be consolidated</li> </ol>	<ol style="list-style-type: none"> <li>Always actively involved in the lesson for example asking questions that extend learning</li> <li>Takes risks and learns from mistakes as well as success</li> <li>Successful at working independently as a pair or in a group</li> </ol>	<ol style="list-style-type: none"> <li>Quality of homework submitted is consistently excellent in attainment and effort</li> <li>Homework is always submitted punctually</li> <li>Homework is always well presented</li> </ol>
<b>Good</b>	<ol style="list-style-type: none"> <li>Shows some resilience but may give up when things get tough</li> <li>Will act upon most feedback given by staff or peers on how to improve the quality of their work</li> <li>Generally enthusiastic and interested in the subject</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrates good self-discipline, is usually organised and can work independently occasionally needing guidance</li> <li>Usually arrives equipped to learn</li> <li>Books and files are generally organised although there are areas for improvement</li> </ol>	<ol style="list-style-type: none"> <li>Involves self in lessons responding thoughtfully and positively</li> <li>Engaged and compliant – completing an appropriate quantity of work</li> <li>Can work well independently but may need occasional prompting. Participates with effort in group tasks</li> </ol>	<ol style="list-style-type: none"> <li>Quality of homework submitted is of good standard in attainment and effort (although one may be better than the other)</li> <li>Homework is usually submitted punctually</li> <li>Homework is usually well presented</li> </ol>
<b>Requires improvement</b>	<ol style="list-style-type: none"> <li>Lacks confidence when challenged and tends to give up easily sometimes without really trying</li> <li>Struggles to act on appropriate feedback provided, and as a result may not make expected progress</li> <li>May appear uninterested and distracted at times</li> </ol>	<ol style="list-style-type: none"> <li>Often finds independent work a challenge and needs careful boundaries to succeed</li> <li>Often arrives without some key equipment, homework or kit</li> <li>Books and files are not organised, with missing materials</li> </ol>	<ol style="list-style-type: none"> <li>Is often passive and verbal contributions can occasionally be negative.</li> <li>Finds concentration a challenge and often appears off task</li> <li>Will only work when prompted and can be disruptive in group tasks</li> </ol>	<ol style="list-style-type: none"> <li>Quality of homework submitted is inconsistent in both effort and attainment on a regular basis</li> <li>Homework is seldom submitted punctually</li> <li>Homework is seldom well presented</li> </ol>

September 2019

Dear Parents

The reporting system at Bedford Modern School revolves around four types of contact with parents. This contact will take the form of either an Interim Report, a Mid-Year Report, Trial Exam Results or a Parents' Evening. Interim reports will provide information about effort and, at key points, will also indicate current attainment. We will be making much greater use of the Parent Portal this year for publishing reports, moving towards a paperless system of reporting.

Please note that dates for parents' evenings are available on the school calendar which can be found on the Parent Portal.

Interim reports for years 10-13 will report on effort within a subject using the table below for reference:

<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>

At key points, when attainment grades are awarded, they will give a 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. Each teacher will base their attainment grading on criteria agreed within their subject area.

**Attainment Grading Summary:**

<b>Years 10-11</b>	<b>Years 12-13</b>
9	A*
8	A
7	B
6	C
5	D
4	E
3	
2	
1	

Please note that we would not anticipate the higher '9' grade being awarded during the course of year 10, though following the end of year 10 exams we would expect some students to be achieving this higher grade. Likewise we would not anticipate awarding the A\* grade to a year 12 student until after the end of year exam.

For year 10 and 11 students, teachers will add a comment only where attainment is below a grade 4. Teachers of year 12 and 13 will add a comment if the attainment grade is significantly below an agreed target or predicted 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.

Year 10 will receive a Mid-Year report 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 child's tutor or teachers email addresses are available on the Parent Portal.

Yours faithfully



Andrew Rock  
Assessment and Reporting Co-ordinator



