

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 students 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 students 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 students to be identified and allow future teaching strategies to be determined.

Assessment should recognize individual progress and achievement and provide students 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 students 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 students' 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, students 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 students 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' which may involve only commenting on certain aspects e.g., grammar but not spelling.

Departments should aim to involve students in the assessment process, wherever possible. Students 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 and Innovation) has responsibility for the organisation of all internal examinations through the internal exams co-ordinator, who also organises all baseline testing.

The SENDCo 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 students 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.
- Encouraging their teams to make maximum use of formative assessment to guide lesson planning.

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 students in an appropriate period of time.
- Identifying the particular needs of individual students and developing learning plans accordingly, but especially those students who have an Individual Student Profile (previously known as IEP)
- In the case of students with an individual student profile, 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 individual student profiles 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.
- Making maximum use of formative assessment to guide lesson planning.

Reporting:

We aim to report back to parents every half term. That reporting will be based on assessment of individual student performance. Reporting should take into account learning difficulties highlighted in individual student profiles. The contact takes several forms:

- A written summary report on students 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 student's progress.

Monitoring and Evaluation:

- The Form Tutor has the primary responsibility for monitoring the overall progress of a student throughout the year and will liaise closely with students, parents, subject teachers, the Head of Year, head of Section and other staff.
- Heads of Subject/Heads of Faculty will monitor the progress of students in their subject and will liaise with students, 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 work with Heads of Faculties, Assistant Heads and the SENDCo to maintain a whole school view of student 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 2021
Review Date October 2022

October 2021

Dear Parents

The reporting system at Bedford Modern School for years 7 to 11 revolves around regular termly contact with parents. This contact will take the form of either an Interim Report, a Summary or Mid-year Report, Exam Results and a Parents' Evening.

Interim reports will provide information about 'Learning Skills' and, at key points, will also indicate current attainment or a 'working at' grade. Reports will be published electronically on the Parent Portal and parents will be informed when they are available to view.

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 7-11 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 or 'working at' 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. Each teacher will base this grade on criteria agreed within their subject area. Please note that grades given on Interim Reports for years 10 and 11 should not be viewed as any form of predicted grade but just as a snapshot of where your child is at the point of reporting. Attainment grades for different year groups are shown below. Please note that we would not expect to award a grade 9 to any year 10 student until towards the end of year 10 when they will be a significant way through the course.

Attainment Grading Summary:

Years 7-9	Year 10-11
Excellent	9 (Y11 only)
Good	8
Satisfactory	7
Guidance required	6
	5
	4
	3
	2
	1

If a 'Guidance required' attainment grade is awarded, or a grade below a 4 for year 10 or 11, 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.

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

Andrew Rock
Assessment and Reporting Co-ordinator

Y7-11 BMS Learning skills descriptors	Attitude	Organisation	Participation	Independent Work
Excellent	<ol style="list-style-type: none"> Shows great resilience and perseveres Actively seeks feedback on how to improve the quality of their work and acts upon advice Enthusiastic and keen to learn in all aspects of the subject 	<ol style="list-style-type: none"> Self-disciplined, highly organised and will work independently to extend learning Always arrives equipped to learn Books and files are organised and legible so that learning can be consolidated 	<ol style="list-style-type: none"> Always actively involved in the lesson for example asking questions that extend learning Takes risks and learns from mistakes as well as success Successful at working independently as a pair or in a group 	<ol style="list-style-type: none"> Quality of homework* submitted is consistently excellent in attainment and effort Homework is always submitted punctually Always takes responsibility for their own progress
Good	<ol style="list-style-type: none"> Shows some resilience but may give up when things get tough Will act upon most feedback given by staff or peers on how to improve the quality of their work Generally enthusiastic and interested in the subject 	<ol style="list-style-type: none"> Demonstrates good self-discipline, is usually organised and can work independently occasionally needing guidance Usually arrives equipped to learn Books and files are generally organised although there are areas for improvement 	<ol style="list-style-type: none"> Involves self in lessons responding thoughtfully and positively Engaged and compliant – completing an appropriate quantity of work Can work well independently but may need occasional prompting. Participates with effort in group tasks 	<ol style="list-style-type: none"> Quality of homework* submitted is of good standard in attainment and effort (although one may be better than the other). Homework is usually submitted punctually Seeks help from the teacher outside of lessons
Requires improvement	<ol style="list-style-type: none"> Lacks confidence when challenged and tends to give up easily sometimes without really trying Struggles to act on appropriate feedback provided, and as a result may not make expected progress May appear uninterested and distracted at times 	<ol style="list-style-type: none"> Often finds independent work a challenge and needs careful boundaries to succeed Often arrives without some key equipment, homework or kit Books and files are not organised, with missing materials 	<ol style="list-style-type: none"> Is often passive and verbal contributions can occasionally be negative. Finds concentration a challenge and often appears off task Will only work when prompted and can be disruptive in group tasks 	<ol style="list-style-type: none"> Quality of homework* submitted is inconsistent in both effort and attainment on a regular basis Homework, is seldom submitted punctually Rarely takes responsibility for own progress.

October 2021

Dear Parents

The reporting system at Bedford Modern School will take the form of either an Interim Report, Trial Exam Results or a Parents' Evening. Interim reports will provide information about effort and, at key points, will also indicate current attainment. Reports are published to the Parent Portal only and parents will be informed when reports are available to view.

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 12-13 will report on effort within a subject using the table below for reference:

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

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 '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:

Years 12-13
A*
A
B
C
D
E

Please note that we would not anticipate awarding the A* grade to a year 12 student until after the end of year exam.

Teachers of year 12 and 13 will add a comment if the attainment grade is significantly below an agreed target or predicted grade. The process of agreeing these target grades, based on available data, will take place once this data is available and teachers have had the time to analyse and agree targets. Teachers will not be expected to write a comment for any other grades, so for most students there will be no comment.

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