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 recognise 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 co-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 Manager 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 coordinator and the Examinations Manager, who also organise 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 Manager 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 Pupil Profile (IPP, previously known as IEP)
- In the case of students with an IPP, staff are responsible for providing the Academic Support Department with copies of assessments, done under exam-type conditions, to show evidence of the need for access arrangements.
- Utilising IPP's 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).
- Interim Reports will be issued at regular intervals throughout the year. In Years 7-11 we use a learning skill grade. At the end of each full term this is complemented by an attainment grade. In Year 12 we use effort grades, along with attainment grades at key points each term.
- 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 (Assistant Head Y7-8, Assistant Head Y9-11 or Director of Sixth Form) 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 Academic 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 Subject, Heads of Year, Senior Tutor or Deputy Head Academic.

Mr H Hewlett
Deputy Head Academic

October 2026
Review Date October 2027

Annex A

September 2026

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 three levels are 'Excellent', 'Good' and 'Requires improvement'. The levels will be awarded against a set of key learning skills. If 'Requires improvement' is given the teacher will also include a brief target to indicate the possible reasons for this and ways to improve. Teachers will not be expected to write a comment for any other level, so for most students there will be no comment.

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
Excellent
Good
Satisfactory
Guidance required

Year 10-11
9 (Y11 only)
8
7
6
5
4
3
2
1

If a 'Guidance required' attainment grade is awarded, or a grade below a 4 for Years 10 or 11, the teacher will also include a brief target to indicate the possible reasons for this grade and how to improve. 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

Mrs N Fisher
Head of Data, Assessment and Reporting

*Teachers may refer to coursework or the NEA and how its completion relates to the expected schedule.

Y7-11 BMS Learning Skills Descriptors	Approach to Learning	Organisation	Independent Work
Excellent	1. Always actively involved in learning, for example asking questions to extend understanding and seeking feedback on how to improve work 2. Shows great resilience and perseverance, such as taking risks and learning from mistakes 3. Is enthusiastic and displays a love of learning whether working independently, as a pair or in a group.	1. Self-disciplined, highly organised and will work independently to extend learning 2. Arrives equipped to learn 3. Books and files are organised and legible so that learning can be consolidated.	1. Quality of homework* submitted is consistently excellent in attainment and effort 2. Homework* is always submitted punctually 3. Always takes responsibility for their own progress.
Good	1. Mostly involved in learning, often asking questions and responding to directed feedback 2. Shows some resilience and is usually engaged and content in their learning 3. Generally enthusiastic and can work independently, as a pair or as a group with some direction.	1. Demonstrates good self-discipline, is usually organised and can work independently occasionally needing guidance 2. Usually arrives equipped to learn 3. Books and files are generally organised although there are areas for improvement.	1. Quality of homework* submitted is of good standard in attainment and effort (although one may be better than the other) 2. Homework* is usually submitted punctually 3. Seeks help from the teacher outside of lessons.
Requires Improvement	1. Is often passive and struggles to act on feedback received 2. Lacks resilience, giving up easily when challenged 3. Engagement in learning is limited and significant prompting is needed for them to complete work.	1. Often finds independent work a challenge and needs careful boundaries to succeed 2. Often arrives without some key equipment, homework or kit 3. Books and files are not organised, with missing materials.	1. Quality of homework* submitted is inconsistent in both effort and attainment on a regular basis 2.Homework* is seldom submitted punctually 3.Rarely takes responsibility for their own progress.

Annex B

September 2026

Dear Parents

The reporting system at Bedford Modern School will take the form of either an Interim Report, Mock/Emf of Year 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 student**	**"Best fit" statement**
Above Expectation	The student has	• 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 student has	• 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 student has	• 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

Attainment Grading Summary:

Grades will be awarded by subject staff based on the relevant exam board specification as below.

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 exams.

Teachers of Year 12 and 13 will add a target if the attainment grade is significantly below expected when compared to the Alis indicator grades. (These will be shared with Year 12 before the end of the Autumn Term and have already been shared with Year 13).

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

Mrs N Fisher
Head of Data, Assessment and Reporting