



## POLICY DOCUMENT

### S02: ASSESSMENT, RECORDING AND REPORTING

In a small school, teachers and their pupils know one another very well indeed. Staff assess boys and their abilities and aptitudes continually. Much of it is informal and often scarcely conscious but its value should never be underestimated. The school will also make use of more structured assessment against specific norms in order to inform teaching and help pupils make the progress of which they are capable. Assessment designed to work efficiently can and should inform all that staff do and enable them to teach more effectively.

#### ASSESSMENT

Assessment will involve four functions:

**Baseline** assessment. At audition boys sit standardised tests in English and mathematics. These tests help the Head to make judgments about the suitability of the candidate and will also allow staff to measure progress in subsequent years. For example, all boys will continue to sit the same scheme of tests in mathematics throughout their career in the school. Pupils are additionally assessed with spelling and reading age assessments at the beginning of Form I and via the Cognitive Abilities Test (CAT4) every subsequent year. The results are used to inform teaching methods and to provide a reasonable baseline against which progress can be judged.

**Formative** assessment, which directly influences boys' work. Work will be regularly marked with comments and/or grades. Regular classroom tests will be set to assess understanding along with questioning during lessons. At least each half term boys will be given the opportunity to reflect on their work and determine how best they can

**Summative** assessment, which measures the level of attainment in skills and/or understanding, perhaps at the end of a significant period of study. Summary tests will be set within subjects in addition to more formal school examinations.

**Diagnostic** assessment, which highlights specific needs of individual boys whose rate of progress has caused concern. This may lead to further testing by educational psychologists, at the expense of the parents, if deemed appropriate.

#### EXAMINATIONS

Formal school exams will be taken by boys at the end of each academic year for Forms I-IV with Form V sitting two sets of mock examinations twice in the Lent and summer terms. Pupils will not sit the formal National Primary Curriculum Tests (formally called SATS).

#### RECORDING

Examples of written work will normally be kept by staff for the duration of the boy's



career at the school. Files containing copies of exam results, standardised test results, grades and reports will be kept for at least two years after the boy has left the school.

### **MONITORING**

The Headmaster and Assistant Head (Academic) will periodically collect the entire work undertaken by selected boys in order not only to check the consistency of grading but also to monitor consistency of expectations across and within subjects. Each staff meeting time is available to discuss the academic progress of boys and if necessary, agree strategies.

### **REPORTING**

Regular written reports will be sent to parents twice a year. In October a general report will be written by Form Teachers. In July a full report will be issued for each subject, together with a Form Teacher's report detailing commenting on aspects of personal development. Meetings with parents to discuss their son's progress will be held once a year and at other times if required: particularly, meetings with the parents of boys in Form V to discuss their progress prior to their final examinations and entrance to senior schools will ordinarily take place in the Lent Term.