



Brentwood School

ASSESSMENT, RECORDING AND REPORTING POLICY

Assessment is an integral part of the curriculum and should assist in motivating pupils and improving individual and collective performance. It provides valuable information for pupils, parents and teachers and assists in enabling progression. Public examination results and value added data provide an opportunity to review academic standards and to develop strategies and procedures to support future improvement.

Assessment should be

- Formative, whereby achievements and successes can be recognised and targets determined. This will frequently occur as a normal part of a lesson and homework review and will allow the teacher to determine a student's knowledge and skills, and will inform the planning of future lessons.
- Summative, taking place at the end of a topic, or programme of study, to determine a pupil's level of understanding and allow for data to be recorded and reported.
- Diagnostic, whereby strengths and weaknesses can be identified and pupils supported to understand how they are progressing and how improvements can be made.
- Continually used by departments to evaluate the quality of teaching and learning.

Assessment should also enable pupils to make informed decisions about subject choices and career planning.

Pupils are monitored on a regular basis throughout the year by both formal and informal processes. The form tutor is directly responsible for monitoring pupil progress in liaison with subject teachers, Heads of Departments, Heads of Year and parents.

The formal processes and procedures for assessment include:

ASSESSMENTS: Assessment grades are communicated to pupils and parents on a regular basis in conjunction with the report and parents' evening. Assessments provide an opportunity for teachers to comment on both attainment and effort with a brief synoptic overview provided by the form tutor. (See guidelines for attainment and effort grades.)

REPORTS: Pupils and parents receive a written report once a year, or twice in the case of year groups taking public examinations. The report includes a curriculum statement setting out the topics covered since the start of the academic year and a

diagnostic and remedial report from each individual subject teacher. These tightly focussed analytical reports highlight achievements, grades awarded and set subject specific targets for future improvement. There is also a short report provided by Housemasters/mistresses which celebrates participation in house competitions (sports, music and drama). The tutor's report provides a holistic overview of the progress that has been achieved (academic and co-curricular) and through conversation with the tutee helps them to prioritise. The Head of Year and the Headmaster both reflect upon the reports by providing summative comments.

TARGET SETTING: Target setting is an integral part of the assessment process at Brentwood School. It encourages pupils to take responsibility for their work and provides an opportunity for them to review their performance and set targets through discussion with their tutor, informed by the targets given by subject teachers. (See the guidance sheet for pupils which sets out the stages involved.)

ACADEMIC REVIEW: Academic reviews of pupils take place regularly by Heads and Deputy Heads of Year. We believe in celebrating success and those designated as praiseworthy receive a letter from their Head of Year and particularly significant achievements are shared publicly in whole school assemblies each week. Equally, where pupils are flagged up as constituting a cause of concern positive strategies are agreed, implemented and reviewed. This results in further communication involving the pupils and parents and provides useful information for the parents' evening and for future monitoring. It can also involve more regular focussed monitoring during which pupils are placed on an 'enhanced support programme' and their performance is monitored for every lesson until such point as they are deemed to be making satisfactory progress.

We adopt a proactive approach to monitoring and believe that effective tutoring ensures that pupils are able to make the best possible progress. Tutors are aided in this process by the performance analysis data provided by the Director of Studies. This is compiled in order to effectively track pupils in terms of attainment, effort and value added and is shared with form tutors, Learning Development, EAL staff and boarding Housemasters.

PARENTS' EVENINGS: These take place at least once a year for each year group. The evenings are organised using an appointment system with staff who are in accessible venues. *Pupils are invited to attend in all years should parents consider this to be appropriate.* Boarding housemasters/mistresses often support their pupils at these evenings. Should parents or teachers consider it necessary to meet at other times, perhaps for a longer conversation, this is arranged on an individual basis.

CONSULTATION MEETINGS: Where there are concerns following assessment / examinations about the academic progress of a student, the Head of Year or form tutor will arrange a meeting with parents. For public examination classes, these meetings also provide an opportunity to finalise strategies to maximise examination performance. In addition, there is a calendared Consultation Evening in June for parents of First, Second and Third Form pupils to make appointments to see the form tutor and subject teachers if wishing to discuss any areas of concern following the end-of-year examinations and receipt of the written report.

INTERNAL EXAMINATIONS & TESTS: These take place at regular stages during the course of study. GCSE, A level and IB students will take class tests or examinations in all of their subjects during particular weeks throughout the two years. Mock examinations are held in formal examination conditions in preparation

for public examinations. Results of these tests and mock examinations are communicated to parents within a fortnight.

Performance in the Lower Sixth examinations constitutes an important factor in terms of determining predicted grades for UCAS. When determining predicted grades, HODS and tutors take a holistic view of performance, and give consideration to the aptitude and application of each individual pupil.

PUBLIC EXAMINATIONS: Pupils follow IGCSE/GCSE, A Level and IBDP courses which lead to public examinations and are externally assessed. The results are communicated to pupils, parents, staff, and governors and other relevant bodies.

MANAGEMENT: The Headmaster has overall responsibility for the quality of assessment, reporting and recording. The Director of Studies has Senior School responsibility for reports, examinations' value-added analysis and assessment, liaising with Heads of Department, Heads of Year, subject teachers, form tutors and the Deputy Head (Academic). The Deputy Head Academic has responsibility for monitoring academic standards, which includes liaison with the Director of Studies, Director of Teaching and Learning, Deputy Head Pastoral, Heads of Department and Heads of Year and their respective subject teachers and form tutors. The Deputy Head Pastoral is responsible for organising parents' evenings and year group monitoring. Teachers have a key responsibility in terms of making assessment an integral part of teaching and learning, including collecting evidence and ensuring that accurate and helpful information is shared with pupils, parents and tutors. Form tutors have a responsibility to use this assessment data to help tutees make the best possible academic progress. Subject teachers and tutors are responsible for clearly articulating the criteria for assessment and for supporting pupils to improve upon their performance.

Heads of Department and Heads of Year are responsible for monitoring assessment and for checking that members of their department/year group conform to whole school and departmental procedures. Heads of Department also review their public examination and mock results and their predictions with the Deputy Head (Academic). This informs the departmental development planning process and serves to highlight CPD/INSET requirements.

TIME SCALE AND CALENDAR: The academic calendar sets out the yearly cycle of assessment, reporting and recording.