



# ST PAUL'S SCHOOL

## Juniors

# Assessment Policy

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**This policy is available on the Handbook page of the School Intranet and policies page of the School website and can be made available in large print or other accessible format if required; such requests can be made by email to the Chief Operating Officer: [OpsDir@stpaulsschool.org.uk](mailto:OpsDir@stpaulsschool.org.uk).**

## 1. Introduction

The Assessment Policy ensures there is a consistent approach to all forms of assessment, recording and reporting throughout the school.

This policy should be read in conjunction with the Curriculum Policy (which includes the Homework Policy), the Learning Support Policy and departmental assessment policies contained within departmental handbooks.

Used effectively assessment enables pupils to understand what they need to do to improve and to take greater responsibility for their learning (Assessment for Learning). It identifies areas of achievement and weakness in both teaching and learning and allows individual and group progress to be monitored and reported accurately. It enables teachers to plan effectively and to identify pupils who may require Learning Support.

## 2. Marking

It is the nature of the feedback that is important rather than the volume.

Oral and written comments identify what pupils have done well and provide guidance for improvement. Pupils are given opportunities to follow up and respond to feedback. Teachers mark in red and pupils mark and respond in green. Not all work is graded. Some marks are retained by the

teacher and other feedback is given. When marking criteria are straightforward pupils may peer or self-mark. This helps them to understand how to succeed and provides quick feedback.

Each department has its own marking policy, following Assessment Policy guidelines and reflecting the nature of the subject. The Head of Department is responsible for ensuring the consistency in the standard of marking across his or her department overseen by the Director of Studies. The Head of Department carries out at least one work review a year, looking at work from a selection of pupils of different abilities and from different year groups.

Heads of Department meet with the Headmaster and Director of Studies to review work and discuss pupil assessment on a three-year cycle.

### **3. Examinations and Testing**

#### *3.1 Entrance Examinations*

Prospective pupils are tested in English, Mathematics and reasoning. Successful candidates are then invited for interview. There are entrance examinations for candidates at 7+, 8+ and 11+. Pupils enter St Paul's Juniors in the Lower First, Upper First and Lower Third Years (National Curriculum Years Three, Four and Seven). The entrance examinations ensure the selection of boys who will be happy and stimulated in a highly academic environment. Occasionally, places become available in the Lower Second and Upper Second Years (National Curriculum Years Five and Six) and boys, who have been placed on a waiting list, sit an entrance examination, which follows a similar procedure.

Throughout their time at the Juniors pupils are monitored closely to ensure they are achieving at a level commensurate with their ability in all subject areas. Departments offer various strategies for monitoring and recording pupil progress in subjects.

#### *3.2 Testing*

Pupils at St Paul's Juniors (SPJ) are tested regularly and informally, throughout the year, in many subjects. Testing is a natural part of the teaching and learning process. Tests can be formative, to help plan the next stage of learning or summative, to assess the level of achievement that a pupil has reached. Results in informal tests are held by subject teachers; block test results across whole year groups are held by departments centrally and are used to ensure correct setting and the accurate award of attainment grades.

The Senior Management Team led by the Director of Studies and assisted by the Assistant Director of Studies undertakes the analysis of assessment and tracking data across the School. Where appropriate, information is passed to Heads of Department, Form Tutors, the Head of Learning Support and subject teachers. The Head of First Years, Head of Second Years and Deputy Head disseminate information to parents and at any time a pupil may be recommended for learning support. The Head of English, in liaison with the Director of Studies, recommends pupils for support in English as an Additional Language. After grades sessions and following the end of year examinations in the summer the Teaching and Learning Committee (comprised of the SPJ SMT, the

Head of Learning Support and the Assistant Director of Studies) meets with the SPS Director of Admissions and the SPS Director of Studies to review the progress of all pupils at St Paul's Juniors. In addition, the Fourth Form Undermaster attends grades and examination meetings involving pupils in the Lower and Upper Third Years. Progress through St Paul's School depends on good work and conduct at all stages and there is no particular exam or hurdle which boys have to pass to move from the Juniors to the Seniors.

### *3.3 Lower First*

The Lower First boys have regular testing throughout the year. They sit school examinations in Mathematics, English and Science towards the end of the Summer Term. Results are taken into consideration when awarding grades in the final grades session.

### *3.4 Upper First Years*

The Upper First Year boys have regular testing throughout the year. They sit school examinations in Mathematics, English and Science towards the end of the Summer Term. Results are reported to parents and stored in iSAMS.

### *3.5 Lower Second Year*

The Lower Second Year boys have regular testing throughout the year. They sit examinations in English, Mathematics and Science towards the end of the Summer Term. Results are reported to parents and stored in iSAMS.

### *3.6 Upper Second Year*

More formal French and Latin lessons are introduced in the Upper Second Year at St Paul's Juniors. Boys sit school examinations in English, Mathematics, Science, French, Latin, Geography and History towards the end of the Summer Term. Results are reported to parents and stored in iSAMS. In the Autumn Term boys sit ISEB tests in English, Mathematics and reasoning. Academic scholarships are awarded to a very few exceptional pupils at the end of the Upper Second Year based on the performance at their time at the Juniors.

### *3.7 Lower Third Year*

Boys follow a broad curriculum determined by Heads of Department at St Paul's Juniors in liaison with their counterparts in the senior part of the school. Lower Third Year boys sit school examinations in Classics, English, French, Geography, History, Mathematics, Science and Theology and Philosophy towards the end of the Summer Term. Results are reported to parents and stored in iSAMS.

### *3.8 Upper Third Year*

Towards the end of the summer term Upper Third Year boys sit school examinations set by Heads of Department at St Paul's Juniors in liaison with their counterparts at the Seniors. The subjects examined are Classics (Latin and Greek for top set pupils), English, French, Geography, History, Mathematics, Science and Theology and Philosophy. Results are stored in iSAMS. Academic scholarships are awarded at the end of the year based on a boy's performance in the Lower and Upper Third Years.

## **4. Setting and Forms**

Boys who enter St Paul's Juniors at 7+ (Lower First) are split alphabetically into two forms. They are largely taught in these groupings. Lower First boys transferring to the Upper First Year join the same number of new 8+ entrants in classes comprised of half 7+ entrants and half 8+ pupils. Once again, boys are mainly taught in their forms. During the early years at St Paul's Juniors we aim to broaden a pupil's educational experience. All boys are encouraged to participate in our extra-curricular programme. Rearranging form groupings regularly further broadens the attitudes and outlook of the boys.

In the Lower and Upper Second Years boys are set in Mathematics. Forms are "paired" and divided into two sets (sets 1 and 2). In the Lower Third Years, in addition to Mathematics, boys are set in Classics from the start of the Spring Term and French midway through the year. English, Geography, History, Science and Theology and Philosophy (T&P) are taught in form groups. Setting is reviewed frequently to ensure boys are placed correctly according to their ability. The setting continues along the same lines in the Upper Third Year.

## **5. Reporting to Parents**

At St Paul's Juniors there are three methods of communicating a boy's progress to his parents: grades, full written reports and parents' evenings. Parents are informed regularly of their son's progress throughout the academic year.

### *5.1 Autumn Term*

Effort grades are issued before the Autumn Term Remedy and parents meet with Form Tutors to discuss the pastoral progress of pupils.

Midway through November effort and attainment grades are issued.

At the end of term a full set of written reports is made available to parents via the parent portal.

## *5.2 Spring Term*

Effort and attainment grades are awarded during the term. There is a subject parents' evening for pupils in the Lower Second to Upper Third Years and a Form Tutor parents' evening in the Lower and Upper First Years.

## *5.3 Summer Term*

Effort and attainment grades are issued for all subjects midway through the first half of term.

Lower First boys receive a grades letter in June, following examinations in English, Mathematics and Science.

In the Upper First to Upper Third Years, Examination results are stored electronically in iSAMS. In all year groups a full set of written reports is made available to parents via the parent portal at the end of term.

## **6. Grades**

Grades are a measure of a pupil's progress over a period of time. They do not reflect one test or examination result. After every grades session the SPJ Teaching and Learning Committee meets with the SPS Director of Admissions and the SPS Director of Studies (plus Fourth Form Undermaster as appropriate) to review and monitor the progress of pupils.

### *6.1 Effort Grades*

The effort grade is subjective and should be used to encourage pupils wherever possible.

Effort grades are awarded on a six-point scale as follows:

- A** An excellent effort.
- A-** A very good effort.
- B+** A good effort.
- B** A reasonable effort
- B-** Some cause for concern
- C** A poor effort

### *6.2 Attainment Grades*

The attainment grade is a quantitative assessment based on a combination of class work, homework and test results. It is a measure of a pupil's progress over a period of time and not based on one test or examination. It is not linked to a percentage average. Subjects awarding an attainment grade use an eight-point scale.

1. Exceptional attainment – rarely awarded
2. Excellent attainment
3. Very good attainment
4. Good attainment
5. Reasonable attainment – some areas of weakness
6. Some areas of concern
7. Persistent concerns
8. Poor attainment

## **7. Written Reports**

Full written reports from each subject teacher, as well as comments from the Form Tutor and Head are issued at the end of the Autumn and Summer Terms. Reports are produced and stored using the school's information system, iSAMS.

## **8. Parents' Meetings**

There are two designated evenings each year for parents to meet with staff.

### *8.1 Form Tutors' Meetings*

At the end of the first half of the Autumn Term, after the award of effort grades, parents have the opportunity to discuss their son's pastoral progress with Form Tutors. Subject teachers supply appropriate comments for Form Tutors to inform the discussion. To assist with a boy's progress, parents and Form Tutors need to work in partnership. Parents are encouraged to discuss concerns and common problems. Upper Third Year boys may attend parents' evenings with their parents.

### *8.2 Subject Teachers' Meetings*

In the Spring Term, Lower First and Upper First Year Form Tutors meet with parents again as they teach younger pupils for the majority of the time. In the Lower Second to Upper Third Years there are meetings with subject teachers of each year group so that progress in particular subjects can be discussed in greater depth. Five-minute appointments are allocated, as time is limited.

If parents wish to make a longer appointment, or to see any of their son's teachers at another time, they may contact the school to arrange an alternative appointment.