



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: policyquery@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 term, looking at work from a selection of pupils of different abilities and from different year groups.

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 pupils 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 candidates 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.

An analysis of assessment and tracking data is undertaken by the Director and Assistant Director of Studies and shared with the Senior Leadership Team (SLT). Where appropriate, information is passed to Heads of Department, Form Tutors, the Head of Learning Support, subject teachers and the SPS Deputy Head Academic and Director of Admissions. The Heads of First, Second and Third Years 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 Head, the Director of Studies, the appropriate Head of Year, the Assistant Director of Studies, the Head of Learning Support and the SPS Deputy Head Academic and the Director of Admissions) meets to review the progress of all pupils at St Paul's Juniors. Progress through St Paul's School depends on

good work and conduct at all stages and there is no particular exam or hurdle which pupils have to pass to move from the Juniors to the Seniors.

3.3 First Years

The Lower and Upper First Year pupils have regular testing throughout the year. They sit school assessments in Mathematics and English towards the end of the Summer Term, before the School Exams. Results are taken into consideration when awarding grades in the final grades session.

3.4 Second Years

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

3.5 Third Years

Pupils 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. They 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. Pupils in the Lower Third Year sit computer-adaptive ability and aptitude tests (midYIS), which help identify strengths and weaknesses. These provide an indicator of likely success in future public exams. Academic scholarships are awarded by the senior part of the School at the end of the Upper Third Year, based on a pupil's performance in the Lower and Upper Third Years.

4. Setting and Forms

Pupils who enter St Paul's Juniors at 7+ (Lower First) are split alphabetically into forms. They are largely taught in these groupings. Lower First Years transferring to the Upper First Year join new 8+ entrants in classes comprised of a mixture of 7+ entrants and 8+ pupils. Once again, pupils 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 pupils are encouraged to participate in our extra-curricular programme. Rearranging form groupings regularly further broadens the attitudes and outlook of pupils.

Pupils are set in Mathematics from the Lower Second Year and in French in the Upper Third Year. English, Geography, History, Science and Theology and Philosophy (T&P) are taught in form groups. Setting is reviewed frequently to ensure pupils are placed correctly according to their ability.

5. Reporting to Parents

At St Paul's Juniors there are three methods of communicating pupil progress to parents: grades, full written reports and parents' evenings. Parents are informed regularly of their child'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.

Towards the end of the Autumn Term effort and attainment grades are issued.

At the end of term new pupils receive reports, which are made available to parents via the parent port. First Years receive a Form Tutor report with a comment from the Head and pupils in the Lower Third receive subject reports in addition to a Form and Head's report.

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 Lower Third Years and a Form Tutor parents' evening in the Lower and Upper First Years. Pupils in the Upper Third receive a full set of written reports including a comment from the Head at the end of term.

5.3 Summer Term

There is a subject parents' evening for Upper Third Years and School Examinations for pupils in the Lower Second to Upper Third Years. All examination results are stored electronically in iSAMS and made available to parents via the portal, as are those grades which are issued in non-examined subjects.

A full set of written reports is made available to parents via the parent portal at or towards the end of term for Lower First to Lower Third Years. The Head comments on the reports of those pupils who have not received a comment in the previous two terms.

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 to review and monitor the progress of pupils.

6.1 Effort Grades

As an academic community, we attach as much importance to a pupil's approach to his work as we do to his results. In order, therefore, to support good scholarly working habits, to motivate pupils and give better, more objective feedback we measure how much a pupil:

- takes care over written work;

- demonstrates high levels of personal organisation (punctuality to lessons and in submitting work, arrival with the right 'kit');
- is alert and engaged in lessons;
- contributes to lessons

All these criteria are measured by frequency:

always

mostly

sometimes

rarely (triggers explanatory text)

The award of an effort grade is used to encourage pupils wherever possible. It is based on the model used in the senior part of the school.

6.2 Attainment Grades

The attainment grade is an 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 a five-point scale as indicated below. When a grade of "some concerns or not meeting expectations" is awarded, teachers are expected to write a brief comment to provide some context.

Well above expectations

Exceeding expectations

Meeting expectations

Some concerns

Not meeting expectations

7. Written Reports

Pupils receive full written reports from each subject teacher, as well as comments from the Form Tutor and Head annually. In addition, new pupils joining the school receive a brief report at the end of the Autumn Term. Reports are produced and stored using the school's information system, iSAMS and disseminated to parents via the portal

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 child's pastoral progress with Form Tutors. Subject teachers supply appropriate comments for Form Tutors to inform the discussion. To assist with a pupil's progress, parents and Form Tutors need to work in partnership. Parents are encouraged to discuss concerns and common problems.

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 in the Spring or Summer Terms. In these meetings, 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 child's teachers at another time, they may contact the school to arrange an alternative appointment.