

FRAMEWORK FOR THE ASSESSMENT AND EVALUATION OF PUPIL PERFORMANCE

This policy document concentrates on the *academic* performance of pupils. Social progress, and sporting and creative performance are all monitored by tutors and housemasters and commented on via end of term reports.

Tonbridge School uses a variety of assessment tools to help evaluate pupil academic performance. These range from day to day questioning in class, through end-of-topic tests (called Block Tests by many departments), end of year internal exams and ultimately public examinations at GCSE, AS, A2, AEA and STEP. A small number of boys also take university assessment tests for entry into a growing list of subjects such as medicine (BMAT), law (LNAT), history (HAT).

Academic progress, including exam results, is reported to parents of all boys twice per term. The first report of the term, the Interim Report, gives a snapshot of current progress and in some cases, provides an early warning of potential or actual problems. The End of Term Report is more summative in nature and also includes reports on individual music lessons, where relevant, sport achievement and a pastoral report written by the boy's tutor, housemaster or both.

There is a system of sanctions and rewards, described in detail elsewhere, which provide further indications about pupil performance. Pupils doing particularly well are awarded commendations and occasionally distinctions for outstanding pieces of work. Prizes for outstanding achievement or progress are awarded annually to boys from all year groups. Honorary Academic Scholarships are awarded to some boys meeting certain criteria following GCSE.

Prior to entry, **Common Entrance** or **Academic Scholarship** marks are used to help decide on Novi forms and sets. For boys joining the school in other years, a combination of interview, previous school report and, in some cases, scores in entry papers are used to determine subject sets.

Very early in the Novi year, in common with most other schools of our type, all boys take a base-line test: **MidYIS**. The results of these tests are used to help measure pupils' subsequent performance against a common baseline measure and hence to track progress; to help identify boys who may have a learning disorder, such boys frequently have a very uneven performance across the assessed strands in MidYIS; and to assess "value-added" both on a pupil by pupil basis and by department. There is a much more detailed document "Use of MidYIS policy at Tonbridge School" available for further information.

During the **Novi Year**, there is a Parents' Evening during the first term which provides an opportunity for parents to meet their son's new teachers early in their Tonbridge career, to provide an opportunity for parents to discuss, on a subject by subject basis, issues from their prep-school which may not have been adequately passed on via the transfer process, to give the parents a sense of the academic standards of the school and a briefing about the GCSE choices process which takes place in the subsequent terms.

Near the end of the Michaelmas term, there are **exams** in the majority of academic subjects. The results of these are collated by the Director of Studies and reported to parents as part of the end of term reporting process. Boys whose performance in these exams is grossly out of line with their MidYIS ranking are followed up by the Director of Studies via Housemasters.

During the Lent term, subject teachers of optional GCSE are asked to comment on the suitability of each boy to take their subject to help the provisional GCSE choice process.

There are **end of year exams** in the majority of academic subjects in the penultimate week of the summer term providing an opportunity to assess the year's work. Occasionally, as a result of unexpected performance in these exams, boys change their minds about the GCSE options. The results of the end of year exams also influence the GCSE setting arrangements.

The **second year** is the year with the "lightest touch" as far as whole school academic assessment is concerned. Boys make progress with their GCSEs and have subject based tests from time to time. The reporting system allows "causes for concern" to be flagged by subject teachers. Boys with two or more of these in any one report are followed up by the Director of Studies. The parents evening for this year group takes place early in the summer term. There are **end of year exams** in the majority of academic subjects in the penultimate week of the summer term providing an opportunity to assess the year's work.

Boys in the **third year** take **mock GCSE exams** in either later November (Maths & French) or in January (all other subjects). The results are collated by the Director of Studies and reported to parents. Again, boys whose performance in these exams is grossly out of line with their MidYIS ranking and/or second year exam results are followed up by the Director of Studies via Housemasters. The results of the GCSE mocks also help to inform the A level subject choice process, which starts in the Lent term and includes the parents' consultation evening for that year group. The "real" **GCSE** papers occur in May and June. Honorary Scholarships and GCSE prizes are awarded for outstanding achievement and for boys who have added considerable value to their MidYIS baseline ranking.

The **Lower Sixth** is regarded as a particularly important one for the monitoring of academic progress in order to maximise potential. At this point in a boy's career he is becoming a young adult with all the added social pressures which may, in some cases, cause a work/play imbalance. The School has developed a **Phased Monitoring** process. All boys take phase 1 tests in all subjects, at a point convenient to each department, in late November, December or early January. The results are collated by the Director of Studies and reported to parents. Boys who are significantly underachieving are discussed by the Director of Studies and the Housemaster. Some of these boys, typically around 35, are required to sit a Phase 2 test in their worst subject. This "shot across the bows" is often sufficient to get a wayward boy back on track. Phase 3 of the process is the parents' consultation evening which takes places during the Lent term. Phase 4 consists of AS mocks, which take place very early in the summer term.

By the time a boy reaches the **Upper Sixth**, self-motivation is normally good or excellent, particularly with the spur of a UCAS target. Interim and end of term reporting continues but there are no school-wide A level mocks with collated results. Although this seems to work currently, this policy will be kept under review. Nevertheless, departments will often set internal mocks at a convenient point in their courses. The parents' consultation evening for this year group takes place in the second half of the Michaelmas term.