

ASSESSMENT AND EVALUATION OF PUPIL PERFORMANCE POLICY

This policy document concentrates on the *academic* performance of boys. 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 boys' 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, mock public examinations and ultimately public examinations at GCSE, A level, Pre-U and STEP. A small number of boys also take university aptitude tests for entry into a growing list of subjects.

Academic progress, including exam results when they occur, is reported to parents of all boys, usually 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. In a term when there is a Parents' Evening, there is no Interim Report. The End of Term Report is more summative in nature and also includes reports on individual music lessons, where relevant, achievement and development in sport and a pastoral report written by the boy's tutor, Housemaster or both.

There is a system of rewards and sanctions, described in detail elsewhere, which provide further indications about boy performance. Boys 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 or after their Lower Sixth Exams.

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 boys' subsequent performance against a common baseline measure and hence to track progress; to help identify boys who may have Special Educational Needs, such boys frequently have a very uneven performance across the assessed strands in MidYIS; and to assess "value-added" both on a boy by boy basis and by department. There is a much more detailed document "Use of MidYIS policy at Tonbridge School" available for further information.

Similarly the **ALIS** baseline test is taken by the Lower Sixth on the first day of the academic year. The same kind of outcomes are available as for MidYIS.

During the **Novi Year**, there are two Parents' Evenings. The first takes place during the first term and provides an opportunity for parents to meet their son's new teachers in the core IGCSE subjects 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. The second Parents' Evening takes place in late January and includes a briefing about the imminent GCSE choices process. This evening includes teachers of the optional (I)GCSE subjects only.

Near the end of the Michaelmas term, there are **Novi 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 Teaching and Learning via Housemasters.

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

There are **Novi 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 "block" 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 Teaching and Learning. 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 January in all subjects. The results are collated by the Director of Teaching and Learning 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 Teaching and Learning 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 **Progress Monitoring** process. All boys take a progress tests in all subjects, at a point convenient to each department, during weeks 12 to 13 of the Michaelmas term. The results are collated by the Director of Teaching and Learning and reported to parents. Boys who are significantly underachieving are discussed by the Director of Teaching and Learning and the Housemaster. Some of these boys, typically around 35, are required to sit a follow-up test in one or more subjects. 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 End of Year Exams, which take place just after the summer half 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 progress tests with collated results until the A level mocks (Part 1) in February. Parts 2 and 3 of the mocks take place after Easter. Departments are expected to set internal tests 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.