

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 and STEP. A 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, either through a report or with a parents' evening. The Tutor carefully monitors academic performance and follows up any underperformance.

There is a system of rewards and sanctions, described in detail elsewhere, which provide further indications about boys' 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, **ISEB** 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 independent Schools, all boys take a baseline 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.

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 Deputy Head Academic 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 Housemasters. Novi pupils after the parents' evening in the Lent Term decide on their GCSE options and submit these by February half term.

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 their 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 regular subject based "block" tests. The **2nd year exams** in the majority of academic subjects are at the start of the Summer Term providing an opportunity to assess the work completed so far that year. The parents' evening for this year group takes place shortly after the 2nd year examinations, and gives an opportunity for staff to give clear feedback and guidance to the pupils and keep parents informed of progress.

Boys in the **third year** take **mock GCSE exams** in January in all subjects. The results are collated by the Deputy Head Academic 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 Deputy Head Academic via Housemasters. The results of the GCSE mocks also help to inform the A level subject choice process, which starts in the Michaelmas term and includes the Sixth Form Choices Evening for that year group, with final choices being shortly after the 3rd year parents' evening. The "real" **GCSE** papers occur in May and June. Honorary Scholarships and GCSE prizes are awarded for outstanding achievement in those examinations.

The Lower Sixth is regarded as a particularly important one for monitoring of academic progress to maximise potential. The School monitors progress through progress tests which happen in the second half of the Michaelmas Term and Lent Term and are collated centrally. Boys who are significantly underachieving are discussed by the Deputy Head Academic, Director of Learning and Academic Enrichment and Performance and Data Coordinator and followed up by Tutors and Housemasters. The Lower Sixth Examinations take place in the anti-penultimate week of the summer term.

By the time a boy reaches the Upper Sixth, self-motivation is normally good or excellent, particularly with the incentive of a UCAS target. Progress tests happen in the second half of the Michaelmas Term with the results collated. Interim and end of term reporting continues. The A Level mocks occur after the Lent half term, with Parents' Evening occurring shortly afterwards so that the boys, and their parents, are clear where improvement is required.