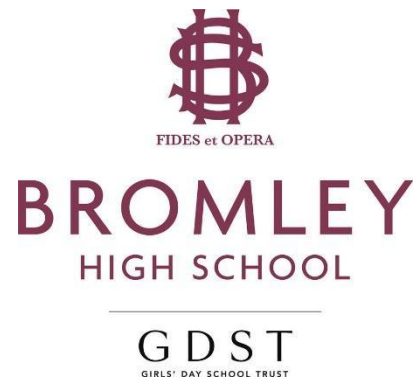


Date: September 2026
Review date: September 2027
Responsibility: SML



ASSESSMENT POLICY

Senior School

Aims

Assessment should enhance the quality of teaching and learning: it informs lesson planning, target setting and reporting, reflecting the needs of the individual pupil (including MAG&T, SEND and EAL needs)

The Purpose of Assessment

For pupils

Regular and rigorous assessment should identify pupils' strengths, achievements and target areas for development. It should inform, encourage, motivate and reward.

For teachers

A coherent and continuous assessment system should enable teachers to monitor and record of pupil progress and identify areas for development. It provides evidence for reporting to parents and colleagues. It allows departments to evaluate the effectiveness of the curriculum, materials and teaching strategies.

Types of Assessment

Internally, through teacher observation and marking of homework and classwork, regular class and departmental testing and school examinations. Externally, examinations are taken at GCSE, IGCSE and A level. SIMS provides examinations data in a format accessible to all staff.

Screening takes place early in Y7 via an on-line screening test, Lucid Exact, which identifies weaknesses commonly associated with dyslexic tendencies. Parents are consulted where a need for further testing is identified and results and learning strategies discussed. This Lucid Exact testing is repeated again in Year 9 to re-check students before the start of GCSEs courses.

Entrance assessment is through CATs testing. Baseline abilities are assessed through MidYIS, (in Yrs 7 and 9), Yellis (for Yr 10 new joiners) and ALIS tests at the beginning of each key stage

Monitoring

Every girl's progress is monitored carefully. Girls have an academic review with their form tutor where SMART targets are set. Pupils exam performances are reviewed by Deputy Head and Head of Year to check for the need for further formal intervention eg Mon-Fri club and/or parental meetings.

Roles and responsibilities

SLT will:

Monitor the effectiveness of assessment through lesson observations, learning walks and book audits.

HODs will:

- Monitor the consistency and quality of assessment/recording/reporting practices
- Ensure all assessment information required is provided by set deadlines
- Use assessment as a means to inform planning for future teaching and learning

Subject teachers will:

- Ensure that AfL is integral to teaching and learning and used to inform planning
- Ensure that pupils are involved in the assessment process; reviewing their own progress against achievable targets
- Retain evidence for standardisation and moderation purposes

Reporting

In Year 7-10 girls receive interim grades each half term and a full report in the Summer Term. Girls attend the annual Parents' Meeting and have an annual academic review with their form tutor.

In year 11 and the Sixth Form, girls also have interim grades and a full report supplemented by a parents' evening. In addition, Year 13 pupils receive an additional short report at the end of the spring term.

