

Assessment

Assessment and the Aims of the School

Assessment of girls' work is seen as a vital part of helping them to make progress in their time at school. It is seen as part of what the Aims of the School describe as "[encouraging] intellectual curiosity and pride in achievement," though it must always be done with respect to the first Aim, i.e. within "an environment where pupils and staff are valued and supported as individuals and where their rights and dignity are maintained." Assessment can contribute in the aim "to develop the spiritual, academic and cultural potential of each pupil to the full at every stage of her school career."

The Assessment Structure

Assessment can only contribute in this ambitious way if girls can know and feel that their work is being assessed fairly and that they can learn from the comments and marks that are given.

Marking

Assignments given to the girls should normally be marked within one week of their completion and marked in a way that can be of assistance to the girl's progress. In most situations a mark should be amplified by a comment. Subject teachers may choose to put comments on a piece of work without a mark, especially if they feel that this will encourage the girls concerned to take note of the comments on the work. The comments themselves should allow the girl to see what she did well, what she was weakest in and what she needs to do to improve her marks still further the next time around.

The More House Marking Scale

Although numerical totals may be given for a specific piece of work, such as a vocabulary test, all work must also be graded on a numerical scale:

1	Excellent
2	Good
3	Minimum expected
4	Inadequate
5	No work done of any value

The way in which the scale is operated within different Departments is discussed and agreed within the Department and set out within each Departmental Handbook.

The main principle is that the full range of the scale should be used if necessary, so that girls do not make incorrect judgements about their ability in different subjects based on the grades achieved.

Correlation between Marking Scale and Report Scale

A similar grading system is used on Reports sent home to parents. Here the numbers are time-descriptors, reflecting standards throughout a particular period of the year, and measuring qualities specific to each subject and decided within the Department.

1	Always good
2	Generally good
3	Sometimes good
4	Rarely good
5	Never good

Naturally parents do expect to see some correlation between grades given during the year and grades given on the Report, although this is not always possible when relatively straightforward work is set to girls in lower groups.

Numerical grades rather than alphabetical ones are used so that there is no expectation of correlation between the grades achieved for routine work and subsequent GCSE, AS or A2 results. Where alphabetical grades are used they simply indicate the grade a piece of work would have achieved at GCSE in Years 10, 11 and at A level in the Sixth Form.

Reports, School Examinations and Parents' Evenings are all seen as important parts of the School's assessment of pupil progress. In general terms a pupil will have two written Reports and one Parents' Evening per academic year. VIth Form students also receive a monthly assessment card to give them and their parents some sense of where they are at present in their course and what they need to do to improve in the forthcoming month.

Policy Review

This policy is next due for review in September 2011