



ST. EDWARD'S OXFORD

Assessment Policy

The school advocates pedagogy that fosters collaboration and self-regulation within the wider context of, and to promote, high achievement in external examinations. Teachers are encouraged to offer activities for learning outside the classroom that are as often preparatory or enriching as they are for consolidation and directed toward external examination. The school does not make use of a formal prep timetable.

Each department has its own specific assessment policy, derived from the guidelines below.

General Principles

- The primary purpose of assessment is formative and to provide feedback in three areas:
 1. Evaluation and ongoing monitoring of attainment against identified standards in relation to specific goals
 2. Development and modification of strategies to raise attainment in relation to goals
 3. Setting appropriately challenging goals
- Subject specific knowledge, understanding and skills should be assessed alongside the meta-cognitive skills of learning as outlined in the curriculum policy;
- Pupils should receive feedback on progress at least once per cycle;
- Frequent standardisation is to be held within departments to maintain consistency.

Some specific clarifications

- a. Success criteria are to be provided and clarified with pupils prior to beginning a task;
- b. Specific feedback for improvement in general is more important than the overall mark or grade awarded to a task. There is no formal requirement for a mark or grade to be given to pupils; comments should however be referenced against commonly understood criteria;
- c. Written tasks should be marked promptly, oral tasks immediately. Work which is the product of a single half-hour prep should normally be returned to pupils by the next lesson after it is handed in; longer pieces of work which, typically, have been set as a task over a week, should be returned within a week.
- d. Sophisticated teaching practice can make use of external examination criteria to formatively guide progression on an individual basis and set incrementally more challenging goals. A contrast can be made with an overtly summative usage where only comparison is made to other pupils.
- e. Lesson time should be dedicated to allow pupils to reflect and take note of feedback when a task is returned. This may involve teachers reinforcing comments by individual conversations, or by a classwork activity. Use of reflective journals should be encouraged.



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- f. A pupil producing a particularly good piece of work by that pupil's standards should be asked to show it to the Warden, who will notify the parents. If a piece of work is of a quality to merit a place in the School's archives, please mark it 'Archive' and the Warden's office will copy it for posterity.
- g. Teachers should correct errors of spelling, punctuation and grammar, with due respect for the sensitivities of dyslexics, to reinforce good practice in English.
- h. A lack of pride taken in work, demonstrated by poor quality, should be commented on and a record kept on 3SYS. Teachers may require a piece of work, or a portion of it, to be re-written, or to be repeated.
- i. It is appropriate to periodically use tests to provide a benchmark grade for pupils to consider setting their own goals.