



Ruthin School

ASSESSMENT POLICY	
Version	
Effective from	May 2020
Extent of Policy	Ruthin School
Policy Owner	SF
Governor	Tracey Kerrigan
Review by	September 2021
Frequency of Audit	Annual
Circulation	
Publication	Website

Assessment Policy

Pre-Entry Assessment

Overseas

- a) Interview with the Headmaster or the Assistant Head (Academic) either by video or in person
- b) Entry tests in English and Maths (11+/13+/14+) and A Level subject choices (16+) where appropriate.
- c) School reports/references.
- d) exam results or predicted exam results (if studying IGCSE or GCSE)
- e) For entry at 16+ either IELTS (average 6.5 with minimum of 6.0 in any one assessment criterion) or UKIset (6.5) or iGCSE grade 7, IELTS 6.0/6.5, or CEFR B2 to C1
- g) For entry at 11+,12+,13+ or 14+ an English level equivalent to CEFR A2 for 11+ to 13+; an English level equivalent to CEFR B1 for 14+;

Overseas pupils may be tested on arrival in English to facilitate the placement of pupils into sets according to ability.

UK

- a) Interview with the Headmaster or the Assistant Head (Academic)
- b) Entry tests in English and Maths (11+/13+/14+) and A Level subject choices (16+) where appropriate.

c) School reports/references.

d) exam results or predicted exam results (if studying IGCSE or GCSE)

Ongoing Assessment

A pupil's academic progress is monitored through classwork, prep (all years) and tests Pupils' test grades and an overall attainment grade, based on tests, classwork, prep and classroom contribution, are reported to parents at the end of each half term. The overall attainment grade is the key indicator of as pupil's academic progress.

Heads of Faculty and Heads of Department regularly review the performance of pupils and identify where additional support may be needed. Grades and percentage marks from tests are entered on the SIMS database and teachers are encouraged to enter an explanatory comment to accompany the mark (signalled by a red triangle) which may provide an explanation of the mark (eg illness) or detail remedial action taken. Such action may include explanation of salient points in class, a one-to-one session with the student, or the completion of extra work to revisit problem areas. Another use of the red triangle flag is to record particularly striking achievement such as when a pupil's work has been copied as a model for the rest of the class. Cohort ranking and test results are not published. Grades are reported to parents on a half termly basis.

The Heads of Department/Heads of Faculty, in consultation with the teacher, Tutor and/or Mentor arranges additional support where necessary. Subject tutorials may be scheduled in consultation with the Assistant Head (Assessment), Tutor and/or Mentor to ensure a balance between support and over-stretching pupils.