

Title: Assessment and Reporting Policy		Policy Lead: Assistant Head	Page: 1 of 6
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## Assessment and Reporting Policy

### 1 INTRODUCTION AND PURPOSE

1.1 Most of what teachers do in classrooms can be described as formative assessment. Tasks and questions prompt learners to demonstrate their knowledge, understanding and skills. What learners say and do is then observed and interpreted, and judgements are made about how the learning can be improved. These assessment processes are an essential part of everyday classroom practice and involve teachers and learners in reflection, dialogue and decision making.

1.2 Assessment focuses on how students learn. The process of learning has to be in the minds of both learner and teacher when assessment is planned and when evidence is interpreted. Learners should be as aware of the ‘how’ of their learning as they are of the ‘what’.

1.3 Summative assessment may take a number of forms including class tasks, homework and formal tests. It summarises a child’s learning and progress over a period of time.

1.4 Through both formative and summative assessment, pupils and students receive feedback on their work and learning, as well as guidance on how to make further progress. Pupils and students are given opportunities to reflect on the feedback they receive. As a result of successful assessment, pupils and students should be able to recognise what they are doing well and how they can progress further.

1.5 The role of reporting to parents is to ensure that both family and school have a clear and consistent view on how best to further the education of the child: parents are able to establish immediate feedback on their child’s attainment; for teachers it is an important opportunity to signpost suggested strategies that will enable the child to achieve more. Parents will be regularly informed of their child’s progress during the course of an academic year.

## **2 POLICY FOR ASSESSMENT AND REPORTING**

### **2.1 Assessment**

2.1.1 All new teachers receive training through the induction programme, by the Assistant Heads of Senior School and Prep School and the Deputy Head, on effective formative and summative assessment to inform their lesson and homework planning.

2.1.2 Assessment in the form of marking is monitored by the SLT.

#### **Early Years and Foundation Stage**

2.1.3 The Early Years and Foundation Stage (EYFS) is continuous and is documented in each child's 'Learning Journey'. Observations are recorded weekly to inform the next steps in each child's learning throughout the seven areas of development. This is monitored and overseen by the Assistant Head of Prep.

2.1.4 Learning Journeys are accessible to parents in the EYFS at all times and are sent home once a term.

2.1.5 Learning Journey Assessments are passed on to the Year 1 teacher at the end of the child's final year of the EYFS.

2.1.6 At Key Stage One and in the EYFS assessment feedback is predominantly oral with the teacher recording a summary of the feedback in each child's books. At the end of Year 1, pupils take the national phonics test, which is reported to parents in the end of year reports.

2.1.7 At Key Stage Two qualitative judgements are made by class teachers (and, in some cases, subject specialist teachers). All subjects will contribute to holistic assessment in Literacy, Numeracy and Scientific understanding.

#### **The Prep School**

2.1.8 Assessment is monitored regularly in the Prep School after each set of formal testing. The results are scrutinised and at a staff meeting the teachers identify pupils they have concerns about and pupils whose test results show they need extra support or who are achieving very high results. An intervention programme is designed for that student by the class teacher and monitored by the Assistant Head of Prep.

2.1.9 Pupils in Reception will complete a formal nationally standardized reasoning test at the beginning and end of the academic year.

2.1.10 Formal nationally standardised tests in verbal reasoning, non-verbal reasoning, reading age, spelling age and number age are given to pupils in Years 1-6 at the commencement and close of the academic year. In addition, pupils' progress is summarised every half term and shared with parents, and is stored in iSAMS.

2.1.11 Continuous informal assessments are made in the form of observations, questioning and attainment in lessons and judgements are made against the 'I Can' statements for the pupil's National Curriculum year group. These statements indicate the child's position on the 'Emerging, Expected, Exceeding, Mastery' scale outlined below.

### **The Senior School**

2.1.12 Formal nationally standardised tests are given to all students at the commencement of Year 7 and Year 10, as well as to any students who join the school at a different time and miss out on the initial test. The results of these tests are shared with Subject Leaders and are used, along with teacher assessment, to inform target setting.

2.1.13 Students in Years 7 and 8 will not be issued with target grades in each subject, though teachers will use their standardised test scores to evaluate students' performance. Targets for students in Years 9 to 11 will use GCSE number grades (9-1) as appropriate for each subject. Targets will be shared with students and parents after the first Autumn half term.

2.1.14 Targets will be centrally stored by the Assistant Head and will be reviewed by SLT and teachers in the Spring term. If a student has performed particularly well, consistently reaching their target, the school may raise that target. In exceptional circumstances and following a review involving SLT, teachers and parents, a target grade may be lowered if it is considered to be in the best interests of the student.

2.1.15 Throughout the academic year students receive internal summative assessments aimed at measuring progress. Every half term this data will be stored in iSAMS in accordance with the reporting procedure outlined below.

2.1.16 Assessment information for pupils that transition from Year 6 into the Senior School is made available to all Senior School staff in the summer term via iSAMS, to inform future planning.

2.1.17 In the Senior School all subject areas are required to produce schemes of work that explicitly show how and when work is to be assessed. This continuous assessment can be implemented in different forms such as formal tests, written comments on pupils' work, timed class work assessments, homework, peer assessment, question and answer sessions, observations and digital assessments. For information on Non-Examination Assessment refer to documentation available from the Examinations Officer as issued by JCQ.

2.1.18 Each student in the Senior School should receive formative feedback on their work at least once a week (or once a fortnight where a class receives all its lessons in Week A or Week B) and a summary of this feedback will be recorded in the teacher's mark book. Feedback will usually take the form of written comments but may also be in the form of numerical marks. In addition, opportunities should be given for students to self-assess their own and peer-assess others' work.

2.1.19 Every half term students will undertake more formal tasks that will provide a summative judgement for that half term. These more formal assessments will be designed to reinforce and test the knowledge and skills taught that half term. Comments upon this work should be more extensive and student responses to these comments should be required to ensure that students know what they have done well and what they can still do to make further progress. Assessments will be monitored by SLT as part of the school's Performance Management procedures for teaching staff, and to ensure that they are of an equitable standard across subject areas.

2.1.20 For Years 7 and 8 the mark for the formal assessment should consist of an effort grade A-D and a statement of attainment. The statement of attainment will indicate whether a student is meeting the expected standard for their national curriculum year group in each subject:

EM (Emerging, which indicates that a student is working towards the expected standard)

EXP (Expected, which indicates that a student is working at the expected standard)

EXC (Exceeding, which indicated that a student is exceeding the expected standard)

MAS (Mastery, which indicates that a student is working at a level well beyond the expected standard)

2.1.21 For Years 9 to 11 the student should receive an effort grade A-D with an attainment grade 1-9 based upon the GCSE grading criteria in operation for that subject. It is **important to note** that a student's attainment grade will show where they are at that moment against the GCSE grading criteria. This means we would expect students in Year 9 to be achieving lower attainment grades than students in Years 10 and 11. To encourage a **growth mindset**, the school is seeking to reinforce to students and parents the learning

journey from Years 9 to 11, where a student whose first GCSE grade in Year 9 might be a 4, but whom by the end of Year 11 might achieve a 7.

2.1.22 For all year groups the grade will be accompanied by a comment explaining what the student has completed well and necessary next steps to ensure continued progress.

2.1.23 A table showing the relationship between legacy and new GCSE grades is shown below for information:

Current GCSE Grades		New GCSE Grades
A*		9
A	↔	8
B		7
C	↔	6
D		5
E	↔	4
F		3
G		2
U	↔	1
		U

2.1.24

2.1.25 Intervention of any underperforming student in the Senior School occurs after their cases have been discussed at Pupil of Concern meetings, chaired by the Assistant Head of Senior School. Strategies appropriate to the needs of the individual students are identified and implemented. Cases are reviewed at the following meeting.

### The Sixth Form

2.1.26 Formal nationally standardised tests are given to all students at the commencement of Year 12. The results of these tests are shared with Subject Leaders and are used, along with teacher assessment, to inform target setting.

2.1.27 Targets for students in Sixth Form will use A Level letter grades (A\*-E) and will be shared with students and parents after the first Autumn half term.

2.1.28 Targets will be centrally stored by the Assistant Head and will be reviewed by SLT and teachers in the Spring term. If a student has performed particularly well, consistently reaching their target, the school may raise that target. In exceptional circumstances and following a review involving SLT, teachers and parents, a target grade may be lowered if it is considered to be in the best interests of the student.

2.1.29 Each student in the Sixth Form should receive formative feedback on their work at least once a week (or once a fortnight where a class receives all its lessons in Week A or Week B) and a summary of this feedback will be recorded in the teacher's mark book. Feedback will usually take the form of written comments but may also be in the form of numerical marks.

2.1.30 Every half term students will undertake more formal tasks that will provide a summative judgement for that half term. These more formal assessments will be designed to reinforce and test the knowledge and skills taught that half term. Comments upon this work should be more extensive and student responses to these comments should be required. Assessments will be monitored by SLT to ensure that they are of an equitable standard across subject areas.

## **2.2.0 Reporting**

2.2.1 All new teachers receive training through the induction programme, by the Deputy Head, on the reporting system and how to follow the set procedures on report writing.

2.2.2 The first line of contact for the parent in the Senior School and the Prep School is the homework or reading diary. Parents and teachers can note any concerns into the diary. It is checked and signed regularly by the tutor. For the length of homework set each night refer to the Homework Timetable.

2.2.3 EYFS reports are written at the end of each term where staff record the following: Achievements and Progress in each of the seven learning areas; written summary explaining future next steps for learning; and a tracker highlighting the age band in which each child is working.

At the end of EYFS, an Early Years Profile is completed using evidence from the Learning Journey. The Early Years Profile is passed on to the Year 1 teacher to inform them of each child's progress and inform future planning. The profile is sent to the Local Authority on request and a copy is available to all parents.

2.2.4 Mid-term grades are shared with parents three times a year and will indicate the following: effort in class work and homework; attainment grades; target grades. Written reports are sent to parents at the end of each term and include the following: effort grades in class work and homework; attainment grades; target grades; written comments. All students will have the opportunity to

comment upon their reports in PSHE and all comments will be shared with subject teachers. Students will assess their learning tasks from each report and record what steps they will take to achieve them. Form tutors retain records of these documents.

#### 2.2.5 **EYFS Reporting**

EYFS reports are written at the end of each term where staff record the following: Achievements and Progress in each of the seven learning areas; written summary explaining future next steps for learning; and a tracker highlighting the age band in which each child is working.

2.2.6 At the end of EYFS, an Early Years Profile is completed using evidence from the Learning Journey. The Early Years Profile is passed on to the Year 1 teacher to inform them of each child's progress and inform future planning. The profile is sent to the Local Authority on request and a copy is available to all parents.

#### 2.2.7 **Mid-term Grade Reports**

Mid-term grades for all pupils (Year 1 - Year 11) are shared with parents three times a year.

- a. In the Prep School mid-term grades for Years 1, 2 and 3 will consist of behaviour and effort statements for each subject. In addition parents will receive the baseline testing scores for Verbal and Non-Verbal reasoning, Reading age, spelling age (from Year 2 upwards) and number age measured at the beginning of the academic year.
- b. Years 4, 5 and 6 will receive effort grades for class work and homework and an attainment grade for each subject. In addition parents will receive the baseline testing scores for Verbal and Non-Verbal reasoning, Reading age, spelling age (from Year 2 upwards) and number age measured at the beginning of the academic year.
- c. In the Senior School, mid-term grades will indicate the following: effort in class work and homework; attainment grades; and for Years 9 to 11, target grades.

#### 2.2.8 **End of Term Full Reports**

Written reports are sent to parents at the end of each term. Students in Years 11 and 13 receive their final report at Easter.

- a. For Years 1, 2 and 3 they include written comments for each subject. The end of year measurements of reading age, spelling age and number age will be reported in the written report at the end of academic year.
- b. For Years 4, 5 and 6 they include written comments for each subject and an effort grade. The end of year measurements of reading age, spelling age and number age will be reported in the written report at the end of academic year.
- c. In the Senior School written reports include the following: written comments; effort grades in class work and homework; attainment grades; target GCSE grades for Years 9 to 11.
- d. In the Sixth Form written reports include the following: written comments, effort grades in class work and homework attainment grades; target A Level grades.

2.2.9 In subjects where homework is not set, such as Forest School or Choir, no homework grade is given.

2.2.10 All students will have the opportunity to comment upon their reports in PSHE and all comments will be shared with subject teachers. Students will assess their learning tasks from each report and record what steps they will take to achieve them. Form tutors retain records of these documents.

2.2.11 All parents have the opportunity to attend at least one formal parents' meeting to discuss their child's progress with subject teachers, class teachers and tutors in an academic year. The dates for these meetings are published on the school calendar.

### **3 CONTACT AND REVIEW**

Key contact with regard to this policy: Assistant Heads Academic

Next Review date: Reviewed and updated by Charis Hunn-Smith for final approval from the Governing Body.