

Bickley Park School

ASSESSMENT, RECORDING AND REPORTING POLICY

INTRODUCTION

Effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to improve. This allows us to base our lesson plans on detailed knowledge. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards.

AIMS AND OBJECTIVES

- to enable our pupils to demonstrate what they know, understand and can do in their work;
- to help them understand what they need to do next to improve their attainment;
- to enable pupils to assess their own learning, and that of others, and set themselves challenging targets
- to allow teachers to plan learning tasks that accurately reflect the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headmaster and Governors with information that allows them to make judgements about the effectiveness of the school.

PLANNING FOR ASSESSMENT

Early Years Foundation Stage

The Early Years teaching staff record their initial assessments of the children in a form of a baseline, observational assessment. These take into account all available information from parents and previous settings. We continue to observe children and will regularly record our observations, particularly when we see 'wow' moments, which are recorded on Tapestry, the online journal. We analyse and review what we see or know about each child's development and learning, and then we will make informed decisions about the child's progress. This enables us to plan appropriate next steps.

Each child has their own Learning Journey on Tapestry, which documents their learning. This includes: observations, photos and examples of their work in school. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at three other points in the academic year.

We report to parents three times a year, in November, February and July. The report in July is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

Years 1-8

The National Curriculum underpins the curriculum in Year 1-6. The Common Entrance Syllabus and Schemes of Work are the basis for the planning of teaching and learning

in Year 7 and 8. A condensed plan of each term's work in each subject area is provided to parents in advance so that they are able to support their child's or children's learning process.

We call upon a wide variety of material to underpin our curriculum including the ISEB framework and the national schemes of work produced by QCA: these support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.

We plan our lessons with clear learning intentions. These show progression throughout the year and across all year groups and link to objectives set out in the National Curriculum. We strive to ensure that all tasks set are appropriate to each child's current level of attainment. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next session.

TYPES OF ASSESSMENT

We recognise various methods of assessing a child's learning. The types of assessment that we make vary from subject to subject. We record information that affects future learning and that can be passed on through the school. Individual subject leaders have implemented ways of assessing and recording within that subject to ensure progression.

We aim to combine the following types of assessment to achieve a balance between assessment **for** learning and assessment **of** learning:

- **Formative:** whereby on-going achievements and successes can be recognised and targets determined (assessment **for** learning)
- **Summative:** whereby data can be recorded and reported (assessment **of** learning)
- **Diagnostic:** whereby strengths and weaknesses can be identified and pupils supported to understand how they are progressing and how improvements can be made
- **Evaluative:** whereby the performance of subject areas and year groups can be reviewed to improve the quality of learning and teaching.

TARGET SETTING

Subject Schemes of Work contain an indication of the expected level of achievement in each subject or area within a particular academic year. Where necessary, individual targets are discussed with pupils and communicated to parents. The progress of each child can then be reviewed on a half-termly basis and revised targets can then be set.

We ask our older boys to review their own targets as they take greater responsibility for their own learning process.

Targets should be SMART (Specific, Measurable, Attainable, Realistic, Timed).

RECORDING

There are various methods of assessing a pupil's learning according to subject. Teachers record assessment information derived from written and oral activity, both formal and informal. In addition to regular testing, two sets of school 'examinations' in the Prep Department provide 'snapshot' indications of progress as boys approach Common Entrance.

Additionally, Literacy and Numeracy are assessed and tracked using the Star assessment scheme, Abacus assessments and Accelerated Reading and Maths assessments.

Objectives for individual lessons are derived from the broad learning objectives within Schemes of Work. These in turn reflect the demands of the ISEB syllabuses and, to some extent, of the National Curriculum. Teachers record the progress of each child against these broad objectives enabling them to make a judgement about the work of each child in relation to expected levels of attainment. This allows us to monitor the progress of each child. This information is passed on to the next teacher at the end of each year, either in a face to face meeting or through the passing on of assessment information.

REPORTING TO PARENTS

There are a range of strategies to keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work and teachers will likewise contact parents if there are concerns about progress.

Twice each year parents are offered the opportunity to meet their child's teacher to discuss the progress he is making both with respect to his individual targets and in terms of the school's general level of expected achievement. Teachers must report on attainment, effort/attitude to learning, progress and give at least one SMART target for improvement. If time, advice may be given to parents as to how they might support their child's learning. Teachers are given advice before parents' evening and asked for feedback subsequently.

At the end of the Summer term all parents receive a written report of their child's progress and achievements during the year. This report also identifies any specific areas in which a child's work could be improved. Teachers write individual comments on all taught subjects. Parental feedback is welcomed with individual teachers or Senior Management by appointment.

Every half term, endeavour grades are sent to parents of children in Year 3 to Year 8. At the end each term, endeavour and attainment grades (with quartile scores where appropriate) are sent to parents. Appendix 1 shows the subject reporting specific to each year group.

Academic subjects: at the end of each term attainment quartiles are sent to parents in the following subjects: Year 3 and Year 4, Maths / English / Science. Year 5 and above Maths / English / Science / French / History / Geography / RE / Spanish. Quartiles are either obtained through exam results or through class tests.

Other subjects: at the end of each at the end of each term Year 5 to Year 8 grades are sent home for: Visual Arts, DT, Computing, Performing Arts, Games.

In Year 1 and Year 2, Report Profiles are sent to parents at the end of both the Autumn and Spring term. This report is a brief summary which focusses on four key areas: the Child as a Learner, his Social and Personal Development and his attainment in Maths and English.

During the summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write general comments on the pupil, plus individual comments for the each subject area. Throughout the year, children are encouraged to offer their own evaluation of their performance.

FEEDBACK TO PUPILS

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have agreed Marking and Feedback guidelines, as this ensures that we all provide feedback in a consistent manner. The children are aware of the marking code, and as a result, know whether they achieved the lesson's learning intention, what corrections, if any, they need to make and to establish their next steps.

We give children verbal feedback on their work whenever possible, either during the lesson, or at the start of the next one. This feedback allows the children to make changes to their work within a lesson and gives the teacher an immediate insight into the challenges that individual children may face.

In the Pre Prep, we give written feedback to a child, we use a combination of pink and green pens. Anything highlighted, underlined or written in green is an example of good work which is measured against the learning intention or that child's specific target. Anything which is highlighted, underlined or written in pink is to focus the child onto a specific target which again is related back to the learning intention, their specific target or another required area of improvement.

Traffic Light System

Years 1 - 2 have adopted the Traffic Light system for children to assess their own work using Assessment for Learning. Have they achieved the WALT, WILT or Lesson Objective? Are they happy with their work, or could they do better? Every pupil should have their differentiated Learning Objective and/ or Success Criteria stuck or written in their books and at the end of each lesson, the children can colour in the appropriate light when reflecting on their work. This provides immediate visual feedback and communication between the teacher and pupil.

- Green – I have understood the task and achieved the learning objective
- Amber – I need more practice
- Red – I don't understand the learning objective and need further support

CONSISTENCY

It is the responsibility of all teaching staff to be internally consistent in the levels applied to boys' work. Heads of Subject and the Assistant Heads (Academic) work to ensure that there is common understanding of the school's expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.

MONITORING AND REVIEW

The Assistant Heads (Academic) are tasked with monitoring the implementation of this policy and she/he is allocated time for this vital task. The Assistant Heads (Academic) use this time to inspect samples of the children's work, along with Heads of Subject. He/she also arranges for moderation meetings to take place and to observe the policy being implemented in the classroom.

Author	RC / AW	
Date Approved	September 2017	Chairman: MH
Date Approved	September 2017	Headmaster: PW
Date for Next Review	September 2019	

Appendix 1: Annual overview of assessment/recording/reporting

Autumn Term	Y1-8 Half termly Star Reading Tests Reception – Y2 Read Write Inc Spelling assessments Y2-6 Star Maths assessments Y3-8 Spelling screening tests Y4-8 CAT4 verbal, quantitative and non-verbal tests Y1-3 Reasoning tests Y1-2 End of term Report Profile Y3-8 half-termly endeavour grades x 2 Y5-8 end of term attainment quartiles (academic subjects) and non-academic grades. Nursery-Y8 Parents' meetings Y3-8 written assessments. Core subjects only.
Spring Term	Y1-2 End of term Report Profile Y3-8 half-termly endeavour grades x 2 Y5-8 end of term attainment quartiles (academic subjects) and non-academic grades.

	Nursery-Y8 Parents' meetings Y8 mock exams
Summer Term	Y2-6 Star Maths assessments Y3-8 half-termly endeavour grades x 1 Y5-8 end of term attainment quartiles(academic subjects) and non- academic grades. Y3-8 exams. Y3 toY4, core subjects. Y5 to Y8, all subjects. Full written reports for Nursery to Y8

Year 1 and 2 Report Profile

Your Child as a learner and Social and Personal Development

Grade Descriptors

Always	1	Sometimes	3
Most of the time	2	Rarely	4

English and Maths

Grade Descriptors

Highly capable and competent	1	Experiencing some difficulty	4
Capable and competent	2	Experiencing significant difficulty	5
Managing comfortably	3		

Year 3 to Year 8

Endeavour Grade Descriptors

1	Excellent	<ul style="list-style-type: none"> Consistently works independently and with self-motivation Shows evidence of an independent attitude to learning Always completes work on time and to a standard exceeding expectations Always respectful of others; cooperation excellent
2	Good	<ul style="list-style-type: none"> Consistently tries hard most of the time Committed and interested Completes work on time and to a standard in line with expectations Respectful of others; cooperates quickly with instructions
3	Room for improvement	<ul style="list-style-type: none"> Effort levels are inconsistent Work in lessons and home suffers from lack of preparation Sometimes fails to complete work on time and to the standard expected
4	Unsatisfactory (this grade will be given if any two of the following apply)	<ul style="list-style-type: none"> Low level of effort Tendency for attention to wander in class Work in lessons and home suffers from lack of effort

		<ul style="list-style-type: none"> • Often fails to complete work on time and, when completed, standard is below expected level • Can cause low level disruption
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Non-Examined subject attainment grade descriptors

A	Excellent	<ul style="list-style-type: none"> • complete understanding and highly skilful application of theory and technique • Highly creative.
B	Good	<ul style="list-style-type: none"> • strong understanding and accurate application of theory and technique. • Strong signs of creativity.
C	Satisfactory	<ul style="list-style-type: none"> • average understanding and competent application of theory and technique. • Some good signs of creative
D	Unsatisfactory	<ul style="list-style-type: none"> • significant elements of theory and technique have not been learnt or applied appropriately. • Little creativity.

Appendix 2: Guidance on Report Profiles and half-termly and end of term grades

All grades are submitted via SIMS marksheets. The Assistant Heads, Academic ask all staff to complete the marksheets by a given deadline, normally 48 hours prior to the end of the half term. The prepared cards are then issued to pupils by hand or posted to parents

Appendix 3: Guidance on end of year report

The Assistant Head Academic (Prep dept) provides full documentation to all staff in the first half of the Summer Term regarding the completion of reports. He produces deadlines for staff to enter into SIMS via 'Profiles'. Upon completion and proof reading, he arranges for all reports to be printed and then posted to parents in the first week of the Summer Holidays.