

# Bickley Park School

## ASSESSMENT, RECORDING AND REPORTING POLICY

|                             |                |                |
|-----------------------------|----------------|----------------|
| <b>Author</b>               | RC / AW / AK   |                |
| <b>Date Approved</b>        | September 2019 | Chairman: MH   |
| <b>Date Approved</b>        | September 2019 | Headmaster: PW |
| <b>Date for Next Review</b> | September 2021 |                |

### 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. For two-and-half to three-year-old children, the parents receive a Development Summary during the first term which assesses against the three Prime Areas

We report to parents three times a year, in October, March and July. The report in July is generated within Tapestry and is a written summary and contains information about how each child learns and an assessment against each of the seven areas of learning together with next steps.

### **Years 1-8**

An overview 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. Individual targets are discussed with pupils and communicated to parents during parent meetings. In subsequent meetings the targets can then be reviewed 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).

In Early Years targets setting takes the form of Next Steps within Tapestry.

For boys in Y1 to Y8 the end of year reporting in July sets targets via Next Steps.

## **RECORDING**

There are various methods of assessing a pupil's learning according to subject. Teachers record assessment information derived from written and oral activities, 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 Senior School entrance exams.

Additionally, Literacy and Numeracy are assessed and tracked using the Star assessment scheme, Abacus assessments and Accelerated Reading and Rising Stars Assessment. Older boys will use ISEB examination papers. We also use CAT4 Reasoning Tests on an annual basis in Autumn for boys in Y1 to Y8.

## **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 or she is making both with respect to their 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.

Every half term, endeavour grades are sent to parents of children in Year 3 to Year 8. At the end of 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 or Spanish / History / Geography / RE. Quartiles are either obtained through exam results or through class tests.

Other subjects: at the end of each term Year 7 and Year 8 grades are sent home for: Art, Drama, DT, Computing, Music, Games.

In Year 1 and Year 2, Report Profiles are sent to parents at the end of Spring term. Year 2 additionally receive Profiles at the end of the Autumn 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 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.

Please refer to the separate Marking and Feedback policy for further details.

## CONSISTENCY

It is the responsibility of all teaching staff to be consistent and moderate their standards. Heads of Subject, the Assistant Heads (Academic) and the PrePrep Head of Learning Success 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 (Achievement) are tasked with monitoring the implementation of this policy and there is allocated time for this vital task. The Assistant Heads (Achievement) use this time to inspect samples of the children’s work, along with Heads of Subject. They also arrange for moderation meetings to take place and to observe the policy being implemented in the classroom.

Appendix 1: Annual overview of assessment/recording/reporting

|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Autumn Term | 2.5 year olds Development Summary<br>Y1-8 Half termly Star Reading Tests<br>Y1-2 Abacus Maths x2<br>Reception – Y2 Phonics assessments<br>Y1 Salford Reading assessment<br>Y1-8 Star Maths assessments<br>Y3-8 Spelling screening tests<br>Y4-8 CAT4 verbal, quantitative and non-verbal tests<br>Y1-3 Reasoning tests<br>Y2 End of term Report Profile<br>Y3-8 half-termly endeavour grades x 2<br>Y5-8 end of term attainment quartiles (academic subjects) and non-academic grades.<br>Nursery-Y8 Parents’ meetings<br>Y3-7 written assessments. Core subjects only.<br>Y8 Mock Senior School entrance exams |
| Spring Term | 2.5 year olds Development Summary<br>Y1-8 Half termly Star Reading Tests<br>Y1-2 Abacus Maths x2<br>Y1-8 Star Maths assessments<br>Y1-2 End of term Report Profile                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|             |                                                                                                                                                                                                                                                                                                                                   |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | Y3-8 half-termly endeavour grades x 2<br>Y5-8 end of term attainment quartiles (academic subjects) and non-academic grades.<br>Nursery-Y8 Parents' meetings<br>Y8 Mock CE exams                                                                                                                                                   |
| Summer Term | Y1-8 Half termly Star Reading Tests<br>Y1-2 Abacus Maths x2<br>Y1-8 Star Maths assessments<br>Y3-8 half-termly endeavour grades x 1<br>Y5-8 end of term attainment quartiles(academic subjects) and non-academic grades.<br>Y3-8 exams. Y3 toY4, core subjects. Y5 to Y8, all subjects.<br>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

|                                   |
|-----------------------------------|
| Exceeding Expected Standard       |
| Secure                            |
| Working Towards Expected Standard |

## Year 3 to Year 8

### Endeavour Grade Descriptors

|   |           |                                                                                                                                                                                                                                                                                                                        |
|---|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Excellent | <ul style="list-style-type: none"> <li>Consistently works independently and with self-motivation</li> <li>Shows evidence of an independent attitude to learning</li> <li>Always completes work on time and to a standard exceeding expectations</li> <li>Always respectful of others; cooperation excellent</li> </ul> |
| 2 | Good      | <ul style="list-style-type: none"> <li>Consistently tries hard most of the time</li> <li>Committed and interested</li> </ul>                                                                                                                                                                                           |

|   |                                                                             |                                                                                                                                                                                                                                                                                                                                              |
|---|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                             | <ul style="list-style-type: none"> <li>• Completes work on time and to a standard in line with expectations</li> <li>• Respectful of others; cooperates quickly with instructions</li> </ul>                                                                                                                                                 |
| 3 | Room for improvement                                                        | <ul style="list-style-type: none"> <li>• Effort levels are inconsistent</li> <li>• Work in lessons and home suffers from lack of preparation</li> <li>• Sometimes fails to complete work on time and to the standard expected</li> </ul>                                                                                                     |
| 4 | Unsatisfactory (this grade will be given if any two of the following apply) | <ul style="list-style-type: none"> <li>• Low level of effort</li> <li>• Tendency for attention to wander in class</li> <li>• Work in lessons and home suffers from lack of effort</li> <li>• Often fails to complete work on time and, when completed, standard is below expected level</li> <li>• Can cause low level disruption</li> </ul> |

### Non-Examined subject attainment grade descriptors

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

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

All grades are submitted via SIMS marksheets. All staff are asked to complete the marksheets by a given deadline, normally three days, prior to the end of the half term. The prepared cards are then sent digitally via 'SchoolPost'.

### Appendix 3: Guidance on end of year report

The Assistant Heads (Achievement) provide full documentation to all staff in the first half of the Summer Term regarding the completion of reports. They produce deadlines for staff to enter into SIMS via 'Profiles'. Upon completion and proof reading, they arrange for all reports to be prepared and then sent digitally via 'SchoolPost' to parents in the first week of the Summer Holidays.