



# SILCOATES

Independent education for boys and girls aged 3-18

## Assessment, Recording and Reporting Policy (Junior School)

### Assessment

#### Introduction

*'Overall, the purpose of assessment is to improve standards, not merely to measure them.'* – OFSTED

*'The quality of assessment has a significant impact on attitudes to learning and on attainment in schools by stimulating and challenging pupils to work hard, and by encouraging teachers to focus on how to improve the learning of individual pupils.'*  
– OFSTED

#### Aims

- To provide clear guidelines on the School's approach to assessment;
- To establish a coherent approach to assessment across all subjects and departments;
- To provide a system which is clear to pupils, staff and parents.

#### Types of Assessment

**Summative:** also called *Assessment of Learning* = external/internal exams; NFER assessments in May; Abacus Mathematics assessments, i.e. those assessments concerned with recording the overall achievement of a pupil over time.

**Formative:** also called *Assessment for Learning (AfL)* = marking of books with appropriate feedback (see below and the separate Feedback Policy); reports that give guidelines on how to improve. This process involves pupils being able to recognise how to improve and includes target setting, i.e. those assessments that happen day by day and lesson by lesson, that are very much part of good teaching.

#### Feedback:

- Teachers provide feedback through their spoken comments to pupils on work in progress.
- Teachers provide feedback through written comments they make in the process of marking work.

- Pupils provide their own feedback when they assess their own work.

Feedback is an important means for pupils to learn about their progress and successes. A level of consistency of approach is therefore important. Consequently, the detailed Feedback Policy in Junior School provides this.

In addition to the guidelines set out in that document:

- Each term, an assessment grade A-E should be entered on a SIMS Marksheet in order for the progress of a pupil to be monitored. The Marksheet also has a column for 'Effort'. See below.
- Feedback should also take into account the principles of Language across the Curriculum (see below).

### **Language across the Curriculum**

Pupils should be expected in all subjects to express themselves correctly and appropriately.

In writing, pupils should be taught to use correct spelling and punctuation and follow grammatical conventions.

Pupils should be taught the technical and specialist vocabulary of subjects and how to use and spell those words. They should also be taught to use the patterns of language vital to understanding and expression in different subjects. These include the construction of sentences, paragraphs and texts that are often used in a subject (for example, language to express causality, chronology, logic, exploration, hypothesis, comparison, and how to ask questions and develop arguments). All of this will be age-appropriate.

### **End of Year Report/Pupil Report Cards**

The purpose of written reports is to inform parents of their child's progress and to give guidelines on how a pupil may improve. The reporting calendar is reviewed each academic year. Each year group has one Full Report and two Pupil Report Cards per academic year.

### **Grades**

**Attainment** – Reports will usually have an Attainment grade. The grades A-E are given. Grades are inserted into the SIMS Marksheet, according to the published deadlines.

**Effort** – Reports/Pupil Report Cards will usually have an Effort grade. These grades are to recognise pupils' efforts.

Pupils' effort levels, graded 1 to 5, should be recorded using the following descriptors as a guideline. Pupils may not meet all of the description; the level is chosen which most closely describes their effort / attitude to learning.

### **Criteria for Assessment of Effort: Numbered 1 – 5**

*(Criteria for awarding effort grades are set out below. These give a general indication of what would be expected. Teachers should award the category, which is the **best reflection** of the pupil's effort.)*

### **1. Outstanding**

A consistent, high level of commitment is shown to work, including homework. The pupil has the ability to work independently, taking responsibility for his/her own learning.

Behaviour in lessons is excellent and positive contributions are made in group work and class discussions.

Care and pride are taken in the presentation of work.

### **2. Pleasing**

Work, including homework, is completed to the best of his/her ability.

The pupil follows instructions and remains on task and engaged in lessons.

Behaviour in lessons is positive and the pupil regularly participates constructively in group work and class discussion.

Care and pride are taken in the presentation of work.

### **3. Satisfactory**

Work, including homework, is generally completed to the best of his/her ability.

The pupil follows instructions and remains on task for the majority of time.

Behaviour in lessons can be positive and the pupil participates in group work and class discussions.

Care and pride are normally taken in the presentation of work.

### **4. Room for improvement**

Work, including homework, is sometimes completed to the best of his/her ability.

Occasional reminders are needed to stay on task.

Behaviour in lessons is sometimes positive and the pupil generally participates in group work and class discussions.

Care and pride are sometimes shown in the presentation of work.

### **5. Unsatisfactory**

Work, including homework, is rarely completed to the best of his/her ability.

The pupil demonstrates little ability to work without supervision and constant reminders are needed to remain on task.

Behaviour in lessons is rarely positive and the pupil seldom participates in group work and class discussions.

Care and pride are rarely shown in the presentation of work.

***An important factor to remember in all of this is a child's learning needs and this is taken into consideration, so we are not penalising a child for having a learning difficulty or disability.***

Marksheets may contain historical grades and are helpful for tracking purposes. The classroom teacher, SENCO and Head of Junior School have access to bespoke Marksheetworksheets, which aid their discussions with the pupils/parents and trigger support/intervention, if required. Marksheetworksheets are colour-coded at the end of an academic year to identify the level of progress.

### **Value-added Information**

The Junior School pupils take assessments in English, Maths, Reading and Spelling which enable us to track progress against previous scores. These are monitored between Key Stage One and Key Stage Two and appropriate progress mapped.

## **Reported Grades**

**Assessment Grade** – the grade awarded on the basis of current performance in a subject. This grade should be summative (assessing achievement at the end of a unit of work).

- In Year 5 & 6, grades/results are used as part of a wider screening process to put pupils in the right sets for teaching English & Maths.
- At the end of each year, the Head of Junior School/SENCO look for underachievement / overachievement / progress in assessed areas.
- Teachers / SENCO and Head of Junior School have year group Marksheets to look for trends of underachievement/progress.

## **School Standardised Assessments**

### **Setting of Papers**

- The Head of Junior School / SENCO are responsible for the organisation and distribution of papers to classes;
- Papers are appropriate for the level and reflect the work covered;
- Pupils are prepared for the assessments but no 'training' is given.

### **Timetable of Assessments**

#### **Autumn Term**

- Year 3 and Year 5 sit the NFER CAT4 ability assessments
- Year 1 Baseline NFER assessments
- Reception Baseline assessments

#### **Summer Term**

- All year groups in the Junior School are given NFER standardised assessments in English, Maths Spelling and Reading

### **Results**

- The results of these examinations are entered into Marksheets by subject teachers/SENCO/Data Manager.
- A spreadsheet is produced by the Data Manager, giving an overview of year group performance for the Head of Junior School and class teachers

### **Monitoring of Results**

Everyone is responsible for tracking and monitoring the pupils they teach. Discussions take place as appropriate between the Head of Junior School / SENCO / Class teachers.

### **Parents Evenings**

- There are two Parents Evenings for each year group during the academic year, and one optional evening in the summer term;
- Details are published in the School Calendar;
- A frank exchange of views is anticipated; members of staff are asked to be wary of under-selling or over-selling pupils' ability;
- The Class Teacher should contact absent parents to discuss pupils' progress.

## Communication with Parents

- Teachers are urged to get into the habit of contacting parents early and frequently, to keep them informed of any academic or pastoral concerns.
- An effective parent/school partnership depends on parents being kept up to date.
- Important phone calls are documented, with a summary sent to the Head of Junior School and a brief comment made in the pupil's file.
- Any parental letters and replies are placed in the pupil's file.
- It may be necessary to invite a parent into school and it is good practice for there to be another member of staff/SENCO/Head of Junior School present; this helps to avoid any misunderstandings.
- Formal meetings with parents should be recorded and that record placed into the pupil file.

Date of last review:	September 2016
Reviewed by:	A.P. Boyer – Head of Junior School