



SILCOATES

Independent education for boys and girls aged 3-18

Assessment, Marking & Recording Policy (Junior School: Years 1-6)

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; GLS 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.

A&B = Exceeding:	exceeding national expectations
C = Meeting:	meeting national expectations
D&E = Emerging:	working towards national expectations

- The Marksheet also has a column for 'Attitude to Learning'.
- 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 Mini-Reports per academic year.

Grades

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

Attitude to Learning – Reports will have an Attitude to Learning grade. These grades are to recognise pupils' attitude towards their learning.

Pupils' ATL levels, graded 1 to 4, 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 attitude to learning.

Outstanding	Achieving beyond the basic requirements of ATL on a consistent basis
Pleasing	Fulfilling the basic requirements of ATL on a consistent basis
Room for Improvement	Inconsistent in fulfilling the basic requirements of ATL
Unsatisfactory	Not achieving any consistency in fulfilling the basic requirements of ATL on a consistent basis

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, SENDCo and Head/Assistant Head of Junior School have access to bespoke Marksheets, which aid their discussions with the pupils/parents and trigger support/intervention, if required. Marksheets 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/Assistant Head of Junior School/SENDCo look for underachievement / overachievement / progress in assessed areas.
- Teachers / SENDCo and Head/Assistant Head of Junior School have year group Marksheets to look for trends of underachievement/progress.

School Standardised Assessments

Setting of Papers

- The Head/Assistant Head of Junior School / SENDCo 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 1 Baseline NFER assessments

Spring Term

Year 6 sit the entrance exam for Senior School

Summer Term

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

Results

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

Monitoring of Results

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

Parents Evenings

- There are two Parents Evenings for each year group during the academic year.
- 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/SENDCo and/or Head/Assistant 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.

Reviewed by:	Mr Boyer – Head of Junior School		
Date of last review:	July 2018 – change to May 2019	Date of next review:	May 2020