



# SILCOATES

Independent education for boys and girls aged 3-18

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

### Assessment

The School views effective assessment as an integral part of teaching and learning, as based on the following principles:

- i. Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals.
- ii. Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.
- iii. Assessment should recognise individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.
- iv. Assessment should involve a range of techniques both formal and informal, carried out in a variety of contexts, which will allow individual pupils to show what they know, understand and can do.

Assessment can take many forms: indeed, it is the *range* and *variety* of the assessment methods used within the School which enable teachers to gain the clearest picture of a pupil's attainment.

The School naturally makes use of regular assessments, such as homework, practical work, oral work and class tests, to determine pupil's abilities.

Teachers are also involved in the continuous assessment of pupils' work during class activities and day-to-day classroom interaction, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programme of extra-curricular activities.

Pupils who are encouraged to assess their own effort and performance are often more highly motivated and develop more confidently the skills needed for effective independent study. Junior School staff involve pupils in the assessment process, wherever possible, such as adopting Assessment for Learning techniques. These help pupils to take responsibility for their learning because they are encouraged to understand their successes and misunderstandings and to take responsibility for improving.

## **Baseline Assessment**

The School uses the following systems for baseline assessments and ongoing performance monitoring:

- CAT4 Assessment at Year 3 and sometimes Year 5 may be used
- GL Spelling – start of year assessment in Years 3-6
- English, Mathematics and Reading scores from previous years' assessments in May;
- Entrance examination scores in Progress in English and Mathematics; school reports are also used for new pupils
- Abacus or White Rose Maths Assessments each term/half term
- Times Tables Rock Stars baseline assessments and online activities

Very high scoring pupils (126+) are recognised as Able, Gifted & Talented

SEND/EAL pupils are noted.

## **Use of Assessments**

<b>Streaming/ Setting</b>	<input type="checkbox"/> Assessments are also used for the purpose of setting when there are two forms in Years 5 and 6.
<b>Years 1 to 5</b>	<input type="checkbox"/> The focus is on placing the pupils in the right groups for teaching and ensuring they are fulfilling their early potential.

## **School Assessments**

### **Autumn Term**

- Abacus or White Rose Assessment test in Mathematics at the end of the half term/term.
- GL New Group Reading Test Years 1-6
- Spelling Baseline Assessment for Years 3-6 (GL)
- Bi-Weekly Spelling Test
- Writing Assessment each term (Talk for Writing)

### **Spring Term**

- Abacus or White Rose Assessment test in Mathematics at the end of the half term/term.
- Spelling Assessment for Years 3-6 (GL)
- Bi-Weekly Spelling Test
- Writing Assessment each term (Talk for Writing)

### **Summer Term**

- GL Assessments in May – English, Mathematics, Reading and Spelling
- GL New Group Reading Test Years 1-6
- Bi-Weekly Spelling Test
- Writing Assessment each term (Talk for Writing)

## Marking

This is based on our Feedback Policy which drives 'next steps' for all children. Children use colour to aid our youngest children in their feedback and use regular comments to guide future progress.

## Reporting

The procedures for reporting in the School are the responsibility of the Head of Junior School. In this task, she is assisted by the Data and Examinations Manager.

## Report Cards

Report Cards are to inform parents of their son or daughter's progress. Each year group will have two Report Cards per academic year (Christmas and end of academic year), along with a Parent/Teacher meeting in the Autumn and Spring terms. Parents will also receive a data sheet at the end of the academic year that reports of the GL Assessments.

## Grades

**Assessment** – Report Cards will have an Assessment grade. These grades, A-E are given following the summative assessment detailed above, and overall teacher judgements.

In Junior School, we have graded the standardised English and maths results using a scale from A to E, with A being the top grade.

A = SAS 126+

Pupils achieving significantly above national related expectation for their age group.

B = 112-126

Pupils achieving above national related expectation for their age group.

C = 89-111

Pupils achieving in line with national expectation.

D = 74-88

Pupils achieving below national related expectation for their age group.

E = below 74

Pupils achieving significantly below national expectation for their age group.

**Attitude to Learning (ATL)** – Report Cards will also have an Attitude to Learning grade. These grades are to recognise the extent to which a pupil fulfils, or exceeds, the required standards in this area (see 'Attitude to Learning – The Basics' below).

Pupils' ATL levels, graded 1 to 4, are recorded using the following descriptors as a guideline. A grade 2 is awarded when pupils meet all of the descriptors below. Pupils who do not satisfy all points are given a 3, and a 4 is awarded for regular and repeated failure to meet the requirements. When a pupil goes above and beyond our expectations they receive a 1. This might be through independent learning or through supporting the learning of others, for example.

### **ATL Grades:**

#### **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

### **Attitude to Learning – The Basics (Year 3-6)**

- Listen to instructions (first time, every time)
- Equipment - make sure you have what you need
- Always be ready to start
- Respect others
- Never give up
- Embrace challenge
- Remain focussed
- Strive always to do your best

### **Attitude to Learning – The Basics (Year 1&2)**

- Show enthusiasm and stay on task
- Try your best
- Ask for help only when you need it
- Respect others

**Marksheets** – Marksheets contain historical grades.

**Support** – Support will sometimes take place following the issuing of Report Cards, particularly where performance is falling consistently behind that suggested by ability.

## **Parents' Evenings**

- There are two Parents' Evenings for each year group during the course of the academic year.
- Details are published in the School Calendar. These may be subject to change due to Covid19.
- The Class Teacher will contact absent parents to discuss pupils' progress.

<b>Reviewed by:</b>	Mrs Moss – Head of Junior School		
<b>Date of last review:</b>	June 2021	<b>Date of next review:</b>	June 2022