

## Assessment and Reporting Policy

This policy is applicable to the Stephen Perse Foundation (the **Foundation**) which comprises the Stephen Perse Pre-Prep Schools (City and Madingley), the Stephen Perse Junior School, Dame Bradbury's School, the Stephen Perse Senior School and the Stephen Perse 6th Form College. It is applicable to the whole school community including those pupils in the Early Years Foundation Stage (EYFS).

### Glossary

AfL	Assessment for Learning
ALIS	Advanced Level Information System
CEM	Centre for Evaluation and Monitoring
EYFS	Early Years Foundation Stage
IB	International Baccalaureate
MidYIS	Middle Years Information System
PSHEE	Personal Social Health and Economic Education
SEND	Special Educational Needs and Disabilities
SIMS	The Foundation's Data Management System

### Guiding principles

Assessment and reporting play a vital role in learning. They enable pupils, teachers and parents to understand a child's progress so that strengths and weaknesses can be identified and appropriate action taken. Constructive advice and guidance are crucial elements in the on-going dialogue between teachers, parents and pupils, providing learners with the motivation, the means and the self-belief to improve.

In addition to annual reports, both formative and summative marking and assessment are used to help teachers to assess and monitor their students' progress and identify problems. Numerical marks or grades in isolation can be demotivating: poor marks may discourage; conversely, research suggests that a succession of the highest marks or the repeated use of 'Excellent' as the sole comment puts undue pressure particularly on high-achieving students, who may measure themselves against the product (the mark) not the process (the learning).

The approach to marking is different in each of the schools and between departments within the 11-

18 age range. In Years 3-11 the focus is on using comments-based marking to identify the strengths of the work and areas for improvement. In the 11-18 age range each department has their own marking policy which can be found in the departmental handbooks.

It is important that students should understand the criteria against which an individual piece of work will be marked. Different criteria reflect the differing requirements of tasks and the different needs of students.

Students can be usefully involved in agreeing personal goals in subsequent tasks and at different stages of the year, in many cases to complement work done in PSHEE and in report interviews.

Marks for homework, assessed class work and tests are routinely recorded by teachers in accordance with agreed guidelines. It is essential that students understand the marking scheme adopted and that there is consistency within the department.

Benchmark testing is used to enable progress to be measured against standardised scores. Assessment for Learning (AFL) is used extensively and in a variety of ways to encourage individual pupil progress. Details of some formal AfL elements may be found in departmental schemes of work but many AfL opportunities arise spontaneously in the course of a good lesson.

## **3-11**

### **Assessment in the Early Years Foundation Stage (Kindergarten and Reception)**

Throughout Kindergarten and Reception pupils' progress is monitored and assessed using the Development Matters criteria. Through a combination of long observations, short observations, discussions, quizzes and questioning, the Early Years teachers and key workers use the Tapestry assessment tool to collate and track each pupil's learning. In the Reception year, evidence is collected to support a summative assessment against the Early Learning goals giving every pupil an Early Years Foundation Stage Profile. The results of the EYFS profile are shared with parents as part of the end of year reports. The EYFS profile is also shared with Year 1 teachers to support the pupils' continued learning during this transition.

In addition to the Early Years Foundation Stage Profile the Reception pupils take part in a Benchmark assessment at the beginning and end of the year. The assessment provides a standardised score. Reception staff take part in formal county moderation tasks through either staff attending a moderation meeting or by taking part in a full moderation visit from county advisors. Parents can request to see their child's EYFS profile and learning journey at any point.

### **Formative and Summative assessments carried out over the year:**

#### **EYFS Kindergarten**

Autumn: Assessed on an ongoing basis against the 'Development Matters' criteria. Phonics screening where appropriate each half term.

Spring: Assessed on an ongoing basis against the 'Development Matters' criteria. Phonics screening where appropriate each half term.

Summer: Assessed on an ongoing basis against the 'Development Matters' criteria. Phonics screening where appropriate each half term.

### **EYFS Reception**

Autumn: Assessed against Development Matters and the Foundation Stage Profile and the Early Learning Goals. Termly analysis of data collected. Phonics screening where appropriate each half term. Benchmark assessment.

Spring: Assessed against Development Matters and the Foundation Stage Profile and the Early Learning Goals. Termly analysis of data collected. Phonics screening where appropriate each half term.

Summer: Assessed against Development Matters and the Foundation Stage Profile and the Early Learning Goals. Termly analysis of data collected. Phonics screening where appropriate each half term. Benchmark assessment

### **Year 1- 6**

#### **Formative Assessments**

Assessment for Learning is used extensively and in a variety of ways to encourage individual pupil progress. Form teachers, subject teachers and teaching and learning assistants make regular informal assessments throughout the year in order to check understanding and inform the planned learning opportunities. These take many forms, such as marking, questioning, quizzes and discussion. When appropriate, pupils are informed of the success criteria for an activity; different criteria reflect the differing requirements of tasks and the different needs of the pupils. Pupils can be involved in making their own success criteria and setting individual goals at different stages of the year, to complement work done in PSHEE.

#### **Summative Assessments**

Summative Assessment refers to the more formal assessments that are carried out during the school year and enable us to judge whether the formative measures employed in the classroom are facilitating the children's progress.

#### **Tracking progress**

The results of standardised assessments and end of year exams are recorded using the Foundation's Data Management System (SIMS) which enables pupils' progress to be tracked from year to year. It is the responsibility of the 3-11 Assessment Coordinator to ensure the information is current and updated. All teachers with access to SIMS are required to contribute to the monitoring of this record keeping.

### **Assessment Schedule for Years 1 and 2**

Autumn: Phonics screening each half term. Standardised spelling and reading assessments. Ongoing teacher assessment of the acquisition of skills in all subjects. Half termly writing and termly maths assessment.

Spring: Phonics screening each half term. Progress Tests in English and maths. Ongoing teacher assessment of the acquisition of skills in all subjects. Half termly writing and termly maths assessment.

Summer: Phonics screening each half term. Ongoing teacher assessment of the acquisition of skills in all subjects. Half termly writing and termly maths assessment.

### **Year 3**

Autumn: Teacher assessment of acquisition of skills in all subjects. Standardised reading and spelling tests. Half termly writing and termly maths assessment.

Spring: Teacher assessment of the acquisition of skills in all subjects. Progress tests in maths and English. Half termly writing and termly maths assessment.

Summer: Teacher assessment of the acquisition of skills in all subjects. End of year exams in English, maths and science. Half termly writing and termly maths assessment.

### **Years 4-6**

Autumn: Teacher assessment of the acquisition of skills in all subjects. Cognitive ability tests, standardised reading and spelling tests. Half termly writing and termly maths assessment.

Spring: Teacher assessment of the acquisition of skills in all subjects. Progress tests in maths and English. Half termly writing and termly maths assessment.

Summer: Teacher assessment of the acquisition of skills in all subjects. End of year exams in English, maths and science. Half termly writing and termly maths assessment.

### **Marking**

Marking is positive, purposeful and reflects the learning from the lesson and shows how to move pupils forward. Whenever possible work is marked alongside the pupils and with our youngest pupils much of the feedback is verbal and then reflected in a teacher's comment.

### **Parents' Consultations**

#### **Pre-prep**

Class teachers and, when appropriate, key workers report verbally to parents at a Parents' Consultation in the autumn and spring terms.

#### **Junior School**

Parents are invited to attend Parents' Consultations in the autumn and spring terms. On one of

these occasions parents are offered an appointment with their child's Class Teacher only, but s/he will have written comments from other members of staff, and on the other occasion parents also have the opportunity to meet with their child's subject teachers. After the parents' consultations, pupils are asked to reflect on their development of thinking skills and learning habits.

### **Dame Bradbury's**

There are two opportunities per year for parents to meet individually with teachers during parents' evenings. This gives a further opportunity to discuss progress and targets for your child. During the spring term consultation, standardised assessments will be discussed for pupils in Years 4 and above.

### **Written Reports**

A written summary of pupil progress and targets in all areas of the curriculum is completed using the Foundation's data management system (SIMS). Reports are issued before the end of the summer term to allow time for parents to feedback any comments to the relevant teaching staff before the end of that term.

The results of end of year exams in English, maths and science are included. Each subject report makes reference to the pupil's progress and achievements throughout the year. The Class Teacher's report provides an overview of the pupil's effort, pastoral development and general organisation. The pupil writes his/her own evaluation of the year (Pupil Comment) and a member of the School's Senior Leadership Team adds remarks on the pupil's contribution to the community.

In Years 3-6 grade descriptors accompany the reports. Written information on standardised progress and cognitive ability tests is shared by form teachers in parent consultation evenings for Years 5 & 6.

## **11-18**

### **Senior School**

The MidYIS baseline test is taken by all students at the beginning of Year 7 and again at the beginning of Year 9. These and are used to enable progress to be measured against standardised scores. The results of these tests are only disclosed to students in exceptional circumstances by the Head of Senior School, Deputy Head of Senior School or Academic Deputy.

The Lucid test is also taken by all students at the beginning of Year 7 and used to screen and diagnose students with specific learning difficulties.

Students with access arrangements are given the requisite extra time in internal tests and exams, and those who use word processors as a normal way of working do so when taking internal exams (see SEND Policy for further details).

Students are formally assessed in the Summer Term in Years 7--10 and at the start of the Spring Term in Year 11, when they sit the GCSE Mock examinations. The results of these tests are reported to parents alongside all or some of the grades described below, which are common to all reports:

**Grades**

Grades for attitude are awarded as follows:

- 1 – Exceptional attitude demonstrating outstanding engagement with learning
- 2 – High level of motivation taking an active and responsible approach to learning
- 3 – Satisfactory application, but could take a more active approach to learning
- 4 – Some areas of concern regarding motivation and application

The attitude grade reflects the student's commitment as a learner, their determination to work to the best of their ability, and a willingness to face challenges in classwork and homework, which should be punctually completed. It is assessed quite separately from the level of academic achievement and organisation.

Grades for achievement are awarded as follows:

- 1 – Consistently achieves distinction in all aspects of the course
- 2 – Maintains consistently high standards
- 3 – Achieves good standards overall
- 4 – Some areas of concern that are detailed in the body of the report grades

These grades should reflect the individual achievement and therefore classes, divisions or year groups are not divided mathematically between the grades. The grading is in the context of the Foundation and its cohort and is not measured against national standards.

Grades for organisation are awarded as follows:

- A – Consistently high standards of organisation
- B – Occasional lapses in organisation
- C – Frequent lapses in organisation
- D – Serious areas of concern in organisation

**Parents' Evenings**

Staff report verbally to parents at an annual Parents' Evening in Years 7 – 11 (in Year 7 there are two parents' evenings). Students in Year 9 and above are invited to attend with their parents.

**Written reports**

Reports are completed using the School's data management system (SIMS) and are sent to parents according to the following schedule:

- |               |   |
|---------------|---|
| Year 7, 8 & 9 | Grade/comment sheet in the Autumn Term. Full report in the Summer Term. |
| Year 10       | Full report in the Autumn and in the Summer Terms.                      |
| Year 11       | Post-mock report in the Spring Term.                                    |

Student involvement in the reporting process increases in the upper years. From Year 10, students are invited to read their reports before they are sent home. Year staff discuss reports and progress with individual students throughout the year.

Formal self-assessment exercises are carried out in all years of the Senior School. These take the form of individual discussions with a member of the year team based on reports.

### **Prizes**

In Years 7--11, prizes are presented at the relevant formal occasions at the end of the academic year. They are awarded for academic achievement, attitude and/or progress across the curriculum. In each year group, prizes are also awarded to recognise leadership and contribution to the school and/or community.

### **6th Form**

Each department adopts a system appropriate to their discipline, ensuring that students and parents are provided with a clear explanation or key for marks or grades awarded. In the 6th Form, departments largely follow the mark schemes adopted by A Level examination boards or the IB.

The ALIS baseline test is taken by all students at the beginning of Year 12 and are used to enable progress to be measured against standardised scores. The results of these tests are only disclosed to students in exceptional circumstances by the Head of 6th Form, Head of A Level, Head of IB or Academic Deputy.

The Lucid test is also taken by all students at the beginning of Year 12 and used to screen and diagnose students with specific learning difficulties.

Assessment for Learning is used extensively and in a variety of ways to encourage individual pupil progress. Details of some formal AfL elements may be found in departmental schemes of work but many AfL opportunities arise spontaneously in the course of a good lesson.

### **Assessment and Examination**

In the 6th Form, Tutors and teachers discuss progress with their students on a regular basis, both informally and through formalised structures.

Internal grades are collated by the Head of A Level and Head of IB and are then passed on the tutorial teams. These then act as a background for discussion in individual interviews with tutors and are part of an on-going review process. Whilst not part of the assessment process, emphasis is placed on the role of the guidance programme in identifying likely career and further education paths. This information provides some contextual background from which to identify appropriate courses of action.

In addition to assessment within lessons by departments, regular testing under timed conditions in February and June of the Lower Sixth and January of the Upper Sixth provides detailed evidence of their progress.

The results of these practice examinations are collated in SIMS and by the Heads of A Level and IB. Curriculum Leaders also provide indicative and then predicted grades at key points (Autumn, Spring

and Summer of the Lower Sixth and Autumn and Spring of the Upper Sixth) relating to the students' likely examination performance.

Students with access arrangements are given the requisite extra time in internal tests and exams, and those who use word processors as a normal way of working do so when taking internal exams (see SEND Policy for further details).

In the Upper Sixth, the tutorial programme has a greater focus on individual discussion of progress between tutors and students; students will have a monthly interview with their Tutor. These are aimed at increasing the level of personalised support and guidance on both an academic and pastoral matters.

### Grades

Grades for **attitude** are awarded as follows:

- 1 – Exceptional attitude demonstrating outstanding engagement with learning
- 2 – High level of motivation taking an active and responsible approach to learning
- 3 – Satisfactory application, but could take a more active approach to learning
- 4 – Some areas of concern regarding motivation and application

The attitude grade reflects the student's commitment as a learner, their determination to work to the best of their ability, and a willingness to face challenges in classwork and homework, which should be punctually completed. It is assessed quite separately from the level of academic achievement and organisation.

Grades for **organisation** are awarded as follows:

- A – Consistently high standards of organisation
- B – Occasional lapses in organisation
- C – Frequent lapses in organisation
- D – Serious areas of concern in organisation

**Achievement** grades are expressed as 'Indicative' grades until the Summer report of Lower Sixth when this will change to a predicted grade. Both indicative and predicted grades use the relevant grade descriptors used by the examination boards A\*-U for A Level and 7-1 for the IB Diploma. Indicative grades can be split grades A\*/A or 7/6 for example whereas predictions cannot.

The indicative grade is a suggestion as to the grade that the students may achieve in the final examination based on their performance to date. Both the indicative grades and predictions are determined using a holistic approach whereby information from classwork, homework, assessments, progress tests and our own knowledge of the students is taken in to consideration.

### Written reports

Reports are completed using the Foundation's data management system (SIMS) and are sent to parents as outlined below.



Organisation, Attitude and Indicative Grades are included in the Lower Sixth report in Autumn and Organisation, Attitude and Predicted Grades are included on the Lower Sixth Summer term report and on the Upper Sixth Spring reports. Subject reports recognise a student's strengths, offer constructive advice to overcome any problems, and point to future development. The Tutor's report presents an overview of academic performance and makes reference to other extracurricular activities and achievements.

### **Outline of Reporting Schedule for the 6th Form**

#### **L6**

October:	Internal comments to tutors
October:	Progress Checks
December:	Full Report to parents including attitude, organisation and indicative grades
February:	Practice exams and indicative grades
February:	Parents' evening and 'Grade Card' including progress test results and indicative grades
June:	Internal Examinations
June:	Full Report to parents including attitude, organisation and predicted grades

#### **U6**

November:	Internal attitude, organisation and predicted grades
November:	Parents' evening
January:	Mock examinations
February:	Full report to parents including attitude, organisation and predicted grades

#### **Prizes**

Prizes awarded to the 6th Form to celebrate both academic achievement and wider contributions to the whole Foundation. The range of prizes was reviewed and extended in 2013 to celebrate achievement in a broader range of areas for Upper and Lower Sixth students.

Endowed prizes are awarded at the Leavers' Dinner for the Upper Sixth and the annual 11-18 prize giving for the Lower Sixth. Awards of endowed prizes are made on the recommendation of Curriculum Leaders or by consultation with relevant staff.

#### **Also refer to:**

Curriculum Policy

SEND Policy

Teaching and Learning Policy

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**Version Control**

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