

Assessment and Reporting Policy

This policy is applicable to the Stephen Perse Foundation (the **Foundation**). 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	School Information Management System (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 ongoing 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 pupils' 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 pupils, 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 1-11 the focus is on using comments-based marking to identify the strengths of the work and areas for improvement. As a result not all pieces of work will show written

marks. 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/RSE 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 student 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 in the Early Years Foundation Stage (Kindergarten and Reception)

Throughout Kindergarten and Reception a child's progress is monitored and assessed using the Development Matters criteria. Through a combination of long and short observations, discussions and questioning, the Early Years teachers and key workers collate and track each child's learning using their online learning journey. In the Reception year, evidence is collected to support a summative assessment against the Early Learning goals giving every child 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 children's continued learning during this transition.

In addition to the Early Years Foundation Stage Profile the Reception pupils take part in a baseline assessment at the beginning and end of the year. The assessment provides a standardised score. EYFS staff take part in internal moderation tasks throughout the year. Reception staff take part in formal county moderation tasks through staff either attending a moderation meeting or taking part in a full moderation visit from county advisors. Parents can request to see their child's EYFS profile 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 using starting points as baseline on entry and at the beginning of the year. Termly analysis of data collected. Phonics screening where appropriate each half term.

Spring: Assessed on an ongoing basis against the Development Matters criteria. Termly analysis of

data collected. Phonics screening where appropriate each half term.

Summer: Assessed on an ongoing basis against the Development Matters criteria. Termly analysis of data collected. Phonics screening where appropriate each half term.

EYFS Reception

Autumn: Assessed against Development Matters 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 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. Progress assessment producing a standardised score in relation to the autumn term benchmark.

Years 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.

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 pupils' 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 have access to SIMS and are required to contribute to the monitoring of this record keeping.

Assessment Schedule Years 1-6

Autumn Term

Years 4-6: Cognitive Ability Tests (CATs)

Spring Term

Years 1-6 Progress tests in Maths and English.

Summer Term

Year 1-6 Informal tests in maths, reading and writing to give 'test week' experience

Each half term

Years 1-6 writing assessments

In each year group teachers will make ongoing assessments of the acquisition of skills in each subject and use this to plan for learning. The focus will be on recognising progress and analysing data to develop next steps for individual pupils.

Marking

Marking is positive and purposeful, reflects the learning from the lesson, and shows pupils how to move 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 Years 1-6

Parents are invited to attend Parents' Consultations in the autumn and spring terms. In the autumn term parents are offered an appointment with their child's Class Teacher with a pastoral focus. In the spring term parents also have the opportunity to meet with all of their child's subject teachers to discuss academic progress. For Years 5 and 6 data is shared from CATs and Progress Tests as context for the discussion about progress. Should this data reveal anything unexpected, then this will be shared before the meetings take place.

After the parents' consultations, pupils are asked to reflect on their development of thinking skills and learning habits. If there is ever a concern over a pupil's academic or pastoral progress then class teachers will invite parents to discuss as the need occurs. Parents should make appointments to meet with form teachers or subject teachers at any point in the year should they have any concerns about their child's learning.

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 standardised results for Progress in English and Progress in Maths are included in the end of year report alongside last year's results where possible. For Years 4-6, Cognitive Ability Test scores will also be published here, again alongside last year's results where possible. 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.

From Year 4 upwards the pupil writes their own evaluation of the year (Pupil Comment) and for all pupils a member of the School's Senior Leadership Team adds remarks on the pupil's progress, achievement and contribution to the community and comments on targets set, where appropriate.

Prizes

In Years 3-6, 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. Prizes are also awarded to Year 6 pupils to recognise leadership and contribution to the school and/or community.

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 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 Senior Deputy Head.

The Lucid test is also 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 the Foundation's Special Educational Needs and Disabilities (SEND) Policy for further details).

Students take examinations 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. Results 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:

- A – Exceptional attitude demonstrating outstanding engagement with learning
- B – High level of motivation taking an active and responsible approach to learning
- C – Satisfactory application, but could take a more active approach to learning
- D – 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

Grades for **achievement** in Years 7 and 8 are awarded as follows:

- A – Consistently achieves distinction in all aspects of the course
- B – Maintains consistently high standards
- C – Achieves good standards overall
- D – 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.

In Years 9 and 10 the GCSE grading scale is used for **achievement** grades: in Year 9 this takes the form of grades bands (e.g. 7-8) and in Year 10 this narrows to individual grades with the option of a split grade (e.g. 7/8) for a student on the borderline between two grades. In Year 11 full predicted grades for the GCSE course are issued.

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 are invited to attend with their parents.

Written reports

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

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

Sixth 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 Sixth 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 is 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 Sixth Form, Head of IB or Senior Deputy Head.

The Lucid test is also used to screen and diagnose students with specific learning difficulties.

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.

Assessment and Examination

In the Sixth 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 Sixth Form 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 ongoing 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 Sixth Form and Head of IB. Curriculum Leaders also provide 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 the Foundation's SEND Policy and the separate Policy on the use of Word Processors in

Examinations 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 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 use the relevant grade descriptors used by the examination boards A*-U for A Level and 7-1 for the IB Diploma. In the Lower Sixth grades can be split grades A*/A or 7/6 for example whereas predicted grades cannot.

Grades are determined using a holistic approach whereby information from classwork, homework, assessments, progress tests and our own knowledge of the students is taken into 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 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 Sixth Form

Lower Sixth

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

Upper Sixth

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 Sixth Form to celebrate both academic achievement and wider contributions to the whole Foundation. There are a range of prizes 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
Special Educational Needs and Disabilities (SEND) Policy
Teaching and Learning Policy

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Version Control

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Authorised by	Vice Principal and Heads of Schools

