



High March

ASSESSMENT REPORTING AND RECORDING POLICY

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This policy applies to the Early Year Foundation Stage, Key Stage 1 and Key Stage 2

Useful Websites

www.gov.uk/dfe

HIGH MARCH

ASSESSMENT, RECORDING AND REPORTING POLICY

High March values the success and achievement of every pupil and strives to ensure that each realises their full potential. Our Assessment procedure allows us to track an individual pupil's progress. The focus of assessment is on teachers and pupils gaining clear knowledge and understanding of what pupils have learned. The teacher's assessment and the pupil's own assessment are both central to the learning process.

Different forms of assessment are used for different purposes. The information gained serves many purposes. Effective assessment procedures provide the means for identifying strengths and weaknesses in pupils' learning thereby creating a positive impact on pupils' attitudes and motivation. Assessments can also assist the teachers in setting appropriately challenging targets for each pupil.

Our aims in the area of assessment include:

- Supporting learning by identifying children's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment.
- Enabling our children to demonstrate what they know, understand and can do in their work.
- Helping our children understand what they need to do next to improve their work.
- Enabling teachers to identify the needs of each child including additional support if required.
- Allowing teachers to plan work that accurately reflects the needs of each child
- Enabling subject teachers, Heads of Department, Deputy Head (Teaching and Learning) and the Headmistress to monitor and track pupil progress.
- Providing a method of monitoring and developing the curriculum.
- Providing meaningful communication between school and parents, that provides them with information about their child's achievements and progress, on a regular basis.
- Provide the Headmistress and Deputy Head (Teaching and Learning) with information that allows them to make judgements about the effectiveness of the School.
- Ensuring pupils achieve their potential.

This policy is divided into 4 sections:

Section 1 – Marking

Section 2 – Assessment: Formative and Summative

Section 3 – Recording

Section 4 – Reporting to Parents

SECTION 1 – MARKING AND FEEDBACK

At High March we believe that effective marking will recognise, encourage and reward pupils' efforts and progress and identify the next step in their learning.

Feedback to Pupils

Feedback to pupils is very important as it informs them how well they have done and what they need to do next in order to improve their work.

Teachers give pupils verbal feedback on their work whenever possible. This is done when pupils are working during the lesson or at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking.

Our Purposes in Marking

- To provide clear feedback to the pupils about strengths and weaknesses in their work.
- To provide a record of a child's progress.
- To focus teachers on those areas of learning where groups and individual pupils need specific help.
- To inform our planning.
- To evaluate the effectiveness of the teaching, including methods and resources.
- To provide part of the teacher's record keeping for individual pupils.

Style of Marking

- Marking should be constructive and positive in style.
- Comments should be linked to the Learning Intentions and/or acknowledge effort and attitude in line with our growth mindset philosophy.
- In Upper School in Mathematics and English, we use three ticks against the learning intention to indicate the extent to which it has been met. If we consider that the learning intention has not been met, a comment will make it clear why this was the case.
- For younger pupils a sticker or a smiley face at the end of a piece of good work can reflect the effort the child has put in. At Upper School house points are awarded for commendable effort. The criteria on which house points are awarded will vary for different subjects, different age groups and different levels of ability. Each teacher should make it clear to each group the criteria applied when awarding house points.
- Verbal feedback is sometimes used and may replace written comments when the teacher works on a 1:1 basis with a child. This would be recorded on the child's work with 1:1 for one-to-one feedback (1:1T or 1:1CA may be used)

Summary

- Feedback and marking should be done promptly while the work is still fresh in the child's mind. With younger pupils especially it is often valuable to mark a child's work with her or explain any misconceptions and mistakes.

- Green pen is used for marking.
- Comments may be linked to the Learning Intention(s) and/or recognise the effort put in.
- We allow time during lessons for pupils to absorb any comments written on their work.
- Stickers and house points should be used to recognise effort and characteristics of growth mindset.
- In Upper School special work should be handed to the Headmistress for presentation in assembly and to receive a Headmistress's sticker and certificate.
- At Junior House any child who has produced special work is sent to show it to the Headmistress and is given a Headmistress's sticker. A certificate is presented in Prayers.

Monitoring

Marking is monitored by Heads of Department, work is scrutinised during Faculty Meetings and SMT carry out an annual work scrutiny. Through this process the children's books are scrutinised regularly. Results of work scrutiny are fed back at staff meetings and on an individual basis if necessary.

For detailed information concerning marking and presentation see The Staff Handbook, Appendices 4 and 5. This continues to be under review in the light of the introduction of Growth Mindset.

SECTION 2 – FORMATIVE AND SUMMATIVE ASSESSMENT

Assessment is an integral part of the teaching and learning process and its purpose is to help us monitor, evaluate and review the pupils' learning and our teaching. Effective assessment should inform teaching by providing the evidence for closer matching of tasks to each pupil's needs. It assists the pupils by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

Formative Assessment

Formative Assessment takes place as an integral part of the processes of teaching and learning. This aspect of assessment is an essential element of effective teaching and is one of the procedures used by the School for improving the standards pupils achieve. Formative assessment takes place on a day-to-day basis during teaching and learning, often informally, allowing teachers and pupils to assess understanding, attainment and progress more frequently. It provides the teacher and pupils with a clear understanding of the goal they are to achieve, the necessary information to identify where the pupils are in relation to that goal and the next steps they should take to achieve the goal.

Formative Assessment also provides information on a pupil's strengths and weaknesses within specific tasks, activities and skills. The teacher and pupils then build on these strengths and address any weaknesses. The teacher uses the information gained from formative assessment to modify teaching and plan the next steps in the learning.

In the Foundation Stage the staff observe pupils either informally or through planned observations.

Learning Intentions and Success Criteria

Learning intentions should make clear what students will be learning about, not how this learning will be achieved, that is, to the activities and tasks of the lesson. They should help learners focus on the aim of the lesson, keep the subject material relevant to them and support their understanding of the context. They are not about what they are doing (the task) but what they are learning. When writing learning intentions, you should use a language that focuses on what you would like the children to know, understand or be able to do.

Success criteria should be linked to the learning intention, but should describe the evidence that shows the acquisition of knowledge, understanding or skills. They are the evidence of learning that teachers want to see in their learners' work. They should keep learners on track with their learning and the task as well as challenge them to achieve. Knowing what success looks like, they will be able to work towards it and accomplish it. For some learners, scaffolding the learning helps them apply their knowledge and gives them the understanding of the context.

The success criteria should be in addition to what is normally required. For example in the case of an English lesson concentrating on the use of adjectives, there would still be the expectation that the pupils would write using the correct English that they had been taught. In the core subjects pupils will use the success criteria or Learning Intention as a guide when reflecting on their work and undertaking self-assessment (traffic lighting).

Sharing Learning Intentions and Success Criteria

- The Learning Intention(s) for each lesson should be written in language that every learner can understand and clearly displayed on a board and the pupils' attention drawn to it.
- The Learning Intention(s) should be written in the pupils' books (Year 3 upwards) or typed onto stickers for younger pupils to stick into their books.
- Every effort should be made to include a plenary session at the end of each lesson where the teacher refers again to the Learning Intention(s).
- It is desirable to include the success criteria (the evidence of learning that the teacher wants to see in the learner's work) which the pupils need to pay particular attention to, in order to achieve the Learning Intention(s). This could take the form of bulleted points on the board, or as a sticker in the book. This would be particularly useful where the Learning Intention is differentiated.

Example: Learning Intention - We are learning how to sequence events in a story.

Success criteria - It will make sense.
- It will retell the story we heard.

Summative Assessment

Summative Assessment allows us to compare and analyse the ongoing progress a child or group of pupils are making. It takes place after the teaching and learning has taken place. Summative Assessment gives pupils, parents and teachers valuable information about a pupil's overall performance at a specific point in their learning. The data collected:

- Provides information on the pupils' level of academic performance.
- Evaluates the pupil's present knowledge, skill and /or understanding within a subject.
- Enable us to monitor, evaluate and track the pupil's progress.
- Provides information that informs and reports on the pupil's progress and attainment to parents.

At High March a variety of formal and informal summative assessments take place, such as:-

- End of unit/module tests are used by many teachers.
- Mock Senior School Entrance examinations are taken by Year 6 in the Autumn Term.
- GL Assessment standardised tests are used in Mathematics, English and Science by Year 3,4 and 5 towards the end of the academic year.
- GL Assessment standardised tests are used for Reading by pupils in Years 1 to 6 in September and in May.
- GL Assessment standardised tests are used for Spelling by pupils in Years 1 to 6 in September and in May.
- GL Assessment standardised tests are used in English and Mathematics in Year 2 towards the end of the academic year.
- Cognitive ability standardised tests (CAT4) are taken in September each year by Year 3, Year 4, Year 5 and Year 6 pupils. Year 2 take them in October.
- 11+ Bucks Transfer Tests in Verbal Reasoning, Non-verbal Reasoning and Mathematical Reasoning.
- EYFS Profile.
- Termly summative assessment against the Early Learning Goals for Nursery and Reception pupils.

Test Marks / Examination marks

- Staff **do not** announce test results to the form as a whole although pupils who have done particularly well may be publicly acknowledged (especially if they generally don't achieve very highly).
- The same applies to standardised test or examination results.
- Parents are informed about test or examination results via their child's report or during parental consultation evenings.
- CAT4, Reading and Spelling standardised scores are available to parents in the DMS section of the Engage Parent Portal.

Target Setting

In English, writing targets are in place to encourage pupils to reflect on their writing and to identify their next steps for progression. In Mathematics the targets are set to the class and the children are asked to identify at certain times whether they feel a target has been met. These self-assessment sheets are used in Years 3-6 and are stuck in the front of each child's exercise book.

SECTION 3 – RECORDING

The purpose of our recording is to provide information on each child's achievements, skills, abilities and progress throughout the curriculum. This information:

- Regularly updates information to reflect current achievements.
- Show the strengths and achievements of each child.
- May show the targets for each child.

We recognise various methods exist to assess a child's learning. The type of assessment that we make varies. At High March individual teachers employ their own recording methods. These include the use of mark books, planning books, short term and medium term plans. All standardised test scores are recorded electronically as a year group list. The charts contain the scores year on year for monitoring and tracking purposes. These are kept electronically by the Headmistress, Deputy Head (Curriculum), Head of Department and are accessible to the relevant subject teachers. Heads of subject monitor the teacher's records and discuss and analyse pupils' results with the staff in their Department. At Faculty meetings assessment results are discussed and decisions about support to improve learning are agreed and actioned.

In the Foundation Stage, staff collect evidence of attainment in a range of ways - for example, written narrative observations, incidental observations and photographs as well as observations from parents and contributions from the children. Staff use the information gained, alongside the " 'Development Matters' document, to check that each child is developing appropriately. These records are updated at the end of each term. Staff complete an 'On Entry Baseline' assessment for pupils when they start in the Foundation Stage (either in Nursery or Reception). This assessment is completed within the first half term that the child is at High March.

The EYFS Profile is the summative assessment completed by staff at the end of the Reception Year. Copies of the EYFS Profile are stored in the individual hard copy Pupil Profiles.

The EYFS parents may access information on their child's progress at any time by appointment.

Each pupil has an individual pupil profile which is set up when they enter the School. All formal assessment is recorded in the Pupil Profile which travels through the School with the pupils. The Head of Junior House and the Deputy Head (Curriculum) are responsible for maintaining up to date information in the pupil profiles.

The following tests are carried out annually and results recorded:-

Year 1

First half of Autumn Term

GL Standardised Assessment NGRT Reading (Test 1 – paper test)

GL Standardised Assessment SWST Spelling

Second half of Spring Term

GL Assessment NGRT Reading (Test 1B – paper test)

Year 2

First half of Autumn Term

GL Online Standardised Assessment CAT4 Level X

GL Online Standardised Assessment NGRT Form A Reading

GL Online Standardised Assessment NGST Form A Spelling

First half of SummerTerm

GL Online Standardised Assessment NGRT Form B Reading

GL Online Standardised Assessment NGST Form B Spelling

Year 3, 4 and 5

September

GL Online Standardised Assessment NGRT Form A Reading

GL Online Standardised Assessment NGST Form A Spelling

GL Online Standardised Assessment CAT4 Year 3 Level Pre-A, Year 4 Level A, Year 5 Level B) (

May

GL Online Standardised Assessment NGRT Form B Reading

GL Online Standardised Assessment NGST Form B Spelling

May

GL Online Standardised Assessments: English, Mathematics and Science

Year 6

September

GL Online Standardised Assessment NGRT Form A Reading

GL Online Standardised Assessment NGST Form A Spelling

GL Online Standardised Assessment CAT4 Level 3

11+ Familiarisation papers and 11+ Bucks Transfer tests

October

Mock Senior School Entrance (Maths, English, Science)

September/December

Numerous practice CE papers in lessons/extra lessons

October - February

Common Entrance and Senior School entrance examinations

All standardised test scores are reported to parents via the DMS section on the Engage Parent Portal and discussed at Parents' Evenings (See Appendix 1). They are also stored electronically by the Headmistress, the Deputy Head (Teaching and Learning) and Heads of Department.

After each formal assessment teachers analyse the results, to monitor and track progress. Pupils are identified who may need additional support if their progress is either below their chronological age or has reached a plateau. This will involve dialogue with the Learning Support Department and additional meetings with parents to put in place the necessary support to improve a child's progress. Assessment results are also used to ensure that pupils are correctly placed in Mathematics and English sets at Upper School and ability groups in Junior House. These assessments may also help to identify pupils who are more able and talented.

The staff share and discuss the needs, progress and achievements of the pupils on a regular basis. This dialogue is a strength of High March and recognises the value we attach to encouraging each member of our school, irrespective of ability, to achieve their potential.

SECTION 4 – REPORTING

High March values and nurtures the partnership it has with parents in helping pupils to make good progress, achieve highly and develop fully as people. Written and oral reports to parents on pupils' progress, development and behaviour are an important means of assisting parents to be fully involved in this partnership. Reports are an important way of helping pupils to make progress. Highlighting their strengths and recognising and valuing their achievements in different areas of school life motivates pupils. Identifying areas for development and giving suggestions on how to improve provides pupils with a clear picture for future development. The School seeks to ensure that reports are personal to the pupil and provide parents with information they will find helpful. Reports are written for parents in a straightforward way so that they will know:

- How their child is performing in relation to their potential and to national standards.
- Their child's strengths and any particular achievements.
- The progress made since the last report.
- Areas for development and improvement as well as how parents can help.
- Their child's attitudes to learning and whether their child is happy, settled and well-behaved.

At High March we seek to ensure that all parents feel welcome and able to discuss their child's progress and difficulties at any time. We encourage parents to ask questions and gain an insight into their child's performance and attitudes. We strive to be both honest and constructive in the picture that is given of each child. Where appropriate, specific advice is given as to how parents can help their child.

At High March we believe that it is important to report to parents on a regular basis, in a professional manner and in a form which parents can understand and relate to. Below is an outline of how and when we report pupil's progress to parents.

The Nursery teacher provides a written summary of the development of each child in relation to the three Prime Areas of Learning. These include Communication and Language, Physical Development and Personal, Social and Emotional Development. Parents then meet with the teacher to share information relating to the child's level of achievement. Where a child is making slower progress than is expected, this is flagged up with parents and strategies are put in place to support the child, both at School and at home. Where there is delay in development, support from outside agencies is sought. Parents are then provided with a written summary of the meeting. A copy of this summary is placed in the Pupil Profile when the child enters Reception.

1. When reporting takes place

All Year Groups

Autumn Term Parents' Evening

Spring Term Parents' Evening

Summer Term Written Report

2. Written Reports

Teachers complete electronic written reports following the guidelines in Appendix 6 of the Staff Handbook.

The written comment for Subject reports should contain information about the child's:

- Attitude
- Effort
- Attainment and progress
- Advice on how to make further progress.

Each child's report will also contain

- A written comment from the Form Teacher
- A written report from any private lesson e.g. Singing, Speech and Learning Support.
- A comment sheet for Parents to complete and return to school, should they wish to.
- In the Foundation Stage it will include details of the EYFS Profile scores.

See Appendices 1 and 2.

Related Documents

- Staff Handbook
- Curriculum, Teaching and Learning Policy
- Learning Support Policy
- Foundation Stage Handbook
- More Able Policy
- Report Writing Guidance for Staff

Appendix 1

Reporting to Parents – Standardised Assessment Letter

Standardised Assessments

As you are aware, your daughter has recently completed standardised assessments in School. You will find a copy of your daughter's results on the DSM. These assessments are carried out to help us monitor the girls' progress and inform our teaching, so that we may best support our learners as they progress through School. I would like to emphasise that these tests are only one of the factors we use to monitor the progress of the girls.

I thought it might be useful to provide a little more information regarding the different assessments your daughter has completed as well as a brief explanation of the standardised score.

Cognitive Ability Test CAT4

This provides a rounded profile of a child's ability so we can target support, provide the right level of challenge and make informed decisions about their progress. It provides a unique profile of strengths and weaknesses across four batteries:

Verbal Reasoning (VR) – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.

Non-verbal Reasoning (NVR) – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.

Spatial Reasoning (S) – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.

Quantitative Reasoning (QR) – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

New Group Spelling Test

This test measures spelling (and spelling patterns) of words in the context of a sentence. The words used are age specific.

New Group Reading Test

This test measures the decoding of a word and its meaning in a given context.

Standardised Score (SAS)

The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. This is a standardised score scale in which the average for each age band is 100. A child of average ability will fall within the range 89-111. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

We do, of course, appreciate that the full wealth of your daughter's achievements and successes cannot be satisfactorily reduced to just a few numbers! As an academically non-selective school we aim to offer a broad and rich curriculum and tailor our provision to the individual to ensure they achieve their potential. These assessments are just part of our varied assessment and monitoring process.



Autumn Term 2021

Name:

Form:

	Standardised Score	Chronological Age	Test Age
Reading			
Spelling			

CAT4 Scores			
Battery	No. of questions attempted	SAS	NPR
Verbal	/48		
Quantitative	/36		
Non-verbal	/48		
Spatial	/36		
Mean			

Understanding CAT4 Scores	
Battery	In CAT4 battery is the title given to each of the four pairs of tests which assess different aspects of ability.
Questions attempted	The number of questions attempted can be important: a student may have worked very slowly but accurately and not finished the test and this will impact on his or her results.
National Percentile Rank (NPR)	The National Percentile Rank (NPR) relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the national sample; NPR of 95 means that the student's score is within the highest 5% of the national sample.

Appendix 2

Key Stage 2 Core Subject Report Template

Name:	Form:	<i>(Subject)</i>	Set:
Teacher:			

Key Stage 2 Foundation Subject Report Template

Name:	Form:	<i>(Subject)</i>
Teacher:		

