

## Assessment and Reporting Policy

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## 1. Aim of the policy

This policy is applicable to the Stephen Perse Foundation (the **School**). It is applicable to the whole school community including those pupils in the Early Years Foundation Stage (**EYFS**).

## 2. Glossary

AfL	Assessment for Learning
ALIS	Advanced Level Information System
CEM	Centre for Evaluation and Monitoring
EYFS	Early Years Foundation Stage
iSAMS	Internet-based Schools Admin Management System
MidYIS	Middle Years Information System
PSHEE/ RSE	Personal Social Health and Economic Education/ Relationships & Sex Education
SEND	Special Educational Needs and Disabilities

## 3. 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 written 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 tutor 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.

#### **4. 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 childrens' 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.

##### **4.1. Formative and Summative assessments carried out over the year**

###### **4.1.1. 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.

###### **4.1.2. 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.

#### **5. Years 1-6**

### **5.1. 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.

### **5.2. 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.

### **5.3. Tracking progress**

The results of standardised assessments and end of year exams are recorded using the School's Data Management System (iSAMs) which enables pupils' progress to be tracked from year to year. It is the responsibility of the Assistant Head Academic (at Dame Bradbury's), Assessment Coordinator, alongside the Heads of English and Maths, to ensure the information is current and updated. All teachers have access to iSAMs and are required to contribute to the monitoring of this record keeping.

### **5.4. Assessment Schedule Years 1-6**

Autumn Term

Years 4-6: Cognitive Ability Tests (CATs)

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.

Four times yearly

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.

### **5.5. 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 by a staff member's initial.

### **5.6. 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.

#### **5.7. Written Reports**

A written summary of pupil progress and targets in all areas of the curriculum is completed using the School's data management system (iSAMs). 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 published to parents before the spring term parents' academic evening. For Years 4-6, Cognitive Ability Test scores will also be published here, again alongside last year's results where possible. For the end of year report, 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.

#### **5.8. 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.

### **6. 11-18**

#### **6.1. 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, and by new students joining at the start of Year 8. New students joining at the start of Year 10 take the YELLIS baseline test. These are used to enable progress to be measured against standardised scores.

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 School's Special Educational Needs and Disabilities (SEND) Policy for further details).

Students take examinations in the Summer Term in Years 7-10 and in the Autumn and/or 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, descriptors for which are common to all reports:

##### **6.1.1. Grades**

Grades for **attitude** are awarded as follows: **Exceptional/ Good/ Satisfactory/ Unsatisfactory**, where "Good" is the likely default.

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

Grade	Interpretation
<b>A</b>	Current achievement indicative of being on track for grade 8-9 at GCSE
<b>B</b>	Current achievement indicative of being on track for grade 6-7 at GCSE
<b>C</b>	Current achievement indicative of being on track for grade 4-5 at GCSE
<b>D</b>	Current achievement indicative of being on track for below grade 4 at GCSE

Grades for **termly achievement in Years 9 and 10** are on the GCSE 9-1 scale. Note that:

- these grades are not a judgement on how the student would fare if taking the GCSE tomorrow - they are an extrapolation of how you judge the student would perform at GCSE on the term's material with due progress.
- they are not predicted grades for the whole course; they are based solely on the term's work and are not cumulative. So, it is perfectly possible for a student to get an 8, say, in term 1 of Year 10 and then a 6 in term 2 - this reflects their relative performance on the material encountered in each term.

#### **6.1.2. Parents' Evenings**

Staff report verbally to parents at an annual Parents' Evening in Years 7 – 11. Students are invited to attend with their parents.

#### **6.1.3. Written reports**

Reports are completed using the School's data management system (ISAMS) and full written reports are sent to parents at least once a 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 grades and teacher comments. All students discuss their grades and teacher comments / reports with their tutor near the end of each Summer term.

#### **6.1.4. Prizes**

In Years 7-11, prizes are presented at the relevant formal occasions, generally at the end of term and particularly 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.

#### **6.2. 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 awarding bodies.

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 shared with the students by their tutors during the Autumn term and are sent to parents with the end of term grade report.

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.

#### 6.2.1. **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 Sixth Form 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 January and June of the Lower Sixth and February of the Upper Sixth provides detailed evidence of their progress.

The results of these practice examinations are entered in ISAMS by HoDs and collated by the Head of Sixth Form. Heads of Department 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 School'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.

#### 6.2.2. **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. In the Lower Sixth grades can be split grades A\*/A 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.

### 6.2.3. **Written reports**

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

There is a Lower Sixth parents' evening in the Autumn term. Lower Sixth students receive a full report after Progress tests in the Spring term. In the Summer term, a grade card is given out at the Lower Sixth parents' evening; this includes predicted grades. In the Upper Sixth there is a parents' evening at the end of the Autumn term, post-mock results and grades are sent to parents in the first half of the Spring term, and a full report is sent to parents at the end of the Spring term. 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.

### 6.2.4. **Outline of Reporting Schedule for the Sixth Form**

#### **Year 12**

September and early November: internal grades

November: Parents evening

January: Progress tests

February-: Full report

June: Internal Exams

June: Parents' evening and grade card

#### **Year 13**

October: Internal grades

November: Parents' evening

February: Mock examinations

March: Full report

### 6.2.5. **Prizes**

Prizes awarded to the Sixth Form to celebrate both academic achievement and wider contributions to the whole School. 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 Heads of Department or by consultation with relevant staff.



**7. Related Policies:**

- Curriculum Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Teaching and Learning Policy

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