

THORPE HALL

SCHOOL

Assessment & Reporting Policy 2021/22

1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents

2. Purpose of assessment

Assessment is an integral part of the curriculum and assists in motivating pupils and improving individual and collective performance. It provides valuable information for pupils, parents and teachers and assists in enabling progression. Public examination results and value-added data provide an opportunity to review academic standards and to develop strategies and procedures to support future improvement.

Assessment should be:

- Formative, whereby achievements and successes are recognised, areas for improvement identified, and pupils supported in understanding how they can continue to progress and in setting targets. This will frequently occur as a normal part of a lesson or homework review.
- Summative, taking place at the end of a unit or programme of study, to determine a pupil's level of understanding and allow for data to be recorded and reported. Summative assessment may be aided by diagnostic testing at the start of a unit to identify what pupils already know about a topic, in order to give a baseline against which to contrast the later summative test.
- Continually used by teachers and departments to evaluate the quality of teaching and learning in their classroom and subject, and inform the planning of future lessons.

Assessment should be used:

Students:

- To serve as a tool that will encourage and motivate students to learn.
- To build positive self-esteem and encourage students to strive for their personal best.
- To inform students about, and to enable them to monitor, their current knowledge and skills development
- To assist students in setting goals for academic and personal development and progression.
- To empower students to be independent, self-reliant and self-critical learners.

Teachers:

- To determine students' prior learning and educational needs (including identification of the need for Individual Education Plans).
- To identify students' specific academic strengths and areas of growth so that the teacher can design appropriate instruction within the classroom.

- To provide feedback for students to improve their performance and achieve personal goals.
- To evaluate the success of the instructional programme.
- To provide external validations for their practices and judgements.
- To gauge the academic progress made by students in each programme.

Parents:

- To help the parent fully understand the strengths, weaknesses, progress and achievements of their child.
- To gauge the academic progress made by their child in each programme.
- To assist parents in supporting their child to achieve their academic goals.

Senior Leadership Team:

- To aid the school in determining whether a student will be successful within a particular year group or programme.
- To establish a knowledge base to work with teachers for the development of curriculum and the modification of instructional methods.
- To plan effective staff-development programmes.
- To provide information, both on an individual student level, and on a collective basis, to aid analysis of teacher and departmental effectiveness and the progress and achievement of students.
- To generate information which will be used to guide the development of future School Development Plans.
- To analyse grade distribution trends and trends in student progress per subject and per year of each programme. This information will be used to produce an action plan to further develop teaching and learning in each programme.

3. Assessment Approaches & Procedures

EYFS Policy Statement

Assessment plays an important part in helping to recognise children's progress, understand their needs, plan activities, and assess the need for support.

The EYFS will use three main forms of assessment:

- Ongoing formative assessment – to inform teaching on a day-to-day basis.
- In-setting summative assessment – to understand a child's performance at the end of a period of teaching.
- National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons.

Ongoing Formative Assessments

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. EYFS Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child. Parents will be kept up-to-date with their child's progress and development, and EYFS practitioners will address any learning and development needs in partnership with parents.

In-Setting Summative Assessment

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages:

- Baseline Assessment – a short assessment which is taken within the first weeks of a child starting. In Reception we use the GL Baseline programme. The Nursery School use an observational assessment.
- Development Matters Assessment – an ongoing assessment against the EYFS framework.
- Learning Journey – a record of the child's work, observations, activities.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS (Reception) to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

National Statutory Summative Assessment

The EYFS Profile is shared with the Local Authority for comparison with other schools in the area. The data is also compared to National trends by the EYFS Lead.

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child's Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year.

Evidence will include:

- Knowledge of the child.
- Photographs.
- Written and/or drawn evidence.
- Planned and un-planned observations of day-to-day interactions.
- Information from parents or other relevant adults.

EYFS Practitioners will use this evidence to judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Accurate assessment requires a two-way flow of information between settings and home, and the school will ensure that processes are in place to consult parents about their child's development and achievements at home.

Year 1 & Year 2

Read Write Inc is used in Year 1 to assess pupils' reading abilities. Summative assessment occurs in every lesson. Formal assessment is carried out each half term by the R.W.I Manager. This data is tracked and shows whether a child is working towards expected standards, meeting expected standards, or exceeding age-related expectations via standardised scores.

Pupils in Year 2 complete Accelerated Reader Star Reading quizzes to obtain a standardised score and reading age. Running parallel with this is the opportunity to complete quizzes on books that

have been read. Staff track this data and offer advice on reading choices linked to the pupil's ZPD. The school aims for children to achieve 85% and above on such quizzes.

In both Year 1 and Year 2, spelling is tracked via the Hertfordshire Singe Word Spelling Test, which provides the school with spelling age and standardised scores.

Each ½ term, all Prep pupils are assessed in writing. The school collects data in a standardised score format. The results of these assessments are shared in an age appropriate manner with the pupils, who are given targets linked to the Criterion Scale assessment that is used.

At the end of each term, summative assessments are used to provide a standardised score from White Rose Maths.

Standardised Assessments Years 3 – Year 6

- Pupils in Year 3 and above partake in online CAT4 testing. This information is fed back to parents on a regular basis; this data is also used to set flightpaths for the children which are CAT4 if challenged.
- In addition to the above, summative assessment in reading takes place via Accelerated Reader, which provides the school with standardised scores for reading age.
- Each ½ term, Prep children are assessed in writing. The school collects data in a standardised score format. The results of these assessments are shared in an age appropriate manner with the pupils, who are given targets linked to the Criterion Scale assessment that is used.
- At the end of each term, summative assessments are used to provide a standardised score from White Rose maths.
- Spelling is tracked via the Hertfordshire Singe Word Spelling Test, which provides the school with standardised scores and spelling age.

11+

In Year 5, many of our pupils prepare for the 11+ examination, which takes place when they join Year 6 (autumn term). CAT4 testing provides staff with important information that can be used as an indicator for future 11+ success; however, regardless of result, the school will support pupils as best it can to ensure that all are as fully prepared as can be. Please note that a mean score of 115+ is used by the school as a benchmark for possible success. Mock examinations take place three times a year and progress is feedback to parents accordingly; parents are provided with information about the likelihood of being offered a grammar school place.

Entrance Assessments

In Pre-Nursey to Year 2 during taster days, children's social and developmental skills are assessed to ensure that pupils are ready to play an active and equal part in the year group.

From Year 1 upwards, during taster days, pupils complete optional SATs written assessment, age appropriate reading assessment and mathematics assessment (optional SATs paper).

Flight paths

Flight paths are created for Years 3-6 and are based on their CAT4 data. CAT4 is taken in September and provides predictions for end of Year 6. We aim for pupils to achieve CAT4 if challenged and not just CAT4 prediction.

The flight path looks at the baseline assessments taken in Sept 2021 and pupils CAT4 if challenged predictions for end of Year 6 and divides the difference between the number of terms. This gives an expected points score that is individual to each pupil which they need to achieve to meet their “if challenged prediction”. This data is calculated each term; however, ½ term assessments are used to track progress. This data also provides % class at each level, Gender, SEND and EAL at each level. Flightpath data is reviewed termly and ½ termly during data discussions with a member of the SLT. Interventions are based on this data.

At the end of Year 1 – 6, students will sit standardised English, Maths and Science tests by GL Assessment (PTE, PTM, PTS). Results are analysed by GL and students are given a progress rating based on their expected academic trajectory from CAT4 tests.

Data Sheets

This data sheet is based on standardised scores and tracks data from when individual pupils joined the school. These sheets are based on standardised scores, the Criterion Scale in English, Accelerated Reader for reading and White Rose for Maths. The colours relate to the standardised score levels. Red – requires urgent intervention; purple – on watch (both red and purple pupils are working towards expectations); Yellow at expected levels and green MAGT. Collecting data in this manner shows % of class working towards expectations, meeting expectations, and exceeding expectations.

RSE (Relationship and Sex Education) Provision

In the Prep School, RSE is taught as part of the PSHRE. Progress and outcomes are monitored and assessed through questioning during discussions, the completion of written tasks and self-evaluation. There are lists of expectations for each year group to help teachers judge whether pupils are working towards, meeting or exceeding expected standards. Assessments are used to identify where pupils need extra support or intervention, with planning modified if required.

Curriculum Wide

Throughout the school day, in every lesson, pupils are continually assessed by teachers to evaluate pupils’ learning, so that future lessons effectively meet the needs of pupils. This assessment is feedback to parents on a regular basis: two interim report cards annually, one full report (end of summer term) and two parents’ evenings each year. The interim reports run alongside parents’ evening and are used to set targets for pupils to work towards. The end of year full report, focuses on highlighting achievements, celebrated participation and sets aspirations for future participation in the co-curricular programme.

Senior School – Years 7 to 11

Baseline Testing

Pupils are tested at the start of Year 7 using GL Assessment Cognitive Abilities Tests (CAT4). The tests yield “predictions” (indicators of average progress) which are used by all stakeholders to:

- Track Progress
- Set Academic Targets
- Supply students and parents with academic flightpath report data

- Calculate Value Added data from internal and external public examinations. Central Target Setting

CAT4 “predictions” are used by the Deputy Head (Curriculum) to generate subject-specific target grades for each child in each subject, which are circulated to all teachers to inform their planning and the delivery of schemes of work with those students.

Students in Year 7 will, in conjunction with CAT4 testing, sit GL Assessment 11T test in English, Maths and Science. These more complex, subject specific tests aim to enhance the accuracy of predictions used for academic flightpath tracking towards GCSE in the core subjects.

Formative Assessments

Formative assessments and grades are communicated to pupils and parents on a regular basis in conjunction with the reporting schedule and parents’ evenings.

Interim Assessments provide an opportunity for teachers to feedback on both pupil attainment/progress and attitude to learning.

Internal Summative Assessments

These take place at regular stages throughout the programme of study.

At the end of Year 7, 8 and 9 students will sit standardised English, Maths and Science tests by GL Assessment (PTE, PTM, PTS). Results are analysed by GL and students are given a progress rating based on their expected academic trajectory from CAT4 tests completed in Year 7.

Students in Year 7 to 11, twice yearly, will complete GL Assessment National Group Reading Tests (NGRT) and National Group Spelling Tests (NGST). Results of these tests are used by the all departments to inform their planning and the SEND department for academic intervention. Results are also reported to parents via a Grade Card reporting system.

Key Stage 4, GCSE students will take class tests or examinations in all of their subjects during particular weeks throughout the two years.

Mock examinations are held in formal examination conditions in preparation for public examinations.

The content of Internal Summative Assessment and examinations will reflect the subject matter covered in class, and questions and mark schemes should be in the style of those used in the public examinations.

When setting such tests and examinations, Heads of Department are responsible for ensuring consistency across their departments, and should endeavour to ensure these tests give a fair representation of a student’s current performance in their subject; grade boundaries should be determined by consulting previous grade boundaries in public examinations in that subject. The results of these tests and examinations are communicated to parents.

Where appropriate departments should reflect on the validity of their tests as assessment tools. Colleagues should use feedback from test performances to identify opportunities to improve teaching, learning and the quality of assessment itself.

More Able Gifted and Talented (MAGT)

The school recognises MAGT as follows:

- >125 Mean CAT4 SAS Score as MAGT
- >115 Mean CAT4 SAS Score as More Able (MA)
- <90 Mean CAT4 SAS Score as SEND Identified.

Teacher Identified Ability (TI's) - Departments will recognise ability in subject areas with TI's. This is for those students who show enhanced ability or understanding in a certain subject who may not fall under the MAGT categories shown above.

Public Examinations

Pupils follow GCSE courses which lead to public examinations and are assessed externally. The results are communicated to pupils, parents, staff, and governors and other relevant bodies.

RSE (Relationship and Sex Education) Provision

In Years 7, 8 and 9, the school delivers RSE as part of the timetabled curriculum, which cover a broad range of topics intended to develop students' understanding and awareness of RSE and wider world issues. There are also booklets that are delivered to the above year groups to consolidate the learning of RSE and to assess knowledge and understanding at each regular reporting point.

In Years 10 & 11, development of students' understanding and attitudes towards RSE is delivered within PSHRE lessons.

All years are also delivered relevant content through assemblies, tutor times and through the provision of visiting speakers where appropriate.

Progress and attainment of students in RSE in the Senior School is measured by Q&A within the lesson, prior knowledge surveys and questionnaires and self-assessment sheets within lesson to gauge knowledge and understanding gained after content has been delivered.

Reporting and Grade Cards

Pupils and parents in the Senior School receive one full written report each academic year alongside three termly Academic Grade Cards.

The Academic Grade Cards are a diagnostic and remedial document which shows student progress in subjects based on their projected flightpath towards GCSE derived from CATS.

From Year 7 students completed a reflective one page profile aimed at enhancing learning capacity and setting targets to address feedback from all parties. This encourages pupils to take responsibility for their learning and provides an opportunity for them to review their performance and set personal goals.

Parents Evenings

These take place twice a year for each year group in the Senior School

The evenings are organised using an appointment based system with staff who are in accessible venues or online. In the Senior School, pupils are invited to attend with their parents.

Should senior leaders, heads of year, teachers or parents consider it necessary to meet at other times, this is arranged on an individual basis.

Academic Progress Meetings

Where there are concerns following assessment/examinations about the academic progress of a student, the Deputy Head (Curriculum), Head of Department, Head of Year or form tutor will arrange a meeting with parents to discuss future academic strategies

For Key Stage 4, GCSE students, Senior Leaders in conjunction with Heads of Year provide regular opportunity for students and parents to attend forums together to discuss school expectations, study skill and strategies and procedures for coping with exam based issues.

Academic Review & Monitoring

Academic reviews of pupils take place regularly by Senior Leaders, Heads of Department, Heads of Year and Form Tutors following data drops and the publishing of Grade Cards.

Success and achievement is celebrated in many formats in whole school or year group assemblies each week.

Where a pupil's progress constitutes a cause for concern then positive strategies are agreed, implemented and reviewed with pupils by Head of Department or Heads of Year. This results in further communication involving the pupils and parents and provides useful information for the parents' evening and for future monitoring. It can also involve more regular focused monitoring during which pupils are placed on a positive progress report and their performance in specific subjects or across the curriculum is monitored until such point as they are deemed to be making satisfactory progress.

We adopt a proactive approach to monitoring and believe that effective pastoral intervention ensures that pupils are able to make the best possible progress. Heads of Year and Form Tutors are aided in this process by Grade Card Analysis Data provided by the Deputy Head (Curriculum). This is compiled in order to effectively track pupils in terms of attainment, attitude to learning and value-added following formal summative assessments in Key Stage 4 and is shared with the Teacher, Heads of Year and the Learning Support Department.

4. Management & Responsibility of Assessment

The Headteacher:

- Has overall responsibility for the quality of assessment, reporting and recording.
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups

- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years
- Making sure arrangements are in place so teachers can conduct assessment competently and confidently, including training and moderation opportunities

Deputy Heads (Curriculum) Prep & Senior:

- The Co-Heads of the Prep School have responsibility for monitoring academic standards, reporting and assessment in the Prep School.
- In the Senior School, the Deputy Head (Curriculum) has responsibility for monitoring academic standards, reporting, examinations', value-added analysis and assessment, liaising with Heads of Department, Heads of Year, subject teachers and form tutors and the organising of parents' evenings and year group monitoring.
- In the Prep School, the Co-Heads of school are responsible for the organising parents' evenings.

Teachers:

- Have a key responsibility in terms of making assessment an integral part of teaching and learning, including collecting evidence and ensuring that accurate and helpful information is shared with pupils, parents and tutors.
- Pastoral staff have a responsibility to use this assessment data to help tutees make the best possible academic progress.
- Subject teachers and tutors are responsible for clearly articulating the criteria for assessment and for supporting pupils to improve upon their performance.
- Heads of Department and Heads of Year are responsible for monitoring assessment and for checking that members of their department/year group conform to whole school and departmental procedures. Heads of Department also review their public examination and summative assessment results and their predictions with the Headteacher and Deputy Head (Curriculum). This informs the departmental development planning process and serves to highlight CPD/INSET requirements.
- Keeping up to date with developments in assessment practice.

Inclusion & SEND

- The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.
- Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.
- We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Governors have responsibility for:

- Being familiar with statutory assessment systems as well as how the school’s own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data
- Monitoring that school staff are receiving the appropriate support and training on pupil assessment, to ensure consistent application and good practice across the school

5. Time Scale and Calendar

The Monitoring, Evaluating and Reporting calendars set out the yearly cycle of assessment, reporting and recording. This is circulated to all stakeholders and shared via the whole school calendar

6. Links with other policies

- Feedback and Marking policy
- Exams Policy
- Examination contingency plan

Latest review date:	March 2022
Policy Approved:	March 2022
Next review date:	February 2023