



ASSESSMENT, RECORDING AND REPORTING POLICY

ASSESSMENT

Assessment is an integral part of our teaching. It takes place both formally and informally. We have agreed whole school procedures and strategies which help ensure that this is done in an efficient and useful manner and in ways which help us to provide the most effective teaching for our pupils. The teachers have the primary responsibility for determining the criteria, making the assessments and recording attainment, although we seek to involve pupils in the assessment process where appropriate.

We aim to assess **all** aspects of our pupils' development as we believe that they are most likely to realise their full potential if we help and encourage them to recognise and value their non-academic as well as their academic achievements.

The purpose of our Assessment Policy is to formalise what we have agreed as a school in relation to:

- Why we assess pupils
- What we assess and who makes the assessments
- How we make assessments and how they are recorded
- How and when we report and to whom

The Aims

To provide teaching staff with a range of information to help them to:

- Assess each girl's achievement
- Focus on particular needs and diagnose problems
- Develop and review the effectiveness of schemes of work and ensure that they are appropriate to the needs of the girls
- Encourage and challenge girls and develop their skills and potential
- Plan future work to ensure progression

To provide pupils with:

- A means of checking their understanding about what is being learnt
- Feedback and guidance about their progress
- A means of celebrating their achievement
- Help to identify weaknesses and advice on means to improve their performance

To provide parents with:

- Information about their daughter's achievements
- Information about their daughter's progress
- The stimulus to encourage them to be involved in their daughter's education

Implementation

- Assessment should be constructive, encourage girls and enable them to recognise their achievements
- Assessments should, whenever possible, be an integral part of the teaching/learning process
- A range of methods of assessment should be used
- Evidence is retained as appropriate to support recording and reporting
- Teachers make every effort to involve the pupils in the assessment process, whenever appropriate, so that they are aware of and understand the criteria by which their work is being evaluated and can participate in setting their own learning objectives which are achievable

We aim to assess the pupils by making assessments of

- Their knowledge, skills and abilities in all curriculum areas
- Their attitudes and motivation
- Their emotional development, behaviour and social skills
- Their physical development and skills
- Their achievements in and contributions to extra-curricular activities within and outside school

ASSESSMENT AT JUNIOR HOUSE

The timing of assessment varies according to how the Schemes of Work are planned. Some areas of the school Schemes of Work (such as reading and writing, the process skills in Mathematics and Science) are planned as a continuous programme. Built into this programme are numerous opportunities for assessment which take place throughout the year. Results of these assessments are all recorded.

The other areas of our school Schemes of Work are planned as topics or units of work taught at particular times in the year or the Key Stage. Assessment of achievement related to such topics or units of work is undertaken during and/or at the conclusion of the topic or unit of work. Opportunities for assessment of achievement in these areas of the curriculum are indicated in Schemes of Work and termly/weekly plans.

Assessment is both summative and formative and must inform future planning.

Formal assessments are carried out in line with the assessment calendar issued to staff each year and the results are collated and kept up to date by class teachers. Ongoing (APP style) assessment using the programme of study statements on SIMS are completed half termly.

Aims and Principles of Marking

See Marking Policy (Appendix)

Analysis of Assessment

Assessment is analysed by the class teacher who meets with the Assistant Head of Junior House to discuss the progress of the children in their class.

ASSESSMENT AT SENIOR HOUSE

Formal assessment takes place by means of:

- 11+ Entrance examination
- Baseline assessments
- Formal in-class assessments carried out at regular points across the year (according to department needs)
- School examinations held in the spring term for Upper Four, Upper Five and Upper Six and the summer term for girls apart from Upper Five and Upper Six.
- Public examinations for Upper Five and Upper Six. These include controlled assessments and summative examinations at the end of their courses. Staff are asked to carry out an analysis of their results as part of their Departmental Review at the end of each academic year.

Ongoing Formative Assessment takes place in all subjects based on each girls:

- Attitude to her work
- Quality of written and verbal responses in class work and home work
- Depth of understanding of topics shown
- Non-academic contribution to school life in terms of extra curricular activities, willingness to take responsibility, leadership skills and initiative
- Performance outside the classroom on field trips, school journeys and visits
- Service to the school and wider community

Form tutors are asked to acknowledge this formally on their summative reports.

Where appropriate girls should be given the opportunity to practise self-assessment and, with tact and sensitivity, assessment of the work of other pupils.

RECORDING AT JUNIOR HOUSE

All test results are kept in the Staff Shared drive where they can be easily accessed for reference. See EYFS policy for assessment in Junior House.

RECORDING AT SENIOR HOUSE

It is envisaged that individual departments will produce their own guidelines on methods of recording, examples of which will be included in the Departmental Policy Document. It is important that methods of record keeping should be:

- Manageable
- Understandable to a variety of users
- Useable as a means of monitoring progress

Records will be kept as follows:

- Individual records of marks will be kept by individual teachers.
- Data is inputted termly by all staff on SIMs for all the girls they teach from KS3-KS5.
- Data intervention sheets are completed termly to record any underachievement and strategies being used to address this.
- Form Tutors will keep a record on standard sheets of the interview held with each girl after every Progress Review
- Form Tutors will keep records on standard forms of each girl's participation in extra curricular activities and posts of responsibility held during the course of the year
- House points for academic work are recorded by subject teachers

REPORTING AT JUNIOR HOUSE

Reading diaries and homework diaries are completed daily by staff and parents and provide informal dialogue between home and school.

Staff are available to discuss progress with parents throughout the year if necessary.

Formal written reports are issued in December and July and two Parents' Evenings are timetables in October/November and April.

REPORTING AT SENIOR HOUSE

The aim is convey information on progress and achievement to girls and their parents. This will be done by:

- Mid term Progress Reviews for each girl
- Progress Review interviews between form tutors and girls on an individual basis after each Progress Review. Staff comments will be discussed and targets set informally
- Two long reports issued a year at the end of the Autumn and Summer terms for each girl, except for Upper 5 and Upper 6 who receive their second report at Easter.
- For each report issued there is a report reading at which each girl has an opportunity to read her report and discuss its contents with her form tutor. Reports are stored electronically
- A system of action plans for the Lower and Upper Sixth
- Regular Parents' Meetings are held during the year.
- Staff monthly Academic Briefings
- Academic Coaching when each girl in Lower Five and Upper Five has an academic coach who they see approximately every two weeks and progress emailed to parents

RECOGNITION OF ACHIEVEMENT

The successes and achievements of pupils are recognised in a variety of other ways:

- Displays of work in the classrooms and corridors are a means of sharing achievements with visitors to the school, parents, other pupils and staff
- Pupils' participation in assemblies
- Celebrate Success Assemblies in which pupils are presented with certificates for good work by their teachers. Pupils may bring in awards from outside of school to be presented in these assemblies too.
- House points are awarded to individuals for good work, behaviour, assistance and initiative. A House Point Cup is awarded termly in Junior House and Senior House
- Recognition given for good attendance
- Positions of responsibility are awarded
- Annual awards made at the Annual Awards Ceremony
- Achievements recorded in the annual School Magazine and termly newsletters



MARKING POLICY (Appendix to Assessment Policy)

OVERALL AIMS AND OBJECTIVES

Our aim is to mark effectively. Effective marking is simply expressed and its purpose is understood by the pupils. It is constructive and generally encouraging. All girls' work is marked as soon as possible after it is completed and returned promptly to the girl. We aim to consider the individuality of each girl when marking, recognising that what is appropriate for one girl may not be for another.

Marking girls' work opens a dialogue between the teacher and the pupil. It is a means of letting the pupil know the teacher's response to her work, of drawing out teaching points, of assessing the standard of work and of giving praise, of addressing weaknesses and suggesting achievable future targets. Common errors in pupils' work can be identified and used to inform our planning of future class discussions and/or lessons.

IMPLEMENTATION AT JUNIOR HOUSE

All pieces of work must be marked as soon as is practically possible using a green pen. Within EYFS and KS1 this should be done – if possible- with the child present.

High quality marking with feedback should take place a minimum of once a week in English and Maths.

The feedback should relate to the Learning Objective and be meaningful to move the learning forward.

The marking should be in green and the response from the pupil in red (if a pen user) or underneath the feedback in pencil if not.

Pupils must be given time to reflect on the comment and act upon it. If misconceptions are still present the teacher will need to plan their lessons to re-teach this skill or concept.

If a member of staff has given verbal feedback then VF should be placed in the margin where the intervention was given or at the end of the piece of work.

Specific marking guidance codes for English.

These should be written in the margin and the mistake underlined.

S – spelling

P – punctuation

C – capital letters

IMPLEMENTATION AT SENIOR HOUSE

All departments produce their own marking policy which feeds into the school. This will be clearly stated in their Departmental Policy Document and will aim to achieve consistency within the department. It is regarded as important that pupils and teachers should be aware of the criteria against which the work is being judged.

Ensure that in marking of work mistakes in spelling, punctuation and grammar are consistently corrected.

Examination marks should be recorded as a percentage on SIMS and on the reports where the median should also be recorded.