

# SKIPPERS HILL MANOR PREPARATORY SCHOOL

## Assessment Policy

This policy applies to all pupils in the school, including in the EYFS



### Assessment Policy

Agreed by Head and Governance

Reviewed annually by Head, Deputy Head and Academic Co-ordinators

Date of last review: June 2019

## **Introduction and Purpose**

As professionals, we recognise the need for accurate and rigorous assessment of children's learning. High quality practice in assessment is the single most effective factor in supporting a child's progress. By applying rigorous assessment processes consistently, we help children develop a clear understanding of the expectations of learning as they move through the school. We recognise that assessment is a vital element of careful curriculum planning. The purpose of this policy is to make clear the process and expectations for staff at Skippers Hill School.

## **The role of assessment in meeting the school's aims**

At Skippers, each pupil will:

- Participate and achieve in all aspects of school life, becoming a well-rounded and confident individual.
  - Through detailed analysis of standardised data and ongoing formative assessment, pupils are provided with learning opportunities at an appropriate level of challenge, enabling them to access the curriculum and make progress across disciplines.
- Become an effective learner who takes pride in their achievements, facing and overcoming challenge.
  - Teacher, self and peer-assessment enable children to develop the characteristics of the school's effective learner profile.
- Develop courage and independence, demonstrating ownership of their learning and the school.
  - The effective learner profile, supported by self and peer-assessment, enables pupils to reflect upon their learning, gaining confidence and increasing independence as they mature.

## **Roles and responsibilities**

Teachers are responsible for:

- (i) ensuring that they are familiar with the content of this policy
- (ii) the standards for the assessment framework
- (iii) the implementation of the assessment framework
- (iv) the day to day learning needs of the children which includes ensuring that all lessons have clear learning objectives appropriate to the children's abilities
- (v) monitoring and evaluating the progress of the children they teach and care for, ensuring that the children are aware of what they are intended to learn each lesson, and that they are aware of the purpose of each activity
- (vi) use the school's adopted policy for marking of work and use Pupil Asset as part of ongoing practice to track pupil progress

Subject leaders are responsible for:

- (i) providing clarity in the use of the documentation providing the framework of progression
- (ii) developing schemes of work which show learning objectives clearly
- (iii) ensuring that the monitoring of the cycle and quality of assessment in their area is carried out in an accurate and timely manner, including regular moderation meetings
- (iv) tracking the progress of children in their subject and ensuring assessments are appropriate to the age of the children
- (v) monitoring the marking of work within a subject and check that it gives sufficient feedback to the children
- (vi) monitoring that assessment outcomes are being used for effective planning

Senior leaders are responsible for ensuring that there is:

- (i) a clear cycle to ensure that staff are sufficiently trained
- (ii) time for subject leaders to monitor the quality and accuracy of assessment in their subject
- (iii) analysis of tracking data linking outcomes and areas of development to the school development plan

- (iv) providing feedback to subject leaders and teachers about overall progress and the school's next steps
- (v) detailed evaluation about progress against pupil goals

### **Forms of Assessment**

It is critical that wherever assessment is undertaken the emphasis is on 'Assessment **for** Learning' rather than 'Assessment **of** Learning'. Assessments should be able to fulfil the various purposes which are decided on by the school and be manageable by the teachers in their workload. Therefore the principle of 'single input: multiple output' is important.

### **FORMATIVE**

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- Inform planning: a teacher's planning should be flexible to respond to initial and emerging ideas and skills, considering the pathways through which each child will access their learning
- Include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
- Identify the point of learning for children and thus make choices about the concepts they wish to teach children as their next steps, and communicate these intentions to children
- Inform target setting to ensure students are clear about their next steps
- Promote commitment to learning goals by engaging students in understanding how they can improve through use of success criteria, where appropriate
- Motivate learners to improve by providing positive and constructive feedback and allowing opportunities for improvement
- Provide feedback to children as to their next steps thus making learning visible to the children in our schools, as well as to their parents
- Engage students in the setting of personal learning goals
- Develop strategies for self- assessment so that students can become reflective, independent learners
- Create tasks and activities that will support children in advancing their learning
- Allow children to engage in and control the development of their own learning and self-regulate their own steps; the essence of lifelong learning
- Share their observations and experiences with colleagues to improve the impact of their practice as teachers on the learners in their classroom
- Ensure learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

### **SUMMATIVE**

The means of discovering the proficiency of a student may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the students are accurately and consistently assessed and to enable effective target setting and planning of next steps.

**Informal summative assessment** may take many and varied forms. Some examples include:

- (i) plenary activities
- (ii) spelling /mental maths tests

- (iii) sports or music demonstrations
- (iv) oral discussion
- (v) marking of books/work

**Formal summative assessment** is used at The School in accordance with the assessment schedule in Appendix 1. It includes:

- internal testing at the end of a module / period of learning
- 11+ and 13+ exams

Guidelines on administering Examinations can be found in Appendix 2

### **Diagnostic**

Determining knowledge, skills and possible weakness. This includes the use of pre-assessment such as:

- CATs, NFER, PTM and PTE
- internal testing such as spelling/ reading ages, reading, writing and maths assessments prior to embarking on a topic
- Prior to learning taking place in order to identify
  - areas children are secure in and might not need teaching
  - gaps in knowledge that need supporting

### **Individual Needs**

The responsibility for identifying, assessing and monitoring children with special educational needs or who are gifted and talented, is the responsibility of the class teacher in conjunction with the **SEND or Enrichment Coordinator**.

The SEND and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential. Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential. Fuller detail on this is covered by policies for SEN and Able and Talented.

### **Planning and Assessment**

Planning and assessment are integral to successful teaching. Planning identifies learning objectives and assessment reveals how far children have acquired learning, which in turn determines future planning. The school curriculum plan is divided into three stages. At each stage of planning, the assessment of children's progress plays a crucial part in teachers' decisions about what work to cover next.

#### **The Long Term plan**

The long term curriculum plan reflects the aims of the school. It incorporates the statutory requirements of the National Curriculum, and other aspects of curriculum provision. The plan sets out expectations of what children should learn during each key stage, year by year.

#### **The Medium term plan (Scheme of Work)**

This gives detail of units of work that will be taught to each class over a term. They identify key objectives for the pitch and range of learning and assessment over the term.

#### **The Short term plan (Weekly plans/ lesson plans)**

This is focused on day to day teaching and assessment. It identifies and refines learning objectives in response to individual children's performance during lessons. They translate learning objectives into activities and assessment opportunities on a daily basis.

### **Framework for Assessment**

#### **Early Years**

The school uses Skippers Hill 'Ready for Reception' Baseline combined with phonics and mathematical awareness activities to assess Nursery and Reception children as they start at the school. Parents and previous settings are asked to contribute to this. Observations and dialogue with parents/carers are undertaken to identify progress

throughout the academic year and this is recorded in an online Learning Journal which records the appropriate age bands that the child is operating within and the corresponding next steps. The Reception profile is completed at the end of the Reception year.

### **Year 1-6 English, Maths and Science**

In order to help teachers make consistent judgements, the school has chosen to use the Bellevue Framework, agreed and developed within the Bellevue schools, which outline clear age-related expectations based on the National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths
- Science

These steps to success indicate how a pupil in a particular year group is progressing in a specific subject. They provide concrete evidence of performance and relate to specific subject knowledge and skills. They enable teachers to apply the standards consistently, because their judgements must be rooted in evidence.

### **Year 7-8 English, Maths, Science, Geography, History, French, Latin**

Skippers Hill follows the Common Entrance programme to assess pupils' attainment and progress.

### **CDS**

Skippers Hill use GL assessments digital system to assess potential, attainment, progress and attitudes against national norms

Potential – as shown by the CAT scores, with particular emphasis based on the scores in the first test

Attainment – as shown by PTE and PTM, as well as the reading and spelling scores

Progress – as shown in PTE and PTM performance in successive years

Attitudes – using the PASS pupil survey

### **RECORDING PROGRESS**

The school has clear procedures for recording assessment. They are designed to:

- Ensure that a clear picture of each student's progress is developed
- Limit administrative burden on staff
- Allow clear communication of progress to the students and their parents

The school will record the progress of each student against age related expectations on Pupil Asset for: Maths, English and Science.

**For other subjects** a set of age related subject expectations, developed in conjunction with other Bellevue schools will be developed during the academic year 2015/2016 by adapting the criteria laid out by NC 2014.

**Methods for the collection and interpretation of data** should include the following:-

- Agreed marking procedures that involve the student as much as age allows
- Agreed and informed setting of targets in key subjects
- Observation of work both in and out of the classroom
- Use of the self-assessment/reflection sheets in core areas of the curriculum.
- Oral questioning and recording of responses
- Observations of problem solving and specific investigations.
- By application of specific tests

**Records and Information passed on from one year group to the next at the end of the Summer Term in the assessment folder:**

- Group Lists (Numeracy, Literacy, GGR/Phonics/Spelling)
- Test results
- Support plans (SEN)
- Information on Gifted and Talented pupils
- Reading records

**Moderation**

Prior to inputting data, moderation meetings take place termly on a formal basis in the core subjects. The purpose of these meetings is to:

- ensure consistency both between and across year groups on achievement, this requires all staff to have a thorough understanding of the framework and what constitutes ‘Beginning’ work against ‘Achieved’ work
- support staff in developing high quality formative feedback
- generate professional conversations between class teachers and all levels of leadership
- support staff in developing a thorough understanding of what the different standards of work, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

**Attainment**

The following Structure will be used at The School. Pupils will be assessed based on the ‘Key Performance Indicators’ for the year group in which they are learning in the following subjects:

- English (Reading and Writing, including spelling and grammar)
- Maths
- Science

The terms used to describe a child’s band of attainment within a year will be in line with those on Pupil Asset:

Exceeding	Within this ‘Achieved’ is the expected band for the end of year attainment, e.g. standard progression within year 4 would be:  4 Beginning, 4 Improving, 4 Achieved.
Achieved	
Improving +	
Improving	
Beginning +	
Beginning	

If a member of staff is seeking to assess a child as attaining a band beyond the year range this would only occur where the child is working at least securely in the year above e.g. a child in Year 4 could not be reported as ‘5 Beginning’ or ‘5 Improving’. In the event this is the case the school should moderate rigorously to ensure this is the appropriate.

This structure has been chosen to reflect the pattern used in many other schools, although not the language, this may well help with transferring achievement points and other data when receiving schools, and indeed at the end of Year 6 transfer to secondary schools.

## Judging Attainment

In order to make a judgement about a child's level of attainment, the following cycle would be typical:

- Teaching subject content
- Informal and formal summative assessment

This structure has been chosen as reflecting the pattern used in many other schools (although not the language).

This may well help with transferring achievement points and other data

- Moderation of work
- Input of data to Pupil Asset

The following allocations can be set against each performance indicator

Attainment	Definition
<b>Exceeding</b>	The pupil has exceeded the expectation on the performance indicator, they are able to use the skills developed in different contexts, applying the relevant skills, knowledge or understanding at their own initiative, naturally and independently.
<b>Achieved</b>	The pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts confidently and consistently within a lesson related to this area.
<b>Improving</b>	Although they can employ the skill, <ul style="list-style-type: none"> <li>- They are not fully independent, the child needs some adult intervention to initiate or employ the skill, this may be through some form of scaffolding</li> <li>- This is not consistent</li> <li>- Does not perform elements of the criteria e.g. number bonds to 20 makes mistakes when adding two single digits to go across ten.</li> </ul>
<b>Beginning</b>	The skills, concept or body of knowledge has been taught but is not applied consistently or appropriately, without adult support; or the child is operating well below the targeted indicator, e.g. knows number bonds to 20, but the child only knows bonds to 10
<b>Not Achieved</b>	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator

The thresholds for the different levels of attainment are contained in the table below which gives the weighting attached to each score.

**Weighting attached to each Score (from DNA ticks achieved) in order to calculate an overall percentage.**

Minimum Thresholds					
Score %	Exceeding	Achieved	Improving	Beginning	Not Achieved
Exceeding	15	85	0	0	0
Achieved	0	85	15	0	0

Improving +	0	45	45	10	0
Improving			85 +	15	0
Beginning +			25+	65	10
Beginning			0	50 +	50 -

Score	Minimum Thresholds
Exceeding	Maximum of 85% Achieved* <u>with</u> at least 15% Exceeding No areas Improving
Achieved	No Areas Beginning / Not Achieved with 15% Improving <u>with</u> 85% Achieved
Improving +	No not Achieved, Less than 10% Beginning with 45% Improving* and 45% Achieved
Improving	No 'Not Achieved' with Maximum of 15 % Beginning <u>with</u> Minimum 85% Improving*
Beginning+	Maximum of 75% Beginning <u>with</u> Minimum 25% Improving, NB - for each 1% increase ' <u>not achieved</u> ' the 'Improving' % must increase by 2% to cross the threshold
Beginning	Minimum 50% of Beginning

In **Pupil Asset** staff will need to use the DNA ticks section within Pupil Asset to allocate a grade, with reference to the table above.

#### Pupil Asset

Movement from one score to the next score in the system e.g. from Imp to Imp+, represents a one point progression. The expectation is for two points of progress in each term, six across the course of the year.

#### **Supplementing judgements with other forms of evidence**

The school also uses other sources of data to ensure that pupils' relative strengths and weaknesses are accurately and consistently assessed. These include

- cognitive ability tests to compare the strengths of pupils within particular year groups
- spelling and reading age tests
- subject related tests which give an age score

These do not provide a comprehensive view of any given pupil's strengths, but is another form of evidence that can help inform professional judgement.

#### **Monitoring and review of assessments**

Leaders, managers and teachers are responsible for the monitoring and review of assessment processes and data.

The monitoring timetable will include:

- Work and marking scrutiny by the subject leaders
- Lesson observation of teachers

- Moderation within a subject or department
- Moderation between schools and Local Authorities where possible or available
- Moderation of English and Maths standards across departments, subject areas and phases
- Line-management meetings between subject leaders, senior leaders and the Head
- Termly reviews with the School's Director
- Review meetings with staff from other schools

**Data reviews will consider:**

- Levels of Progress and Achievement for different groups
- Differences between target Progress and Achievement
- Reasons for greater than expected progress

**Target Setting**

Target setting supports assessment by:

- Providing learners with clear goals and next steps
- Ensuring clarity in expectations for the next time period
- Establishing a focus for planning, differentiating and resourcing lessons
- Enabling recognition of each child on their achievements

**Reporting Assessment**

The reporting of assessment is contained in the table below - see Appendix 1

**Reporting Progress and Achievement to Parents**

In reporting achievement, the following scale will be used within each year, these parallel the descriptions for progress used internally

- Beginning
- Improving
- Achieved
- Exceeding

**In reporting progress the following scale will be used:**

- Below expected
- Expected
- Above expected

**In addition, the following information will be reported upon at different stages:**

- Behaviour and Effort
- Reading and spelling age
- Cognitive Ability Scores

**Appendix 1 - Arrangements for reporting assessment**



Skippers Hill Manor  
Preparatory School

**ASSESSMENT ARRANGEMENTS**

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>KG</b>	<ul style="list-style-type: none"> <li>• Begin EYFS assessment</li> <li>• 2 year old check</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing EYFS assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing EYFS assessment</li> </ul>
<b>REC</b>	<ul style="list-style-type: none"> <li>• Baseline assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing EYFS assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Reception Profiles</li> </ul>
<b>Yr1</b>	<ul style="list-style-type: none"> <li>• September - PTM, PTE</li> <li>• Benchmarking</li> <li>• Termly moderated literacy and reading assessment</li> <li>• Termly maths assessment</li> <li>• PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>• Termly moderated literacy and reading assessment</li> <li>• Benchmarking</li> <li>• Termly maths assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Termly moderated literacy and reading assessment</li> <li>• Benchmarking</li> <li>• Termly maths assessment</li> <li>• June - PTM, PTE</li> </ul>
<b>Yr2</b>	<ul style="list-style-type: none"> <li>• September - PTM, PTE</li> <li>• Benchmarking</li> <li>• Termly moderated literacy and reading assessment</li> <li>• Termly maths assessment</li> <li>• PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>• Termly moderated literacy and reading assessment</li> <li>• Benchmarking</li> <li>• Termly maths assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Termly moderated literacy and reading assessment</li> <li>• Benchmarking</li> <li>• Termly maths assessment</li> <li>• June - PTM, PTE</li> </ul>
<b>Yr3</b>	<ul style="list-style-type: none"> <li>• September -CAT tests</li> <li>• Benchmarking</li> <li>• Termly moderated literacy and reading assessment</li> <li>• Termly maths assessment</li> <li>• PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>• Termly moderated literacy and reading assessment</li> <li>• Benchmarking</li> <li>• Termly maths assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Termly moderated literacy and reading assessment</li> <li>• Benchmarking</li> <li>• Termly maths assessment</li> <li>• June - PTE, PTM</li> </ul>

<b>Yr4</b>	<ul style="list-style-type: none"> <li>September -CAT tests</li> <li>Benchmarking</li> <li>Termly moderated literacy and reading assessment</li> <li>Termly maths assessment</li> <li>PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Benchmarking</li> <li>Termly maths assessment</li> </ul>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Benchmarking</li> <li>Termly maths assessment</li> <li>June - PTE, PTM</li> </ul>
<b>Yr5</b>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Termly maths assessment</li> <li>September -CAT Tests</li> <li>PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Termly maths assessment</li> </ul>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Termly maths assessment</li> <li>June - PTE, PTM</li> </ul>
<b>Yr6</b>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Termly maths assessment</li> <li>September - CAT Tests</li> <li>PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Termly maths assessment</li> </ul>	<ul style="list-style-type: none"> <li>Termly moderated literacy and reading assessment</li> <li>Termly maths assessment</li> <li>June - PTE, PTM</li> <li>ISEB 11+ Maths and English</li> </ul>
<b>Yr7</b>	<ul style="list-style-type: none"> <li>September - CAT Tests</li> <li>November - CE practice papers in all subjects</li> <li>PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>Continuous assessment</li> </ul>	<ul style="list-style-type: none"> <li>Year 7 – School Exams in all subjects - C.E. past Papers</li> <li>June - PTE, PTM</li> </ul>
<b>Yr8</b>	<ul style="list-style-type: none"> <li>September -CAT Tests</li> <li>November-exams – all subjects - CE past adapted papers</li> <li>PASS survey</li> </ul>	<ul style="list-style-type: none"> <li>13+ Scholarship &amp; Public School Entry Exams</li> <li>January-exams – all subjects - CE past adapted papers</li> </ul>	<ul style="list-style-type: none"> <li>CE 13+ Exams</li> </ul>

## **Appendix 2 - Arrangements for Examinations**

### **Guidelines for Exams and Assessments**

- Teachers must follow the agreed assessment schedule (Appendix 1)
- Teachers are responsible for making sure the necessary assessments are ordered and for reproducing any assessment material

### **Prior to an examination, teachers should:**

- Give the pupils a revision list and allow enough time for revision, bearing in mind the busy schedule many of our pupils are committed to at certain times of the year
- Try and inform both parents and pupils of exam dates and again, allow ample time
- Familiarise themselves with the content of the assessment and the administrative procedures

### **During the assessment**

- Allow ample time for the assessment. Remember certain pupils are allowed extra time and also the purpose of the assessment is to test what the child knows - it may be very unfair to penalise a child for running out of time
- Insist on silence and arrange seating suitably. Make sure that pupils are aware that if they have a problem they must put up their hand.
- Be aware that some children will be frightened or embarrassed to ask for help and therefore keep an eye on whether they are coping.
- Encourage pupils to check their work if they have finished – there is nothing wrong in pointing out to them that they have left gaps

### **After the assessment:**

- Allow ample time after the assessment period to mark the papers and write any reports/ give feedback to children and parents.
- Do not give out marks until the agreed date
- Do not read marks out loud to the class
- Do go over the papers so that the children learn from their mistakes
- Do try and encourage any individual that has not done particularly well or is disappointed
- Ensure that marks are recorded in the assessment area on Google Drive/Teacher Share - any outstanding performances or areas for concern highlighted
- Highlight unexpected performances for discussion at Staff Meeting
- Use results for future planning - both whole class planning and individual target setting.