Assessment and Reporting Policy
Sancton Wood School

1   Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this at Sancton Wood School, we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results also describe pupil performance, in terms of age related expectations.

Diagnostic assessment is used to provide detailed information about an individuals' strengths & weaknesses. Often this assessment is used as a part of the Special Educational Needs process to ascertain the specific needs of a pupil.

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

2   Objectives

The objectives of assessment in our school are:

- to enable teachers to plan work that accurately addresses the learning needs of each pupil, by ascertaining what they need to learn next;
- to enable teachers to record the attainment and progress of pupils;
- to increase pupils' motivation by celebrating holistically their learning achievements both in and out of school and enabling them to understand what they have learned and what their next steps are..
- to help pupils recognise their targets that they are aiming for, and to understand the criteria of effective learning and achievement;
- to enable teachers to provide timely information for parents and carers about their child's progress and target setting and to enable them to support the school and their child with their learning;
- to provide the Head Teacher and the Senior Management Team with information that allows them to make judgements about the effectiveness of teaching and learning in the school.

3   Planning for assessment

To support our teaching, we use the 2014 National Curriculum which we supplement with additional resources to broaden and enhance the children's learning experiences .

Pre Prep School - GL Assessment in Year 1 (summative) and teacher assessment using Classroom Monitor's formative assessment system 2016-17 and Baseline Teacher assessments (EYFS)

Prep School- GL Assessment Years 3-8 (summative) Classroom Monitor and teacher assessments (formative). Year 7 pupils also undertake a CAT4 cognitive abilities test which informs pupils learning and demonstrates a pupils future potential.

Upper School- In Year 9 pupils are summatively assessed using GL assessment in English and Maths. They are formatively assessed using teacher assessments and classroom monitor in most subjects with a summative assessment at the end of each topic. Where appropriate year nine are assessed using GCSE marks schemes.   GCSE level students (Years 10 and 11 and in some subjects year 9) are assessed in line with syllabus requirements of attainment. Year 9 students also take CAT4 cognitive abilities test which provides GCSE indicators.

We plan our lessons with clear Learning Intentions. We base these upon the teacher's detailed knowledge of the ability of the pupils in each class and the differentiated groups within it. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.

Teachers always share the lesson learning intention with the children, either at the beginning of the unit, lesson or, in some cases, as the lesson develops. They also share with pupils, or, indeed, often agree with them, the criteria for success for the particular learning tasks in the lesson, so that pupils can assess their own learning against the expected outcomes. Some aspects of self-assessment or peer-assessment, against the intended learning outcomes, will be a common, planned feature of our lessons to enable the pupils to engage in their own learning journey.Teachers use deliberate questioning techniques to assess pupils' responses to ascertain that they understand, and to reveal their misconceptions.

Through marking and feedback teachers take note of those individual children who do not achieve the learning intention for the lesson, and we use this information as part of our assessment for learning for the next lesson and to provide additional support where needed.

4   Target-setting

As part of good practice core subject (reading, writing, maths and science) provide regular targets for pupils. We discuss individual targets where necessary through Pupil Progress Meetings. We communicate these to parents and carers using the national age expectations. We review the progress of each child at the end of the term, and set revised targets when necessary.

We currently use Teacher Assessment (evidence based) and NFER Baseline assessment in the EYFS. At the end of the Reception year teacher judgements are moderated by the LEA to check that the teachers judgements have met all the essential criteria for the Early Years Foundation Stage Profile moderation.

In KS1 selected standardised tests are used alongside GL assessments (KS1/KS2/KS3 - diagnostic/summative) and teacher assessments (KS1/2), Classroom Monitor - KS2/KS3 (formative and summative).

In the Upper school, KS4, Summative assessment, teacher assessments and National Tests are used to set and review targets for each pupil in line with the school's assessment calendar. Staff are able to track a pupil's attainment (against national age expectations) and their progress from Reception to Year 11. The assessment systems not only allows staff to monitor progress of individuals but also the progress of specific groups i.e. gender, SEN, and birth dates.

The National Age Expectations are translated into pupil friendly targets which the pupils will have ownership of. These are the basis of the lesson's learning intentions or personal / group targets for the pupils. There are various methods used to track and record these targets. We use marking and feedback as a vital way to communicate the children's progress towards their target.

5   Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum overview. These in turn reflect the new demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National age expectations. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year as a comprehensive transition document.

6   Reporting to parents and carers

We have a range of strategies that keep parents and carers fully informed of their child's progress academically and pastorally in school. We encourage excellent relationships with parents and carers to ensure are all working towards the holistic well being of the child in school.

Sancton Wood School offer parents and carers timely opportunities to meet with their child's teacher. See (**Appendix 2)** for School reporting calendar. At the first meeting of the school year, we review the targets set for their child, which were written in previous year's summer report. At the second meeting of the year (which we hold at the end of the spring term), we evaluate their child's progress against age related expectation. Report cards and Social Emotional Learning grids are issued to parents at the end of the Michaelmas and Lent terms and inform parents of attainment and effort as well as their attitude to learning.

During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. They are also offered an opportunity to meet teachers if required. We make assessments on attainment and attitude for all subjects. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback.

In the EYFS teachers and practitioners share each child's 'Learning Journey' via Tapestry. This is an online journal for recording all the learning and fun of children's early years education. Ongoing assessments and observations of children's progress is updated which is in turn shared with parents who too can comment and share progress from home, supporting a collaborative approach to the planning, provision, assessment, review cycle.

At the start of the year parents and carers receive a welcome pack which includes timetables, year group information and curriculum overview. Parents and carers also have the opportunity to meet their class teacher and hear the expectations for the year. In addition to this parents and carers will be provided with curriculum details termly to encourage enrichment and support from home with learning, as well as improving communications between school and home. In this update, the teacher identifies how parents and carers can support any elements of the work during the rest of the term.

When students join from another school a procedure for settling in is followed as part of our induction. Parents and Carers will be given the opportunity to meet with the class teacher with in the first few weeks to discuss observations, transition documents and any areas to be targeted. Head of Pastoral care will also be involved to ensure emotional well-being of students. Admissions will have ensured that all transition documentation has been received prior to start date.

7 Feedback to pupils

We believe that feedback to pupils is very important, as it gives them clear expectations of attainment and behaviour. We have an agreed code for marking, as this ensures consistency in monitoring and feedback across the whole school, and the children learn to understand and respond to it. (Appendix 3) We give children verbal feedback on their work whenever possible, when verbal feedback is not possible or appropriate, we give written feedback. Written feedback is related to the learning intention for the lesson. We make clear whether the intention has been met, and we produce evidence to support our judgement. If we consider that the intention has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future. Where a child has met the intention with ease, a teacher may set an extension activity. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step. This must be carefully managed by the teacher.

We take care to allow time, perhaps at the beginning of the next lesson, for the children to absorb any comments written on their work, to answer any questions written on it by the teacher, and also to respond with any comments or questions of their own. There may also be improvements they can work on during this time. We often start lessons in this way in order to ensure that the time our teachers spend on marking really has an impact. We believe that learning is maximised when children enter into a dialogue about their work.

8 Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. All pupils in our school complete with the support of their teachers a pupil passport where they get to express their own feelings towards their learning and set their own personal targets, giving our staff a valuable insight into each individual child. Pupils passports are reviewed and updated each academic year.

If we have any concerns about specific children we have clear procedures in place to address these concerns and bring in support from our our SEND department. If appropriate a ILP (Individual Learning Plan) will be put in place in consultation with parents and carers and reviewed twice a year in November and March. As part of ensuring that all students are accessing and are included in all subject areas, each student during the application process will undergo an assessment using GI assessments and in class observation, in order to ascertain where they are with relation to their peers and national age expectations. Historical assessment and reports from previous school will also be considered, as outlined by the school admission policy.

9   Moderation of standards

As part of our endeavour to ensure best practice staff regularly meet within their departments to moderate individuals assessments. Moderation can also be undertaken by subject leaders, assessment coordinator or the School Leadership Team.

As part of subject leader's performance management, there is a process of monitoring their subject. This includes Scrutiny of pupils work; Lesson planning & observation; and ascertaining pupil opinions. The work scrutiny enables the subject leader in conjunction with the School Leadership Team (SLT) to study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

10   Monitoring and review

The Senior Leadership team are responsible for monitoring the implementation of this policy. We allocate special time for this task. The Head of Department uses this time to inspect samples of the children's work, and to observe the policy being implemented in the classroom.

Sancton Wood School Annual Reporting & Assessment Cycle

September	- Analysis of GCSE results and value added. Report to Governors - Parent Information night where the teacher identifies how parents and carers can support any elements of the learning during the term. - Teachers set their new pupil's targets for reading, writing, maths and science and feedback to their head of department. - Intervention programmes implemented with a baseline assessment - Staff Meeting times are set for the term for planning and marking moderation, academic steering group. - Pupil passport written in conjunction with each child.
October	- Parents Evenings – Reception to Year 8 - Intervention programmes monitored for effectiveness. - Half termly maths and writing assessments
LENT HALF TERM	
November	- Writing moderation based on last half terms writing assessments - Mock GCSE's - Year 10 parents evening
December	- Analysis of Michaelmas data in Classroom Monitor –ID pupils not making progress; overall progress in Reading, writing & maths; progress of target groups (Gender, SEN, EAL, cohort) - Report card home to parents Years 3-10 - Final Year 11 report home to parents - Year 11 academic references submitted
CHRISTMAS	
January	- Pupil progress meeting – class teacher and Dep Head Academic. - Year 7 and 9 CAT 4 cognitive abilities tests - Year 9 Options Evening and parent consultations
February	- Maths and writing assessments. - Year 11 parents consultation evening
March	- SEND pupil passports reviewed and new targets set as necc. - Parents Evenings, Reception - Year 8 – review pupils progress. - Analysis of Lent data –ID pupils not making progress; overall progress in Reading, writing & maths; progress of target groups (gender, SEN, EAL, cohort) - Report cards home Years 3-9 - Full Year 10 reports home to parents
EASTER	
April	INSET: Pupil progress meetings – Class teacher and Dep had Academic
May	- GL Maths and English assessments Years 1-9 - Writing summative assessments Years 1-9 - Assessment week for all other subjects - Year 9 End of year reports home
SUMMER HALF TERM	
June	Summative assessments analysed and correlated with teacher assessments to ascertain if pupil targets have been met.
July	- Analysis of data –ID pupils not making progress; overall progress in Reading, writing & maths; progress of target groups (Gender, SEN, EAL, or cohorts) - End of year reports home Reception to Year 9
August	GCSE results
SUMMER HOLIDAYS	

Marking in Pre Prep School

A child **has** achieved the learning intention.	<u>Maths</u> A dot will be used for incorrect answers and a bubble will be drawn for new answers when needed. <u>English</u> Clear targets will be used to indicate focus of lesson.
A child **has not** achieved the learning objective.	<u>Maths and English</u>. A comment will written and next steps given. <u>Maths:</u> A dot will be used for incorrect answers and a bubble will be drawn for new answers when needed.
Next Steps	An improvement prompt written. Positive comment and next step or note of verbal feedback.

SO………the marked piece of work will look like:

Achieved the learning intention	There may be <u>highlighting</u> on the work in green to show success against the LI. There may be <u>highlighting</u> on the work in orange to indicate where to the work needs to be improved. *At the bottom of the work….* Well done you have planned your story well. Now try to explain in more detail what happens to teddy in the middle.
Not achieved the learning intention	There may be <u>highlighting</u> on the work in green to show success against the LI. There may be <u>highlighting</u> on the work in orange to indicate where the work needs to be improved. *At the bottom of the work….* A good try at planning your story. How will your story end?

To indicate the level of help provided in class, teachers will add a small circle with a letter inside as follows:

GW	S	I	V	C
Guided Writing	Completed with support	Independent work	Verbal Feedback	Writing has been copied.

Cover/ supply should <u>initial</u> all work they mark. Work is marked in purple.
Verbal feedback will not necessarily replace marking.

Marking in Lower Prep School

Work is marked in purple and the response is in green.

A child has achieved the learning intention.	A *reward stamp* awarded at the *bottom* of the work. Next Steps might be provided to extend the learning.
A child has not achieved the learning intention.	*Next steps or corrections* provided.
Closing the Gap	Corrections will need to be made on that piece of work. <mark>*Highlighted Orange.*</mark>
Next Step	Next Step will be a question or challenge which will be written to extend the learning.

So…………………the piece of work will look like:

Achieved the learning intention	There may be highlighting on the work in green to show success against the LI. There may be highlighting on the work in orange to show where improvements or corrections need to be made. *At the bottom of the work……………* **Well done you have written an excellent play script.** **You have put each new speaker on a new line.** **You don't need speech marks**
Not achieved the learning intention.	of work) There may be highlighting on the work in green to show success against the LI. There may be highlighting on the work in orange to show where improvements or corrections need to be made. *At the bottom of the work……………* **A good try at planning your play script.** Next Steps: **Write your play as if the characters are having a conversation.** All pupil response to teacher feedback should be written in **green** making it easier for the teacher to see where pupils have responded and made improvements.
Presentation	with When appropriate, the teacher will comment or reward the presentation effort a stamper which means they have earnt a green card (see behaviour policy).

To indicate the level of help provided in class, teachers will add a small circle with a letter inside as follows:

T	TA	GW	VF	FWR	LM
Worked with teacher	Worked with TA	Group work	Verbal Feedback	Further work required	Live marked

Cover/ supply should underline initial all work they mark.

Marking in Upper Prep School

A child has achieved the learning intention.	A _reward stamp_ awarded at the _bottom_ of the work. Next Steps might be provided to extend the learning.
A child has not achieved the learning intention.	_Next steps or corrections_ provided.
Closing the Gap	Corrections will need to be made on that piece of work. _Highlighted Orange._
Next Step	Next Step will be a question or challenge which will be written to extend the learning.

So…………………the piece of work will look like:

Achieved the learning intention	There may be highlighting on the work in green to show success against the LI. There may be highlighting on the work in orange to show where improvements or corrections need to be made. _At the bottom of the work……………_ 🟩 **You have put each new speaker on a new line.** 🟧 **You don't need speech marks**
Not achieved the learning intention.	There may be highlighting on the work in green to show success against the LI. There may be highlighting on the work in orange to show where improvements or corrections need to be made. _At the bottom of the work……………_ 🟧 **A good try at planning your play script** **Next Steps: Write your play as if the characters are having a conversation.** All children respond to teacher feedback in a **different colour** making it easier for the teacher to see where pupils have responded and made improvements to work.
Presentation	**MERIT** When appropriate, the teacher will comment or reward the presentation effort with a Merit stamp (See behaviour policy).

To indicate the level of help provided in class, teachers will add a small circle with a letter inside as follows:

ⓣ T	ⓣ TA	ⓣ GW	ⓣ VF	ⓣ FWR	ⓣ LM
Worked with teacher	Worked with TA	Group work	Verbal Feedback	Further work required	Live marked

Cover/ supply should _initial_ all work they mark.