



## REPORTING AND ASSESSMENT POLICY

### 1. Introduction

- 1.1. Feedback and marking should provide constructive feedback to every child, focusing on successes and improvements against learning intentions; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.
- 1.2. Assessment should be used as a means of measuring the performance of our pupils and of indicating ways to further support them. Assessment should inform future planning and targets for groups of pupils and/or individuals.
- 1.3. Teachers should continually assess pupils' performance through their observation of pupils on tasks set and through the work produced. The principles of Assessment for Learning (AFL) should be integrated into teaching and learning. These are:
  - a. AFL should be part of effective planning for teaching and learning.
  - b. AFL should focus on how children learn.
  - c. AFL should be recognised as central to classroom practice.
  - d. AFL should be recognised as a key professional skill for teachers.
  - e. AFL should be sensitive and constructive because any assessment has an emotional impact.
  - f. Assessment should take account of the importance of learner motivation.
  - g. AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
  - h. Learners should receive constructive guidance about how to improve.

- i. AFL develops learners' capacity for self-assessment so that they can become reflective and self-managing.
- j. AFL should recognise the full range of achievements of all learners.

1.4 We use a mixture of diagnostic, formative and summative assessments at St. Hugh's.

## **2. Diagnostic Assessment**

2.1 Diagnostic assessment involves making judgements as to how a pupil is performing against a predetermined set of criteria. This kind of assessment must be linked to further work which will tackle problems identified. There is thus an overlap between formative and diagnostic assessment. Diagnostic assessments include dyslexia screening in Years 3, 5 and 7 and cognitive ability tests in Years 5 and 7.

## **3. Formative Assessment**

3.1 Formative Assessment is the day to day assessment for learning that measures the impact of teaching and informs subsequent planning. It is the engine that drives good progress. Practical and effective formative assessment strategies must underpin all teaching and learning.

3.2 Teachers must ensure that children understand clearly and unambiguously exactly what they are meant to be learning in each lesson (clear learning intentions) as distinct from what they are meant to be doing (context / task). Clear success criteria (recipe for success) should be provided so that both teachers and pupils can evaluate the extent to which the learning intention has been achieved.

3.3 Teachers should plan effective questioning in order to evaluate and promote learning and critical thinking. Pupils must be given high quality feedback, both oral and written as appropriate in order that they understand clearly where they have succeeded, what they need to do to improve and what the next steps in their learning are.

3.4 Peer and self-assessment should be used when appropriate to aid the learning process.

## **4. Summative Assessment**

4.1 Summative Assessment takes place at regular intervals as the culmination to a period of learning in order to measure pupil performance. Summative assessment in Maths and English takes place at the end of each term. This progress data is recorded on tracking grids, so that progress can be clearly measured not only throughout the year, but also from key assessment points in a pupil's career, e.g. from baseline, from end KS1 etc. Any slowing in progress can therefore be monitored and intervention put in place if necessary.

4.2 Additional tests, mostly using external resources, are used throughout the academic year as below:

	<b>AUTUMN TERM</b>	<b>SPRING TERM</b>	<b>SUMMER TERM</b>
<b>Nursery</b>	Development Matters Baseline assessment Development Matters December assessment	Development Matters Easter Assessment	Development Matters June Assessment JULY: EYFS End of Year Report
<b>REC</b>	Development Matters Baseline assessment Development Matters December assessment Foundation Stage FormTeacher meeting - half term DEC: End of Term Full Report	Development Matters Easter Assessment FormTeacher meeting - end of term	Development Matters June assessment Early Years Foundation Stage Profile Scores Submitted JULY: End of Year Full Report
<b>Y1</b>	Jolly Phonics Reading Test 1b NFER SWST Phonics Play assessment White Rose Maths assessment FormTeacher meeting - half term DEC: FULL REPORT	Jolly Phonics Aural Comprehension Phonics Play Assessment MAR: NFER SWST White Rose Maths assessment FormTeacher meeting - end of term	Jolly Phonics Reading test 2a NFER SWST White Rose Maths assessment JULY: Full Report
<b>Y2</b>	Pips Online Assessment GRT Form A: reading age NFER SWST Phonics Play Assessment	Jolly Phonics Aural Comprehension Phonics Play Assessment MAR:NFER SWST	NFER GRT B NFER SWST White Rose Maths assessment

	White Rose Maths assessment FormTeacher meeting - half term DEC: FULL REPORT	White Rose Maths assessment FormTeacher meeting - end of term	JULY: Full Report
<b>Y3</b>	SEPT: InCAS  LUCID RAPID SCREENING 4 WEEKS – Effort card 8 WEEKS – Effort card FormTeacher meeting - half term DEC: Full Report	HALF TERM – Effort card  Subject teacher meetings - end of term	HALF TERM – Effort card JUNE: NFER GRT B NFER SGRT  SCHOOL EXAMS JULY: Full Report
<b>Y4</b>	SEPT: InCAS  4 WEEKS – Effort card 8 WEEKS – Effort card FormTeacher meeting - half term DEC: Full Report	HALF TERM – Effort card  Subject teacher meetings - end of term	HALF TERM – Effort card JUNE: NFER GRT B NFER SGRT  SCHOOL EXAMS JULY: FULL REPORT
<b>Y5</b>	SEPT: InCAS  SEPT CATS 4 WEEKS – Effort card 8 WEEKS – Effort card FormTeacher meeting - half term DEC: Full Report	HALF TERM – Effort card  Subject teacher meetings - end of term	HALF TERM – Effort card JUNE: NFER GRT B NFER SGRT  School Exams JULY: Full Report

<b>Y6</b>	SEPT: 11+ EXAMS InCAS 4 WEEKS – Effort card 8 WEEKS – Effort card FormTeacher meeting - half term DEC: Full Report	HALF TERM – Effort card Subject teacher meetings - end of term	HALF TERM – Effort card MAY: Half Term Grades JUNE: NFER GRT B NFER SGRT JUNE: School Exams JULY: Full Report
<b>Y7</b>	SEPT: Lucid Rapid Screening SEPT CATS 4 WEEKS – Effort card 8 WEEKS – Effort card FormTeacher meeting - half term DEC: Full Report	HALF TERM – Effort card Subject teacher meetings - end of term	HALF TERM – Effort card JUNE: School Exams JULY: Full Report
<b>Y8</b>	4 WEEKS – Effort card 8 WEEKS – Effort card NOV: Common Entrance Trials FormTeacher meeting - half term DEC: Full Report	HALF TERM – Effort card FEB: Common Entrance Exams Subject teacher meetings - end of term	HALF TERM – Effort card JUNE: Common Entrance Exams JULY: Leavers Report

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