

Reporting and Assessment Policy

Feedback and marking should provide constructive feedback to every child, focusing on successes and improvements against learning objectives; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.

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.

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:

1. AFL should be part of effective planning for teaching and learning
2. AFL should focus on how children learn
3. AFL should be recognised as central to classroom practice
4. AFL should be recognised as a key professional skill for teachers
5. AFL should be sensitive and constructive because any assessment has an emotional impact
6. Assessment should take account of the importance of learner motivation
7. AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
8. Learners should receive constructive guidance about how to improve
9. AFL develops learners' capacity for self-assessment so that they can become reflective and self-managing
10. AFL should recognise the full range of achievements of all learners

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

Diagnostic Assessment

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.

Formative Assessment

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.

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

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.

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

Summative Assessment

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.

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

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery	Development Matters Baseline assessment Development Matters December assessment	Development Matters Easter Assessment	Development Matters June Assessment JULY: EYFS End of Year Report
REC	Development Matters Baseline assessment Development Matters December assessment Foundation Stage DEC: End of Term Full Report	Development Matters Easter Assessment MAR: End of Term Short Report	Development Matters June assessment Early Years Foundation Stage Profile Scores Submitted JULY: End of Year Full Report
Y1	Jolly Phonics Reading Test 1b NFER SWST	Jolly Phonics Aural Comprehension	Jolly Phonics Reading test 2a NFER SWST

	Phonics Play assessment White Rose Maths assessment DEC: FULL REPORT	Phonics Play Assessment MAR: NFER SWST White Rose Maths assessment MAR: Short Report	White Rose Maths assessment JULY: Full Report
Y2	Pips Online Assessment GRT Form A: reading age NFER SWST Phonics Play Assessment White Rose Maths assessment DEC: FULL REPORT	Jolly Phonics Aural Comprehension Phonics Play Assessment MAR:NFER SWST White Rose Maths assessment MAR: Short Report	NFER GRT B NFER SWST White Rose Maths assessment JULY: Full Report
Y3	SEPT: InCAS LUCID RAPID SCREENING 4 WEEKS – Effort card 8 WEEKS – Effort card DEC: Full Report	HALF TERM – Effort card MAR: NFER GRT A NFER SGRT MAR: Short Report	HALF TERM – Effort card JUNE: NFER GRT B NFER SGRT SCHOOL EXAMS JULY: Full Report
Y4	SEPT: InCAS 4 WEEKS – Effort card 8 WEEKS – Effort card DEC: Full Report	HALF TERM – Effort card MAR: NFER GRT A NFER SGRT MAR: SHORT REPORT	HALF TERM – Effort card JUNE: NFER GRT B NFER SGRT SCHOOL EXAMS JULY: FULL REPORT
Y5	SEPT: InCAS Lucid Rapid Screening 4 WEEKS – Effort card 8 WEEKS – Effort card DEC: Full Report	JAN: CATS HALF TERM – Effort card NFER GRT A NFER SGRT MAR: Short Report	HALF TERM – Effort card JUNE: NFER GRT B NFER SGRT School Exams JULY: Full Report

Y6	<p>SEPT: 11+ EXAMS</p> <p>InCAS</p> <p>4 WEEKS – Effort card</p> <p>8 WEEKS – Effort card</p> <p>DEC: Full Report</p>	<p>HALF TERM – Effort card</p> <p>NFER GRT A NFER SGRT</p> <p>MAR: Short Report</p>	<p>HALF TERM – Effort card</p> <p>MAY: Half Term Grades</p> <p>JUNE: NFER GRT B NFER SGRT</p> <p>JUNE: School Exams</p> <p>JULY: Full Report</p>
Y7	<p>SEPT: Lucid Rapid Screening</p> <p>4 WEEKS – Effort card</p> <p>8 WEEKS – Effort card</p> <p>DEC: Full Report</p>	<p>Jan: CATS</p> <p>HALF TERM – Effort card</p> <p>FEB – School Exams</p> <p>MAR: Short Report</p>	<p>HALF TERM – Effort card</p> <p>JUNE: School Exams</p> <p>JULY: Full Report</p>
Y8	<p>4 WEEKS – Effort card</p> <p>8 WEEKS – Effort card</p> <p>NOV: Common Entrance Trials</p> <p>DEC: Full Report</p>	<p>HALF TERM – Effort card</p> <p>FEB: Common Entrance Exams</p> <p>MAR: Short Report</p>	<p>HALF TERM – Effort card</p> <p>JUNE: Common Entrance Exams</p> <p>JULY: Full Report</p>

Staff Responsible	Director of Studies
Last reviewed	Spring 2018
Date of next review	Spring 2019