

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.

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 and cognitive ability testing (CATS).

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, English and science takes place twice a year using GL Assessment Progress Tests. Results from these are assessed by the necessary staff and a slowing in progress can therefore be monitored and intervention put in place if required.

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

Prep School Years 3 to 8

Autumn Term
CATs Yrs 3-8 by E/O Sept PTE PTM PTS COPS /LASS (dyslexic screener) Yrs 3 - 5. Effort Grades Wk 6 Yr7 Scholarship Assessment Upper School Meeting - Yrs6-8 inc. meet the tutor Yr3-8 NGRT NGST Tutor Settling in & Assessment Feedback Meetings - Yrs3-5 Effort Grades Wk 12 3-8 Parent Meetings (all in person)

Spring Term
Effort Grades Wk 5 Yr3-8 NGRT NGST Yr8 Spring Assessments Yr5 & Yr7 Written Reports Yr8 Parents Meeting following the assessments Effort Grades Wk 11

Summer Term
Yr3-8 NGRT, NGST Effort Grades Wk 6 Yr6 Written Assessments in EMS Yr3-8 PTE PTM PTS Yrs6-8 End of Year Assessments Yr3, 4, 6, 8 Reports Year 7 Parents Meetings with RG & FBM EoT Data Drop

Pre-Prep Years 1 and 2

	Autumn Term				Spring Term				Summer Term		
	Sept.	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**March**	**April**	**May**	**June**	**July**
Writing	Y1 and Y2 Baseline Independent Writing RECOUNT	Y1 and Y2 Independent Writing NARRATIVE		Y1 and Y2 Independent Writing INSTRUCTIONS	Y1 and Y2 Independent Writing RECOUNT				Y1 and Y2 Independent Writing LETTER TRACKING at week 8	Y1 and Y2 Independent Writing Before Reports INSTRUCTIONS	
Reading	Y1 and Y2 PTE Star Reader Y2 Y2 CATS and NGRT	Star Reader Y2				Star Reader Y2	Star Reader Y2		Star Reader Y2		
Spelling		Y1 and Y2 NFER SWST				Y1 and Y2 NFER SWST				Y1 and Y2 NFER SWST	
Phonics	Phonics Phase Assessment Y1 and Y2			Phonics Phase Assessment Y1 and Y2				Phonics Phase Assessment Y1 and Y2			
Mental Maths				Y1 & Y2 WHITE ROSE		Y1 & Y2 WHITE ROSE			Y1 & Y2 WHITE ROSE		
Maths	Y1 and 2 PTM								Y1 and Y2 PTM		
SEND	Gather evidence for SEND children/ potential. Informal obs. Submit cause for concern.	Meet KW Arrange parent meetings for SEND children Write new PLP targets		Assess and update PLP targets prior to Reports		Assess and update PLP targets prior to Reports			Assess and update PLP targets prior to Reports		
Reports	Y1 and Y2 Open classrooms/ informal chats			Y1 and Y2 Class Teacher reports		Y1 and Y2 Parents Meeting				Y1 and Y2 END OF TERM FULL REPORT	

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