

THE HAMMOND PREPARATORY SCHOOL

Assessment Policy

1 Introduction

1.1 We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims and objectives

2.1 The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Head Teacher with information that allows regular evaluation and monitoring of progress.

3 Planning for assessment

3.1 The schemes of work identify opportunities for assessment; these can be formative, summative and also involve peer assessment. Lessons employ AFL strategies so that assessment is a continual part of student learning.

3.2 Assessment should reflect different styles of learning and allow all learners to achieve.

3.3 Assessment informs future planning and teaching. Schemes of work are viewed as working documents and staff are encouraged to annotate and adjust according to the needs of the learners.

4 Recording

4.1 Students are assessed at regular intervals. All students are assessed in numeracy and literacy termly. Students also undertake a chronological reading age test at the beginning of the year and at the end of the year. This data is recorded centrally on the Staff Shared Area on the network under Prep School Staff/Assessment. In science and humanities subjects, all students are assessed at the end of each topic and class teachers record these marks. These assessments are completed during lessons and level descriptors alongside grades will be used to 'grade' these. It is understood that whilst Levels are no longer being used the level descriptors are a useful tool to continue to encourage pupil progression and to target set from. In addition to these formal assessments, students will also be expected to complete AFL

activities (quizzes, peer editing literacy work, partner work) during lessons at regular points to ensure that learning is secure.

4.2 Students also complete non-verbal and verbal reasoning tests and these results are recorded centrally. Students are provided with experience of these types of assessments to help develop their thinking skills and in order to prepare them to take eleven plus examinations and entrance examinations to secondary schools.

4.3 We keep detailed reading records tracking pupils' progress and commenting on their reading. Part of this record keeping includes a home/school reading diary, enabling parents to be part of the assessing and recording process.

4.4 As with all assessments, data is kept centrally so that progress can be tracked as the student progresses through the school.

5 Reporting to parents

5.1 We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

5.2 Twice yearly we offer parents the opportunity to meet their child's teachers. At these meetings we evaluate their child's progress and identify targets for the future.

5.3 During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the curriculum, religious education plus a child's social and emotional development.

5.4 In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

5.5 In Forms 3 - 6, parents receive a half-termly mark order card, giving grades for effort and achievement in all areas.

5.6 Within the Foundation Stage, continuous assessment occurs and observations are made. These are recorded in individual step-by-step profiles. Evidence is collected to support these early learning goals.

5.7 We offer parents of pupils in Nursery and EYFS the opportunity to discuss the results of the Foundation Stage Profile.

6 Feedback to pupils

6.1 Students and teachers work collaboratively together to target set in all subjects. These targets are recorded at the front of all student exercise books and these are then reviewed regularly. These targets are also shared verbally with parents at Parents' Evenings and in written reports.

6.2 We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking as diagnostic marking allows the students to see areas that they can improve upon. We give written comments to children of all ages. We do not always aim these

comments at the children; quite often we write something that is useful to both parents and teachers. Comments are always positive and encouraging.

6.3 When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

6.4 We encourage the children to make comments about their own work and the work of fellow pupils.

6.5 We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking, really has an impact on the children's work.

6.6 We give feedback following test and assignments.

7 Record of Progress

7.1 Each form or subject teacher will be responsible for compiling and maintaining a record of progress for each child. Samples of work will reflect progress at the beginning and end of each academic year and will be placed in each student's assessment portfolio.

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EFFORT GRADES ON ACADEMIC REPORTS

These grades are given numerically and are explained below:

5 FOR EFFORT:

- all deadlines met;
- participates actively in lessons;
- fully engaged;
- work is thorough;
- always completes homework;
- outstanding performance and behaviour;
- pride taken in the quality of work produced.

4 FOR EFFORT:

- participates well in class;
- work is completed;
- tries hard in lessons to make progress;
- work is well presented and it is clear;
- time and care has been taken with work;
- very good behaviour and performance;
- almost all deadlines met.

3 FOR EFFORT:

- good behaviour and performance
- work is completed but not fully developed;
- making some progress due to positive attitude;
- homework is completed;
- brings correct equipment to lessons;
- deadlines are usually met.

2 FOR EFFORT:

- arrives late for lessons;
- passive in lessons;
- homework handed in late or unfinished;
- class work unfinished;
- behaviour disrupts or distracts others.

1 FOR EFFORT:

- poor behaviour and performance;
- removed from lessons on occasions;
- no progress due to lack of interest;
- homework rarely handed in or attempted;
- class work lacks care and is often unfinished;
- fails to bring correct equipment to lessons.

NOTE:

Staff will choose the Effort Grade the best describes behaviour, class work and homework for each student.

ACADEMIC ATTAINMENT GRADES are given on report cards.

Teachers will use a variety of evidence to award report grades. They will look at class work, informal assessments, end of unit assessments, and levelled pieces of work

Children will achieve the following grades. The criteria are explained below.

A

- Presentation is excellent and of a consistent high standard.
- All class work and homework tasks are completed.
- Written work is always completed on time.
- Evidence of independent learning.
- Evidence of high scores/levels grades in quizzes, end of unit assessments and levelled key pieces of work, which demonstrate an excellent knowledge and understanding of the subject area.

C

- Presentation is good most of the time.
- Most class work and homework tasks are completed.
- Written work is usually completed on time.
- Evidence of good scores/levels grades in quizzes, end of unit assessments and levelled key pieces of work which demonstrate a good knowledge and understanding of the subject area.

B

- Presentation is very good most of the time.
- Most class work and homework tasks are completed.
- Written work is usually completed on time.
- Evidence of independent learning.
- Evidence of very good scores/levels grades in quizzes, end of unit assessments and levelled key pieces of work which demonstrate a very good knowledge and understanding of the subject area.

D

- Presentation of written work is inconsistent.
- Some class work and homework tasks are completed although some pieces of work maybe missing.
- Some written work is completed on time.
- Scores/levels/ grades in quizzes, end of unit assessments and levelled key pieces of work demonstrate a weak knowledge and understanding of the subject area.