

Assessment, Recording and Reporting Policy

EATON HOUSE SCHOOL
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Why Assess?

At Eaton House the Manor the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired and what concepts have been understood. This enables teachers to reflect on what children are doing and informs their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others, including:

- Parents - to show progress and to involve them in the academic development of their child
- Head of Learning Enrichment - to shine a light on any discrepancies in learning outcomes
- Headmistress – to inform guidance on senior school applications
- Outside agencies - to provide hard evidence of attainment

Planning Assessments

At Eaton House the Manor we feel it is important to plan assessment opportunities in:

- What the children know
- What they understand
- What they can do

How do we plan?

Heads of department are responsible for planning the long-term syllabuses, and medium-term plans are then reviewed and adapted by the staff teaching that particular year group.

The *Medium-Term Plans* for each subject are updated on a termly basis. These are stored on the T drive in the Curriculum Folder and in each teacher's planner.

Daily plans are completed every day and include learning objectives, activities, differentiation and observations.

Year group planning and evaluating generally takes place on a weekly basis, through the Year group meetings.

The whole staff work as a team to review assessment issues and procedures.

Assessment opportunities are included in all teachers' long and short-term plans, and these form the next stage of teaching and learning.

Differentiation

Differentiation is designed to maximise potential based on individual needs.

At Eaton House the Manor we actively involve children in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and build on what individual children know and can do.

In Years 4 & 5 the boys are set in English and Mathematics. Depending on progress or need, pupils will be moved between sets.

From Year 6 the boys are streamed into three groups (one top, two parallel) across the curriculum. Boys in the parallel classes may be set in maths, English and science.

Boys in Year 8 are divided further to create a small scholarship or upper set. Some boys will have additional classes to prepare them for January London day school examinations.

Assessment

At Eaton House the Manor all teachers assess children in their form on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning.

Marking

Teachers follow marking guidelines – see Appendix A, to ensure consistency and transparency for the pupils and to allow for clear target setting.

Written comments are essential. Teachers' comments should be constructive, offering praise where it is due, and indicating what steps should be taken to make further progress.

Usually, a piece of work would be given a grade or a mark. Whether grades or marks are used will depend on the age of the pupil and the nature of the subject.

Individual teachers recognise the effort pupils have put into a piece of work, even if the end product may not be perfect.

Work is marked regularly. When setting assignments, all staff aim to return the work to the pupils as quickly as possible.

It is also important that the boys should be able to gauge their progress in subjects where little or no written work is done e.g., Music, Art, Design & Technology, ICT, PE and Drama. This is achieved through oral (or written where possible) feedback on their work in class.

Recording

Staff must keep accurate records, detailing all grades or marks allocated to pupils. This is essential so that progress can be monitored. It also ensures greater continuity in the event of staff absence.

Formal Assessments

Internal School Exams

There are two sets of school examinations each year for all year groups – typically in November and June.

	School Exams	
	November	June
Year 4	Maths English Reasoning	Maths English Reasoning French Science
Year 5	Maths English Reasoning Science French	Maths English Reasoning French Science
Year 6	Maths English Reasoning	Maths English Reasoning Science French/Spanish Latin History Geography TPR
Year 7	Maths English Science French/Spanish Latin History Geography TPR	Maths English Science French/Spanish Latin History Geography TPR
Year 8	Maths English Science French/Spanish Latin History Geography TPR	Maths English Science French/Spanish Latin History Geography TPR

Standardized Tests

There are other key assessments, using the CDS (Complete Digital Solution) from GLS. This incorporates the CAT4 tests, reading and spelling tests, and progress tests and allows us to map underlying ability against attainment in key areas.

CAT4

In all year groups, pupils will be assessed using the CAT4 which incorporates verbal, non-verbal, quantitative and spatial reasoning. These tests take place in October.

Reading and Spelling Tests

Reading and Spelling tests take place in the autumn term and summer terms and are administered to all year groups using the GL Assessment New Group Reading Test (NGRT) and New Group Spelling Tests (NGST)

PASS

This survey is a short self-evaluation survey that is used to gain insight into attitudes that could be hindering achievement. The PASS all-age attitudinal survey helps us detect possible barriers to learning, including issues around confidence, resilience, motivation, concentration, disaffection and alienation.

Progress Tests in Maths and English

These take place in June

Test Results

For each assessment pupils' individual responses and overall results are analysed and cross-referenced with past results through our academic trackers and results grids. This enables aspects of pupils' learning and progress to be highlighted. Information and results are passed onto relevant teachers and departments to assist planning, teaching and learning.

Assessment, recording and reporting summary:

- Regular marking of work, using school marking scheme
- Discussion with the children
- Comments in the reading diary (Years 4 and 5)
- Annual CAT4 and progress tests in Maths and English (standardised against national levels)
- Reading and spelling standardized tests
- Regular end of topic tests in maths, science etc.

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- Regular vocabulary tests in French, Spanish and Latin.
- Weekly spelling tests in Years 4 and 5
- Bi-annual internal school examinations
- Recording of marks in daily planners or mark spreadsheets
- Termly reports to parents
- Bi-annual Parents' Evening

Transfer of Records

All records are available on the T drive for staff to access and regular meetings are held to discuss progress. Transition meetings take place between year groups at the start of each academic year.

IEPs and Screening

For children with identified specific difficulties, IEPs are drawn up at the beginning of each term and reviewed at the end of term. All children, especially new boys, are monitored carefully and screened if needed.

Written Reports

Reports, written at the end of each term, must present meaningful information to parents about their son's progress in comprehensible terms which will enable them to offer him the necessary support and encouragement. As the report will be read - or should be read - by the pupil also, it should aim to provide guidance and motivation to help his future progress. Reports are also shared with senior schools by parents.

The reports are written on Engage and accessible to parents via the Parent Portal.

Guidelines

A good report will be positive, truthful and encouraging. The tone will be courteous and kind. It will show concern and exhibit awareness of the individual pupil's strengths and weaknesses. Its vocabulary must be clearly understood by parents, and it should be written as well as possible, avoiding unnecessary jargon.

Key to Report Grades

- The first is a letter, based on a four-point scale, A to D, denoting effort.
- The second is a number, 1 – 4, denoting attainment.

Verbal Reports

Parents' Evenings are typically held in the autumn and summer terms. Parents have the opportunity to discuss their child's progress with the class teacher and subject specialists. Personal contact with parents takes place on a regular basis before and after school each day.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at Eaton House the Manor in developing a partnership with parents. It means we are able to give a full picture of their child and the curriculum provision and learning opportunities provided by school.

Evaluation

Our assessments also help teachers evaluate curriculum provision and learning experiences for individuals, groups, forms and year groups.

Appendix A: Marking Guidelines

General Points:

- All work should be marked regularly, ideally in time for the next lesson
- Handwriting should be neat and legible for pupils to read
- Only red or green pens should be used for marking
- Correct answers marked with a tick, incorrect answers marked with a cross
- Corrected answers to be marked with a tick and a circled C
- Written feedback should be given at the end of a piece of work. Set targets to help pupils improve. Use a circled T to identify the target or tip
- Identify spelling errors with a circled S above the word. Write the word underneath the completed exercise for pupils to copy out three times. Focus on high frequency and subject specific words. Three spelling corrections is adequate

Marking Symbols:

Ⓣ	Target or Tip
Ⓢ	Spelling error
Ⓒ	Correction
//	New Line
.,,: etc	Mark in punctuation as needed
A, B. C etc	Mark in capital letters as needed