

EHTM Girls' Assessment, Recording and Reporting Policy

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Why Assess?

At Eaton House the Manor Girls' School we believe assessment is central to the process of maximising outcomes: promoting children's learning and ensuring progress within a nurturing environment. Assessment is vital in facilitating effective teaching and therefore integral to successful planning. All assessments can provide information about individual children's strengths and weaknesses. We carry out two different but complementary forms of assessment, namely assessment *for* learning and assessment *of* learning. Careful monitoring of the girls' progress throughout their schooling helps to ensure they are achieving success and making the most of our rich curriculum. 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 by making sure they are accessing each child's optimal learning style. The outcomes of our varied 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 report on progress/concerns/targets, and involve them in the teaching process
- Other teachers: to plan work that accurately reflects the needs of each child
- Outside agencies: to provide hard evidence of attainment
- SENDCo: to provide information which enables them to support the girls' individual learning requirements
- HEAD, SMT, and governors: to provide information that allows them to make judgements about the effectiveness of the school.

Planning Assessments

The pupil is at the centre of our assessment policy. The school ethos recognises the individuality of each pupil. At Eaton House The Manor Girls' School, we feel it is important to plan assessment opportunities in:

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

We aim to recognise achievements in all aspects of school life, seeing the child as an individual with unique qualities to be celebrated. Girls, together with their teachers and parents are able to review their progress through oral feedback, marked work, parents' evenings and termly reports.

There is no formal assessment for entry into the Kindergarten but baseline assessment occurs in the first half term. Girls wishing to join the school in Year 1 or above are invited to spend a morning in school and are given assessments to complete in English and maths. The decision to offer a place is at the discretion of the HEAD.

Girls may be screened at any time by the SENDCo. For children with specific difficulties, Learning Support Targets are drawn up and reviewed twice a year by the SENDCo in collaboration with the class teacher.

Progress is assessed thereafter by formal testing as identified below, as well as through the routine recording of performance in lessons, homework etc. Non-academic data is also recorded to build a full picture of each child.

Planning for Assessment

We use our school's curriculum policies and schemes of work to guide our teaching. In these policies we set out the aims, objectives and values of our school, and give details of what is to be taught to each year group in the schemes of work.

To support and inform our creation of Long-Term Plans, we use the National Curriculum and a variety of other resources reflecting the best in current educational thinking. Each teacher writes *Schemes of Work/Medium Term Plans* for each subject on a termly basis. These are stored on the T-Drive. We evaluate Medium Term Plans and use this information to inform future planning.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Differentiation is a planned process of intervention in the classroom and is set up to maximise the learning potential of each individual girl. Effective provision of differentiation builds on where the pupil currently is and helps move them towards where they can be, thereby tapping their full potential. Differentiation is comprehensive and may take many forms such as varying the pace, the learning style, the outcome, the support given, the dialogue or resource used.

At Eaton House The Manor Girls' School we actively engage and motivate 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. *Daily plans* are completed every day and include learning objectives, activities, differentiation, and observations. These make clear the expected outcomes for each lesson.

Teachers share the lesson's learning objective with the children. They should also indicate the way in which the activity is linked to the learning objective, and the criteria against which the work will be judged.

Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand, and can do, and to reveal their misconceptions.

Philosophy of Assessment

At Eaton House The Manor Girls' School all teachers assess children in their form on a regular basis so that they can plan the next stage in each child's learning. By thorough marking, focused, quality feedback (oral/written) and setting targets the pupils are able to tell if they have met the requirements and identify the next steps they need to make. Feedback must, primarily, value the effort and motivation in a piece of work and then set clear, personalised goals which will aid further progress thereby helping pupils to fulfil their potential. Formative assessment is therefore integrated into the teaching and learning process. It helps teachers monitor progress, provides motivation for the children, and helps inform planning.

Programme of Assessment

(Please note this is subject to change)

We follow a structured programme of standardised testing for all year groups – to identify areas of need, to inform planning and to show year on year progression.

Standardized assessments take place as follows:

- Arc Profiling (KGs)
- Group Reading Assessment (F1-F6)
- Group Spelling Assessment (F2-F6)
- Progress in Maths (F1-F6)
- Progress in English (F1-F6)
- CAT4 (F2-F6)
- PASS (Pupil Attitudes to Self and School) Assessments (F1-F6)

Internal exams take place as follows:

	Autumn Term	Summer Term
Kindergarten	-	-
Form 1	-	-
Form 2	Maths, English	Maths, English
Form 3	Formal Maths, Practical Maths, Comprehension, Composition, Grammar	Formal Maths, Practical Maths, Comprehension, Composition, Grammar
Form 4	Formal Maths, Practical Maths, Comprehension, Composition, Grammar, Science	Formal Maths, Practical Maths, Comprehension, Composition, Grammar, Science, Reasoning
Form 5	Formal Maths, Practical Maths, Comprehension, Composition, Grammar, Science, Reasoning	11+ Style Papers (Maths, English, Science and Reasoning)
Form 6	11+ Style Papers (Maths, English, Science and Reasoning)	Continuous Assessment

Recording and Monitoring

- Test results for each child are entered electronically onto the **Academic Trackers** as a child progresses through the school.
- The progress of pupils may be tracked both during a year and throughout their school career.
- **Academic tracker** data will include attainment in the core subjects, examination papers and standardised tests. It is compiled by the Form teachers.
- The Head, SENDCo, Assessment Co-ordinator and Phase Leads are aware of the progress of individual pupils, teaching group or a year group and will discuss results and progress being made across the school biannually completing the first stage of an **Assessment Data Review** in English and Maths.

- Comparisons can therefore be made, and effective tracking of each child's progress will highlight strong or weak areas and help identify possible MA&T pupils or those requiring support.
- These are then passed onto the Form teachers who complete a second stage and review the findings and add any relevant information as required.
- During a handover meeting at the end of each academic year current Form teachers supply the new Form teachers with a **Transfer Record** sheet detailing individuals in the class pertaining to academics, personal and social development and how these implicate on planning. All other relevant records are also passed up to the next Form teacher.
- The effectiveness of the teaching and the appropriateness of the curriculum for individuals, groups, forms, and year groups can be monitored.

Principles of Reporting

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.

Reporting is not only a legal requirement but also serves to support and promote children's learning. The ways in which reporting occurs in the school are:

- Written reports are sent to each parent at the end of each term via the parent portal. A full written report is issued in the Summer Term, with comments from both form teachers and subject specialists. Copies of all reports are kept on Engage.
- Parents' Evenings: - Form teachers are available on a formal basis to report to the parents of pupils they teach, twice each year, in the Autumn and Summer terms. Parents have the opportunity to discuss their child's progress with the Form teacher and subject specialists should they wish. Continuous school records are used to inform these meetings.
- Parents can also meet with staff informally, at other times, as requested by parents or at the teacher's instigation. Topics for discussion with parents include progress being made and strategies for further improvement. Personal contact with parents takes place on a regular basis before and after school.
- Individual Education Plans are produced for those pupils receiving Learning Support and parents are offered a meeting with the SENDCo. Copies of the Learning Support

Targets together with any relevant Educational Psychologist's reports are held by the HEAD, SENDCo and the necessary teaching staff are kept informed via Provision Map. All teaching staff use these to inform their planning and assessment programmes.

- Meetings are held to aid parental understanding e.g. Information Evenings for parents of each year group at the beginning of the Autumn Term as well as the Senior Schools Information event for the F4-6 parents regarding the 11+ process.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at Eaton House The Manor Girls' School 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.

Progress Checks and Monitoring

Each teacher has a responsibility to assess children, record attainment and report to appropriate parties, regarding work set and monitor the children's progress.

Our policy is to be pro-active in alerting parents to any concerns and advising them of any interventions being made. If it is felt advisable to monitor individual progress (in achievement, attitude, organisation etc.) the Form teacher will design an appropriate individual chart for completion over a prescribed period of time and liaise directly with parents. Where there is continued cause for concern a pupil may be referred to the SENDCo for diagnostic assessment.

The Phase Leads have a responsibility to monitor assessment in their phases and to report back to the Head, Assistant Head (Academic) and Assistant Head (Assessment) after lesson observations and work scrutiny have taken place. Monitoring standards by sampling pupils' work is done twice a year. Subject coordinators also keep details and copies of assessments for their subject where appropriate.

Monitoring strategies

Within each subject area there should be evidence of:

- Reporting back to pupils to ensure that each pupil is aware of her own standard and the steps necessary to achieve progress.
- Recording and rewarding pupils accordingly e.g. through House points or sending work to be seen by the housemistresses for merits or the Deputy Head and HEAD for Good Shows.

- Identifying opportunities to assess skills and understanding through a variety of techniques including written work, oral presentations, displays etc.
- Promoting pupil self-assessment, whereby pupils are encouraged to reflect on their progress.
- Ensuring that standards are consistent across the year group.
- Ensuring that the progress of individual pupils and year groups is appropriately monitored, and any concern is notified to the SENDCo, Form teacher or the HEAD.
- Ensuring that data is recorded appropriately in pupil records.
- Providing training/support to staff on assessment procedures, recording and reporting.
- Ensuring that records are passed to those requiring them.
- Monitoring the subject performance and development throughout the school.

Current initiatives

- To continue to improve feedback to children, when marking work, to assess how effectively the learning objectives have been met and track trends.
- To effectively use Arc Pathway as the primary tool for recording, assessing, and tracking the progress of the girls in KG. This involves a measurement of the girls' capabilities in September and June against their age-expected levels which will enable the degree of progress to be determined.
- To further empower the Phase Leads to observe and support colleagues whilst also ensuring the relevant policies are being implemented.
- To continue with the skills trackers across the core subjects to improve our ability to maximise each girl's progress and potential.

Appendix A: Marking

At Eaton House The Manor Girls' School we take a professional approach to the task of marking work. We agree that some differences in the marking symbols and grading systems used by individual teachers is acceptable, and the age of the children will have to be considered. However, all children are entitled to regular and comprehensive feedback on their learning. Therefore, all teachers will mark work and give feedback as an essential part of the assessment process.

Marking is the teacher's response to a pupil's work and should motivate and encourage pupils whilst also enabling their individual progress to be monitored. All pupils' work is marked supportively to provide positive help and encouragement.

Teachers give pupils suggestions as guidance, but they recognise that pupils gain most when they think things through for themselves. Marking will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.

Aims

We mark children's work and offer feedback to:

- show that we value their work, and encourage them to do the same;
- boost their self-esteem and aspirations through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning and where the way ahead lies;
- offer them specific information on the extent to which they have met the learning objective and/or the individual targets set for them;
- promote self-assessment, whereby they recognise both their achievements and difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide the on-going assessment that should inform our future lesson-planning.

We give children verbal feedback on their work whenever possible. Verbal feedback is engaging in quality discussion and dialogue. 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. We give written comments to children of all ages.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make clear why we think so. In either case, we identify what the child needs to do in order to produce better work in the future.

Marking needs to be done with either a red or green pen, with comments written in school handwriting where possible. Achievements should be celebrated, and one or two targets highlighted.

A limited number (around 3) spelling mistakes should be corrected and written out underneath the work for the girls to learn through look, cover, write and check. Major punctuation and grammar errors should also be corrected. Marks may be given when the teacher feels it is appropriate and useful to do so, for example when marking a spelling test in Forms 1-5 or a Comprehension exercise in Form 5 and 6.

Having children assess their own or each other's work can be highly effective because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed to avoid unhelpful comparisons. Teachers always check the work themselves afterwards. We believe that learning is maximised when children enter into a dialogue about their work. The process of marking and offering feedback should therefore be a positive one, with pride of place given to recognition of the efforts made by the child.

Appendix B: Reports

The report is an official communication from the school and presents its judgement upon the progress, academic or otherwise, of a child. For the parents it is a key means of finding out exactly how their child is doing.

It is imperative, therefore, that great care is taken to get the reports right.

Full written reports are produced for each child at the end of the Autumn and Summer Terms. Shorter reports are written at the end of the Spring Term.

The report requires a teacher to make a **reasoned judgement** about the child's **effort** and **attainment** during the period covered by the report as well as setting **targets** for future improvement.

The report overall should be:

- clear, straightforward, and jargon-free

Comments should be:

- succinct, precise, and appropriate

Including:

- details of the girl's general progress, linked to end of term examination results if appropriate.
- whether or not the child is happy, settled, and behaving well.

If we think of the acronym **EAT** (for **E**ffort, **A**ttainment and **T**argets) we should hopefully produce good reports.

Judging **Effort** is inevitably subjective, but teachers should consider matters like:

- Attitude
- Concentration
- Diligence in class
- Personal organisation
- Consistency of approach

Attainment is again a composite judgement and should focus on the new skills that have been acquired and the level at which they have been acquired. Some explanation of that level of

attainment should be given. If a child has made specific progress in a particular area, it should be noted. Attainment should also reflect several factors, including, but necessarily limited to:

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- Reading and spelling standardised scores
- Exam marks
- Quality of written or oral work in class
- Homework
- The level of skill acquired compared to others in the set or class

Strengths and weaknesses (always more of the former) should be:

- crisp and positive.

Targets – In this section there should be advice on how to improve. Even the highest achieving pupil still has room for improvement.

Targets should be:

- realistic and clearly expressed.

For both our Effort grades and Attainment numbers we continue to use a four-point scale (A-D for Effort and 1-4 for Attainment). Girls awarded a B for Effort or a 2 for Attainment are very much working at a pleasing standard and thus we would expect the majority of girls to be receiving a B2 in the majority of their subjects. As a result, only a relatively small number of A grades or 1s are awarded and they will be given to girls who have shown genuine excellence with regards to their commitment or the quality of their work. If girls are awarded a C or a 3, whilst this indicates the Effort/Attainment is still 'Fair' and therefore not a cause for concern, we shall be suggesting ways in which this level can potentially be boosted over the forthcoming term. Those girls in receipt of either a D or 4 will have some very specific targets outlined in order for their development to be supported quickly and constructively.

Summary

Ideally, anyone reading the report should be able to recognise every pupil from the words they have in front of them:

- a description in each curriculum area of where the child is now;
- clear guidelines as to what that pupil needs to do to keep improving;
- a recognition that the report is addressed not just to the parent but to the child as well.