



ST BERNARD'S PREPARATORY SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY (Part of Teaching and Learning)

Advent 2018

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Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

INTRODUCTION

This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-government-response>

Rationale

Assessment is a continuous process, which is integral to teaching and learning allowing children to reach their true potential. It should be incorporated systematically into teaching strategies in order to promote better than expected progress for individuals, groups and cohorts. At St Bernard's Preparatory School, we use the National Curriculum as the starting point for all the teaching and learning experiences we provide for our children.

This policy outlines the purpose, nature and management of assessment in our school. At St. Bernard's Preparatory School one of our key aims is to enable every child to achieve his or her full potential. This is achieved through a close partnership with parents; pupils taking responsibility for their own learning and highly motivated, highly skilled staff. The purpose of the assessment policy is to ensure children know what they are doing well and what they need to do to improve. Assessment is used to direct learning and to inform teaching, as well as being used to ensure the needs of individual children are met.

AIMS AND OBJECTIVES

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 in order to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents enabling them to support their own child's learning;
- to provide the Headteacher, Governors and Trustees with information that allows them to make judgements on the effectiveness of the school.
- to provide children with opportunities for both self and peer assessment and time to set their own targets for learning.
- to track the individual progress of every child.

FORMS OF ASSESSMENT

In-school Formative Assessment

This is the on-going, day-to-day assessment, which is carried out by all teachers and is key to effective practice. Learning outcomes are shared with pupils and they play an important role through self assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress.

ASSESSMENT FOR LEARNING

At St Bernard's Preparatory School, pupils and teachers carry out 'Assessment for Learning' activities, which helps to identify any gaps between where a pupil currently is in their learning and where they need to be.

Children learn best when:

- they understand what they are trying to learn and what is expected of them
- they are given feedback (verbal, marking etc.) regarding the quality of their work

This kind of effective assessment is in the form of:

- sharing the learning intention and the formation of the success criteria with the children
- oral and written feedback linked to the learning objective and success criteria - giving each pupil next step advice to further their learning
- the use of higher order level questioning throughout the learning process to challenge thinking and develop understanding
- self and peer assessment where pupils work with peers to discuss their work using the success criteria as a means of developing their independence and understanding.

A range of strategies must be used to ensure effective assessment for learning, including talk partners, use of mini whiteboards, differentiated questioning, guided group work, time for reflection and review, self and peer assessment, and marking. Children may also use the 'purple pen of power' to improve their work and in response to teachers' feedback. If, by the end of the lesson, it is clear that a child has not met the learning intention, then additional teaching/intervention to address the misconception can take place through focus groups and/or planning being adapted.

A range of on-going formative assessments can be used to assess children's progress. Work can be assessed, taking note of work that has been scaffolded, where support has been given or when work has been done immediately after teaching.

To ensure that our assessment continues to be rigorous we have recently adopted the NAHT framework for assessment. The key principles which underpin this are:

- the assessment should link closely to the taught curriculum
- not everything that is taught should be tested
- Key Performance Indicators [KPIs] should be selected for each year group and subject against which teachers can make assessments.
- using the KPIs as a reference point means that assessment can take place throughout the year against specific objectives.

Over the course of the year, teachers and pupils can see progress being made against specific criteria, and can clearly identify those which still need to be covered.

Annual tracking of those who are, and are not, meeting the performance standard for the year group is kept, with intervention targeted appropriately.

St. Bernard's Preparatory School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Every month or when appropriate, children produce one piece of completely independent written work to support accurate assessment judgements. This is assessed against the Jane Considine 'Write Stuff' framework, in conjunction with the NC programmes of study for writing KS1 and KS2.

In reading, attainment is assessed through a mixture of comprehension conversations, one to one reading, follow up reading activities, and comprehension style activities.

In Maths, attainment is assessed through arithmetic tests, mental maths tests, problem solving, and completed number tasks.

In RE the level descriptors are set by the Bishop's Conference of England and Wales. The children complete one formal assessment each term. This is in addition to the teacher's assessment of each child which, when combined, provide each child's level for that year. Please refer to the RE policy for further information.

In Science, children take end of unit tests to help determine their attainment. Please refer to the Science policy for further information.

Please see non-core subject policies for further assessment information.

The attainment given must always be a fair reflection of where the child has been working for several weeks and never simply a snapshot gained from one assessment.

In-School Summative Assessment

With the removal of levels we must still be able to prove the assessment systems we have in place are rigorous and fit for purpose. We have adopted the government's current approach and we are currently using the following headings:

- working towards the standard (WTS)
- working at the expected standard (EXS)
- working at greater depth (GDS)

Children are assessed periodically and attainment is recorded on their individual Pupil Profiles and subject specific proformas. Reading, Maths and SPAG data is tracked. A range of materials are used to support teachers to achieve accurate teacher assessment judgements. These assessments are carried out throughout the year and are used to monitor the performance of individuals, groups and cohorts, and help to identify gaps and the next steps for planning.

Materials used:

- baseline testing
- end of Year tests
- end of topic or unit tests / tasks

Children are assessed continuously throughout the Foundation Stage and at each key stage.

Nationally Standardised Summative Assessment

At key points, children are assessed against national expectations. These are:

- a baseline assessment in EYFS
- end of EYFS
- end of Year 1 (Phonics Screening)
- end of KS1 (Year 2 SATs)
- end of KS2 (Year 6 SATs)

Tests administered are outlined in the Appendices.

Appendix 1 – Foundation stage and KS1 profile sheet

Appendix 2 - KS2 profile sheet

Refer to the Foundation Stage Assessment, Recording and Reporting Policy for details regarding the assessment of Reception Year children.

Years 1, 3, 4 and 5 Rising Stars optional tests are completed at the same time as the SATs. Common Entrance papers can be used in Year 6 to provide further evidence of attainment as required.

IMPLEMENTATION PROCEDURE

The implementation of this policy is the responsibility of all staff.

The school's curriculum framework identifies the programmes of study and age related expectations covered each year and the termly theme/focus. Activities are planned to use these and provide assessment opportunities.

Teacher assessments are made by:

- planning assessment opportunities systematically so that all the children are assessed regularly
- ensuring that all the children are given the opportunity to demonstrate what they know, understand or can do through the use of a variety of assessment techniques
- carrying out assessments as part of normal classroom activities
- using formal and informal assessment opportunities.

All staff are expected to ensure that children are actively involved in their learning and self assessment process where appropriate. Care is taken to ensure that assessment builds pupils' motivation, confidence and self-esteem. Lessons begin with clear expectations and learning objectives are shared with pupils. These are reviewed at the end of the lesson or series of lessons. Children are asked to focus on the success criteria for each lesson. By involving children in the process, they are made aware of the progress they have made and their targets for future learning. We discuss individual targets and communicate these to parents at Parents Evenings, SEND meetings and as appropriate.

Materials to help confirm teacher assessments are stored in the teacher resource room.

An assessment overview is carried out by Mrs Verma (KS2) and Ms Underwood (KS1) and involves:

- monitoring the teacher assessments throughout the school supported by the co-ordinator of each subject who monitors the subject in depth.
- at the end of each academic year samples of work are kept for reference. These samples are from the higher, middle and lower ability pupils of the year group.

The assessment co-ordinators will work with the Year 2 and Year 6 teachers (offering support where necessary) to help plan their SATS, ensuring they have access to specified resources.

Communication with Parents

Pupil's attainment and progress is discussed at Parent Evenings, which take place throughout the year.

Academic reports comment on children's attainment and progress. A CORE report is issued three times over the academic year, which focuses on their attitude towards learning. See Appendix 5.

Advent term:

- Initial teacher meeting in October where achievements and targets are shared
- CORE report
- Academic report - December

Lent term:

- Teacher / Parent meeting where achievements and targets are shared - January
- CORE report

Pentecost term

- Teacher / Parent meeting where achievements and targets are shared - June
- CORE report

Teachers are also available for an informal consultation if parents wish to discuss their child's learning at other points.

MONITORING AND REVIEW

The assessment co-ordinators are responsible for monitoring the implementation of this policy. The Headteacher and staff will review this policy in the Lent term 2020.

APPENDIX 1 – Foundation and Key Stage test profile sheets

APPENDIX 2 – Examples of Tracking Sheets

APPENDIX 3 – CORE report

Applies to:

Whole School including Early Years Foundation Stage (EYFS) and all staff.

Related Policies:

Curriculum, Teaching and Learning, Subject Policies, Single Equalities, Data Protection

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by:

Headmaster _____

Date _____

Chair of Governors _____

Date _____

Appendix 1: Test Profile Sheets

EYFS Name:	ADVENT			LENT			PENTECOST		
Mathematics	Sept	Pips Baseline					June	Pips End of Year	
English	Sept	Pips Baseline					June	Pips End of Year	
Science									
Developed Ability	Sept	Teacher Assessment - Ages and Stages					July	EYFS Profile	
								Overall Score	
								GLD Achieved	

[illegible]

LTrans Year 3 Name:	ADVENT			LENT			PENTECOST		
Mathematics	Week 2	PT Maths 7	SS					Rising Stars Maths	
								SATS yr3 Rising Stars	
	Dec	Arithmetic Skills		March	Arithmetic Skills		July	Arithmetic Skills	
English	Week 2	Young's Spelling			Comp conversation		April	Comp conversation	
		Quotient	SS	Week 3	Youngs Cloze Level 1		May	SATS yr3 Rising Stars	
		Spelling Age			Quotient	SS		Raw score	
	Week 2	Reading progress test			Chronological Age			Level / Scaled score	
		Quotient	SS		Reading Age		May	Big Write	
		Chronological Age		Week 3	Twinkl Reading Test				
		Reading Age		March	SPAG Rising stars				
	Week 2	Big Write							
	week 3	Twinkl Reading Test							
Science	Oct	Follens Progress Test		Week 3	Follens Progress Test		April	Follens Progress Test	
		1--2			1--2			1---2	
	Nov	Teacher assessment		March	Teacher assessment		May	Teacher assessment	

Trans Year 4 Name:	ADVENT			LENT			PENTECOST		
Mathematics	Week 2	PT Maths 8 GL Ass	SS					SATS YR 4 Rising Stars	
								Raw score	
								Scaled	
	Dec	Arithmetic Skills		March	Arithmetic Skills		July	Arithmetic Skills	
English	Week 1	Comp Conversation		Week 3	Comp Conversation		April	Comp conversation	
	Week 2	Big Write		Week 3	Youngs Cloze Level 1		May	SATS YR 4	
	Week 2	Spellings Youngs			Quotient	SS		Raw score	
		Quotient	SS		Chronological Age			Level / Scaled score	
		Spelling Age			Reading Age		May	Big write	
		Youngs Cloze Level 1		Week 3	Twinkl Comp				
		Quotient	SS	March	SPAG Rising stars				
		Chronological Age							
		Reading Age							
	Week 3	Twinkl Comp							
	Dec	Spag Rising Stars							
Science Developed Ability	Dec	Topic test-		March	Topic test-		June	Topic Test-	
		Animals inc Humans			States of matter			Electricity	
							June	End of year test	
								Raw score	
								Level / Scaled score	
		CATS 4							
		VR							
		Quantitative							
		Non VR							

UTrans Year 5 Name:	ADVENT			LENT			PENTECOST		
Mathematics	Week 2	PT Maths 9 GL Ass	SS				May	SATs Yr 5 Rising Stars	
		NFER Maths						Raw score	
		Raw score	SS					Level / Scaled score	
	Dec	Arithmetic Skills		March	Arithmetic Skills		July	Arithmetic Skills	
English	Week 1	Comp conversation		Week 3	Comp conversation		April	Comp conversation	
	Week 2	Big Write		Week 3	Youngs Cloze Level 2		May	SATs Yr 5 Rising stars	
	Week 2	Spellings Youngs			Quotient	SS		Raw score	
		Quotient	SS		Chronological Age			Level / Scaled score	
		Spelling Age			Reading Age		May	Big Write	
	Week 2	Youngs Cloze Level 1		Week 3	Twinkl Comp				
		Quotient	SS	March	SPAG Rising Stars				
		Chronological Age							
		Reading Age							
	Week 2	Twinkl Comp							
	Dec	SPAG Rising Stars							
Science	Dec	Topic test -		March	SATs Yr 6 Rising stars		June	End of Year Test	
		Animals including			Raw Score				
		Humans			Level / Scale Score				
				March	Topic Test- Earth and Space Forces				

Remove Year 6 Name:	ADVENT			LENT			PENTECOST		
Mathematics	Week 2	PT Maths 10 GL Ass	SS	Feb	Mid Year SATs		May	SATs	
	Week 3	Baseline SATs papers	2008		Raw Score /110			Raw Score /110	
		Raw score /110			Scaled score			Scaled score	
		Scaled score							
	Dec	Arithmetic Skills		March	Arithmetic Skills			Arithmetic Skills	
English	Week 1	Youngs spelling		Week 3	Comp Conversation		May	SATs	
		Quotient	SS	Week 3	Youngs Cloze Level 3			Reading	
		Spelling Age			Quotient	SS		Raw Score	
	Week 2	Youngs Cloze Level 2			Chronological Age			Scaled score	
		Quotient	SS		Reading Age			SPAG	
		Chronological Age		Feb	Mid Year SATs			Raw Score	
		Reading Age			Reading			Scaled score	
	Week 3	Writing baseline			Raw Score				
	Week 3	2008 SATs papers			Scaled score				
		Raw score			SPAG				
		Scaled score			Raw score				
	Week 4	Comp Conversation			Level/ Scaled score				
Science	Dec	Topic Test-		Feb	Topic Test-		May	SATs	
		Living things			Animals including			Raw Score	
		and their habitats			Humans Electricity			Scaled score	
							May	Topic Test- Light	

Appendix 2: Data Tracking Sheets

			Termly Arithmetic Assessment																		
			Year 1 2016/17				Year 2 2017/18			Year 3 2018/19			Year 4 2019/20			Year 5 2020/21			Year 6 2021/22		
ARITHMETIC																					
CLASS NAME			Advent		Lent	Pentecost	Advent	Lent	Pentecost	Advent	Lent	Pentecost	Advent	Lent	Pentecost	Advent	Lent	Pentecost	Advent	Lent	Pentecost
Name			RS	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%

Appendix 3: Core Report

PUPIL NAME:

YEAR GROUP:

		ADVENT			LENT			PENTECOST		
		Completed by:			Completed by:			Completed by:		
		Date:			Date:			Date:		
		EXCELLENT	GOOD	INCONSISTENT	EXCELLENT	GOOD	INCONSISTENT	EXCELLENT	GOOD	INCONSISTENT
ENTHUSIASM										
PERSEVERANCE										
ATTITUDE TO SCHOOL STAFF										
ATTITUDE TO STUDY										
COMPLETION OF HOMEWORK										
ORGANISATIONAL SKILLS										
BEHAVIOUR										
ABILITY TO RELATE TO PEERS										
ATTENDANCE % ¹										
PUNCTUALITY ²										
UNIFORM										
Parent/carer signature:					Parent/carer signature:			Parent/carer signature:		
Date:					Date:			Date:		

¹ Annual target = 95%. Excellent = 100%, good = 99-95%, less than 95% = inconsistent

² Excellent = 0, good = 1-5, more than 5 = inconsistent