

Policy owner:	H Singleton
Approving body:	Board of Governors
Date approved:	October 2019
Effective date:	November 2019
Review date:	October 2021



Assessment Policy

St Aubyn's School

Introduction

Assessment is a continuous process, integral to learning and teaching. It is the tool teachers use to gain knowledge of their pupils' needs, achievements and abilities. It enables effective planning and delivery and thereby raises the attainment of every child.

Aims of Assessment

- To provide information to support progression in learning through planning
- To provide information for target setting for individuals, groups and cohorts
- To share learning goals with children
- To involve children with self-assessment
- To help pupils know and recognise the standards they are aiming for
- To raise standards of learning
- To identify children who may require further support or extension
- To inform parents and other interested parties of children's progress
- To inform school self-evaluation

Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is important that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

The Principles of Assessment for Learning are as follows:

- The sharing of learning objectives with the children
- Helping pupils know and recognise criteria for success (through the use of 'Skills for Success')
- Provide feedback and marking that helps pupils identify how to improve
- Both pupils and teachers review and reflect on pupils' progress and set targets for improvement
- Recognising that motivation and self-esteem, which are critical for effective learning and progress, can be increased by effective assessment techniques

It is the responsibility of staff to:

- evaluate pupils' learning to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives and activities where appropriate
- enable all pupils to access the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
- share these targets with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- mark work so that it is constructive and informative in accordance with the **Whole School Marking & Feedback Policy**

Policy

- incorporate both formative and summative assessment opportunities in subject planning
- where appropriate, pass on assessment file to the next class teacher so children can be tracked as they progress through the School (In the Senior School, progress will be tracked by Senior Subject Heads)
- use Assessment for Learning strategies such as:
 - target setting
 - success criteria (through the use of 'Skills for Success')
 - self and peer evaluation
 - discussion and talk
 - conditions for learning
 - learning journey – children know what is next

Formal Assessment Cycle

Formal assessment is a systematic part of our school's work which will be used to track each cohort in the School. It is through an effective tracking system that the needs of every pupil can be met and that the School develops a clear understanding of how to raise standards.

The Assessment Cycle at St Aubyn's will be as follows:

In EYFS

- Pupils complete a baseline assessment on entry to the Nursery. Progress towards early learning goals in the EYFS profile is tracked through the age bands.
- In Reception, children's progress towards early learning goals in the EYFS profile continues to be tracked.
- Reception pupils complete GL baseline assessments on entry and at the end of Reception.
- The EYFS profile is completed at the end of Reception and shared with Year 1 teachers.

In Pre Prep

- Completion of GL Assessment progress tests for maths and English (reading comprehension and GPS) in the Summer term.
- Writing assessments are completed termly in Year 2. Year 1 complete a writing assessment in the Summer term only.
- Completion of NGRT (reading test) on a yearly basis to aid reading support (Year 2 only). There is the opportunity for NGRT tests to be administered again in the Lent and Summer terms for those pupils who have a reading age lower than their actual age and/ or those who are under observation.
- CATs (Year 2 only).
- PASS assessment.
- In both Years 1 and 2 there is on-going teacher assessment in all subjects on a termly basis.

In Middle School

- Completion of GL Assessment progress tests for maths and English (reading comprehension and GPS) in the Summer term.
- Completion of NGRT (reading test) on a yearly basis to aid reading support. There is the opportunity for NGRT tests to be administered again in the Lent and Summer terms for those pupils who have a reading age lower than their actual age and/ or those who are under observation.
- Completion of NGST (spelling test) on a yearly basis. Again, these can be administered again in the following two terms for pupils who are not at the expected level and/ or under observation.
- A writing assessment is completed termly.
- Annual completion of VR/NVR assessments.
- CATs (Years 3 and 5 only).
- PASS assessment.
- On-going teacher assessments in all subjects on a termly basis.
- Exam Weeks.

In Senior School

- Completion of GL Assessment progress tests for maths and English (reading comprehension and GPS) Summer term.
- Completion of the GL 11T Transition assessments in English, maths and science (Year 7 only)
- Completion of NGRT (reading test) on a yearly basis to aid reading support. There is the opportunity for NGRT tests to be administered again in the Lent and Summer terms for those pupils who have a reading age lower than their actual age and/ or those who are under observation.
- Completion of NGST (spelling test) on a yearly basis. Again, these can be administered again in the following two terms for pupils who are not at the expected level and/ or under observation.
- Annual completion of VR/NVR assessments (Year 6 only).
- CATs (Year 7 only).
- PASS assessment.
- Topic tests at the end of modules (in science only).
- Exam week in Summer term (all subjects, with the exception of Music, PE and ICT).

Subject-specific assessment records are kept by individual Senior Subject Heads.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. The discipline of regularly analysing pupils' attainment will enable every pupil to have challenging and realistic targets set for them. Reaching those targets will be enabled through effective classroom organisation, setting learning groups and careful planning. Pupil progress will be analysed and discussed by the Deputy Head (Academic), Heads of Department, class teachers and the Head of Additional Learning at termly Pupil Progress Meetings. Benchmarking data relating to individual cohorts will be discussed with Governors annually at the Education Committee meeting.

Reporting

Reporting to parents/carers provides the opportunity for communication about individual children's achievements, abilities and future targets. Throughout the School year, regular reports will be written and, where appropriate, discussed with the pupils and parents. The intention is to provide accurate feedback of each child's individual performance throughout the year. Constructive reporting can also have a positive effect on pupils' attitudes, motivation and self-esteem.

Attainment grades are given as follows:

Excelling

A pupil consistently surpasses expectations in their learning and is making progress well above the standard expected for their age.

Exceeding

A pupil often surpasses expectations in their learning and is making progress which is above the expectation for their age.

Expected

A pupil often meets expectations in their learning. They are performing at the expected level for their age.

Emerging

A pupil is working towards the standard expected for their age.

Moderation

Moderation is crucial to ensure a consistent approach in assessment throughout the School. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

- meet regularly when in departmental meetings/subject groups to moderate assessments
- moderate work through planning and book scrutiny, feeding findings back to members of staff
- collate evidence to back up teacher assessments
- participate in moderation schemes in the Local Authority for Foundation Stage as appropriate

Roles and Responsibilities

Assessment at St Aubyn's is monitored by the Deputy Head (Academic), although responsibilities are delegated as follows:

Heads of Department (Nursery, Pre Prep, Middle, and Senior) monitor the completion of regular assessments within their departments.

Class teachers/Senior Subject Heads maintain records for their subject/class and monitor the progress of individuals in their care.

This policy is reviewed by the Deputy Head (Academic) on an annual basis.

Glossary

CATs: Cognitive ability tests

EYFS: Early Years Foundation Stage

GL Assessments: GL Assessments are provided by GL Education who are providers of assessment materials to provide on-going tracking of pupils.

GPS: Grammar, Punctuation and Spelling

VR: Verbal Reasoning

NVR: Non-Verbal Reasoning

NGRT: New Group Reading Tests

NGST: New Group Spelling Tests

PASS: Pupil Attitudes to School and Self

Identifying SEND

Teacher/member of staff/parent is concerned about a child.

Consider:

Do they score two years below their chronological age in standardised reading, writing, or maths assessments?

Do they score below 90 in the GL Assessments?

Are their social and emotional needs significantly below their peers?

Do they require provision that is recommended by an external professional?

Are they exhibiting signs of an SpLD, such as Dyslexia, Dyspraxia / DCD, Dyscalculia or ADD / ADHD?*



WAVE 3: Higher Level of Concern

- Check iSAMS for information about any needs that have already been identified, as parents may already be aware of their difficulties
- Check handover notes from previous teacher
- Teacher to communicate initial concerns with Head of Department and with parent
- Complete an Initial Concerns Form and email this to the Head of Additional Learning
- Head of Additional Learning to observe learner/meet with teacher to assess work/complete initial diagnostic assessment



Meeting identifies external advice needed.

Head of Additional Learning and teacher to meet to discuss concerns with parents. The learner will be recorded on iSAMS with a red star ★ indicating that they have a significant need or diagnosis and require additional and different support.

Additional support implemented and reviewed termly in a cycle of Assess, Plan, Do, Review.

If parents agree to formal assessment from a specialist, depending on outcome, recommendations on the report will be implemented and child may receive a Pupil Profile for all staff to be aware of the learner's needs.

WAVE 4: If additional support exceeds the school's provision and the learner is of significant need, an EHCP application will be made to Redbridge Council by the Head of Additional Learning. NB staff will need to be able to clearly demonstrate the support that has already been provided for the learner before making an application. Therefore, up to date assessment data and pastoral notes documenting the child's difficulties are vital evidence.

*For more information about any of these learning difficulties, please visit <T:\Additional Learning\Information and Resources>

**Pupil Progress meeting involving Deputy Head Academic, Heads of Department and Head of Additional Learning will take place at the mid point of each term.



WAVE 1: Lower level of concern

Check iSAMS and the Additional Learning folders (located in the Learning Support room) for information about your learner's needs.

Teacher to inform Head of Department and contact parents, informing them of child's difficulties.

Class teacher plans targeted support and in class differentiation**. The teacher will be supported by the TA in the delivery of this. Relevant notes of any group or individual work will be kept by the teacher and/ or TA in their marking and feedback folder.



Teacher to assess progress after six weeks and discuss with Head of Department.

On track no further need for concern.



In class support and differentiation to continue for a further six weeks.

On track no further need for concern.



Concerns continue: complete an initial concerns form and email this to the Head of Additional Learning.

WAVE 2: Head of Additional Learning to meet with class teacher and Head of Department to ascertain nature of child's difficulties. At this point the learner will be recorded on iSAMS with a blue star indicating that they are 'under observation' by the Head of Additional Learning. ★

Specific Learning Difficulty query.



Some basic intervention needed (e.g. Power of 2, Toe by Toe, LA support, Socially Speaking, After School Handwriting Activity) to boost the learner's attainment in class.



Teacher to review progress after a further term and to communicate progress with parents.

On track no need for further intervention.



Meeting with Head of Additional Learning, class teacher and parents.

Decide:

To continue basic intervention for a further term.

To escalate needs to a **Higher Level of Concern**