



## JAMES ALLEN'S GIRLS' SCHOOL

# ASSESSMENT, RECORDING AND REPORTING POLICY

### AIMS

- To provide staff, pupils and parents with information about pupils' progress
- To monitor and evaluate the progress that pupils make in all subjects
- To enable the identification of strengths and weaknesses in learning and teaching
- To inform curriculum planning in the short and longer term

### TYPES OF ASSESSMENT

Assessment will involve both formative and summative assessment. Formative assessment includes: discussions with pupils about their work, observation of pupils' working, questioning pupils, marking and/or commenting on pupils' work. Summative assessment includes end of topic assessments, internal school assessments, standardised tests, national assessments and public examinations.

### JAPS (Pupils aged 4-11, Years R-6)

#### Assessment Guidelines

Our formative assessment takes place through:

- Discussions with the children
- Observations of children working
- Questioning children
- Marking of children's work

Our summative assessment takes place through:

- Class assessments at the end of topics
- National assessments (SATS) at the end of Key Stages 1 and 2
- Formal internal assessments
- From Y3 – Y6, formal tests in the core subjects take place twice a year. Year 6 girls do not sit core subject tests in the Summer Term. In Years 3-6 parents receive their child's marks in the end of term report, together with the year mean average.
- JAPS uses standardised tests for the pupils from Year R to Year 6 to monitor progress
- Formal assessment results are collated and entered electronically and onto excel spreadsheets

#### Recording and reporting

- Staff in Reception record children's progress through observation culminating in the Foundation Stage Profile of Assessment at the end of the year.

- Key Stage 1 assessment scores are tracked using our e-portal
- Staff at Key Stage 1 use recorded work in books and observations during practical tasks as evidence of children's progress
- Staff at Key Stage 2 keep a clear record of marks and grades awarded for class work and tests in a mark book or planner. Test results will also be recorded electronically.
- In years Reception – Year 5 there are two formal parents' evenings when all staff attend, one in the Autumn term and one in the Spring term. In Year 6 there is one parents' evening in the Autumn term
- Parents are supplied with a written report on their child's progress in individual subjects twice during the school year. The reports issued in December do not cover all subjects.
- Should staff have any major concerns about a child's progress he or she should raise those concerns initially with the Learning Support Team. The Headteacher should be informed if any additional support is recommended and contact the parents to discuss the concerns as soon as they arise.
- Staff who have concerns that a child may have a specific learning difficulty refer them to the Learning Support Coordinator. For details of the assessment process for specific learning difficulties please see the Learning Support Policy.

## **JAGS' SENIOR SCHOOL (Pupils aged 11-18, Years 7-13)**

1. Written assignments will be regularly set and marked in those subjects where this is appropriate.
2. Each department will have its own marking policy and the Head of Department will ensure that this is understood and adhered to by all members of the department. Standards of marking should be consistent within each department.
3. The meaning of the grades or numbers used and the criteria by which they are awarded should be clearly explained to pupils.
4. Whenever possible, constructive comments or clear explanations of the grading should be included in the marking of a piece of work. These should help pupils to raise the standard of their future work.
5. Where 'assessment for learning' strategies are being followed marks and grades do not have to be awarded but detailed constructive comments must be made on the pupils' work.
6. Errors in spelling, punctuation and grammar should be drawn to pupils' attention.
7. Pupils should write out corrections, whenever this is appropriate. Staff should endeavour to ensure that pupils have understood why their original answers were incorrect.
8. Staff will keep a record of marks and grades awarded to pupils throughout the year. Formal assessment marks and/or grades will be stored electronically on our central database to

enable retrieval and analysis.

9. Staff will complete internal progress reports on pupils at intervals throughout the year, as requested by Heads of Section.
10. Heads of Departments will ensure that pupils' progress is tracked, monitored and evaluated from year to year in their subject.
11. Parents will normally be supplied with a written report on their daughter's progress in individual subjects twice during the school year, but there will be no written report if there is a parents' evening that term.
12. Parents will be invited to at least one parents' evening during the year to discuss their daughter's progress with the staff who teach her.
13. The Head of Section is responsible for initial liaison with the SENCO and parents when teaching staff raise a concern that a pupil may have an undiagnosed learning difficulty or disability.

*Last Updated: January 2010*

*Review arrangements: full review by Management June 2011 (or earlier if major legislative change)*