



WHOLE SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

1. 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

2. TYPES OF ASSESSMENT

2.1 Assessment will be both formative and summative. Formative assessment includes but not limited to, discussions with pupils about their work, observation of pupils' working, questioning pupils, marking and/or commenting on pupils' work. Summative assessment includes, but not limited to, end of topic assessments, internal school assessments, standardised tests, national assessments and public examinations.

3. Junior School (Pupils Aged 4-11, Years R-6) Assessment Guidelines

3.1 Our formative assessment takes place through:

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

3.2 Our summative assessment takes place through:

- Class assessments at the end of topics
- Formal internal assessments
- From Y3 – Y6, formal tests in the core subjects take place twice a year. In Years 3 - 6 parents receive their child's test results after each test week, together with the year median
- Standardised tests are administered for the pupils from Year R to Year 6 to monitor progress
- Formal assessment results are collated electronically for analysis
- Pupils in Year 2 sit the same 7+ entrance examination in January, as external candidates.

3.3 Recording and reporting

- Staff in Reception assess children's progress by use of a baseline on-entry and end of year assessment. Throughout the year tracking of children's developing skills and knowledge takes place, in addition to observations of the children during activities. Staff use recorded work in books and observations during practical tasks as evidence of progress. Pupils in Reception undertake a standardised Maths assessment in the summer term.
- In Key Stage 1, ongoing teacher assessment is used to monitor children's progress and informal assessments take place throughout the year. Pupils in KS1 also undertake standardised testing in English and Maths during the summer term.
- Staff at Key Stage 2 keep a clear record of marks awarded for class work and tests in a mark book or planner. Test results are recorded electronically for data analysis.

In Reception (EYFS) – Year 6 there are two formal Parents' Evenings which all staff attend...

- All parents receive a written report on their child's progress in individual subjects twice during the school year. Pre-Prep parents receive a report at the end of the first term in December which focuses on the children's progress in the core areas of Literacy and Numeracy.
- Should staff have any major concerns about a child's progress or the possibility of a specific learning difficulty, this will be raised initially with the Learning Support Team. The Headteacher will contact parents to discuss the concerns as soon as they arise.

4. JAGS' SENIOR SCHOOL (Pupils aged 11-18, Years 7-13) Assessment Guidelines

1. All assessment will be constructed to identify current knowledge and skills and be used to develop students further.
2. Assignments will be set regularly and marked in those subjects where this is appropriate. Teachers will also carry out internal moderation.
3. Assignments will vary in assessment methods to ensure that students can present their knowledge and skills in various modalities.
4. 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.

5. The meaning of the grades or numbers used and the criteria by which they are awarded should be explained clearly to pupils. In responding to assessed pieces of student work staff should use developmental comments, focusing on the individual student needs. This includes personalised targets and encouraging comments.
6. Where 'assessment for learning' strategies are being followed marks and grade do not have to be awarded, but detailed, constructive comments must be made on the pupils' work.
7. Errors in spelling, punctuation and grammar should be drawn to pupils' attention, when appropriate, in order to best support learning and each pupil's needs.
8. Students should be given time to engage with feedback on their assessed work. Students, where appropriate, should be given time in lessons to correct, redraft, revise their working based on the teacher feedback.
9. Staff will keep a record of marks and grades awarded to pupils throughout the year. Parents will be informed about pupil progress each term via either (i) effort and achievement grades; (ii) parents' evening (online); or (iii) full written report. Parents will receive a minimum of 3 sets of progress feedback in years 7 to 13. Additionally, departments will collect formal assessment data for each cohort via a Cross-Year Assessment mark collected each term, based on all pupils in the year group completing the same test or exercise for each subject during lesson time. Cross-year assessments, internal exam marks, effort and achievement grades and school reports are stored electronically on our Management Information System to facilitate retrieval and analysis.
10. Staff will complete internal progress reports on pupils at intervals throughout the year, as requested by Heads of Section.
11. Heads of Departments will ensure that pupils' progress is tracked, monitored and evaluated from year to year in their subject.
12. Parents will normally be supplied with a written report on their daughter's progress in individual subjects during the school year, but there will be no written report if there is a parents' evening during that term.
13. 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.
14. The Head of Section is responsible for initial liaison with the SENDCo and parents, should teaching staff raise a concern that a pupil may have an undiagnosed learning difficulty or disability.