



QUINTON HOUSE SCHOOL

Assessment Policy

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On-going formative assessment is at the heart of effective teaching. Teachers observe pupils as they learn and interact with each other and adults. Observation and assessment identify where the pupils are making progress and where they need additional support and guidance. Teachers use this to inform their planning to maximise progress for all. Feedback is used to ensure pupils are informed how to continue making the required level of progress.

By assessing pupils accurately, we:

- Build a clear picture of each pupil's skills and knowledge and understand that each pupil is a unique learner
- Identify each pupil's strengths and plan next steps to inform future planning
- Support each pupil by using a range of learning styles in teaching
- Identify, celebrate and share achievement with pupils and parents
- Evaluate the progress that each pupil is making and support individuals to reach their full potential

1. Early Years

1.1 Formative Assessment

Nursery Practitioners and Reception teachers observe children as they play and interact in both child initiated and planned activities. Observations identify where the child is on their own development pathway and from these assessments next steps can be planned for. Parents play an important role in these assessments and are encouraged to share their child's achievements from home.

1.2 Documentation

We use the following documents to assess the children's learning in Early Years.

Nursery

- Development Matters in the Early Years Foundation Stage
- Characteristics of Effective Learning
- Cohort tracking
- ASPECTS
- Possible Lines of Direction reports (PLODS)
- 2 year old progress check

Reception

- Development Matters in the Early Years Foundation Stage
- Characteristics of Effective Learning
- Cohort tracking
- Baseline and end of EYFS assessment (PIPs)

1.3 Cohort Tracking

The Early Years requires practitioners to be able to demonstrate how children make progress in their learning and development. It is therefore important that their progress is tracked and reviewed regularly throughout the EYFS by using the cohort tracking documents.

They help to identify and explain the differing rates of progress that all children are making in their learning and development. They will also help to identify children who are working at levels above and below the expected development band.

Evidence gathered through on-going formative assessment (annotated photographs, spontaneous and planned observations, information from home and samples of children's experiences and achievements) builds the picture so that practitioners can make a 'best fit' judgement of the development band that the child is working within.

These formative assessments are an integral part of the learning and development process because they inform and help plan future provision and meet individual children's needs and interests.

The Cohort Progress Tracker documents are used to record children's starting points (baselines) and are reviewed a further three times during the year.

1.4 Characteristics of Effective Learning

The Characteristics of Effective Learning are interconnected with the 7 areas of learning and development. 'The ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner' (Development Matters in the EYFS – 2012). The Characteristics of Effective learning support the development of the Unique Child in how children are learning.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Observations identify which Characteristic of Effective Learning have been demonstrated as children carry out child initiated, adult directed and adult led tasks. A summary of each of the three styles of learning are shared with parents in the end of year reports.

1.6 ASPECTS

ASPECTS is an assessment system that is designed to provide an objective baseline measure for children in the Nursery to help Nursery Practitioners gain an accurate picture of what children know and can do.

The initial ASPECTS assessment is carried out during the Autumn term and again in July, for the children attending school the following September. This provides measures of early mathematics and language development, personal, social and emotional development and physical development. This allows Nursery Practitioners to measure the progress a child has made during their final year in Nursery.

1.7 Possible Lines of Development records (PLODS)

PLODS are completed after observing a child and are linked to the EYFS areas of learning, Characteristics of Effective Learning, relationships and environments. Key workers record a child's interests and link these ideas to next steps that will support a child's future learning and development. PLODS are reviewed every 6 weeks and new targets are set.

1.8 Two Year Old Progress Checks

Nursery Practitioners will carry out an assessment on each child within the first 6 weeks of joining the setting. A report will be written covering the 3 Prime areas of learning (Personal, Social and Emotional Development, Physical Development and Communication and Language and is shared with parents.

1.9 Reports

Final end of year reports are written by the child's key worker or class teacher and report on the child's learning in all areas of the EYFS curriculum. This forms part of the child's transition document to their next stage of learning.

1.10 Moderation

External and internal moderation of Nursery Practitioner and teacher assessment is carried out at least three times per year to ensure accuracy of the judgements made.

2. Junior School

2.1 New Group Reading Tests

New Group Reading Tests (NGRT) assessment allows teachers to screen and monitor the reading ability of pupils individually and at group level. As well as being able to show where the pupil is currently at. NGRT can also identify barriers to learning.

2.2 GLS Assessments

GL Assessments are used to give a predictor of performance and the learning potential of a pupil. These are computer based assessments that are taken in Reception and in J3. Teachers also make use of the Progress Test Series for year-on-year support to identify current levels of attainment and tracking progress in the core subjects.

2.3 Formal Assessment

Assessment by examination takes place at set times in the school year. Parents and pupils are informed of the results of these examinations.

Formal full written reports are sent to parents twice per year. These are written by the class teacher and inform parents about the progress of their child as well as their attitude to learning.

Parent's Evenings are held twice a year and are usually in the Autumn Term and the Spring Term.

All parents are also invited to meet their child's class teacher on the Target Setting Day in the Spring Term to discuss progress, attitude to learning and address any concerns the parent or pupil may have.

Tracking data is collected six times per year and is recorded by the class teacher on SIMs. This data is then used to complete the Monitoring Sheets which are sent home to parents in lieu of a full written report four times per year. The Monitoring Sheet records a current level of attainment and target levels and a numeric score for attitude to learning in the term's work, according to the rubric:

1. Very Good, well above basic requirements
2. Good, above basic requirements
3. Satisfactory, meeting basic requirements
4. Below Standard, much greater effort needed

2.4 On-going assessment

In line with the Mission Statement, pupils are assessed as individuals with their own strengths and weaknesses, as well as being assessed against national norms and baseline standard scores.

Informal assessment forms a vital part of all lessons to monitor progress and understanding and as such is continuous. This may be through a variety of methods including questioning, testing, teacher assessment, peer assessment and self assessment.

Assessment by set tasks occurs as an integral part of teaching throughout the school. Tests are set regularly in all subjects, so that pupils and staff may know what has been learnt successfully.

A record of marks attained is kept in a mark book/Tracking Grid by the class teacher.

2.5 Moderation

Internal moderation of teacher assessments is completed once per term. Staff work with colleagues in the Senior School to moderate Year 6 teacher assessments.

3. Senior School

3.1 MIDYIS

To continue the assessment program in the Junior School, MIDYIS testing takes place in S7. The results of these tests are not reported to parents, but are used by staff to identify a pupil's strengths and weaknesses and also to identify any Gifted and Talented or other SEN requirements. The tests will form part of the monitoring program that follows a pupil as they move through the school.

3.2 YELLIS

The YELLIS test is administered to pupils in S10 to extend the baseline assessment program within the School. The results of these tests are not reported to parents, but are used by staff to give an indication of GCSE performance and to identify any problem areas as the pupil approaches GCSE.

3.3 ALIS

The ALIS test is conducted in S12 to give a baseline indicator of performance at A Level. The results of these tests are not reported to parents, but are used by staff to give an indication of performance at A Level and to identify any problem areas as the pupil approaches 6th Form study.

3.4 Baseline Assessment

At the start of Year 7 pupils will be tested in the core subjects to baseline them on entry to the Senior School. This will be done using KS2 SATS papers from previous years.

3.5 Formal Assessment

For specific dates please refer to the Senior School Assessment Calendar (Appendix 1)

Assessment by examination takes place at set times in the school year. Pupils and parents are informed of the results of these examinations. All pupils take End of Year examinations in the summer term. Year 11, 12 and 13 pupils take Mock Examinations earlier in the year to prepare them for the external examinations they will take in the summer.

Formal full written reports are sent to parents once a year. These are written by the subject teachers and inform parents about the progress of their child as well as their attitude to learning.

Parents' Evenings are held throughout the year. All year groups have at least one Parents' Evening. Year 7 have an additional Tutor Evening to ensure they have settled into life at the Senior School. Year 9 have an Options Evening to help them make informed decisions, in conjunction with their parents, regarding their GCSE choices. Year 12 and 13 have two Parents' Evenings.

All parents are also invited to meet their child's form tutor on the Target Setting Day in the Spring Term to discuss progress, attitude to learning and address any concerns the parent or pupil may have.

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A record of marks attained is kept in a mark book/Tracking Grid by the class teacher.

3.7 Moderation

Department meetings are used throughout the year to moderate teacher assessments. This ensures consistency and accuracy of assessment.

4. Marking

4.1 Marking Expectations for Teachers

The most important single consideration is for the teacher to use a mechanism for marking which is meaningful to the pupil in three ways, allowing the pupil to understand:

- What they have done well and what they have done less successfully.
- How the quality of their work stands up against a broader picture.
- HJW to improve their work.

Carefully crafted teacher comment, however brief and however given, will be the main route by which feedback is given. Written comment will provide both teacher and pupils with a lasting record of the action needed when the next similar piece of work is undertaken: but we do not deprecate oral feedback, which may impact more strongly with many pupils. Whole class oral feedback on a task where many pupils showed the same problem may be helpful and time efficient. Production of model answers or photocopying a good pupil response may also save time and increase effectiveness.

Teachers will mark all work completed by pupils with Light Touch Marking. This is to monitor their understanding and correct spelling, punctuation and grammar mistakes (SPAG). Not all spellings will be corrected every time. Consideration will be given to how many spelling mistakes an individual pupil will manage to accept and remember. Praise will be used to encourage pupils and build their confidence.

After every fourth lesson a piece of work will be chosen for In Depth Marking. This piece will be assessed for attainment as well as correcting SPAG mistakes. Pupils will be told what they have done well and how to improve their work. Pupils will be given a task or question to correct their mistakes or extend their thinking. Pupils will be given time in the following lesson to respond to the teacher's marking during Directed Improvement and Reflection Time (DIRT).

Teachers mark pupil work in green pen. All pupil marking or response to marking is completed in red pen. The contrast of the two colours helps pupils, staff and parents to identify clearly the feedback given in pupil books.

Where NC Levels, GCSE grades, AS or A-level Grades are used in marking pupils work, these are done without dilution of standards to take account of where the pupil is within the Key Stage. For example, essays done by Year 12 pupils in term 1 would have no allowance made for the inexperience of the pupil, and would be marked to the same objective criteria as will be used at the end of Year 12. Care will need to be taken to assess lower ability pupils on occasion in a way that avoids demotivation and recognises quality and progress.

4.2 Guidelines for marking

Effective marking takes a variety of different forms depending upon the demands of the particular pieces of work and schemes of work over a period of time. The principles, which follow, are intended to provide a framework by which staff can plan and evaluate their practice in marking pupils' work. Teachers must:

- Include both oral and written feedback where appropriate;
- Focus the response on the learning intentions and criteria for success;
- Provide pupils with opportunities to assess their own and each others' (Self and Peer Assessment) work and give feedback as appropriate;
- Ensure that pupils understand their achievements and know what they need to do next to make progress;
- Encourage pupil engagement through questions or post marking activities which are completed by the pupils;
- Engage with subject-specific knowledge, understanding and skills and not just with effort and presentation;
- Ensure marking is prompt and regular in all classes and all subjects;
- Ensure their handwriting is legible and comments are expressed in clear language appropriate to the needs and abilities of the individual student;
- Use the information gained together with other information to adjust future teaching plans;
- Reward pupils for excellent work in accordance with the Rewards policy.
- Remember all comments are effectively in the public domain. Though the audience is primarily the pupil, bear in mind that comments will be interpreted by parents to help them understand how well their child is doing, and may also be read by subject co-ordinators, school management and outside inspectors.
- Ensure they allow time at the start of a lesson for the pupil to read and respond to their comments, or have their comments read to them and if necessary ask to discuss them with the teacher.

4.3 School Marking Scheme

The following mark scheme may be used for Light Touch Marking across the school to monitor the Attitude to Learning pupils have shown in their work. This should not be used for any formally assessed work.

Attitude to Learning		Attainment	
A	Work reflects an excellent level of effort and all tasks are very well presented.	9-10	An excellent standard; shows a clear understanding of all concepts and a good use of language. All tasks completed to a high standard.
B	Work reflects a very good level of effort and tasks are generally well presented.	7-8	A good standard; shows an understanding of most concepts. Adequate use of language.
C	Work reflects an adequate level of effort.	5-6	A reasonable standard; shows an adequate level of understanding. Some tasks incomplete.
D	Work reflects the minimum level of effort.	3-4	Shows a limited level of understanding of a few ideas. Only a few tasks completed.
E	Work reflects very little or no effort and is poorly presented.	1-2	Shows a minimum level of comprehension. Many tasks incomplete.
		0	No work submitted.