

Perrott Hill

Assessment & Examination Policy



At Perrott Hill, assessment is a process of gathering information. It enables us to ascertain children's understanding and plan for their future needs. The process of assessment therefore enables us, through a planned programme, to facilitate positive development to the benefit of all.

Purposes of this policy:

- to improve the quality of teaching and learning;
- to clarify the links between curriculum planning and assessment;
- to ensure consistency of approach in assessment and record keeping procedures;
- to revise assessment arrangements as appropriate.

Policy Development

At Perrott Hill we are continually evaluating our assessment procedures and plans to provide an effective method of assessing the learners' progress in skills, knowledge and understanding in relation to planned learning objectives of the whole curriculum. Assessment is an integral part of our teaching and learning, developing accuracy, consistency and comparability.

Objectives of assessment:

- to plan the assessment of learning outcomes that informs future teaching;
- to diagnose difficulties in learning in order to provide intervention strategies;
- to identify more able children who require extension activities;
- to give positive feedback to the learner with clear ways forward;
- to encourage increasing skills of self assessment;
- to keep records of attainment that will inform the reporting process;
- to use validated assessment data to raise expectations and standards.

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Guidelines

Assessment Organisation

Assessment is closely linked to the school's curriculum policies and schemes of work. Children's learning outcomes are monitored to inform future planning and teaching, and attainment is recorded to inform reports to parents.

Assessment Approach

We recognise that assessment falls into four main categories:

Formative – ongoing teacher assessment so that next steps may be planned.

Diagnostic – ongoing / specific where difficulties are clarified so that help can be provided.

Summative – end of unit, half term, term, year, Key Stage where the overall achievements of the pupils are recorded.

Evaluative – when the work of the teachers, the school, and the governors is judged by the achievements of the pupils in their charge.

Formative / Diagnostic Assessment

At Perrott Hill we assess children's every day learning outcomes within the planned curriculum. We teach learning intentions through a range of activities to enable children to acquire skills, knowledge and understanding. It is the outcome of these activities that supports teachers' understanding of what children have acquired. Therefore, assessment, such as through the marking of work, is continuous and ongoing.

Teachers use a variety of approaches to facilitate their understanding of the learners' progress. They make observations, listen formally and informally and use a child's recording of their task as evidence.

Record Keeping

Children in the EYFS are assessed through profiles and Individual Learning Programmes (ILPs).

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Records of attainment are useful to map children's progress, for teachers, parents, other schools, learning support services and governors.

Records will include (all records will be stored on the School's central server, unless otherwise indicated):

- Exam results;
- Standardised Assessment Results;
- S.A.T.'s Results – only if done (if completed these will be marked internally);
- Individual Records of Achievement (running from a pupil's entry until they leave) – these are stored in the staff room and include details of any school achievements or awards and personal self-assessment comments written by the children (all information is updated by the Form Tutor at the end of each term);
- Senior School reports for Leavers going on to Senior School;
- Pupil reports – these are compiled towards the end of each term.

Parent interviews & Reporting

Teachers will be available after school for informal interviews with parents to discuss their child's learning and progress. At the beginning of the academic year parents will have the opportunity to attend a meeting to discuss the work for the year ahead. There are also formal parent consultations for each year group once per term. Parents have the opportunity to view their children's work in consultation with their teacher.

Parents receive written reports in the penultimate week of the end of each of the three terms, reviewed by the Form Tutor and the Headmaster.

Results of tests using published material

- Optional Year 3, 4, 5 SAT material as deemed appropriate
- NFER Cognitive Ability Tests (CAT4) (Years 4 to 8)
- NFER Progress in Maths Tests (Years 1 to 8)
- NFER Progress in English Tests (Years 1 to 3)
- STAR Reading Assessment (Years 2 to 8)
- NFER Single Word Spelling Tests (Years 1 to 8)

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- Common Entrance (CE) 11+ (Year 6 only, to be sat in June and marked internally)
- Common Entrance (CE) 13+
- Common Academic Scholarship Examination (CASE) (if appropriate)
- Senior School Entrance Examinations whether Entrance, All-rounder or Academic.
- Lucid Dyslexia Screener.

This material informs the target setting process and helps to inform parents and staff of attainment and expectations.

The results are also a useful collection of objective information when it comes to Open Forum meetings to discuss setting of pupils into the 'A' and 'B' streams.

Monitoring and Evaluating / Staff Roles and Responsibilities

Academic Deputy Head

The Academic Deputy Head has overall responsibility for monitoring assessment to ensure that progress is tracked and necessary interventions are made to ensure that each pupil reaches his/her academic potential.

From time to time the Academic Deputy Head will request a sample of books from particular subjects and particular year groups in order to scrutinise pupils' work. He/she will also visit classrooms to observe the quality of teaching being provided as part of the Professional Development and Review (P, D&R) process and at other times.

The Headmaster and Academic Deputy Head discuss the progress of assessment, recording, reporting and achievement of children's work. The Academic Deputy Head will monitor staff collation of assessment data and ensure that it is current, up to date and relevant.

The Academic Deputy Head will, in close consultation with the Head, and relevant members of staff, analyse and compare assessment data and make suggestions as to what interventions / strategies may need to be implemented.

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Senior Management Team

The SMT liaise with relevant members of staff to collate as much information as possible to inform the arrangements for setting of pupils.

Heads of Department

Core Subject Heads of Department should be familiar with performance results for Standardised Tests and analyse these. Results will be discussed with relevant staff, who will use the data reported, to suggest interventions / strategies which may need to be implemented. Heads of Department should be monitoring learning outcomes / teaching skills where identified by the Senior Management Team. Heads of Department should be familiar with assessment methods for their subject and where necessary advise staff on particular assessment procedures relevant to the subject which they co-ordinate.

From time to time the HoD will request a sample of books in order to scrutinise pupils' work. He/she will also visit classrooms to observe the quality of teaching being provided.

Core Subject Heads of Department will report to the Headmaster and Academic Deputy Head on trends / difficulties / issues arising from relevant tests. The HoD will ensure that staff in his / her team are familiar with procedures for administering tests and report any training issues which become apparent to the Academic Deputy Head to ensure that the relevant training takes place. The HoD is the line manager with whom staff should discuss concerns / address enquiries with regard to standard assessment procedures.

The Departmental Heads will order relevant publications from QCA and other bodies to ensure that relevant tests can be administered.

Class teacher

Individual class teachers are responsible for the implementation of assessment procedures. Teachers should ensure that any assessment informs future planning and is relevant to the learning intentions covered. Targets may be set with children on an individual basis and marking should inform children on how far they have achieved these targets. The class teacher should liaise closely with the Learning Support Team and give guidance as to the nature of any assessments that take place. The class teacher must complete assessments outlined by the Academic Deputy Head and should complete documentation and return to the HoD. It is the duty of the class teacher to report any concerns that arise from

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assessments they make to the Learning Support Staff / HoD / Academic Deputy Head / Headmaster, as appropriate.

Grades, reports and parent/teacher consultations schedules

Teachers continually assess pupils' performance through their observation of children on tasks set and through the work produced. In this grading system a number between 1 and 5 is awarded for academic achievement and is often an average score of the work that has been produced in class during the specified time period. The letters A to E are awarded for effort during the same time period, 'A' meaning an outstanding effort has been made and 'E' meaning much greater effort is required.

The processes of assessing pupils' progress and learning, and then feeding back to both the pupils and their parents lie at the very heart of what we do as a school. The same is true, of course, of the provision of high-quality teaching that maximises the opportunities for such learning and progress.

Following discussions with colleagues and the governors' Education and Pastoral Committee, the following adjustments to Years 3 to 8 are proposed from September 2016 with the aim of balancing high-quality and appropriate feedback to parents with a schedule that better promotes the time needed by staff to plan and deliver excellent lessons. The proposed schedule would also promote there being enough work covered between points of reporting to make the next set of Grades that much more meaningful.

The proposal is that – apart from for Year 8s – a full report would not be written in the same term as a year group's parent/teacher consultation. Grades, however, will in turn contain an obligatory short comment for each subject and a tutor comment at the bottom: thus the days of receiving simply a sheet with letters and numbers will be gone. Full reports would incorporate the term's second set of Grades, rather than them being issued separately a fortnight beforehand; but the full reports themselves would be received with a week of term to go, allowing for any follow-up parent/teacher communication before the holidays.

The proposal is best represented visually. Please see over:

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Proposed schedule for Grades, reports and parent/teacher consultations:-

Autumn term	Spring term	Summer term
	Year 6 P/T consultation	
	Year 5 P/T consultation	
Years 3 to 8: Grades issued at Half term	Years 3 to 8: Grades issued at Half term	Years 3 to 8: Grades issued at Half term
Half term	Half term	Half term
Year 8 P/T consultation	Year 3 P/T consultation	
Year 7 P/T consultation	Year 4 P/T consultation	
Years 3, 4, 5, 6 & 8: full reports Year 7: Grades all issued by end of penultimate week of term, leaving time for parent feedback.	Years 3 to 6: Grades Years 7 & 8: full reports all issued by end of penultimate week of term, leaving time for parent feedback.	Years 3 to 7: full reports Year 8: tutor and Head's report all issued at the end of the year.

It should be noted that, for parents unable to attend a parent/teacher consultation due to living so far from school as to make it impracticable, full reports would be provided in lieu at the next reporting point.

Exams schedule

From the same discussions noted above has stemmed consideration of the exams schedule also. As you will be aware, currently Years 3 to 7 all sit exams twice a year, and Year 8s three times (including Common Entrance) or four times (if they attempt an academic scholarship). Exams are, of course, only one part of an ongoing and continuous process of assessing pupils' learning. As a school that aims for Common Entrance or academic scholarship papers, it is vital pupils become familiar enough both with exams and with effective exam preparation ahead of the last two terms of Year 8 for them to perform to their very best come that time. The uncomfortable, yet undeniable truth, however, is that each set of internal exams accounts for more or less 3 weeks of teaching time with, broadly speaking, a week of revision, 3 or 4 days of exams, and a week of feedback on the papers.

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The proposal is, therefore, to strike a balance between appropriate preparation for the process of undertaking exams, keeping those of such an impressionable age positive and enthusiastic about their learning, and maximising the amount of teaching and learning time in the classroom. These are, of course, factors with which every other prep school contends and it is notable that our current exam schedule is a good deal heavier than most.

As such, the proposed schedule is:

Year 3 – no formal exams; assessment carried out through ongoing unit tests etc.

Year 4 – formally coordinated tests in the second half of the Summer term to assist the gentle streaming into Year 5.

Year 5 – exams in the second half of the Summer term.

Year 6 – exams in English, maths and science in the second half of the Spring term; exams in all subjects in the second half of the Summer term

Year 7 – exams in the second half of the Spring term; exams in the second half of the Summer term

Year 8 – exams in the second half of the Autumn term; exams in the second half of the Spring term. 'Exit' exams as appropriate in the course of the year.

Exam Details

Autumn Term

The children sit the NFER standardised maths tests (PiM) (Years 1 to 8), along with the NFER CAT tests (CAT4) (Years 4-8). Years 1, 2 & 3 will sit the NFER Progress in English tests (PiE). All these tests have proved exceptionally beneficial in determining potential weaknesses in teaching and learning and have helped us in the early identification of potential candidates requiring extra help. Conversely, they have also helped us to identify those children with exceptional talent!

Year group meetings are held in the weeks following the standardised testing to discuss individual pupils. These meetings will be attended by all relevant staff, i.e. Academic Deputy Head, Form Tutor/Teacher, Learning Support Co-ordinator and, preferably, the teachers of the core subjects. The minutes of these meetings will be recorded and e-mailed to all interested parties.

With the advent of 'Letters and Sounds', it has become important to have some form of assessing the children's progress in spelling and reading. As a result, children in Years 1 to 8 will sit the NFER Single Word Spelling Test, giving a standardised result – a spelling age. Further to this, children in Years 2-8 will sit

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the STAR Reading Assessment twice per term, designed to give an indication of reading ability, and more interestingly, a reading age. This is directly linked to the school's Accelerated Reader Programme.

No other formal exams will take place during this term, with the exception of Year 8, who will sit a full set (or as near to a full set as possible) of CE past papers.

Spring Term

These should be relevant to the Perrott Hill Curriculum (where applicable) and/or external exams due to be set by the children in that form, e.g. Common Entrance or Scholarship. They should also be relevant to material covered by that child in that term's work. Year 8 should be given a full set of CE past papers, and Year 7 should have as much exposure as deemed necessary to CE past papers or aspects of these papers.

During this term a small number of Year 8 pupils will be required to take awards to Senior Schools. This depends very much on which school they are being entered for, as dates will vary for different schools.

Children will also take another two Star Reading Assessments during the course of the term.

Summer Term

As above, except Year 8 will sit their CE exams to Senior Schools. There will also be a number of pupils sitting exams for awards to Senior Schools.

Children will also take another two Star Reading Assessments during the course of the term.

(c) External exams: Some children will sit Scholarship exams (whether all-rounder or academic) to Public Schools. **Regardless of the outcome of these scholarships, ALL children will sit Common Entrance exams in June** (except in exceptional circumstances, such as CE being too easy, in which case they will be set a Common Academic Scholarship Exam). Subject teachers are responsible for preparing children for these exams and alerting the Headmaster to any worries regarding those external exams.

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Timetabling, revision, invigilation, Learning Support provision

(a) Timetabling: This will be done by the Academic Deputy Head who will consult subject staff with regard to length of exam, how many papers, etc...

(b) Revision: Subject teachers should ensure adequate provision for revision: this will mean allowing time, teaching suitable strategies for revision and providing relevant material. Autumn and Spring internal exams are sat in the second week after Half Term. The week beforehand, immediately after Half Term, is explicitly intended to be used for revision in those subjects being examined. Subject teachers should ensure that this happens. Summer exams are sat in the week immediately following Half Term and subject teachers should ensure suitable revision is done before the break.

With all exams, Years 7 & 8 (as appropriate to the term) should be provided with revision material as required over Half Term. Years 4 to 6 (as appropriate to the term) should be informed of the topic areas and skills that will be covered by the exam (or test in Year 4), but not set prescribed revision work over Half Term.

(c) Invigilation: This will be done by all members of teaching staff.

(d) Learning Support: Individual subject teachers should liaise with the Learning Support Department regarding appropriate strategies.