

# Perrott Hill

## Assessment & Examination Policy



**The Board of Directors has charged the Proprietor with day-to-day responsibility for the governance of the School. Ultimate responsibility for the governance of the School rests individually and collectively with Board of Directors.**

**The Proprietor chairs a Board of Governors acting in an advisory capacity in support of good governance.**

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;

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- 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.

### **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 everyday learning outcomes within the planned curriculum. We teach learning objectives 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.

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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 formatively throughout the year and half termly summative assessments recorded. Children at the end of Reception are assessed against the 17 Early Learning Goals in the EYFSP.

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

- Exam results;
- Standardised Assessment Results;
- Senior School reports for Leavers going on to Senior School;
- Grades and Comments reports – compiled at half & end of term, depending on which year group it is relevant to. (All Full School Pupil reports and Grades & Comments are saved on school academic drive)
- Full School Pupil reports – these are compiled at the end of the year. (All reports and Grades & Comments are saved on school academic drive)

### Parent interviews & Reporting

Teachers will be available for informal meetings with parents to discuss their child's learning and progress during the year; when asked by the parent or school. At the beginning of the academic year parents will have the opportunity to attend a 'Parents' Information' meeting to be made aware of how the year is planned academically and key relevant information non-curricular based. There are also formal parent consultations for each year group twice a year. Parents have the opportunity to view their children's work during the 'Parents in School' afternoon during the Summer Term.

Parents receive written reports in the penultimate week at the end of the summer term, reviewed by the Form Tutor and the Headmaster.

### **Results of tests using published material**

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- CEM MidYIS standardised tests (Years 7 and 8)
- CEM InCAS standardised tests (Years 1 to 6)
- CEM BASE standardised tests at the beginning and end of the year (Reception)
- STAR Reading Assessment (Years 2 to 8)
- Common Entrance (CE) 13+
- Common Academic Scholarship Examination (CASE) (if appropriate)
- Senior School Entrance Examinations whether Entrance, All-rounder or Academic.
- Lucid Dyslexia Screener - where appropriate

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**

### Director of Studies

The Director of Studies 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 Director of Studies 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. HoDs and members of the SMT will also scrutinize pupils' work during the Lesson Observation program.

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

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date and relevant.

The Director of Studies 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.

### 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 objectives / 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.

All Heads of Department will report to the Headmaster and Director of Studies 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 Director of Studies 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.

### 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. It is the duty of the class teacher to report any concerns that arise

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from assessments they make to the Learning Support Staff / HoD / Director of Studies / 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.

A full report will be written at the end of the academic year. This report is not only a comment on the Summer Term's work, but also a celebration and reflection on the year's work and how the child has progress during said year. 'Grades & Comment', however, will in turn contain an obligatory short comment for each subject and a tutor comment at the bottom.

The schedule is best represented visually.

Schedule for Grades, reports and parent/teacher consultations: -

Autumn term	Spring term	Summer term
Parent-Teacher consultations for Years 3-5 (weeks 4-6)	Parent-Teacher consultations for Years 3-5 (weeks 4-5)	
Years 6 to 8: Grades issued at Half term	Years 6 to 8: Grades issued at Half term	
Half term	Half term	Half term
Parent-Teacher consultations for Years 6-8 (weeks 10-12)	Parent-Teacher consultations for Years 6-8 (weeks 8-10)	Full School reports for all pupils.
Years 3 to 5: Grades issued at end of term	Years 3 to 5: Grades issued at end of term	

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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, tutors will gather comments from all academic teachers, which will then be passed on to the parents.

### Exams schedule

We aim 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.

The schedule for exams is:

Year 6 – exams in English, maths and science 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 CEM BASE (Reception), InCAS (Years 1 to 6) and MidYIS (Years 7 and 8) assessments. 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. Director of Studies, Form Tutor/Teacher, Learning Support Co-ordinator and, preferably, the teachers of the core subjects. The minutes of these meetings will be recorded and made available to all interested parties.

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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. Children in Years 2-8 will sit the STAR Reading Assessment three times per year, 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. The STAR assessment takes place at the beginning of each term.

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.

### 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.

(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.

### **Timetabling, revision, invigilation, Learning Support provision**

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



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(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 first week after Half Term. The week beforehand 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 6 (as appropriate to the term) should be informed of the topic areas and skills that will be covered by the exam 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.