



Glendower Preparatory School

# Assessment, Recording and Reporting of Pupil Performance Policy

2021-2023

Reviewed: February 2021

Next Review: February 2023

# **ASSESSMENT, RECORDING AND REPORTING OF PUPIL PERFORMANCE**

**Reviewed by: Laura Rodgers (Deputy Head Academic) February 2021**

**In discussion with: SLT, Teaching Staff**

**To be reviewed in: February 2023 when a further review will be carried out by the Education Committee.**

**Approved and ratified by the Governors after being supplied with the school's curriculum policies and procedures and reviewing the efficiency with which the related duties have been discharged.**

**This policy also provides for those children in the EYFS.**

**This policy should be read in conjunction with the school's following policies:**

**SENDA Policy  
Staff Handbook  
Subject Curriculum Policies  
A, G&T 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

## **ASSESSMENT**

Assessment is an essential part of the teaching process. Regular assessments are made of pupils' work to establish a level of attainment and to inform future planning. Teachers use assessment information to track the progress of individual pupils and Heads of department use it to monitor how effective the teaching and the curriculum is.

Assessment involves both formative and summative assessment.

### **Formative Assessment - is ongoing**

- informs planning
- is shared with the child
- is specific to the child
- includes: discussions with pupils about their work, observation of pupils' working, questioning pupils, marking and/or commenting on pupils' work.

The girls at Glendower receive regular feedback on their work across all subjects. The purpose of this feedback is:

- To ensure progression of learning
- To identify knowledge, skills and level of understanding
- To enable reflection and encourage self-understanding
- To individualise targets
- To inform and evidence teaching and planning

We use marking and feedback sessions as a teaching tool to inform the girls of their performance and the next steps in their learning. It is timely and specific, it focuses on improvement as well as correction and it relates to the current piece of work with an expectation to edit and improve. We encourage the girls to take responsibility for their own learning and to explain how they think work can be improved. ICT also plays an important role in feedback and assessment at Glendower. An annex is included from the period of remote learning and how we will further use ICT in our assessments going forward. (Feb '21).

**Summative Assessment - is a snapshot of the child's attainment**

- involves tests and exams (internal and external)
- is used for reporting and recording
- places the child in comparison with peers

Ongoing assessment is worthwhile only if there is constant feedback to the child, which adds to the learning experience and is part of it.

Assessment strategies must be manageable.

In line with assessment for learning strategies, pupils should be encouraged to develop peer and self-assessment skills. Assessment is an integral part of teaching and learning and is a continuous process. It may consist of verbal comments, written feedback, short tests, internal examinations/assessments (in the Upper School), leading to external examinations to gain entry to future schools. External assessments, such as CAT4 and GL Progress tests, are also used at various stages throughout a child's time at Glendower to give standardised scores and an indication of their progress relative to their age.

Examples:

|         |   |
|---------|---|
| English | Spelling tests (differentiated)<br>Ninja points system to encourage use of interesting vocabulary<br>Use of teacher assessment tool on Doodle English<br>Atom Learning for summative assessments and tracking<br>Peer and self-assessment grids for writing tasks<br>Target grids in US (Traffic light system)<br>Work assessed using colour system (tickled pink and green for growth) in LS |
| Maths   | Times tables tests (stars) (differentiated)<br>Mental arithmetic tests, Ninja Skills Booklets<br>Use of teacher assessment tool on Doodle maths and Atom Learning<br>Traffic light system at the end of each lesson<br>Schofield and Sims – levelling papers  |

**Self and peer assessment**

Self and peer assessment strategies are used throughout the school. This takes various formats. In English, this could be a tick box sheet where the girls have decided on the criteria for a successful chronological report. In PE it could be a discussion based around video evidence of an individual's work. We give girls an opportunity during lesson time to engage with feedback and respond to it. In November and June, all girls complete an electronic self-assessment form which becomes part of their end of term report. This encourages them to reflect and plan their next steps.

### Target Setting

Personal, individual targets emerge from marking and can run in tandem with the class or group learning intention. Target setting is an integral part of the learning process and staff regularly review where the girls are in all subjects. In the Upper School we use target grids and a traffic light system. In Lower school, the girls know what they need to do to improve through the use of 'tickled pink and green for growth'. Targets for English and maths are based on the Hamilton trust.

These targets are:

- specific
- measurable
- achievable
- realistic (set only one or two at a time)
- recorded for easy reference while the child is working
- recognised and marked as achieved when they are

### Benchmarking

A common understanding and agreement of standards must exist in order for assessment to be effective over time. This is achieved by work scrutiny and book monitoring. The teachers discuss samples of work, relating them to our own syllabus, National and Glendower's age related expectations, knowledge of senior school entrance exam requirements, etc. and agree on examples which set the benchmark for each year group.

### ASSESSMENT AT GLENDOWER

| Nursery   | Reception   | Y1   | Y2   |
|---|---|--|--|
| BASE (CEM Assessment)   | BASE (GL Assessment)  | NGST<br>NGRT<br>PTM  | NGST<br>NGRT<br>PTM  |
| Y3  | Y4  | Y5   | Y6   |
| NGST<br>NGRT<br>PTM<br>PTS<br>CAT 4<br>Autumn Exams (Core Subjects based on ISEB)<br>Summer Exams (Core Subjects based on ISEB) | NGST<br>NGRT<br>PTM<br>PTS<br>CAT 4<br>Autumn Exams (Core Subjects based on ISEB)<br>Summer Exams (Core Subjects based on ISEB) | NGST<br>NGRT<br>PTM<br>PTS<br>CAT 4<br>Autumn Exams (Core Subjects based on ISEB)<br>Summer Exams (Core Subjects based on ISEB)<br>Mandarin ISEB Level 1 | CAT 4<br>Autumn Exams (Core Subjects - latest ISEB papers)<br>11+/Common Entrance & Scholarships |

All standardised assessments are completed on computers or iPads.

## **PUPIL PROGRESS PERFORMANCE TRACKING**

Results of all pupil assessments in the Upper School and Lower School are kept on Engage and teachers use these to inform future planning.

The head of assessment reviews the data after each assessment point in the Upper School using the CAT scores to ensure that ability and attainment correlate correctly. The combination reports from GL assessment provide further opportunity for us to ensure all girls are on track. At the end of each exam period, meetings are held with the core subject co-ordinators and subject teachers to review results and identify those girls who may be in need of additional support or whose results are not in line with expectations. The A,G&T register is then updated accordingly. Working closely with the SENDCo, an appropriate level of intervention will be put in place which may include additional booster sessions for literacy/numeracy and/or working with TAs/the SENDCo individually or in small groups. The Education Committee reviews the assessment results annually.

### **RECORDING**

- Staff members keep a record of teacher-assessed progress, marks and grades awarded to pupils throughout the year.
- Formal assessment marks and grades will be stored electronically on our central database to enable retrieval and analysis.

### **REPORTING**

- Subject Leaders will ensure that pupils' progress is tracked, monitored and evaluated from year to year in their subject.
- Parents are supplied with a written report on their child's progress in core subjects in the autumn term and individual subjects at the end of the summer term.
- Parents will be invited to a minimum of three parents' evenings during the year to discuss their daughter's progress with the staff who teach her.

### **Remote Learning Assessment, Recording and Reporting (March 2020-March 2021)**

- During the period of remote learning, all parents evenings took place via SchoolCloud- an online platform designed for schools and parents to safely and securely book and attend video appointments with the relevant staff.
- During remote learning, assessment and recording of classwork took place on Microsoft Teams. In the LS, teachers also used Seesaw where children could submit their work and teachers would feedback and mark accordingly. In Year 5, ISEB mock tests were conducted online in accordance with 11+ preparations.
- The online platforms of Teams, Seesaw, Atom Learning and Doodle were used frequently to ensure the progress of all girls was tracked and monitored accordingly. Weekly staff and departmental meetings were held on Teams to discuss girls and their progress. Booster sessions remained in place throughout both periods of national lockdown and took place online.

**This policy will next be reviewed in February 2022.**