



Ashford School and Ashford Friars Preparatory School Ashford School Assessment Policy

This policy reflects the aims, principles and strategies for Assessment at Ashford Friars Preparatory School. It is intended that this policy should be read in conjunction with the Teaching and Learning Policy and Subject policies, as Assessment is essential to and an integral part of effective teaching and learning.

The implementation of this policy is the responsibility of the teaching staff and the Senior Leadership Team, supported by the Learning Support team and reinforced by the parents.

Analysis of assessment will be carried out by teachers, co-ordinators. T&L teams and the SLT and any implications relating to issues for the whole school will be considered for inclusion in the school Improvement Plan

Background

Assessment lies at the heart of teaching and learning:

- It should be developmental and central to the planning of the curriculum and schemes of work
- It should assist the student in the learning process, aid the evaluation of the teaching programme and provide information about a pupil's progress
- It should enable the positive achievements of each pupil to be recognized and acknowledged
- It should identify areas of weakness where specific supportive measures are needed

Underlying Principles

- Clarity about what children should learn
- Clarity about the purposes of assessment and a sound understanding of assessment criteria
- Careful planning of lessons and effective classroom practice
- The involvement of pupils in setting their learning targets and assessing their progress towards them. Pupils should be clear about expectations and understand the criteria against which their work is assessed
- The use of a range of assessment techniques
- High expectations and encouragement of pupils
- Assessment should arise from the learning which has taken place and inform subsequent planning and teaching

The Purposes of Assessment

- To monitor the effectiveness of teaching and schemes of work
- To build up a profile of student achievement
- To recognize and highlight achievement
- To motivate pupils, providing positive encouragement
- To aid improvement in performance

- To diagnose difficulties, providing information about areas needing reinforcement or the need for additional support
- To know where each child is in his/her development
- To know where each child needs to go next
- To identify children who are very able and need extending and in which areas
- To assess whether the planning, resources and learning objectives are appropriate
- To assess how children are applying their skills, knowledge and understanding across the curriculum
- To monitor whether all children are making expected progress
- To monitor whether the children's attainment is inline with National expectation
- To evaluate their own teaching and effectiveness
- To report progress to parents

Currently the four key aspects of assessment are categorized as formative, diagnostic, summative and evaluative.

Appendix

Senior School Procedures

Policy into Practice

The Pupil

- The pupil is at the centre of assessment. Each pupil can expect to share in and take responsibility for his/her own learning and should understand how work is assessed.
- Pupils can expect to have a variety of achievements recognized and celebrated
- Pupils should review their progress formally and informally on a regular basis with their tutor, developing personal targets
- Pupils and their parents will receive a progress report four times a year

The Subject Teacher (under the direction of the Head of Department)

- All subject staff should ensure that assessment is an integral part of the teaching and learning process
- That what is to be learned and assessed is shared with pupils
- That a variety of assessment techniques is used
- The Head of Department should ensure that his/her department follow school assessment procedures, including the recording of pupils' marks within the school monitoring pupil progress system and the school reporting system
- The Head of Department should develop appropriate departmental assessment policies and procedures which are in line with school practice and include appropriate standardisation procedures within the department

The Tutor (under the direction of the Head of House)

- The tutor should take an active overview of pupil progress
- Should conduct regular reviews following each reporting period
- Should conduct ongoing monitoring of subject specific concerns of Tutees as raised by their teachers
- Help pupils develop strategies for improvement and targets
- Act as the key member of staff for parental concern about progress

The Director of Sixth Form and Director of the Upper School

- Should ensure consistency of approaches across the Houses

Principles of Assessment and Marking Agreed with Staff November/December 2007

Substantive pieces of work should normally receive:

- A summative comment/mark
- A positive comment on what was done well
- A developmental target/next step
- Pupils must understand a teacher's mark/assessments and what they should do to improve

Examples of good practice include:

- Peer assessment
- Guidelines which explain marks in books and files

Minimum School Guidelines on Written Work

- Work should be dated
- It should be in blue or black
- There should be evidence of pride in handwriting and the general presentation of work
- Common notations should be used to indicate errors

There is no expectation that all departments will mark every error of spelling, punctuation and grammar, but there should be a departmental approach, for example, correcting the spelling of key subject vocabulary; the identification of appropriate categories of error e.g. use of capital letters.

Appendix

Principles of Assessment and Marking Agreed with Staff November/December 2007

Substantive pieces of work should normally receive:

- A summative comment / mark
- A positive comment on what was done well
- A development target / next step

Pupils must understand a teacher's marks/assessments and be involved in the process of assessing their work.

Marking may be done at the end of a topic rather than as each piece of work is produced, as the teacher sees fit.

Examples of good practice include:

- Peer assessment
- Tables which explain marks in books and files
- English and other departments' policies
- History and other departments' grading sheets

Minimum School Guidelines on Written Work

- Work should be dated
- It should be in blue or black
- There should be evidence of pride in handwriting and the general presentation of work
- Common notations should be used to indicate errors.

Notations to indicate errors

There is no need to be prescriptive across departments, but it is important that pupils understand staff notations.

- Sp / S for spelling
- P for punctuation / circling of errors
- G / gm for grammar errors
- Wavy lines typically indicate something 'not quite right'; underlining something 'wrong'.

Ashford Friars Prep School Procedures

Aims

The aim of assessment is to provide information for a range of audiences and purposes. At Ashford Friars Preparatory School both Formative and Summative assessment is used effectively to:

- Continually assess and track children's academic and social progress and achievement
- Gather information that will improve the effectiveness of Teaching and Learning throughout the school and be central to classroom practice
- Gather information about the attainment of individuals, groups and cohorts against National Standards
- Gather information that will inform the school's strategic planning

The Purpose of Assessment

For teachers:

- To know where each child is in his/her development
- To know where each child needs to go next
- To identify which children need extra help and in which areas
- To identify children who are very able and need extending and in which areas
- To assess whether the class has learned what was planned
- To assess whether the planning, resources and learning objectives are appropriate
- To assess how children are applying their skills, knowledge and understanding across the curriculum
- To monitor whether all children are making expected progress
- To monitor whether the children's attainment is inline with National expectation
- To evaluate their own teaching and effectiveness

For Head teachers/SLT/Subject Leaders:

- To know if the children are making progress
- To identify if there are any major weaknesses or problems
- To assess if the children's progress is consistent across year groups/between classes
- To determine if progress is in line with school targets
- To evaluate how the school compares with National Standards
- To identify any aspects of the curriculum or the teaching that needs to be improved
- To identify the strengths of the school

For children:

- To understand their own strengths and weaknesses
- To feel valued and understood
- To know how to improve and who to go to for help
- To celebrate their successes and talents
- To develop self confidence and self esteem
- To help them to set personal targets and be involved in their learning

For parents/carers:

- To know their child's strengths
- To inspire confidence that their child's individual needs are being met
- To know if their child is making good progress

- ❑ To be informed of any problems
- ❑ To understand their child's next steps targets
- ❑ To understand how they can support their child's learning at home

Types of assessment

Formative assessment – continuous process involving all aspects of teacher-pupil interaction, including discussion, oral and written feedback that enables each child to progress on to the next step in their learning and development. Target Tracker is used to monitor pupil progress and set next steps targets.

Diagnostic assessment – finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired, therefore preventing a child from making the expected progress.

Summative assessment – tests that give a measurable score - systematic recording of data that gives a summary of pupil attainment at a given point in time and an essential measure of progress over time. These include, PIPs, Foundation Stage Profile, End of unit tests, standardised tests, SATs etc.

Evaluative assessment – assessment that informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and curriculum on pupil achievement.

Strategies for Assessment for Learning

Assessment for Learning is a continuous process that may be done in any of the following ways:

- ❑ Daily oral feedback and discussion with children about their work and performance
- ❑ Written comments and guidance when work is marked
- ❑ Annotated work sheets/.workbooks indicating the level of support given or the extension activity given for that piece of work
- ❑ Target boards/achievement charts on the wall in the classroom
- ❑ Sharing the learning objective and success criteria for lessons and reviewing these at the end of the lesson so that children can self assess
- ❑ Traffic lights that require young children to self assess both their understanding and their achievement. Older children are given opportunities to articulate their success against the learning objective
- ❑ Individual pupil target setting that is shared with the child and the parents so that they know how to improve their performance
- ❑ Opportunities for reflection at different points throughout a lesson, where children can evaluate and improve their own work and giving opportunities for peer assessment
- ❑ Providing a supportive atmosphere that allows children to make and learn from their mistakes where the emphasis is on analysis and discussion of the learning process
- ❑ Effective differentiation that is planned and evaluated
- ❑ Weekly/ half termly summative assessments e.g. spelling tests/table tests/end of unit tests etc shared with children and parents and used to inform future planning
- ❑ Regular discussions between colleagues, support staff about individual children
- ❑ Continuous monitoring and tracking of pupils performance using Target Tracker
- ❑ Effort Grades that are shared with parents
- ❑ Analysis of data e.g. SATs, GL assessments to assess overall pupil performance against National standards

Table of Summative Assessment

	Autumn Term	Spring Term	Summer Term
Nursery	<ul style="list-style-type: none"> Ongoing EYFS Pupil Profiles 		
Reception	<ul style="list-style-type: none"> PIPs Baseline Levelled piece of writing 	<ul style="list-style-type: none"> Levelled piece of writing 	<ul style="list-style-type: none"> PIPs follow up Early Years Foundation Stage Profile Levelled piece of writing
	<ul style="list-style-type: none"> Ongoing EYFS Pupil Profiles 		
Year 1	<ul style="list-style-type: none"> Levelled piece of writing Dennis Young Spelling Test 	<ul style="list-style-type: none"> Levelled piece of writing Dennis Young Spelling Test 	<ul style="list-style-type: none"> Levelled piece of writing Dennis Young Spelling Test Progress in English 6(booklet) Progress in Maths 6 (booklet) Read Now GL test (booklet)
	<ul style="list-style-type: none"> NC levelling in Maths, English and Science using Target Tracker 		
Year 2	<ul style="list-style-type: none"> Levelled piece of writing Online Suffolk Reading Test 1(Before half term) Online Single word spelling 6(Before half term) 	<ul style="list-style-type: none"> Levelled piece of writing Online Progress in Maths 7 (Before half term) Online Suffolk Reading Test 1(Before half term) Online Single word spelling 6(Before half term) 	<ul style="list-style-type: none"> Levelled piece of writing Key Stage 1 SATs Suffolk Reading Test 1 Online Single word spelling 6 Online Progress in English 7
	<ul style="list-style-type: none"> NC levelling in Maths, English and Science using Target Tracker 		
Year 3	<ul style="list-style-type: none"> Reading Test Spelling Test 	<ul style="list-style-type: none"> Progress in Maths 	<ul style="list-style-type: none"> Progress in English CATs
Year 4	<ul style="list-style-type: none"> Reading Test Spelling Test 	<ul style="list-style-type: none"> Progress in Maths 	<ul style="list-style-type: none"> Progress in English

Year 5	<ul style="list-style-type: none"> • Reading Test • Spelling Test 	<ul style="list-style-type: none"> • Progress in Maths • CATs 	<ul style="list-style-type: none"> • Progress in English
Year 6	<ul style="list-style-type: none"> • Reading Test • Spelling Test 	<ul style="list-style-type: none"> • Progress in Maths 	<ul style="list-style-type: none"> • Progress in English • KS2 SATs

In addition to the above, ongoing assessments take place throughout the year in each specific subject, either at the end of a topic/unit or half-termly/termly. These specific assessments are set out in more detail in each respective subject's medium term plans.

Taster Day

Parents who are thinking of placing their child in the school will be invited to a Taster Day. The day will be for the pupil to experience school life as well as for the school to gather information on the pupil. More specific testing will take place once the pupil has started. If they go into Year 4, 5 or 6 the testing will be to determine which Maths or English set to place them in.

Scholarships

Entry into Year 5 SCHOLARSHIP

Internal and external candidates are invited to sit scholarships whilst in Year 4.

The scholarship day takes place in February of each year and is administered during the school day.

Scholarships on offer include:

- Academic
- All Rounder
- Music

The day is structured around full and varied assessments, while placing an emphasis on enjoyment. Assessments will include some of the following:

- NFER Maths Assessment
- NFER NVR
- NFER VR
- Creative Writing
- General Knowledge
- Drama
- PE/Games
- Art
- Leadership
- Interview

The Head and Deputy Head are responsible for moderating the results and awarding of scholarships. These are subject to terms and conditions and run for the duration of the recipient's time at the Prep School.

Recording

Recording takes place over the short, medium and long term. Information is gathered by assessing progress by observation and the marking of ongoing work/projects as well as assessments and

exams. Each pupil has a profile on Target Tracker and this is updated continuously as the pupil progresses through the school.

Reporting

Parents are kept regularly informed about their child through:

- Informal meetings with teachers
- Half termly effort grades in the Prep school
- Termly written reports
- Parent consultation evenings held in the Autumn and Spring Terms

Parents are given information about their child's progress and achievement and they are given guidance on next steps targets.

At the end of Year 2 and Year 6 parents are given their child's SATs results which will show their attainment against National standards.

IEPs for children with AEN are shared and reviewed with parents regularly by the Learning Support Co-ordinator.

Progress in Individual private music lesson is also reported to parents.

Equal Opportunities

Assessments will be used to monitor the progress, achievement and attainment of all children regardless of gender, culture, race or ability. Information gathered will be used to compare pupil performance between these different groups to ensure equal opportunities.

Monitoring and Evaluation

The Head teacher/SLT/Subject Leaders and class teachers will all monitor and review the effectiveness of all assessments and feedback.

The Head teacher, SLT and Head of Learning Support will ensure that this policy is implemented consistently throughout the school through discussion with teachers, pupils and parents, and by sampling children's records and reports and sampling teachers planning and evaluations. They will also review this policy to ensure it remains manageable, meaningful and effective.

Learning Support and AEN

It is through regular and ongoing summative and formative assessment that children who do not perform as well as expected are identified as needing further assessment.

Teachers with concerns will share these with the Head of Learning Support. Meanwhile the Head of Learning Support will be observing children within the classroom and monitoring assessment data. These concerns are shared with the parents.

Further provision for additional work will be provided as well as the opportunity for further assessment when the child:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has an identified and significant discrepancy between his or her ability and attainment.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age

The Head of Learning Support can undertake further assessment to create an individual profile of strengths and weakness by assessing ability, attainment and skills using a range of ability, attainment and diagnostic tests.

(See the Learning Support and Additional Educational Needs Policy for further information)

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December 2010	CA	

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November 2010	LGB	November 2011