ASSESSMENT, RECORDING AND REPORTING 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 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.

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 Prep/Middle/Upper School), leading to external examinations to gain entry to future schools. External assessments, such as CAT and Progress tests, are also used at various stages throughout a child's time at Thomas's to give standardised scores and an indication of their progress relative to their age

Each individual school has its own system of assessment procedures and marking codes. However, the following guidelines are common to all:

Marking
Marking must:
- reflect the learning intention of the task in order to give relevant feedback to the child
- use a universal coding system which is understood and adhered to by all members of staff and is shared with the child
- include constructive comments advising the child on what they have done well and the next step towards improvement
- normally **not** include marks or grades. Where marks or grades are used, their meaning and the criteria by which they are awarded should be clearly explained to the pupils
- encourage reading over time so children can assimilate the feedback
- include oral feedback – noted on the work e.g. "discussed – handwriting, keep on line & punctuation, use of comma in lists".
- inform the teacher to aid future planning

Target Setting
Personal, individual child's targets emerge from marking and can run in tandem with the class or group learning intention.

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:

- MODERATING SESSIONS – teachers discuss samples of work, relating them to our own curriculum, National and Thomas's age related expectations (ARE), knowledge of senior school entrance exam requirements, etc. and agree on examples which set the benchmark for each year group
- DEPARTMENT PORTFOLIO – annotated work, drawn from agreement trialling meetings, demonstrating above average, average and below average in different aspects of the subject in each year group.

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 or review on their child's progress in individual subjects at least twice during the school year.
- Parents will be invited to at least one parents' evening during the year to discuss their child's progress with the staff who teach him/her.

See also: Curriculum Policy, Early Years Policy, EAL Policy Marking and Feedback Policy, Most Able Policy, SEND Policy, Tutoring Policy

This policy will be reviewed annually			
Created: December 2008	By:	Jill Kelham, Vice Principal	
Latest Review: September 2020	By:	Joanna Copland, Vice Principal, Deputy Heads – Academic	No changes
Next Review: September 2021	By:	Joanna Copland, Vice Principal	