



ASSESSMENT, RECORDING AND REPORTING POLICY

This policy will be reviewed annually or in response to changes in legislation		
Created	December 2008	Vice Principal
Last Review	September 2023	School Academic Leads
Approved	September 2023	Education Board

This Policy applies to all year groups at Thomas's Schools, including the EYFS.

Thomas's London Day Schools operates as a united group of schools with a similar ethos and values and as such is referred to as a singular body. However in some areas, it is appropriate for each school to adopt discrete procedures, acknowledging the individual identity of each school and its specific personnel and systems. These supplementary procedures can be found by clicking the name of the relevant school below the contents list of this Policy.

This policy should be read in conjunction with Thomas's Curriculum, Teaching and Learning Policy, Early Years' Policy, EAL Policy, More Able Policy, SEND Policy, Tutoring Policy, Battersea Senior School Exam Policy.

SCHOOL SUPPLEMENTS

[Thomas's Battersea Assessment, Recording and Reporting Policy Supplement](#)

[Thomas's Clapham Assessment, Recording and Reporting Policy Supplement](#)

[Thomas's Fulham Assessment, Recording and Reporting Policy Supplement](#)

[Thomas's Kensington Assessment, Recording and Reporting Policy Supplement](#)

[Thomas's Putney Vale Assessment, Recording and Reporting Policy Supplement](#)

1. INTRODUCTION

Assessment is an integral and vital part of teaching and learning as it informs planning and individual next steps. Assessment for learning strategies are embedded in our practice. Regular summative assessments are carried out to establish levels of attainment, which also informs future planning.

Teachers use assessment information to track progress of individuals and groups of pupils and middle and senior leaders use it to monitor outcomes and the implementation and impact of the curriculum.

Regular feedback is given to pupils about their learning, which helps them to understand how to be successful, recognise what they have achieved and know what they need to do to improve further.

Reporting to parents in meetings and written reports gives clear, accurate and measurable information on children's progress.

2. AIMS

- To provide clear guidelines on the school's approach to formative and summative assessment.
- To monitor and evaluate the progress that pupils make in all areas of learning.
- To guide future planning, teaching and curriculum development .
- To provide information for target setting for individuals and groups and to enable planning of interventions.
- To encourage pupils to adopt a responsible approach to their learning.
- To provide a consistent and coherent approach to recording summative and standardised assessment outcomes and reporting to parents.
- To provide pupils and parents with necessary information about outcomes and progress.

3. ROLES AND RESPONSIBILITIES

3.1 The Head

- To ensure the policy is adhered to.
- To report to the principals on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

3.2 The Assessment / Academic Lead / Year / Subject Leads

- To monitor and analyse pupil progress and attainment in all areas of the curriculum and for all pupils and specific groups.
- To prioritise key actions to address areas for improvement.

3.3 Teachers

- To follow the assessment, recording and reporting procedures outlined in this policy.

4. ASSESSMENT PROCEDURES

Assessment is an essential part of teaching and learning and is a continuous process. It may consist of verbal comments, written feedback, short tests, internal examinations/assessments leading to external examinations to gain entry to future schools or public examinations. Externally sourced 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.

4.1 Formative Assessment

Formative Assessment is ongoing

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

- It enables teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- It enables pupils to measure their knowledge and understanding against learning objectives and identify areas in which they need to improve.
- It enables parents to gain a broad picture of where their child's strengths and areas for development lie, and what they need to do to improve.

4.2 *Summative assessment*

Summative assessment is a snapshot of the child's attainment

- It involves tests and exams (internal and external) including nationally standardised tests
- It is used for planning, reporting and recording.
- It can be used to place the child in comparison with peers.
- It enables school leaders to monitor the performance of pupil cohorts, identify where interventions may be required and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- It enables teachers to evaluate learning at the end of a unit or period of time and the impact of their own teaching.
- It enables pupils to understand how well they have learned and understood a topic, skill or course of work taught over a period of time.
- It enables parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

4.3 *Assessment for Learning*

In line with Assessment for Learning guidance, pupils are encouraged to develop peer and self-assessment skills. Teachers adopt the following strategies as part of formative assessment:

- Differentiated planning and practice with links to prior learning.
- Well understood limited learning intentions.
- Effective teacher questioning.
- Regular and planned opportunities for speaking and listening including peer mentors.
- Peer and self-assessment.
- Individual target setting.
- Developmental marking linked to target setting.
- Plenary used as an assessment opportunity.
- Digital Strategies such as:
 - mind maps;
 - quizzes;
 - digital storytelling.

4.4 *Benchmarking*

A common understanding and agreement of standards must exist in order for assessment to be effective over time. This is achieved by procedures such as moderation sessions where teachers discuss samples of work, relating them to our own curriculum, National and Thomas's age related expectations (ARE) (please note

language related expectations are in line with experience as opposed to age), knowledge of senior school entrance exam requirements, exam board specifications and mark schemes etc. and agree on examples which set the benchmark for each year group.

4.5 EYFS

In the Early Years progress is informed by day-to-day observations made by the child's teachers and recorded as an online Learning Journey. In the summer term of Reception, the EYFS profile is completed for each child. Each child's level of development is assessed against the Early Learning Goals and development matters statements with practitioners stating whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

4.6 Inclusion

The principles of this Assessment Policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

5. 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 systems to enable retrieval and analysis.

6. REPORTING

- Subject Leaders will ensure that pupils' progress is tracked, monitored and evaluated from year to year in their subject.
- In Battersea Senior School, Year Leaders will monitor individual pupils across all subjects.
- Parents are provided with both a report card and full written report or review on their child's progress in individual subjects 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 the specific School Supplements for details.

7. LEGISLATION AND GUIDANCE

This Policy bears due regard to the following statutory guidance and other advice.

DfE 'Statutory Framework for the Early Years' Foundation Stage' (September 2021)

DfE The Education Act (2011)

'The Education (Pupil Information) (England) Regulations Schedule' (2005)