



GREAT WALSTEAD  
SCHOOL

## Assessment, Recording & Reporting Policy

|                            |                     |
|----------------------------|---------------------|
| Last Revision Date         | September 2017      |
| This policy is Reviewed by | Director of Studies |
| Group                      | Academic            |
| ISI Reference              |                     |
| Next Review Date           | September 2019      |

Tick which category this document refers to:

|  |  |
|--|--|
| ISI requirement to be made available               |  |
| ISI requirement to be on website                   |  |
| Internal staff only                                |  |
| Internal students only                             |  |
| Internal staff and students                        |  |
| Statutory requirement to have on website (non ISI) |  |



## **PURPOSES OF ASSESSMENT**

Assessment is seen as an integral part of the teaching and learning process at Great Walstead School. While it takes place in numerous different ways it has one major purpose:

### **To encourage, enhance and support children's learning.**

More detailed purposes of assessment at Great Walstead School include:

- Allowing teachers to reflect upon and develop their own practice.
- Guiding planning and differentiation for year groups, classes, groups and individuals.
- Offering clear evidence of the progress that is being made.
- Informing teachers of areas of strength for further development.
- Highlighting areas of weakness and concern.
- Setting learning targets and objectives for individual children.
- Building a resource of children's strengths and weaknesses for communication to:
  - a) the children;
  - b) other teachers;
  - c) support staff (including Learning Development Department);
  - d) parents;
  - e) future schools;
- Acting as a motivational tool in preparation and practice for future examinations.

When carrying out assessments at Great Walstead School, it is seen as critical that the exact purpose of the assessment is considered in order to ensure that the most appropriate method of assessment is adopted.

It is felt that too much assessment can prove to be unproductive for both teachers and children, while the need to monitor and record children's progress must be appropriately observed.

## **DIFFERENTIATION**

Differentiation is used at Great Walstead School to ensure the best possible access to the curriculum for all children. It takes place in numerous different ways:

- Focused and varied questions are targeted at individual children;
- The resources available to assist children's learning may vary (e.g. key-word lists and differentiated work sheets);
- Support staff may be adopted to help individuals and groups access the learning;



- Different outcomes to similar tasks are expected and accepted;
- Varying key targets may be set for particular tasks;
- A variation of learning opportunities are made available to take account of children's different learning styles (auditory, visual, kinaesthetic);
- Children are given the opportunities to work individually, in groups and as a whole class;
- Different tasks may be set for different children;
- Individual programmes of work may be adopted to support ongoing learning;
- Some subjects are taught in sets;

It is an unmanageable prospect to expect all teachers to adopt all of the above strategies for all children at all times, but it is expected that these strategies are used as appropriate to enhance the learning experience of all children at Great Walstead School.

## **METHODS OF ASSESSMENT**

Assessment at Great Walstead School is carried out in a number of different ways, depending on the purpose of the assessment and the information that is being sought.

Teachers at Great Walstead School assess through:

- observations;
- questions;
- discussions;
- collection of hard evidence – children's work; tests; specific tasks.

The methods of assessment used are:

- Self-assessment – for children to evaluate their own understanding and progress.
- Peer-assessment – giving pupils the opportunity to assess and learn from each other's work.
- Formative assessment – in which teachers assess ongoing levels of attainment, giving feedback & encouragement.
- Diagnostic assessment – using GL Assessments online standardised tests.
- Summative assessment – to develop evidence and reports on pupil's attainment at given stages of their schooling.

## **SELF-ASSESSMENT**

Children at Great Walstead School are given opportunities to be involved with their own self-assessment. They are encouraged to evaluate their own work and achievements and, where possible, set their own targets with direction and support from their teachers.



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Self assessment takes place in numerous ways. Some examples include:

- Marking a level of perceived understanding at the end of a piece of work.
- Adding comments or questions for teachers at the end of a task.
- Completing evaluation sheets at the end of terms/units of work.
- Evaluating previous targets and deciding upon new personal targets.

### **PEER ASSESSMENT**

Marking/assessing each other's work based on set criteria. This allows pupils to learn from each other.

### **FORMATIVE ASSESSMENT**

All teachers at Great Walstead School assess children in their class on a regular basis in order to monitor their understanding and plan for the next stage in each child's learning. This form of assessment helps teachers to develop a clear picture of progress, while providing motivation for the children and informing subsequent planning.

Formative assessment takes place through:

- the ongoing reading and marking of children's work;
- using observation/marking of pupils' books to provide whole-class feedback and adapt teaching as required.
- observations of children's working practice in individual and group tasks;
- discussions with and questioning of children relating to their work.

### **DIAGNOSTIC ASSESSMENT**

All children at Great Walstead take an age appropriate computer adaptive on-line assessment using software from CEM at Durham University as follows:

Years 1-6: INCAS

Years 7-8: MidYIS.

Years 4 – 6: VR and NVR (GL Assessments)

These assessments help to identify the strengths and weaknesses of individual children, in order to evaluate levels of teaching and learning, while informing future planning, programmes of work and support or extension initiatives.

### **SUMMATIVE ASSESSMENT**



Summative assessments are used at Great Walstead School to help to give information about what individual children, and groups of children, can do at particular times throughout the school year.

While the results of summative assessments will not always impact directly upon immediate planning, the results and details of summative assessments form evidence to inform future decisions regarding the teaching and learning provided for individuals and groups.

Summative assessment takes place in the following ways:

- Assessments for specific tasks – at the end of a topic/unit or after the teaching of a specific skill or concept.
- Assessments for children's academic records.
- Practice 11+ and CE papers.
- School exams.
- External exams.

### **Core Tracking**

From Year 3, pupils are assessed on a half-termly basis in the core subjects (English, Maths). In Maths, this is usually a test. In English, this may be a test or a piece of work which is marked with greater scrutiny.

### **EVALUATION OF TEACHING**

At Great Walstead School, we are aware of the importance of using our assessment of children to develop a clearer understanding of the strengths and weaknesses of our own teaching practice, curriculum provision and learning experiences as offered to individuals, groups, classes and year groups.

This is seen as a critical component in the enhancement of the learning experience for all children at Great Walstead School.

### **TIMETABLE OF ASSESSMENTS**

While the majority of the assessment at Great Walstead School takes place on an ongoing basis, the more formal elements have to be carefully timetabled throughout the school year in order for the information gleaned from these assessments to be of optimum value and reliability.

| Method of assessment      | Year group/s | Time                    |
|---------------------------|--------------|-------------------------|
| Self assessments          | All years    | Ongoing, as appropriate |
| Formative assessments     | All years    | Ongoing, as appropriate |
| VR & NVR (GL Assessments) | All years    | Summer Term             |
| School exams              | Year 5       | May                     |



|                           |             |                                    |
|---------------------------|-------------|------------------------------------|
|                           | Year 6      | January (core subjects) & June     |
|                           | Year 7      | January & June                     |
|                           | Year 8      | November & February                |
| 13+ Common Entrance       | Year 8      | June                               |
| 13+ Scholarships          | Year 8      | February & May                     |
| CE Pre-Test (as required) | Years 6 & 7 | October – February & May           |
| External Exams            | All years   | As required by other schools, etc. |

## **RECORDING**

### **WHY WE KEEP RECORDS OF ASSESSMENT**

It is essential to make manageable, useful and clear records of the assessment that takes place.

At Great Walstead School, the purposes of recording assessments are to:

- help teachers to monitor children's progress;
- inform children of their progress;
- offer advice and targets to the children for future work;
- recognise achievement and celebrate this with each child. This is achieved through:
  - a) the display of children's work;
  - b) opportunities to share work with others;
  - c) portfolios and displays of particular successes;
  - d) motivational feedback after work, tests, etc.;
  - e) a positive approach to marking (as outlined in the school's Marking Policy)
  - f) the use of the school's reward system (stickers, certificates, etc.)
- aid memory – specific achievements, quick progress, gaps in learning, etc.;
- note strengths and weaknesses;
- act as a document of evidence for future reference;
- inform planning, including:
  - a) what individual children should do next;
  - b) content and depth of weekly and medium and long term plans;
  - c) future planning for subsequent teachers.
- form a basis for the process of reporting to:
  - a) children;
  - b) teachers;
  - c) other subject areas;
  - d) parents;



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- e) other schools;
- f) external agencies.
- Provide a summary for discussions with children, teachers and parents.

### **WHAT RECORDS ARE KEPT?**

The process of record keeping is essential to make sure that the assessment that takes place is appropriately used in the future for the benefit of individual or groups of children. We keep records so that we can develop an overall picture of children's developing strengths and weaknesses, while clearly charting their progress in both the short and long term.

The following records are kept at Great Walstead School:

#### **Individual teachers:**

- Marks/grades for individual pieces of work;  
*(recorded in teaching files)*
- Weekly test results (spellings, mental maths, tables, etc.);  
*(recorded in teaching files)*
- End of topic/unit test results;  
*(recorded in teaching files)*
- Daily and weekly plans;  
*(recorded in teaching files)*
- Teachers' notes;  
*(recorded in teaching files)*
- Reading records (English);  
*(using children's records & teachers' reading files)*

Most of the records kept by individual teachers are used to inform their own teaching practice, though some elements may be passed to subsequent teachers or used to inform discussions with other members of staff.

#### **Subject areas:**

- Medium term plans (termly or ½ termly)  
*(recorded on the school network)*
- Work Scrutiny logs  
*(copies kept by Head of Dept. and DoS)*
- Moderation exercises  
*(copies kept by Heads of Dept.)*
- Portfolios and displays of success  
*(managed by Heads of Dept.)*
- Photographs of children working  
*(managed by Heads of Dept.)*

The records kept by subject areas are the responsibility of the Head of Department.



**Whole school:**

- School exam results  
*(recorded on 3Sys; monitored by the Director of Studies)*
- External exam results  
*(monitored by the Director of Studies)*
- GL Assessments  
*(saved in the Tracking folder; monitored by the Director of Studies)*
- Core tracking data  
*(saved in the Tracking folder; monitored by Heads of English & Maths)*
- Reading & spelling test results  
*(monitored by Head of English/Junior English Co-ordinator)*
- Reports to parents  
*(monitored by the Director of Studies)*

All evidence of whole-school assessments, as listed above, are stored on the school's management system (3Sys) or school network and are available to all members of staff. This information offers information about the ongoing progress and development of children and may be used as firm evidence when reporting to future teachers, parents, other schools and outside agencies.

**PLANNING**

Planning at Great Walstead School is an essential part of the assessment process. It is guided by past assessments, informs future teaching and offers opportunities for future assessments to take place.

Every subject follows a pre-defined scheme of work to ensure appropriate curriculum coverage. The planning then takes three different forms:

- Long-term plans (annual for some subjects);
- Medium-term plans (termly);
- Short-term plans (daily/weekly).

**Long-term plans**

Long-term plans offer an outline of the curriculum areas that will be covered throughout the year. They help to ensure that the key skills and units of work are all provided for throughout each year and subject area.

**Medium-term plans**

Medium-term plans give a more detailed overview of the teaching that will take place in each subject and year group for each term. Medium-term plans give clear guidance of the skills that will be taught and the activities that may



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take place on a week-by-week basis. The content of medium-term plans may alter according to the ongoing assessment that takes place.

While the exact structure and format of medium-term plans at Great Walstead School naturally differs between subjects, depending on their particular requirements, there are a number of key elements that are expected in all medium-term plans:

- Learning objectives;
- Questions/Activities/Summary of Content;
- Resources required;
- Outcomes/Differentiation
- Assessment.

While medium-term plans may offer suggestions for differentiated tasks and outcomes, specifically differentiated work is not demanded at this stage. It is accepted that in many subject areas, teachers can not possibly know exactly what differentiation will be required when planning a number of weeks in advance.

### **Short-term plans**

Short-term plans are written by individual teachers on a daily or weekly basis, possibly in conjunction with colleagues in the same year group following planning meetings. Short-term plans give detailed information about the teaching that will take place, possibly including elements of lesson timing and structure.

When completing short-term plans, teachers are expected to take account of any differentiation that is required for individuals and groups, noting this accordingly.

### **REPORTING**

Teachers at Great Walstead School have the opportunity to report to parents at various times and in various ways throughout the school year.

Teachers report to parents in the following ways:

- Informal meetings and discussion;
- Pre-arranged and recorded meetings regarding particular concerns;
- Formal consultation evenings;
- Reports;

The purpose of these reports is to:

- Summarise the work undertaken by children;
- Give information about progress that has been made;
- Highlight areas of weakness or difficulty;
- Give clear information about test results and their significance;



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- Discuss perceived behaviour, attitude and attainment;
- Suggest provision for future learning opportunities;
- Set targets for development;
- Encourage feedback and information from parents.

### **Consultation Evenings**

Dates for consultation evenings are shown on the termly calendar and also on the overview sheet provided by the Director of Studies.

Pre-Prep, Junior and Middle School consultations last for 15 minutes while in the Senior School, parents spend 5 minutes with each subject teacher. If a member of staff or parent feels that more time is required, an appointment should be arranged for a later date.

Staff should be sensitive to the needs of parents and should report any difficult consultations to the Head of Section, the Director of Studies or Headmaster. Pastoral issues that arise should be passed on to the Deputy Head or Headmaster.

When attending parents' consultation evenings, staff should be mindful of the need to adhere to the school dress code.

### **Meetings with parents**

All staff from Nursery to Year Eight make themselves available to discuss the progress of individual children should the parents request an appointment. While it is natural that informal discussions frequently take place between teachers and parents, it is important to formalise and record these meetings when possible to ensure clear focus and maximise their value.

### **Written Reports**

Written reports at Great Walstead School are expected to be largely positive, supportive and encouraging in tone. They must, however, be entirely constructive and be honest about difficulties or problems that have arisen.

A reporting schedule is emailed to staff.

The written report comprises reports from:

- Individual subjects;
- Learning Support;
- Peripatetic Music;
- Form Teacher/Tutor
- Headmaster.



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From Year 5 and above, the subject reports include an exam result (if applicable) and an attainment grade (1\*, 1, 2 or 3):

- 1\* = working well above the expected level of the year group.
- 1 = working above the expected level of the year group.
- 2 = working at the expected level of the year group.
- 3 = working towards the expected level of the year group.

Heads of Department have developed subject-specific descriptors (Assessment Criteria) for each year group which 'flesh out' these general descriptors, listing key skills required for each grade.

The Director of Studies is responsible for monitoring the reporting process.