



Assessment, Recording and Reporting Policy

This policy is made available to all parents, prospective parents, staff and prospective employees of Hurlingham School on our website, and a hard copy can also be viewed at our School Office.

1. Introduction

At Hurlingham School, assessment is used to promote the individual child's learning to ensure that they make progress throughout their school life. Teachers use different types of assessment to support this process. This applies to all children in the school, including those in the Early Years Foundation Stage.

It is vital that our assessments are consistent and systematic throughout the school and that assessment forms a continuous part of planning for children's learning. Assessments should also be as simple and economical in their use of time as their effectiveness allows. The types of assessment are reviewed annually for their effectiveness.

2. Purpose

Assessment is used to:

- ensure children progress
- enable children to reflect on their learning
- inform planning and teaching
- assist in evaluating the success of curriculum delivery
- encourage teacher reflection as to the appropriateness of teaching styles employed
- promote continuity and progression between year groups
- identify and support children with learning difficulties/disabilities and more able children
- ensure a consistent approach to judging children's attainment
- inform parents of their children's progress
- provide information to external auditors
- support the professional development of teachers

3. How do we assess children?

Assessment is used to determine effective groupings in lessons and to inform lesson planning and delivery using appropriate teaching styles. We keep up to date records of each child's progress and provide information to parents on a regular basis.

3.1 Formative assessment is a continuous process and is used to identify targets for individual children and informs future planning. It is assessment that looks at what the child is doing and how they are doing it. It takes place in many different forms:

- discussions with the individual children
- children's assessment of their own work
- discussion and listening to pupils
- verbal questioning
- presentations by pupils
- objective tests, short answers, multiple choice, data handling, extended writing tasks
- practical tests
- individual written, group work, project work and homework
- investigations using secondary sources
- pupil self-assessment using checklists or evaluation sheets
- peer assessment using teacher-led criteria
- teacher and classroom assistant observation of children engaged in an activity
- photographs and video recording

3.2 Assessment for Learning is an integral part of the curriculum provision and an important type of formative assessment. We believe it is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development. We ensure that pupils know what they are supposed to be learning, what they have achieved and how they can improve. The children are given opportunities to self and peer assess their work against the shared learning objective and success criteria and identify areas for improvement.

Marking takes into account the shared learning objective and success criteria. Children are given feedback, either oral or written, and are encouraged to see how they could improve their work. A common system of symbols and marking styles is employed throughout each section of the school.

3.3 Summative assessment monitors the children's progress and looks at what the child has produced. It takes place at regular intervals at the end of a period of learning in order to evaluate the extent to which pupils have succeeded in achieving planned learning objectives. At Hurlingham we use a variety of methods which are reviewed annually for their effectiveness. *See Appendix 1 (Assessment, Recording and Feedback Schedule)*. The progress data from these assessments is recorded on tracking grids and on the database, so that pupils' progress can be clearly measured not only throughout the year, but also through their school career at Hurlingham. Any slowing in progress can therefore prompt early intervention and action can be taken.

4. More Able Children

When our whole-school assessment framework identifies a child as having higher ability or special talent in one or more curriculum areas, this will be recorded on the year group evaluation form and the More Able and Talented Coordinator will consider that pupil's inclusion onto the MA&T Register. Additional or alternative activities and courses both within and beyond the school day may then be made available to the child in question. (*See Policy for More Able Pupils, including Gifted & Talented Provision*).

5. Early Year Foundation Stage Assessment

During the first half term in our Reception class, children are assessed using BASE. This assessment is repeated at the end of the child's first year in school and any difficulties which may have been highlighted. The Foundation Stage Profiles are also completed in line with DCSF requirements. (*See Early Years Foundation Stage Policy*).

6. Children with Learning Difficulties/Disabilities/SEN & EAL

Information from teacher assessment, both formative and summative, assists in planning suitable programmes for these pupils, so they progress taking into account their ability. (*see LDD/SEN Policy*)

7. Recording

Data from the summative assessments is recorded on assessment trackers, so that progress can be clearly measured not only during the academic year, but also throughout the child's career at Hurlingham. This data is analysed by the Heads of Department and the Heads of Section. The form teachers are asked to highlight children who are either not achieving what they are expected to (red children), those children who are on target for their ability (orange children) and those children who are achieving higher than expected (green children). The form teachers must then state how they will help the red children progress and this is reviewed by the Heads of Section three times a year, and they report back to the Deputy Head and Headmaster.

The aim for the school is to have all the assessment data on the school's database, which is being developed at present.

Teachers will also have personal assessment records and notes about a child's progress. (*See Appendix 2 Minimum contents of Mark books at Hurlingham School*).

8. Feedback

A range of strategies is used to keep parents fully informed of their child's progress in school. The parents are given continuous feedback throughout the academic year. There are set times within the year to discuss the child's progress with the parents, such as parents' evenings and written reports; however there

are also more informal methods. Each class has an Open Morning each week, which is a good time for the parents to visit the child's classroom to see the work that their child has produced and receive general and positive feedback. If either the parents or the form teacher wishes to meet at any other time, they can arrange a convenient time through the child's homework diary or over the telephone. A record of these meetings should be entered on the database, and marked for the attention of the Head of Section, Headmaster and any other member of staff for whom the meeting was relevant.

8.1 Parents' Evenings

Parents' evenings are held in the Autumn and Spring term to enable teachers to discuss a child's progress with their parents. This provides an opportunity for the teacher to praise the child's successes and inform parents of areas their child need to improve/ develop and the targets that have been set for their child.

8.2 Written Reports

Written reports, at the end of the Autumn and Summer terms, are the formal communication between the parent and school regarding the child's progress. The Summer reports contain a written report for all the subjects that the children are taught, an effort grade for each subject; where there is an unsatisfactory level of effort an explanatory comment is also provided. Reports aim to be as helpful as possible to the children and parents in summarising performance and any progress or particular strengths or areas for development.

8.3 Target Setting

Targets are set for each child throughout the academic year. These targets are recorded in various ways, depending upon the age of the child. The form teacher will keep a record of the child's targets. Individual targets are discussed with the children and are communicated to parents via the written reports and parent's evenings.

8.4 Feedback to Children

We believe that feedback to the children is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code of marking, as this ensures that we all mark in the same way, and the children learn to understand it. A copy of the marking policy is stuck into every exercise book that the children use. The marking policy is then signed by the children.

Children are given verbal feedback on their work whenever possible. When time does not allow for verbal feedback, we write comments on the children's work during marking. When we give written feedback to a child, this should relate to the learning objective for the lesson. We also identify an area for improvement so that the child knows what to do in order to progress further in the future. *See Marking Policy.*

9. Monitoring and Moderation

Senior leadership meetings and staff meetings are planned for whole school improvement issues and moderation of children's work to ensure a consensus of agreement on the policy of the school. The Head and other senior leaders monitor teachers' planning, carry out lesson observations and sample pieces of work.

Date of Policy: Autumn 2009

Date of last review: June 2017

Date of next review: June 2018

APPENDIX 1 - Assessment, Recording and Feedback Schedule 2016-17

COHORT	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION	BASE (1) testing	EYFS profiles	EYFS profiles	EYFS profiles	EYFS profiles English assessed writing GL Assessment – PTM/E 5	BASE (2) EYFS profiles to Wandsworth Abacus Maths assessment
FORM I	English assessed writing Abacus Maths assessment	Abacus Maths assessment	English assessed writing Abacus Maths assessment	Abacus Maths assessment	English assessed writing Abacus Maths assessment GL Assessment – PTM/E Level 6	Abacus Maths assessment
FORM II	English assessed writing Abacus Maths assessment	Abacus Maths assessment	English assessed writing Abacus Maths assessment GL Assessment – PTM/E 7 and CAT testing	Abacus Maths assessment	English assessed writing Abacus Maths assessment	Abacus Maths assessment CGP Baseline KS2 assessments in English and Maths
FORM III	English assessed writing Abacus Maths assessment Reading Pro lexile testing	Abacus Maths assessment Reading Pro lexile testing	English assessed writing Abacus Maths assessment Reading Pro lexile testing GL Assessment – PTM/E Level 8	Abacus Maths assessment Reading Pro lexile testing	English assessed writing Abacus Maths assessment Reading Pro lexile testing	CGP Y3 assessments in English and Maths Abacus Maths assessment
FORM IV	English assessed writing Abacus Maths assessment Reading Pro lexile testing	Abacus Maths assessment Reading Pro lexile testing	English assessed writing Abacus Maths assessment GL Assessment – PTM/E Level 9 Reading Pro lexile testing	Abacus Maths assessment Reading Pro lexile testing	English assessed writing Abacus Maths assessment Reading Pro lexile testing	CGP Y4 assessments in English and Maths Abacus Maths assessment
FORM V	English assessed writing Abacus Maths assessment Reading Pro lexile testing	Abacus end of term Maths assessment Reading Pro lexile testing	English assessed writing Abacus Maths assessment Reading Pro lexile testing GL Assessment – PTM/E Level 10	Abacus end of term Maths assessment CAT 4 GL Assessments Reading Pro lexile testing	English assessed writing Maths assessments (including Abacus as appropriate) Reading Pro lexile testing	Past 11+ papers in English and Maths CGP Y5 assessments in English and Maths Reading Pro lexile testing
FORM VI	NFER Verbal/non-verbal Reasoning papers English assessed writing Abacus Maths assessment Reading Pro lexile testing	Abacus end of term Maths assessment Reading Pro lexile testing	English assessed writing Abacus Maths assessment Reading Pro lexile testing	Abacus end of term Maths assessment Reading Pro lexile testing	English assessed writing Maths assessment (including Abacus as appropriate) Reading Pro lexile testing	GL Assessment – PTM/E Level 11 Reading Pro lexile testing
WHOLE SCHOOL	Parents' Evenings	Written reports to parents		Parents' Evenings- including GL assessment data when appropriate		Written reports to parents – including assessment data

APPENDIX 2 - Minimum contents of mark books at Hurlingham School

LOWER SCHOOL

3 separate grids (one for English, one for Mathematics, one for Science) of judgements relating to evidence of achievement of core objectives, cross-referenced to planning

Spelling Test scores

Reading Records (although kept in Reading Record Folders)

Multiplication Tables Test scores (only for those groups learning times tables!)

Regular Abacus scores

MIDDLE AND UPPER SCHOOLS

English

Spelling Test scores

Comprehension scores

Creative Writing “grades” (expressed in whatever form- letters, colours, smiley faces)
in relation to the types of writing concerned

Reading Record- tick sheets of records of a child being heard to read;

Upper School Support Readers- dated written comments

Particularly weak readers in Middle School- dated written comments

Mathematics

Multiplication Tables Test scores

Mental Mathematics Test scores

Regular Abacus scores and termly checklist against objectives

Grid of weekly judgements of evidence of achievement of core objectives in maths

Science

Existing traffic light system on shared area

Reasoning

Record of scores, cross-referenced against skills being taught