



**HURLINGHAM
SCHOOL**

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.

This policy applies to all activities of Hurlingham School, including the Early Years Foundation Stage (EYFS) Nursery and Reception pupils.

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1. Introduction

At Hurlingham School, assessment is used to promote each individual child's learning to ensure that progress is made throughout their school career. 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:

- track pupils' 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 within and between year groups
- identify and support children with learning difficulties/disabilities and more able children
- ensure a consistent approach to assessing children's attainment - age / subject appropriate
- inform parents of their children's progress
- provide information to external auditors
- support the professional development of teachers

3. Why 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 that 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 verbal 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 by the Form Teacher and those children will be discussed in regular Pupil Progress Meetings with Form Teachers, Head of School, Deputy Head Teaching, Learning and Innovation, Head of Progress and Reporting and Head of Learning Support and Neurodiversity, this information and interventions will be recorded on the Pupil Progress Tracker. Additional or alternative activities and courses both within and beyond the school day may then be made available to the children in question. (See *Policy for More Able Pupils, including Gifted & Talented Provision*).

5. Assessment in the Early Years

For children aged between two and three a progress check is carried out within the first four to six weeks of their time at the Nursery school which identifies whether the child is emerging or expected in the prime areas. For all children observations are recorded and monitored using the Tapestry Online Tracker. Children are 'flagged' for any areas of concern and continuously monitored by their teacher.

The children in Reception complete BASE assessments on entry to the Prep School and then again at the end of the summer term that same year. Observational assessments are recorded on Tapestry throughout the year and are analysed termly by the Head of Early Years. All pupils are also assessed against the Early Learning Goals towards the end of the summer term with the outcomes passed to Year 1 teachers and sent to parents with their child's report at the end of their year in Reception. Formal phonics, reading and maths individual assessments take place termly. Informal assessments take place on a daily basis. (see Early Years Foundation 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 considering their ability. (see *LDD/SEN & EAL Policy*)

7. Recording of summative and external assessment

Data from the summative assessments are recorded on Google Drive by Heads of Subjects, allowing all staff to view the information about a particular child, so that progress can be clearly measured not only during the academic year, but also throughout the child's career at Hurlingham. These data are analysed by the Heads of Department. 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). In regular Pupil Progress meetings, the form teachers, along with Head of Progress and Reporting and Head of Learning Support and Neurodiversity will discuss and plan how they will provide additional support and interventions to ensure the red children progress. This is reviewed by the Head of Progress and Reporting who reports back to the Deputy Head Teaching, Learning and Innovation and the Head.

In addition to internal, summative assessment in the classroom, we also use GL Assessment as our external assessment tool. Children from Year 1 to Year 5 take Progress Tests in English and Maths, which are marked by GL. A standardised score is then recorded (100 being the national average across a wide standardisation base of 50,000 state school pupils across the country) and the results for all year groups taking these tests are then inputted into a Hurlingham GL assessment tracker (a Google Sheet). This allows critical information to be shared with teaching staff and the SLT so that any concerns regarding pupils' progress can be acted upon swiftly by the form teacher and/or those staff teaching the children for English and Maths in sets. GL results are also invaluable data to inform teacher planning and future

learning outcomes for children. In Year 2, children also take the CAT4 Young Learners test to assess potential in English and Maths. In Year 5, the children sit a digital version of CAT4 C, which is a hugely important indicator for academic potential at senior school. These invaluable data help 11+ teachers, along with the Head of 11+ and the SLT to prepare children for an array of suitable senior school choices. The recording of CAT results is also done on the Hurlingham GL assessment tracker and this is shared with all teaching staff.

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 progress evenings and written reports; however, there are also more informal methods. Each class has a Work Sharing morning once a half term, 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 CPOMS, and marked for the attention of the Head of School, Deputy Head Teaching, Learning and Innovation and the Head, and any other member of staff for whom the meeting was relevant.

8.1 Progress Evenings

Progress 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 needs to improve and develop, and the targets that have been set for their child.

8.2 Written Reports

For children of Reception age and above, 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 'Engagement with Learning' grade for each subject; where there is an unsatisfactory level of engagement 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. Children in the Nursery receive a written EYFS Progress Check at Age 2 report if it has not been carried out by their previous setting. They also receive a full report at the end of the academic year.

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 progress 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 (*see Marking Policy*), 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 and 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 the SLT review teachers' planning, carry out lesson visits and book looks.

Date of Policy: Autumn 2009

Date of last review: September 2023

Date of next review: June 2024

| COHORT | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|--|---|---|--|--|--|
| NURSERY (including the Pre-School year) | Ongoing continuous assessment and tracking through EExAT | | | | | |
| RECEPTION | BASE (1) testing EExAT Baseline Phonics Check | Ongoing continuous assessment and tracking through EExAT Phonics Check | | | Ongoing continuous assessment and tracking through EExAT English assessed writing | BASE (2) EYFS profiles to Wandsworth Phonics Check Individual Maths assessments |
| YEAR 1 | English assessed writing White Rose Maths assessment Phonics Check | White Rose Maths assessment | English assessed writing White Rose Maths assessment | White Rose Maths assessment | White Rose Maths assessment | White Rose Maths assessment Phonics Check English assessed writing GL Assessment- PTM/E 6 |
| YEAR 2 | English assessed writing White Rose Maths assessment Phonics Check | White Rose Maths assessment | English assessed writing White Rose Maths assessment GL Assessment – PTM/E 7 | White Rose Maths assessment | English assessed writing White Rose Maths assessment CAT4 Young Learners | White Rose Maths assessment Nationally standardised papers in English and Maths |
| YEAR 3 | English assessed writing White Rose Maths assessment | White Rose Maths assessment | English assessed writing White Rose Maths assessment GL Assessment – PTM/E Level 8 | White Rose Maths assessment | English assessed writing White Rose Maths assessment | White Rose Maths assessment Nationally standardised papers in English and Maths |
| YEAR 4 | English assessed writing White Rose Maths assessment | White Rose Maths assessment | English assessed writing White Rose Maths assessment GL Assessment – PTM/E Level 9 | White Rose Maths assessment | English assessed writing White Rose Maths assessment | White Rose Maths assessment Nationally standardised papers in English and Maths |
| YEAR 5 | English assessed writing White Rose Maths assessment | End of term Maths assessment | English assessed writing End of term Maths assessment GL Assessment – PTM/E Level 10 CAT4 C digital test | End of term Maths assessment CAT 4 GL Assessments | English assessed writing Maths assessments (including White Rose as appropriate) | Past 11+ papers in English and Maths Nationally standardised papers in English and Maths |
| YEAR 6 | NFER Verbal/non-verbal Reasoning papers English assessed writing White Rose Maths assessment | End of term Maths assessment | English assessed writing End of term Maths assessment | End of term Maths assessment | English assessed writing Maths assessment (including White Rose as appropriate) | |
| WHOLE SCHOOL | Progress Evenings | Written reports to parents | | Progress Evenings- including GL assessment data when appropriate | | Written reports to parents – including assessment data |

APPENDIX 1 - Assessment, Recording and Feedback Schedule 2023-24

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

Reading Records (although kept in Reading Record Folders)

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

Regular White Rose Assessment scores

UPPER SCHOOL

English

Comprehension scores and/or judgements relating to evidence of achievement

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

Mathematics

Multiplication Tables Test scores

Mental Mathematics Test scores

Maths assessment scores

White Rose Assessment Grid of judgements of evidence of achievement of core objectives in maths

Science

Assessment through marking and verbal interaction

End of unit tests with scores recorded on a spreadsheet analysed (Years 4 to 6)

Reasoning

Record of scores - NVR/VR