



# OLD BUCKENHAM HALL

## Assessment, Recording and Reporting Policy OBHP45

# ASSESSMENT, RECORDING AND REPORTING POLICY

## Introduction

The aim of this document is to provide an overview of Assessment, Recording and Reporting at Old Buckenham Hall School. It should be read in conjunction with the Curriculum Policy (OBHP 07)

## ASSESSMENT

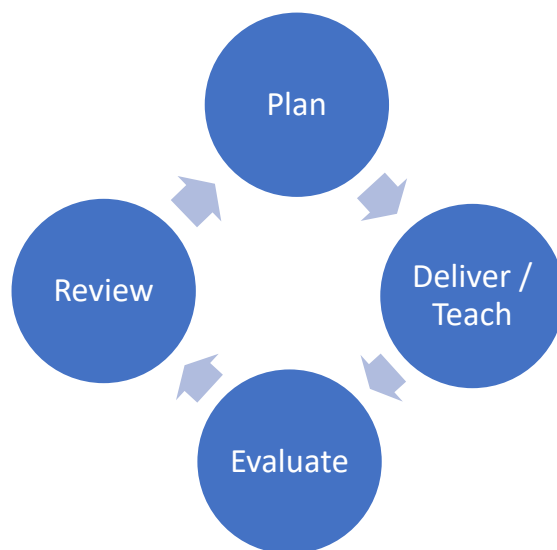
### Continuous Assessment

All the work that a pupil does is a suitable subject for assessment and this contributes to the effort and attainment grades. At the end of modules taught in each subject, the departments assess the effectiveness of teaching and learning. This can be done in a variety of ways, including tests, written work, orally or even in role play. Assessment results are collated by individual subject teachers.

### On-going Classroom Assessments

Regular classroom assessment is regarded as a vital element and as an important tool in our teaching. We believe that tests/assessments in all subjects provide for the pupil a focus and a target, and all subjects provide for the teacher a primary means of continuous assessment – both of individual pupils themselves and of the group's progress through the scheme of work.

Continuous assessment drives our planning, identifying the next stage of an individual's work programme. We follow the Curriculum Planning Cycle set out below:



### Moderating of Standards

Work should be marked against a clear marking scheme. Pupils should always be clear as to the precise meaning of marks allocated and know where and how marks have been lost or gained.

School policies and good teaching practice as outlined in the Teaching and Learning section of this document should always be taken into consideration to ensure all children achieve their highest expectations.

In the case of internal examinations, where two or more classes sit the same paper, staff should agree on a marking scheme and an element of moderation is essential (either by exchange of marked papers for comparison or by using a common marker for sections of the paper or indeed whole exam papers).

The value of effort and attainment grades and criteria for the award of a particular grade are regularly discussed by all staff and agreed principles should be observed by all.

The following are undertaken at various stages through the year:

### Formative Assessments

The following are undertaken at various stages through the year:

|                          |   |
|--------------------------|---|
| Baseline Assessment      | Entry into Nursery and Reception                                    |
| EYFS Profile             | June – Reception  |
| Pre Prep                 | Reception - GL Baseline testing on entry and at the end of the year |
| Years 1 and 2            | NGRT reading assessment – Michaelmas and Summer Terms               |
| CAT Tests                | November Year 3 – 8   |
| STAR Reading             | September, January, April & late June                               |
| Single Word Spelling     | September & late June   |
| Arithmetic and Reasoning | September & late June   |

These are designed to inform the staff and the Learning Success staff of children who are under-achieving, working to ability or who are achieving higher than expected results, compared to their peers.

### Diagnostic Assessment and the Special Educational Needs Co-Coordinator (SENDCo)

Where concern is expressed regarding a pupil's persistent difficulty and poor progress, a diagnostic assessment may be arranged with the parents' approval. In the first instance this is undertaken by the school's own Learning Success Coordinator/ SENCo – Mrs Gemma Gillott. The SENCo may recommend weekly or twice-weekly sessions to work on specific problems.

The initial assessment may point to a more severe problem, in which case parents are provided with information regarding suitable specialists (e.g. Educational Psychologists) who may be consulted with a view to establishing the precise cause of the child's difficulties, and indicating appropriate action in terms of remedial treatment.

Parents generally provide the SENCo with a copy of the specialist's report. If special needs are identified that can be catered for within the parameters of the school curriculum then they will be. Staff are always informed collectively by the SENCo of any special provision or treatment required by a pupil within school.

All staff and parents involved with an individual pupil work closely with the SENCo and are involved in frequent discussions concerning a pupil's progress and individual needs. If sufficient improvement is achieved, additional teaching may cease if all concerned are agreed that it is no longer necessary.

### Assessment by Examination

The children are prepared for the following examinations:

- ISEB Examinations at 13+ in English, Maths, Science, French, Latin and Science.
- Public School Scholarship Examinations at and 13+ for academic performance, art, music, sports and all-rounder awards
- Senior School Entrance Examinations other than Common Entrance
- Common Pre-tests at 11+ (ISEB)
- Other Pre-Tests for Senior Schools
- Grammar School Entry Examinations at 13+w
- Internal Examinations in the Lent Term (Yr 7) and Summer Term (Yrs 6 & 7). Mock examinations for CE external examinations in November and March.
- The Foundation Stage Profile is completed at the end of the Foundation Stage in the Reception Class.

### Examination Timetables

|           |   |
|-----------|---|
| Autumn:   | Common Pre-Tests  |
| November: | Year 8 Mock Examinations  |
| January:  | Scholarship/entrance exams to senior schools  |
| February: | Year 8 13+ Common Academic Scholarship Examinations   |
| March:    | Year 8 Academic Scholarship Examinations<br>Year 8 Mock Examinations<br>Year 7 Examinations |
| June:     | Year 8 ISEB 13+ Common Entrance<br>Year 6 & 7 Examinations                                  |

Years 3-5 do not have formal examinations. In June, they have formal assessments in English and Maths with Science being added in Year 4 and French in Year 5.

## RECORDING

Staff are expected to maintain their own record of marks and assessment results and to use them appropriately to drive their planning. Other records of results that are kept are as follows:

### Attainment Grades

In order to improve our assessment, reporting, and to further enhance each child's progress, we have introduced a system to track and grade the pupils across the academic subjects. They are assessed on a number of key skills in each, and then awarded a grade which reflects their ability. The grades will be given alongside the end-of-term report. Heads of Departments wrote the grade descriptors with grades from 5 to 9 awarded, 9 representing the top grade. The criteria for each grade from 5 to 9 is explained in a set of descriptors within each subject, stating what a pupil needs to achieve in each key skill. The advantages of this system are twofold: it helps pupils to understand how they are being assessed in class and prep, as well as what their strengths and weaknesses are. Secondly, it enables staff to feedback more concisely and accurately in end-of-term reports, parents' meetings and when marking. Attainment grades are entered at the end of each term by subject teachers using iSAMS and are published on the Parent Portal

### Effort Grades

At the end of every half term, each subject teacher enters grades for effort using iSAMS. There is also a comment by the form teacher in the first half of each term when there is no accompanying end-of-term report. The grades are published on the Parent Portal. In this way, the school reports directly to the parents and offers an opportunity for further correspondence by email, or to arrange a face to face meeting. It was thought that numerical grades (as used previously) would be confusing with the new numerical Attainment Grades, hence the system below was adopted.

\*No Effort Grades for the second half of the summer term.

The descriptors for Effort Grades are shown below.

| <b>Effort</b> |  |
|---------------|--|
| <b>E</b>      | Consistently Exceeding expectation of effort     |
| <b>M</b>      | Mostly exceeding expectation of effort           |
| <b>R</b>      | Reaching expectation of effort                   |
| <b>I</b>      | Improvement needed towards expectation of effort |
| <b>C</b>      | Concerning lack of effort                        |

### Report Cards

If a pupil is found to be consistently under-achieving, generally inattentive in class or personally disorganised, she/he may be issued with a Report Card. This is printed with the weekly timetable and is presented by the pupil at the beginning of each lesson. At the end of the lesson, the teacher in question will access the pupil's performance during that lesson and record appropriate comments on the card. The card is taken by the pupil to her/his tutor every day so that the day's record may be reviewed. Targets are then set and resolutions made for the following day.

A Report Card will normally be operative for a period of one to two weeks. Experience has shown that this is a highly effective method of motivating children and a constructive way to help them to address their social or academic difficulties. The use of a Report Card is initiated by the Form Teacher/Tutor, and the Director of Studies and Senior Deputy Head must be consulted. It is important that there has been ongoing communication with a child's parents prior to this stage; it should not come as a shock.

## REPORTING

### Reporting to pupils

The monitoring of House Points and Minus House Points is overseen by the Senior Deputy Head. All points are put on the iSAMS system, which allows the school to have an overview of each individual pupil's performance in any one period of time. Pupils are rewarded for reaching significant numbers of House Points. The Senior Deputy Head is alerted by the system to any Minus House Points that are awarded. Children's progress or any causes for concern are brought up in staff meetings and also the daily staff briefings, which happen at morning break.

### Reporting to Parents

Both written reports and verbal feedback are provided for parents as follows:

#### **Late September**

At the beginning of the academic year, there is a 'Meet the Teachers' evening in the Britten Hall, providing an opportunity for parents (especially of new students) to meet teachers informally.

#### **Early October**

Year 5 Form Teachers meet with parents. There is a Middle School parents' meeting in the Britten Hall.

#### **At Michaelmas Half-Term:**

Effort Grades for all subjects (Yrs 3-8) plus a Form Teacher's / Tutor's comment are emailed to parents.

Year 8 - a full report from teachers in all subjects and games, plus a boarding report (where applicable), a Form Teacher's/Tutor's report and a Headmaster's report. A Learning Success report is included where applicable. Curriculum statements (standard text) should be included for all subjects.

#### **Second half of Michaelmas Term:**

Parents' Evening for Yr 8 (following mock exams)

#### **At the end of the Michaelmas Term:**

Nursery–Year 7 - a full report from teachers in all subjects and games, plus a boarding report (where applicable), a Form Teacher's/Tutor's report and a Headmaster's report. A Learning Success report is included where applicable. Curriculum statements (standard text) should be included for all subjects. Whole School - Attainment Grades for the term and Effort Grades for the second half of term are also published on the Parent Portal. A separate sheet is published with reports for individual music tuition (where applicable).

Year 8 – Tutor's comments are emailed to parents.

All reports are published on the Parent Portal.

**At Lent Half-Term**

Effort Grades are published on the Parent Portal for all subjects (Yrs 3-8) plus a Form Teacher's/Tutor's comment.

Year 8 - a full report from teachers in all academic subjects.

Parent Meetings – Year 7

### **Second half of Lent Term:**

Parents' Evenings for Yrs 7 and 8

### **At the end of the Lent Term:**

Year 7 and below – an interim report in academic subjects + Learning Success (where applicable) + boarding. These comments are concise and subject to a word limit. There is a Form Teacher's/Tutor's summary. For all students from Years 3 to 8, Attainment Grades for the whole term and Effort Grades for the second half of term are published on the Parent Portal, as are reports for individual music tuition (where applicable).

EYFS – Yr 2 have an extended parents' meeting, instead of interim report, to discuss the children's progress.

### **First half of Summer Term:**

Parents' Meetings Years 3 - 5

### **At Summer Half-Term:**

Effort Grades for all subjects (Yrs 3-7) plus a Form Teacher's/Tutor's comment.

Effort Grades are not produced for Yr 8 at this stage. Any concerns need to be dealt with by Tutors in the first instance.

### **At the end of the Summer Term:**

Year 7 and below - a full report is published in all subjects including games, plus a boarding report (where applicable), a Form Teacher's/Tutor's report and a Headmaster's report. A Learning Success report is included where applicable. Curriculum statements (standard text) should be included for all subjects. Attainment Grades for the Summer Term, and reports for individual music tuition (where applicable) are published on the Parent Portal.

Year 8 receive a leavers' report + individual music tuition report (where applicable)

## **Parents' Evenings**

These take place throughout the academic year according to the above schedule. Parents are given five-minute slots to see their child's academic subject teachers and form teacher.

Parents are able to consult with members of staff by arrangement at any other time (except in the few days immediately either side of the Parents' Evening although there may be exceptions to this rule in special circumstances). This may be because of a parental concern regarding their child's progress, a more general query, or because the parents are unable to attend the Year Group evenings. Meetings with form teachers are actively encouraged in accordance with our ethos that education is a cooperative process in which the pupil, the school and the parents work fully together.

Information regarding a discussion between parents and a member of staff is relayed to the Headmaster / SMT (if appropriate), to the Form Teacher/Tutor (where not directly involved her/himself) and thence, in a full staff meeting, to all staff if necessary, for a greater understanding of a pupil's current situation. Similarly, the Headmaster or a form teacher will report to other staff on contacts that they have had with parents as far as this is appropriate in the circumstances.



As a result of the Covid-19 situation, Online Parents' Meetings were introduced in the Autumn of 2020. The school adopted the software produced by SchoolCloud which is widely used. From late 2021, meetings may become 'hybrid' with a mixture of in-person and video appointments. – recent developments in the software will accommodate this.

## Report Guidelines

Reports are generated using the school's MIS (iSAMS) and should contain:

- A statement regarding the pupil's general progress and attainment in the subject.
- A reference to particular areas, which need improvement together with guidance as to how this can be supported and achieved. Examples from the work covered by the pupil can be useful here.
- Other comments, which are considered to be helpful concerning the pupil's attitude, application, oral contributions to lessons and presentation of written work.

It is desirable that reports should, where appropriate, allude to previous reports in the same subject in the interests of continuity and consistency.

Guidelines for report writing are issued to all staff by the Headmaster and the Director of Studies. Please remember that reports are written to the parents, so it is inappropriate to address the child directly in a report (eg well done, Sarah!)

The Director of Teaching and Learning oversees the process and is happy to assist staff.

Any technical terms connected with the subject in question or with the educational process in general should be explained if their meaning is not obvious and widely understood, while jargon should be avoided.

Above all, comments should always be truthful, constructive, helpful and encouraging. Condemnation of character and other personal or purely subjective criticisms should be avoided.

Form Teachers carry the initial responsibility for checking their tutees' subject reports and they should arrange with colleagues concerned for incorrect reports to be revised and corrected. There will be a second proof reading at a later stage before the reports are emailed.

Form teacher reports attached to full subject reports should make a brief summary of general academic progress and achievement. They should refer to the pupil's involvement in activities, contributions to music, drama, sport, etc., and there should be some comment on the part generally played in school life in terms of sociability, courtesy, helpfulness and responsibility. These comments clearly need to be based on an ever-increasing personal knowledge of the pupil as much as on the accompanying subject reports, which should, of course, speak for themselves.

Finally, the Headmaster scrutinises each pupil's reports full report when complete and adds his own report. The Head of Pre-Prep takes the same responsibility for Nursery – Yr 2.

### Reporting online – use of ‘Tapestry’

In EYFS, observations of the children in their play and engaging in the classroom environment is recorded using ‘Tapestry’, an online learning journal. The Head of Pre-Prep, who currently teaches the Reception Class, oversees this. EYFS staff communicate with parents to help them set up accounts.

Please see the Head of Pre-Prep for further information.

<https://www.tapestry.info/>

### Reporting to other Schools

When a pupil leaves the school before taking Common Entrance at 13+ (or 11+ in some other instances), a report / reference is forwarded to the receiving school. This is produced by the Headmaster / Director of Studies with assistance where appropriate from form / subject teachers.

The same procedure is followed when parents apply for places / Scholarships at senior schools.

When a pupil leaves the school, their records can be forwarded to their receiving school on request.

## APPENDIX: PARENTS' MEETINGS, CURRICULUM EVENINGS, EFFORT GRADES AND EXAM SCHEDULE (2022-2023)

| Year Group | 1st Half - Autumn Term   | 2nd Half - Autumn Term                               | 1st Half - Spring Term   | 2nd Half - Spring Term   | 1st Half - Summer Term                | 2nd Half -Summer Term                                     |
|------------|--|--|--|--|---------------------------------------|---|
| Reception  | Curriculum Evening, Baseline                                     | Parents' Evening, Full Report                        |  | Parents' Meeting and next steps.   | Parents' Meeting                      | Full Report Baseline Progress                             |
| Year 1     | Curriculum Evening, Star Lit Assessment                          | Parents' Evening, Full Report                        |  | Parents' Meeting   | Parents' Meeting, Star Lit Assessment | Full Report   |
| Year 2     | Curriculum Evening, Star Lit Assessment                          | Parents' Evening, Full Report                        |  | Parent's Meeting   | Parents' Meeting Star Lit Assessment  | Full Report   |
| Year 3     | Curriculum Evening, Form Teacher Parents' Evening, Effort Grades | Effort Grades, Full Report, CATs                     | Effort Grades  | Effort Grades (Academic Subjects), Parents' Evening, Summary report                    | Effort Grades                         | English & Maths Assessments, Full Report                  |
| Year 4     | Curriculum Evening, Form Teacher Parents' Evening, Effort Grades | Effort Grades, Full Report, CATs                     | Effort Grades  | Effort Grades (Academic Subjects), Summary report                                      | Parents' Evening, Effort Grades       | English, Maths & Science Assessments, Full Report         |
| Year 5     | Curriculum Evening, Effort Grades, Form Teacher Parents' Evening | Effort Grades, Full Report, CATs                     | Effort Grades  | Effort Grades (Academic Subjects), Summary report                                      | Parents' Evening, Effort Grades       | English, Maths, Science & French Assessments, Full Report |
| Year 6     | Curriculum Evening, Effort Grades                                | Effort Grades, Full Report, CATs                     | Effort Grades Parents' Evening,                                      | Effort Grades (Academic Subjects), Summary report                                      | Effort Grades                         | Academic Subject Exams, Full Report                       |
| Year 7     | Curriculum Evening, Effort Grades                                | Effort Grades, Full Report, CATs                     | Effort Grades  | Parents' Evening, Academic Subjects Exams, Effort Grades Summary report                | Effort Grades                         | Academic Subject Exams, Full Report                       |
| Year 8     | Curriculum Evening, Effort Grades Full Report,                   | Effort Grades, Mock CE Exams, Parents' Evening, CATs | Effort Grades, *Scholarship Exams* Full Report for Academic subjects | Effort Grades (Academic Subjects) *Scholarship Exams, Mock CE Exams, Parents' Evening, | Effort Grades, *Scholarship Exams     | CE Exams, Final Report                                    |

(\*The dates of Scholarship Exams will depend on the Senior School)