



## **Assessment, Recording and Reporting Policy**

**September 2024**

## **ASSESSMENT, RECORDING & REPORTING POLICY**

### **Aims**

- To ensure progress in a pupil's learning;
- To be an integral part of teaching and planning;
- To feedback results to pupils in a positive and constructive way;
- To record and report progression for teachers, parents and other interested parties;
- To identify any learning challenges a pupil may have;
- To identify gifted and talented pupils;
- To indicate the next steps in a pupil's learning; and
- To gradually build up a profile of development throughout a pupil's career.

### **Types of Assessment**

#### **Formative Assessment**

Formative assessment is the day-to-day monitoring of a pupil's work and each teacher should use appropriate methods to assess the knowledge and skills of pupils.

- Observation of pupils;
- Discussion with individual pupils;
- Questioning of pupils;
- Pupils' self-assessment;
- Peer assessment;
- Marking of pupils' work; and
- Testing.

Teachers should create opportunities for continuous assessment through effective classroom organisation, encouraging independent work while the teacher focuses

on a group or individual. Children self- and peer-assess their work against learning objectives and success criteria and identify areas for improvement.

### **Summative Assessments**

Summative assessments include end-of-topic assessments, internal school assessments, standardised tests and public examinations (7+, 11+ and Common Entrance). Formal assessment results are collated and entered electronically into iSams which transfers the data to Power BI for the Deputy Head Academic and for Class teachers into the OHS Data Toolkit (Google data).

### **Baseline Assessment**

In EYFS, assessment and recording are based on written observations, photographic evidence and children's work. Formal baseline assessments use Aspects Entry in Nursery and BASE entry in Reception.

Formative assessment is recorded regularly, primarily via play-based observations and teacher-initiated activities, using the Tapestry app to capture comments and achievements.

Summative assessment is recorded termly by highlighting and dating Development Matters statements or Scale Points achieved.

During Nursery, pupils work towards Development Matters statements; in Reception they work towards Early Learning Goals and are assessed against Foundation Stage Scale Points. Results are forwarded to the LEA.

Foundation Stage profiles transfer from Nursery to Reception to support smooth transition and inform teaching.

Parents receive termly reports detailing progress, strengths and developmental needs.

### **Tracking pupil progress**

The School tracks each pupil's performance carefully to ensure good progress from individual starting points. Tracking enables staff to:

- Monitor academic standards;
- Know each pupil's current attainment;
- Plan future learning with appropriate challenge;
- Identify and support pupils needing intervention;
- Provide additional challenge for higher attainers; and
- Analyse rates of progress and their causes.

Standardised assessments (NGRT, CAT4, NGST, PUMA, PTM, PTE). Teachers plan support or extension accordingly.

Tracking grids are also used in Science with auto-colour to demonstrate performance progress (Red, Orange, Green and Purple).

Please see OHS Assessment Schedule below:



### Assessment Schedule 2024 -25

	Autumn	Spring	Summer
<b>Nursery</b>	Aspects - entry Early Learning Goals Tracking Tapestry	Early Learning Goals Tracking Tapestry	Aspects - exit Early Learning Goals Tracking Tapestry
<b>Reception (Lower 1)</b>	BASE - entry Early Learning Goals Tracking	Early Learning Goals Tracking	BASE - exit Early Learning Goals Tracking
<b>Form 1</b>	PUMA Maths NGRT Reading L1 Phonics screening	PUMA Maths NGRT Reading Phonics screening	NGRT Reading 1B PTE - English 6 PTM - Maths 6 PTS - Science 6 Phonics screening
<b>Form 2</b>	PUMA Maths NGRT Reading A NGST Spelling A	PUMA Maths NGRT Reading B NGST Spelling B	NGRT Reading C NGST Spelling C PTE - English 7 PTM - Maths 7 PTS - Science 7
<b>Form 3</b>	PUMA Maths NGRT Reading A NGST Spelling A CAT4 Pre A	PUMA Maths NGRT Reading B NGST Spelling B	NGRT Reading C NGST Spelling C PTE - English 8 PTM - Maths 8 Quest Science
<b>Form 4</b>	PUMA Maths NGRT Reading A NGST Spelling A CAT4 A	PUMA Maths NGRT Reading B NGST Spelling B	PUMA Maths NGRT Reading C NGST Spelling C PTE - English 9 PTM - Maths 9 Quest Science MTC - Multiplication Tables Check
<b>Form 5</b>	PUMA Maths NGRT Reading A NGST Spelling A CAT4 B	PUMA Maths NGRT Reading B NGST Spelling B	PUMA Maths NGRT Reading C NGST Spelling C PTE - English 10 PTM - Maths 10 Quest Science
<b>Form 6</b>	PUMA Maths NGRT Reading A NGST Spelling A CAT4 C	PUMA Maths NGRT Reading B NGST Spelling B	PUMA Maths NGRT Reading C NGST Spelling C PTE - English 11 PTM - Maths 11 Quest Science

## **Pupils with SEND**

Concerns about progress or possible specific learning difficulties are raised with the SENCO. The Headmistress, SEND Co or Deputy Head Academic contacts parents to discuss findings and recommendations. Form Teachers create Pupil Passports with targets and strategies. These are reviewed termly and shared with parents.

## **More Able, Gifted and Talented Pupils**

Assessment outcomes help identify more able, gifted and talented pupils. Provisions are provided to enrich their learning. The Head of Teaching and Learning works with the Enrichment lead to ensure diverse provision is provided.

## **Feedback to pupils**

Feedback is given verbally during lessons where possible; written feedback often follows a green ink comment(achievement) and purple ink comment (next step) system. Pupils self-assess through methods such as traffic lights:

- Red = need more help;
- Orange = can do with support;
- Green = mastered.

Thumbs-up/-down and other quick checks are also used. Where verbal feedback is not possible, written comments are provided during marking.

## **Reporting to Parents**

Parents receive information on progress through:

### **Informal communication with Parents**

Reading records, homework diaries and email; meetings are logged and records filed on SIMS.

### **‘Meet the teacher’ Evenings**

Held at the start of each year to outline curriculum plans; resources available via the secure website.

### **Parents’ Evenings**

Autumn and Spring meetings for Reception-Form 5; additional meetings for Form 2 boys, Form 5 and Form 6 to discuss future schools. Autumn and Spring meetings include discussion and review of progress in relation to assessment results.

Summer term results (PTE, PTM, NGRT and NGST) are shared in KS2 in the reports; concerns trigger follow-up meetings.

### **Written Reports**

Autumn reports include developmental / next steps in Mathematics and English. In KS2 data is also put into the reports (CAT4, NGRT, NGST and PUMA). In KS1 assessment data is shared in person during the parent teacher meetings.

Spring term reports include areas to celebrate in Mathematics and English as well as next steps in Mathematics and English. An attainment and effort grade is also provided for all other subjects. A pastoral comment is also included. KS2 includes assessment results for NGRT, NGST and PUMA. In KS1 assessment data is shared in person during the parent teacher meetings.

Summer covers all subjects and includes assessment commentary. In KS2 assessment results are included in the report. (NGRT, NGST, PTM and PTE)

### **Monitoring**

Heads of Subject observe lessons, conduct book looks and maintain evidence files. Action plans guide subject development; SLT monitors progress across Key Stages.

### **Roles and responsibilities of Head Teacher, other staff, governors**

The Head Teacher will ensure that:

- all statutory assessment requirements are met;
- processes are implemented consistently;
- data informs school improvement.

SLT ensures implementation and liaises with Subject Leavers.

The governors will ensure that:

- they consider the advice of the head teacher when approving this policy;
- parents receive timely progress reports;
- they participate in decisions about assessment, recording and reporting.

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