



ASSESSMENT POLICY

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, pupils and parents are all working together to raise the standards of the children.

Aims and Objectives

The aims and objectives of assessment in our school are:

- 1 to enable our pupils to demonstrate what they know, understand and can do in their work;
- 2 to help our pupils understand what they need to do next to improve their work;
- 3 to allow teachers to plan work that accurately reflects the needs of each child;
- 4 to provide regular information for parents that enables them to support their child's learning;
- 5 to provide the Headmaster and Governors with information that allows them to make judgements about the effectiveness of the school.

Assessment for Learning

- i) We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject and teacher to teacher.
- ii) We use our school's curriculum plan to guide our assessments. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.
- iii) We use the National Literacy Strategy, National Numeracy Strategy, the EYFS and the national schemes of work produced by QCA to support our teaching where appropriate.

- iv) We plan our lessons with clear learning objectives which are made clear to the children. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson and the level of fulfilment of these outcomes determines the planning for future lessons.
- v) At various points key assessments will be made in the form of tests or exams, which may be external or internal. (see Assessment and Reporting chart in the Appendix)
- vi) Children are encouraged at all stages of their education to be fully involved in the assessment of their own learning. Various strategies are used according to the age and ability of the children, but commonly, traffic light systems or similar, are used.

Upper School Exams – specific detail

Year 5: English, Maths and Science exams take place in late November. There is on-going assessment of History, Geography, RE and French. Art assessments take place twice a year. All subjects will have exams towards the end of the Summer Term, which will be based on the most recent work that they have done during the Summer and part of Easter terms.

Year 6: English, Maths and Science exams take place in late November. These will constitute mock 11+ Common Entrance exams for the girls and entry exams to Reading Blue Coat. 11+ Grammar School VR tests are taken in the Christmas Term of Year 6. On-going assessments will take place for History, Geography, RE and French. The summer exams will be in all subjects. St Piran's no longer sits the SATS exams.

Year 8: A full set of exams will take place in November and March. The March exams will be CE mocks. The full Common Entrance exams will take place as usual in June.

Recording

- i) A formal record of key assessments is kept in the pupil's progress file. This file is held by class teachers in the Nursery, Lower and Middle School. In the Upper School, these files are kept in the staff room and updated by Tutors, and increasingly recorded on the PASS database. A copy of the pupil's academic record chart is in the Appendix.
- ii) Day by day assessment in the class is recorded by the teacher in his or her mark/planning book and used to inform planning for future lessons. Where there are large discrepancies from expected outcomes the Learning Support staff will be informed.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any

presented performed
completed read

collected evidence of
shown skills by
revealed an ability to

Weaknesses – Pupil x has not yet fully demonstrated
has shown in oral work that he/she has difficulty in
was not able to complete the

Future action - To improve her handwriting Emily should
To develop his agility, Tom should
When doing similar work in future, Avi should

The Good Report

Describes what the pupil has been doing	context
Identifies significant highlights	achievement
Gives realistic advice for future learning	targets
Provides access for a response	action

Specific Guidelines for Reports at St Piran's

- A full set of reports for all subjects is sent to parents twice a year to pupils from Reception to Year 8. These are written in December and July for children in Years 5 to 8 and in February and July for children in Lower and Middle school. Nursery children receive one report during a year, in July.
- Close attention must be made to spelling and grammatical accuracy. Reports must be checked thoroughly before being handed in.
- There should be no crossings out or tippex used on reports.
- Please avoid the use of the first person singular.
- Please avoid repeating the same descriptive word in a report. A Thesaurus can be useful on the desk beside you.
- All reports should be type written.
- The name on the top of the report should be the pupil's full name as it appears on the typed class list. A shortened version of their name may be used in the main report.

- All reports must be signed in full and not simply initialled by the teacher.

Order of Reports in Report Files

English
Literacy Support
Mathematics
Numeracy Support
Science
French
German/Spanish (Years 6, 7 & 8)
Geography
History
Religious Education
Art
Design Technology
ICT
Music
Individual Instruments
PE/Games
Tutor
Headmaster

Further Guidance

- When typing sentences, there should be two spaces after a full stop and one space after a comma.
- When writing about 'Year 5', use a capital Y for Year. However, 'He is working well in his year group' should be lower case.
- Names of specific groups have capitals, e.g. Junior Choir, Pre-Prep, Middle School, Upper School. Please give each term a capital, e.g. Summer Term, Easter Term, Christmas Term.
- Please set out a 'Well done' sentence like this:

'.....has worked hard. Well done, Paul; a good term's work'

Please note two spaces after the full stop, comma after 'done', semi colon after 'Paul' and lower case 'a'.

- The only subjects that should have a capital letter are languages, i.e. French, English, Latin, Spanish. All other subjects are lower case, i.e. geography, mathematics, history, etc.
- All sports are lower case, i.e. rugby, hockey, netball, etc.
- Both focussed and focused are acceptable spellings.
- To make sure that ‘practice’ and ‘practise’ are used appropriately, think about ‘to advise’ – the verb and ‘give advice’ – the noun. The spelling of these two words should help.
- Generally, adverbs should be put after the verb: e.g. ‘He has enthusiastically participated’ should read ‘He has participated enthusiastically’. There are some occasions when it reads better the other way but please be careful.

Feedback to pupils

- i) We believe that feedback to pupils 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 policy for marking set out in this handbook as this ensures that we all mark in the same way.
- ii) We give pupils verbal feedback on their work whenever possible. We usually do this when the pupils are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the pupil’s work during marking.

Monitoring and review

The Director of Studies is responsible for overseeing the above policy and keeping it up to date.

