



Assessment, Recording and Reporting

This policy applies to all members of our school community, including those in our Early Years setting.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Tranby – East Yorkshire seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is available to all interested parties on request from the main school office.

This document is reviewed annually or as events or legislation change requires.

Assessment, Recording and Reporting	
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PREP SCHOOL PROCEDURES

Section 1: Principles

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents/guardians of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group.

Section 2: Types of Assessment

Formative: Assessment for learning

This is ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record/planning books, or the children's own books.

Summative: Assessment of learning

These occur at defined periods of the academic year such as Progress tests in October and June or at the end of a unit of work.

Summative tests are an essential tool for identifying individual progress over time and can be used for comparison within the cohort.

Diagnostic Assessments

All assessments can provide diagnostic evidence; however, certain assessment tools can be particularly useful in providing more detail data e.g., Lucid screening. Further information can be obtained from the school's SENCO.

Standardised tests in Maths, English maybe used to inform teaching and planning.

The key features of Assessment at the Prep School are:

- in lessons, a clear learning objective and success criteria are developed
- each child is expected to reflect on their own learning regularly, either through self-evaluation in plenary or conferencing activities with an adult
- written feedback focuses on achievement in relation to the success criteria and the next steps for learning
- oral feedback starts with a comment about how the child is following the learning intention and how they can improve their understanding and application
- questioning: effective questioning is a feature of all lessons and should enable pupils to demonstrate their understanding - the type of questions used should be clearly differentiated to suit the needs and levels of attainment of all pupils
- parents'/guardians' involvement.

Formative assessment

A range of assessments are used in addition to teachers' observations and assessments of class work, with reference to the United Learning Maths and English curricula. These are as follows:

Test	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Progress in Reading (PTE)	✓	✓	✓	✓	✓	✓
Progress in Maths (PTM)	✓	✓	✓	✓	✓	✓
CAT 4			✓		✓	
Phonics Screening Assessment	✓					

The information gained from these tests is used to show progression for individual and groups of pupils, set individual and year group targets, and to inform teaching and planning for the year ahead.

Summative Assessment

Foundation Stage

Children develop at different rates and in different ways. The school makes every effort to support and enable all children to be equally confident and competent in all areas of development and learning, using a variety of strategies to achieve this. Staff monitor and evaluate children's progress, rewarding both effort and achievement. Tranby Foundation Stage uses a variety of internal and external assessments to inform teaching and learning, including the DFE Development Matters Observation Milestone statements, Characteristics of Effective learning statements and the Foundation Stage Early Learning Goals. This is an ongoing assessment of a child's progress in the seven areas of learning, through classroom observations and effective questioning, to recognise children's progress and learning styles and to plan appropriate activities to extend their learning. Assessments are recorded through a thorough staff knowledge of pupil responses and outcomes, supported by use of photographic and written observations, including the use of the on-line Tapestry programme. These assessments are used as a basis for developmental planning, to facilitate individual pupil progress, and for the evaluation of that progress against relevant national norms. Recording progress informs staff and parents of each child's development, and each child moves on to each new stage in all programmes of study as and when they are assessed to be ready.

An important feature of the FS assessment is the ongoing dialogue between parents/guardians and staff, through recognition that parents have a unique knowledge of aspects of their child's development, which is central to the assessment process. Parents and practitioners will work together in an atmosphere of mutual respect, within which their child can have security and confidence. To this end, parents'/guardians' meetings are arranged at least twice a year. Tranby Foundation Stage always operates an "open door policy" where parents/guardians can come in and talk to staff if they have any concerns about their child.

The EYFS Profile is completed for all children in the final term of the Reception class. Each child's development is assessed against the Early Learning Goals. The results are shared with parents/guardians through optional EYFSP discussion meetings in the Trinity term and are also recorded on each child's

Reception End of Year Report. All relevant assessment material and records will be passed from The Croft to the Reception and to Pre Prep (Key Stage One) at the appropriate time. Every effort is made to build and maintain good channels of communication with local nurseries and primary schools in order to achieve a smooth transition between settings.

KS1 (Pre-Prep)

For each child in Year 1 and 2, a teacher assessment will be made as to whether the pupil is on track to achieve, (termly) and at the end of the year has achieved age-related expectations in Reading, Writing and, Mathematics. In Year 1 an assessment will be made as to whether the child has passed the Year 1 phonics screening assessment, through the statutory screening material. All tests/tasks will be administered to underpin the teacher's assessment judgements. The teacher's assessments will be the statutory results for each child. Pupils in Year 1 and 2 complete assessments (PTE and PTM) at the beginning of the year, to inform planning and at the end of the year to show progress and to be informative for transition to their new year group. Teacher assessments are recorded termly for all curriculum subjects on an internal tracker and reported to parents, using a graded system for attainment and effort.

KS2 (Prep)

For each child in Years 3 to 6, a teacher assessment will be made as to whether the pupil has achieved age related expectations in English (reading and writing), and Mathematics. Year 3 to Year 6 complete assessments (PTE and PTM) at the beginning of the year, to inform planning and at the end of the year to show progress and to use for transition to their new year group. Teacher assessments are recorded termly for all curriculum subjects on an internal tracker and reported to parents, using a graded system for attainment and effort.

Assessment of Writing

Pupils' writing is assessed every half term. The writing is marked and assessed according to agreed published criteria. Moderating exercises ensure consistency across staff and school.

As a result of the assessments individual targets are agreed and communicated to the pupil. These could also be recorded after the writing assessment in the pupils' English Books so that pupils and teachers can refer them to during any written task.

Assessment of Reading

Teachers keep records regarding the performance of children in Guided Reading Groups. These inform future teaching.

Children are engaged in a home school reading system. This includes a home/ school reading booklet designed to help parents and teachers to communicate observations to each other regarding progress and difficulties. Reading is also assessed at the beginning of the academic year and the end of the academic year, which provide evidence of progress made and as to whether the pupil is on track to achieve age related expectations.

Assessment of Maths

As described above the same process of assessing using standardised tests and teacher assessment is applied to Maths. Formal assessments are used half termly or at the end of a teaching block. The same analysis, publication and discussion apply as for Reading. In addition, ongoing teacher assessment follows every unit of work. This informs teachers of the success of his or her teaching and informs planning in the future.

All end of term assessment results are entered into the school's Pupil tracking system and enable the teaching staff and leadership teams to chart and track individual pupil progress. Pupils who have made particularly statistically significant drops or rises in terms of Value-Added Measures can be highlighted.

EAL Assessments

Class teachers need to monitor the performance of EAL pupils in their class by liaising with EAL staff and the SENCO to ensure progress.

Monitoring and evaluation

The Director of Prep Studies and Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/guardians, sampling pupils' work, records, and reports.

This policy will be evaluated and reviewed annually.

Marking

Information on marking can be found in the Prep School Marking Policy.

Recording

Each member of staff is expected to keep accurate records of assessments. These will include the following formats:

- EYFS recording systems (Tapestry)
- notes and post-its
- mark books
- personal written records
- reading records
- annotated planning sheets

Formal and teacher assessments are recorded on the pupil tracker for all curriculum subjects as well as individual summative records for Reading, Writing and Mathematics for each pupil.

3: Reporting to Parents/Guardians

Written reports

Parents/guardians receive report cards at the end of the Michaelmas and Lent terms which focus on a teacher assessment for Maths, Reading and Writing, and an attainment and effort grade for all curriculum subjects. This is accompanied by a class teacher comment. A full report is provided in the Lent term, providing parents/guardians with a summary of their child's achievements in all subjects and aspects of school life over the course of the year.

A full reporting schedule can be found in a separate document: Reporting Schedule, Prep School

Behaviour Issues/Records

Each class teacher keeps a record of poor behaviour and other issues in class and any correspondence with parents regarding behaviour. This is logged on CPOMS.

Parent consultation meetings

Parents/guardians are invited to meet staff to discuss their child's progress in the Michaelmas Term and in the Trinity Term.

At the Prep School we strongly believe in establishing and maintaining effective parent-teacher partnerships. To this end if parents are concerned about their child's progress, they are welcome to seek an appointment with the form teacher, Phase Lead, or the Head of Prep at any time during the school year.

Transfer of records

For pupils leaving the School during the Key Stages, up-to-date records should be passed to the Head of Prep for forwarding to the new school. These will include any test results available, including standardised scores, as well as teacher assessment in the core subjects.

Target Setting

The School's test results will be analysed by the Headteacher and Director of Prep Studies as part of the School's monitoring procedures. The outcomes of these analyses will be reported and discussed with teachers. Future targets for school improvement will be set in relation to the performance of children in National Curriculum Assessments and national benchmarking information.

SENIOR SCHOOL PROCEDURES

Section 1: Assessment

Entrance Assessment Data

Prospective students entering the Senior School into the start of Year 7 are assessed using QUEST assessments. The Assistant Head Curriculum oversees the admissions assessments for Year 7, working with the school's Registrar and Data Lead. Prospective students entering the school between Year 7 and 10 are also assessed using Hodder-provided entry assessments. Prospective students entering the Sixth Form into Year 12 are assessed using their GCSE predictions and QUEST assessments.

Diagnostic Assessment Data

These tests are provided by the Centre for Evaluation and Monitoring (CEM), part of Cambridge University Press and Assessment (formerly of the University of Durham). They are non-subject-based tests which allow an understanding of a student's underlying abilities and potential. They support an understanding of individual student needs and any potential support required. Year 10 students – via YELLIS – and Year 12 students – via ALIS – take baseline tests at the start of the Autumn Term. Further details on each are provided here:

YELLIS

- skills: vocabulary; mathematics; non-verbal and skills (which includes perceptual speed and accuracy, proof reading, spatial visualization and pattern recognition)
- overall YELLIS score
- ability YELLIS band
- attainment indicators at GCSE level

ALIS

- GCSE-based points score
- test-based points score
- predictions at A level

The data from these standardised tests is used to support the monitoring of student progress.

Internal Exams Data

Formal testing is only undertaken across the whole school towards the end of each academic year, and this is for Years 7 to 10 and 12 only (Year 11 and 13 take their public examinations at this time). These exams are created by Department Heads, organised and administered by the Exams Officer, all overseen by the Assistant Head Curriculum. However, departments may test at various times throughout the year.

Additional mock examinations are undertaken in November of Year 11 for GCSE and January of Year 13 for A Level, organised in the same manner.

Section 2: Recording and Reporting

The different ways in which we record and report on students perform different functions. Some are formal and recorded but others, like parents' evenings, are not. Working together, reports should:

- provide parents and other users with full and accurate information about students' achievements and progress
- communicate students' achievements across a wide spectrum including co-curricular achievements, personal and social development
- be based on evidence from a variety of types of assessment – but with a particular care to reflect potential outcomes in public examinations
- take account of any specific learning difficulties
- have a positive effect on students' attitudes and motivation
- support students' learning either by explicit target-setting or through making objectives clear
- be written in clear and accessible language
- be manageable for teachers to produce

The reporting process should:

- provide opportunities for student involvement.
- be part of a continuing dialogue with parents and encourage parental involvement and support.

All reports are produced on iSAMS and published to parents via the Parents' Portal.

Attainment Grades

Attainment Grades are the most regular, frequent and centralised report which lies at the heart of all other assessment mechanisms. They:

- take the form of an attainment grade and an effort mark for each subject
- are uploaded on the Parent Portal
- are seen by the pupil and form tutor and form the basis of a discussion about academic progress and attitude to learning
- help to identify problems which are acted upon by the form tutor and the relevant Head of Key Stage

Reporting on attainment in Key Stage 3 (Years 7, 8 and 9)

The attainment grades used internally in Years 7, 8 and 9 run as follows:

- Above curriculum expectations
- In line with curriculum expectations
- Working toward curriculum expectations

These levels may be modified with +/- . Pupils have curriculum expectations in their exercise books and a document is shared with parents outlining these criteria for each subject. The grading system operates within the three years of Key Stage 3, and is designed to:

- provide an objective, precise measurement of performance in each subject, judged against expectations for that specific year group
- provide a fair comparison between different subjects

- provide useful feedback for pupils and parents
- support a dialogue between teachers, pupils and parents

The following principles are common to all subjects in each year group:

- The full range of grades are open to use in each year
- Each year should involve progression through grades, with student performance starting in a modest position and improving through the year
- A+ aims to capture ‘exemplary’ performance/attainment and will be very rare
- Attainment grades should be awarded with reference to the following, as appropriate: quality of written work; homework; oral contributions; practical work; performance.

When reporting to parents, a simpler system of descriptors is used:

Above	Indicates that the pupil is showing extremely high levels of success across the subject and its curriculum. They may well be engaging with stretch and challenge activities within the classroom as well as achieving high results in assessments. They may be reading around the subject and evidencing an extensive knowledge of the skills explored in the subject. This category will include many pupils who are meeting all of the outcomes of the curriculum and beyond.
In line	Indicates that the pupil is broadly successful in meeting the outcomes of the curriculum, and whilst they will likely have clear areas for improvement and there may be support in place, they should find that they are meeting all of the key objectives of lessons without the need for significant additional support or scaffolding.
Working towards	Indicates that the student is accessing parts of the curriculum with success. However, this does indicate that they are finding some aspects of the content challenging and this may be evident in their assessment results. It is not necessarily a cause for concern and in many cases they will be progressing in-line with prior performance indicators.

In Year 9, attainment grades will be in a position to provide more predictive support for students discerning their GCSE options (although students should consider a broad array of information in determining GCSE choices, and not simply rely on attainment grades).

Reporting on attainment for GCSE and Sixth Form

WA – ‘Working At’ grade

- GCSE: between 1 and 9
- A level: between U and A*

For students in Year 10 and 11, studying towards GCSE examinations, and Year 12 and 13, studying towards A level examinations, they will have attainment grades that explicitly use the form of their final examination outcomes. Given the expectation that attainment grades in Key Stage 4 and Key Stage 5 progress throughout the two years, they are called ‘Working at’ grades, and are indicative of the level where a pupil is currently ‘working at’ as they move through an academic curriculum.

The 'Working At' grade is awarded with reference to national GCSE or A level (or BTEC) criteria specific to the examination board for that subject. They are a holistic professional judgement of current attainment **measured against the whole two-year specification**. As such, in the early stages of an examination course, 'Working At' grades may well be fairly modest because students are just beginning to acquire the necessary skills and knowledge.

Work of a high standard in one area does not mean a pupil would achieve that grade across all the specification content, especially in Year 10 and the Lower Sixth, so discreet pieces of work may be worthy of higher grades than the Working At grade can provide for. If things are going well, the 'Working At' grade will rise across the duration of the course. Where a teaching group is shared between two teachers, the teachers will discuss and agree the 'Working At' grade for each pupil at each data point, so the message to parents is consistent and clear.

Effort Marks

All year groups will be marked on their effort – a holistic judgement of the student's broad commitment to their studies in the subject. These marks assess the extent to which a student has the right mind-set and has developed the sound study skills required to be a successful learner in the subject.

Effort is scored on a 4 to 1 scale, with 4 being the lowest and 1 the highest. Although each department may use their effort marks slightly differently, with discreet approaches given the particular demands of each academic discipline, the system will follow the broad contours of the structure given below.

Effort will broadly consider the level of commitment, organisation, participation and independence of the student in the subject.

Commitment concerns how a student approaches their learning. A student who is committed will:

- be attentive
- be enthusiastic
- be diligent
- be persistent
- show resilience
- have high expectations of themselves

Organisation concerns how a student supports their learning. A student who is organised will:

- be fully prepared for each lesson
- complete tasks in class and at home on time
- meet any and all deadlines
- keep their resources well organised
- prepare thoroughly for assessments

Participation concerns how active a student is engaged in their own learning. A student who participates well will:

- take an active role in class activities
- contribute fully to class discussions
- collaborate readily and positively with their peers

Independence concerns how responsible a student is for their own learning. A student who shows independence will:

- actively seek to answer questions in class
- readily and carefully reflect on their own learning
- use their initiative to solve problems
- will show resourcefulness in how they approach new challenges

The marking used for Effort can then be considered to adhere to the following descriptions in terms of whether and when the student meets all of these expectations:

1. Always
2. Usually
3. Sometimes
4. Rarely

It is important to note that a mark of '2' is good, and worthy of celebration and pride. It is not expected that any student will score 1s in every subject; the 1 is awarded sparingly. In fact, a 1 in all subjects in a single grade cycle would be a rarity. A '3' in any area would merit a further discussion between the student and the subject teacher and/or form tutor to identify the particular areas where additional effort and action is necessary. A 4 denotes a severe issue in a student's approach to their work, and will require clear expectations set and adhered to by the student in order to improve. A mark of '4' should not come as a surprise to students and parents, with the expectation that departments would communicate such severe concerns as soon as they arise.

Reports will provide an average of the effort marks to provide an overall effort determination for each report cycle, which can then be tracked over time.

Reports

Data Collections (Years 7-13)

These are concise data-only summaries of student academic performance and progress, released roughly once every term. For Years 7 – 9, they contain an attainment grade and an effort mark for each subject. For Years 10 – 13, they contain Working At grades and effort marks for each subject.

There is an early data collection in the first half term which reports on Effort only for Years 7-10 & 12. Y11 and Y13 will receive a Working At grade alongside their Effort Mark in this data collection. Y13 will receive fortnightly RAG reports following formal in-class assessment.

Full Academic Reports (Years 7-10; 12)

A full academic report is written and sent home to parents at the end of the academic year for Years 7-10 and Year 12

The report contains:

- a set of attainment/working-at grades
- a set of effort marks
- an examination grade from the recent internal exams
- a written comment from each subject teacher (up to 500 characters)

- a report from the Form Tutor that provides a wider comment on their pastoral and co-curricular progress across the year to that point, demonstrating an in-depth knowledge of the pupil as an individual (up to 500 characters),

Section 3: Parents' Evenings

There are many opportunities to meet teachers on an informal basis, and parents are also encouraged to contact their child's form tutor to discuss any issues or concerns. However, regular parents' evenings are a major means for communication between parents and teachers.

As a general rule, we strongly encourage pupils to accompany their parents. Parents are advised that they need not feel obliged to see every teacher – this is especially recommended for Years 7 to 9 – but they are welcome to if they wish, and the timings are possible.

Parents' Evenings remain in-person, administered via the School Cloud system, to which parents have a log in and a means to book appointments in the week leading up to each evening. A range of other in-person events allow for teacher-parent and tutor-parent interaction directly, including GCSE options evening (Year 9), sixth form open evenings (Year 10 and 11) and the 'Making Most of the Sixth Form' and 'Next Steps' higher education application support evenings (Year 12).

Where an issue goes beyond the scope of a five-minute meeting, teachers will arrange a further meeting with parents, either phone/virtual or in person.

For parents who cannot attend parents' evenings, the form tutor collates a brief comment from all subject teachers and shares this with parents, which are passed on via email and/or via a phone conversation, with the Head of Year updated. Any major challenges that are noted should be followed up with in-person meetings with the relevant teachers at the first available opportunity.