

<b>Policy</b>	<b>Assessment &amp; Record Keeping Policy</b>
<b>Aims</b>	<p>We believe that effective assessment provides information to improve teaching and learning. We give our children 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, children and parents are all working together to raise standards for all our children.</p> <p>The aims and objectives of assessment in our school are:</p> <ul style="list-style-type: none"> <li>• to enable our children to demonstrate what they know, understand and can do in their work;</li> <li>• to help our children understand what they need to do next to improve their work;</li> <li>• to allow teachers to plan work that accurately reflects the needs of each child;</li> <li>• to provide regular information for parents that enables them to support their child's learning;</li> <li>• to provide the Leadership Team and governors with information that allows them to make judgements about the effectiveness of the school.</li> </ul>
<b>Organisation</b>	<p><b>Planning for assessment</b></p> <p>We use our school's curriculum plan to guide our teaching. 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.</p> <p>We use the National Literacy Strategy, National Numeracy Strategy and the national schemes of work produced by QCA to support our teaching. We use the assessment guidance in these schemes to help us identify each child's level of attainment.</p> <p>We plan our lessons with clear learning objectives. 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. We make a note of those individual children who do not achieve at the expected level for the lesson, and we use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.</p> <p>We arrange formal internal and external assessment opportunities for our children, to provide essential information for the school and subject teachers to identify individual pupil requirements.</p> <p><b>Junior School Target Setting</b></p> <p>We set targets in Mathematics, English and Science for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of each child at regular intervals and set revised targets.</p> <p>We also set targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. The children may themselves record these targets in their homework diary and are reviewed on a regular basis.</p>

**Senior School Target Setting**

Targets are set in all subjects to help pupils to make the best progress possible on an individual basis. Targets are put into the pupil's workbook or folder and some are recorded in their planners.

**Recording**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning objectives. On our planning sheets we record only those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use our annotated lesson plans as a record of progress measured against learning objectives.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. This information is passed on to the appropriate teacher at the end of each year.

**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 aspect of their child's work.

Each term we give parents a summary of the achievement and effort grades given to their child Y3-Y6.

In the Senior School the tutors collate the tutor cards twice each half term giving grades against effort and attainment. As they reach GCSE and A Level work the grades reflect their expected performance in these exams.

During the summer term in the Junior School we give all parents a written report of their child's progress and achievements. In this report we also identify target areas for future work. We write individual comments on all subjects of the National Curriculum. In this written report we include a space where the children can offer their own evaluation of their performance. We also include opportunity for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests. Parents are given a year plan which identifies the main areas of study for that particular class.

In the Senior School .....

**Feedback to pupils**

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 give children verbal feedback on their work whenever possible. We usually do this when the children 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 children's work during marking.

	<p>When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.</p> <p>We encourage the children to make comments about their own work and the work of fellow pupils. We encourage pupils to be the first markers of some pieces of work.</p> <p>We allow time at the beginning of each lesson for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.</p> <p><b>Consistency</b> All Heads of Department keep examples of children's work within their subject area. HOD's use the national exemplification materials to make judgements about the levels of the children's work. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this we ensure that we make consistent judgements about standards in the school.</p> <p><b>Record Keeping</b> The school files all internal assessment papers in one central location in individual pupil folders. All individual assessment records are held electronically (Tracking Sheets) and updated on a regular basis by the Deputy Head (A&amp;P) in the Junior School and by the Director of Studies in the Senior School. These are available to all members of the teaching staff. Teaching staff keep and maintain their own individual records for the children in the classes.</p>
<b>Roles and Responsibilities</b>	<ul style="list-style-type: none"> <li>• It is each Head of Departments responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.</li> <li>• It is the individual teachers responsibility to ensure that their own individual records are kept up to date and reflect the consistency set out by the Academic Head Senior School, Head of Department, Head of Subject &amp; Deputy Head (A&amp;P) Junior School</li> <li>• It is the Head Academic Senior School, Deputy Heads (A&amp;P) Junior School, responsibility to ensure that all formal assessment procedures are consistent; to provide a central location for the storage of assessment records and results; be responsible for administration, invigilation, duties and organisation with regard to internal and external testing and assessment arrangements throughout the school and in liaison with Head of Early Years and Head of Key Stage One where appropriate; be responsible for liaison with the SENCo with regard to children who may need special arrangements for external and internal testing and assessments.</li> </ul>
<b>Review Date</b>	Summer 2007