



# **ASSESSMENT AND REPORTING POLICY**

## **2024 - 2025**

**Last review:** May 2024 (Nick Rothwell)

**Date for next review:** May 2025

The aim of The Old Hall School is to provide an excellent all round education for children aged 4-11, supporting them in their educational journey by developing character, intellect, physical and emotional well-being and cultural understanding within a supportive environment. The School aims to cultivate an ethos in which each pupil is cared for individually, valued equally and that they are enabled to achieve their full potential both in and beyond the classroom.

Assessment plays a key role in fulfilling our aim. It should enable us to:

- To maximise pupil achievement
- To ensure quality teaching for the children's individual needs
- To provide a broad and balanced curriculum for all children
- To ensure that pupil progress and attainment is tracked effectively
- To ensure effective identification of support needed for learning, ensuring appropriate early interventions are put in place and that pupils make a positive trajectory of attainment.

## **ASSESSMENT**

The staff make regular assessments of pupils' learning and we use this information to ensure that future planning reflects identified needs. We believe that effective assessment for learning provides information to improve teaching and learning and inspire excellence. To do this in our school we undertake two different but complementary types of formal assessment throughout the year in addition to ongoing class assessment at three stages throughout the year (Data Point 1, 2 and 3).

We compare and contrast Teacher Judgements with SAS scores at a Data Point each term to ensure a positive trajectory for every child as they move through the school. We hold termly pupil progress meetings to discuss the journey behind the scores and to ensure that every child is given the support they need to reach their full potential.

## **DATA POINT 1, 2 AND 3**

Data Point 1, 2 and 3 is used for Year 1-6 and involves the use of teacher assessment to raise pupil achievement plus judging pupils' performance against appropriate personal and national (comparative) expectations. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve this aim (i.e. to close the gap in their knowledge). For English, Maths and Non-Core subjects, pupils are placed into the following categories:

<b>Data Point 1 - Michaelmas</b>	<b>Data Point 2 - Lent</b>	<b>Data Point 3 - Summer</b>
Not on track (NOT)	Not on track (NOT)	Not yet secure (NYS)
On track to secure (OTS)	On track to secure (OTS)	Secure (S)
On track to exceed (OTE)	On track to exceed (OTE)	Exceeding(E)

At each Data Point, Pupil Progress Meetings are then made with the subject/form teacher and the Head plus a member of the Senior Leadership Team to help create action points to support progress. This data is then stored on the shared drive which is available to all staff.

We give our children regular feedback on their learning so that they understand what it is and how they need to make further progress. Research has shown that their involvement in the review process raises standards and that it empowers pupils to take action towards improving their performance.

## PUPIL PERFORMANCE EYFS

At the end of Reception the staff carry out an Early Years Early Screening (EYES) which indicates the level of achievement the children are currently at. During the first three weeks of the Michaelmas term the class teachers administer a Baseline Assessment provided by CEM (BASE). There is follow on Teacher assessment throughout the year in the form of formal and informal observations and EYFS team meetings. At the end of the year the children are assessed against the EYFSP.

Formative assessments in the form of observations (of both child and adult initiated tasks) and marking of written tasks throughout the year inform the summative assessment in June of the seven areas of the Early Years Foundation Stage Profile. Each area is graded as Emerging (1), Expected (2). These results are discussed with the Year 1 teachers to ensure a smooth transition from EYFS to Key Stage 1, thereby enabling further progress to be made on entry.

The CoPs assessment (cognitive profiling) is carried out by the SENCo at the beginning of the summer term which helps to identify dyslexia, dyscalculia and other cognitive difficulties. By understanding the child's strengths and weaknesses, potential problems can be spotted at an early stage, and appropriate learning and teaching intervention strategies can be put in place.

## STANDARDISED TESTING

Children at the Old Hall take formal summer assessments annually during May. They previously sat the following Standard Age Score (SAS) tests:

- **Progress Target English (PTE)**
- **Progress Target Maths (PTM)**

**The PTE and PTM attainment** tests are designed to measure the knowledge and skills from key areas of the curriculum pupils have learned in school and can be used to determine the progress they have made over a period of time.

From May 2025, Old Hall will introduce **InCas** Testing in English and Mathematics, run by **CEM** (Cambridge University). Wrekin College take the secondary school equivalent called **MidYIS (11-14)** and **Yellis (14-16)**. This means that student data will help with analysis and trajectory as we prepare our students for the move to Wrekin College.

Our school chooses to use standardised tests to ensure consistency of assessment across the school and to gain important insight into how pupils and the school are performing in relation to other schools nationally.

**Standard Age Score (SAS):** A Standard Age Score converts a pupil's raw score to a standardised score which takes into account the pupil's age in years and months and gives an indication of how the pupil is performing relative to a national sample of pupils of the same age. The average score is 100. A higher score is above average and a lower score is below average. The SAS is key to benchmarking and tracking progress to compare performance of different pupils within a year group or across a year group.

At The Old Hall, our aim is for children to achieve an SAS of at least 95 and we use the following categories:

- Under 95 SAS – Not Yet Secure (NYS)
- 95-115 SAS –secure (S)
- 115-140 SAS - exceeded (E)

Standardised tests form part of an effective assessment system, but they cannot measure everything. For this reason standardised tests are triangulated with end of topic tests and formative feedback (teacher judgments) about what a pupil knows or can do.

- Any test will reflect a pupil's performance at a point in time, and this may be affected by factors such as tiredness or illness

## **WRITING**

Writing is levelled termly according to National Curriculum descriptors which have been adapted by The Old Hall School. These descriptors are made available to parents and the children and are designed to enable accurate, objective assessment of writing and the criteria is to be used as an evidenced based approach to build up a secure judgement of the child by the end of the year.

When analysing the writing, evidence of the criteria will be analysed against using the marking code. After each piece is analysed, this ensures staff are clear about the pupil strengths and areas for development which leads to identifying the next steps for a child in order for them to make progress. It allows feedback to pupils and parents to become much more focused and specific. (see Data Point 1,2 and 3)

## **SPELLINGS**

During The Michaelmas and Summer Terms, the children in Year 1-6 take a Single Word Spelling Test (SWST). These age-appropriate tests have been developed by assessment experts with teaching backgrounds, and are written for the current national curriculum.

By using SWST tests the school and staff to:

1. track pupils' progress in spelling with two sets of tests.
2. inform our teaching with the use of diagnostic commentaries to enable the identification of common errors.
3. compare our results to national scores by automatically converting raw scores to standardised scores.

Together with ongoing spelling teaching and the SWST, these are closely monitored by the class teacher and Assistant Head Curriculum and any concerns are raised with the SENDCo with intervention groups put in place if required.

## **MATHS**

In maths, short-term informal assessment is an ongoing process during lessons as teachers assess pupils' knowledge, understanding and skills from their written work and verbal answers to questions. Teachers constantly feedback to pupils about their individual progress in Mathematics and give guidance/set targets for future progress. Children will take end of unit and end of term assessments from the White Rose Maths Scheme to inform their progress and teaching. The end of term assessments and SAS scores from INCAS will be used to track progress.

This progress is monitored by the class teacher and the Deputy Head with any concerns being raised with the SENDCo and intervention groups put in place if required.

During the year the test outcomes and key assessment indicators will be combined to make a judgement on the pupils. The overall judgement and the test score will be input into Data Point 1, 2 and 3 and children will be Working Towards, On Track to Secure and On Track to Exceed.

## **SCIENCE**

During their four years of Science education from Years 3 to 6, pupils will cover all topics as laid down in the the National Curriculum at Key Stage 2. They will be assessed at the end of topics in Years 3, 4, 5 and 6 using 'in house' examination papers. Depending on time available, pupils may also be assessed using past Common Entrance papers.

By the end of Year 6, it is the aim that pupils will have covered all the topics included in the National Curriculum for Science, and that they will also have extended their knowledge and understanding of some topics into secondary level. Such extension work will be in areas judged to be most easily assimilated by the pupils at this stage, but which fit into the general pattern of the teaching programme. It is also hoped that the pupils will have become confident and proficient in their practical work in the Science laboratory and be confident in the production of their own plans to test out ideas. They should also be able to produce worthwhile graphs to display their data, to analyse and assess their results, and to be able to appreciate mistakes made and suggest improvements to their methods.

Informal assessment takes place through effective marking and verbal feedback given to children in lessons. Formative assessment informs future planning and supports the progression of each child. All year groups in Upper School complete 'in house' unit summative assessment devised by the teachers and Head of Science. Results from these assessments are recorded to inform reporting and for monitoring by the Head of Science. Lower school classes are assessed on the development of their progression knowledge.

## **NON-CORE SUBJECTS**

For subjects other than English, Mathematics, PSHEE and Science, children are assessed termly, against agreed skills from the Subject Leader, with the results collated and then shared with subsequent teachers. The skills for each non-core subject are agreed and are graded from Working Towards (WT), OTS (On Track to Secure), OTE (On Track to Exceed) in Terms 1 and 2 followed by NYS (Not Yet Secure) , S (Secure) and E (Exceeding) in the Summer Term. The agreed skills are used to aid progress, but ultimately, the teacher's professional judgement is key.

## **CHILDREN WHO ARE NOT ON TRACK/ NOT YET SECURE**




Children who are not track to make the expected progress are monitored by the class teacher, Assistant Head Curriculum and SENDCo. Parents will be kept informed of the child's challenges. These children may be placed on the SEN register and will have an Individual Education Plan (IEP) prepared by the SENDCo and class teacher. The IEP can be shared with parents and is reviewed termly.

## **MARKING POLICY**

Responses to children's work take the form of oral and written feedback. An emphasis is placed on the teacher feeding back to groups/classes at the end and/or beginning of lessons about progress made and points requiring further development. Verbal feedback is a key element of our marking strategy and is effective because it is often given during, or very quickly following, the learning or task. It offers more opportunity for dialogue between the teacher and the child, ensuring that they understand the feedback,

enabling them to respond to it and to action the feedback straight away. This supplements individual feedback and marking.

Work is collected in regularly and returned, marked for the next time the child meets that piece of work. It is marked in line with agreed guidelines as follow:

Sp. <u>± underline</u>	Incorrect spelling
3 x word (spelling mistakes)	Write word out 3 times
C + letter circled	Missing capital letter(s)
P + circled	Punctuation error
//	New paragraph needed
 	Excellent point or choice of word
FS	Write in full sentences
G	Grammatical error
H:	Teacher help during lesson
Next Steps (NS) or 	Advice on how to improve or a target set
EXT	Extension question
Not yet (NY), Nearly there (NT), Got it(GI)	Pupil's feedback comment
VF	Verbal feedback given

Whenever possible, marking should emphasise the positive aspects of a child's work. Marking should typically:

- offer encouragement and support to aid progress when tackling the next piece of work
- include a key point or next step as appropriate,
- indicate where verbal feedback has been given and/or a discussion has taken place
- Correcting every mistake can be disheartening, so marking will relate to, and focus on, the learning objective or success criteria.
- Teachers may decide that it would be more beneficial, on occasions, for the children to mark their work, for example, a spelling test or as part of self and peer marking.

Self-assessment is another strategy employed by teaching staff. Self-assessment is a way of encouraging children to evaluate and assess their own learning. The advantage of teaching children how to self-assess their work is that they have to think about what they've done well and what they could do better next time. It is extremely useful for children because it allows them to reflect on their own work in order to improve and develop it further. Self-assessment encourages pupils to reflect and look at where they went wrong in order to help them improve for the future.

## REPORTS

Parents receive three reports per academic year. The first two reports take the form of a 'Grade Card' showing where a child is currently working against Key Performance Indicators for the subject and age group. The reports reference a child's progress in each area of learning and are sent home at the end of each term. The final academic report of the year is a full written report, highlighting the child's strengths and developmental requirements and giving details of the child's general progress, as well as targets for each subject area. They celebrate all that the child has achieved throughout the year and are sent home at the end of the Summer Term.

Parent Meetings also enable parents to receive feedback on pupils' progress. These take place every term for every child. Teachers will share highlights from the term, books will be available for parents' to see and a discussion between teachers and parents are timetabled. Parents in the Lower School meet with CClass Teachers. Parents in the Upper School meet with Class Teachers and Subject Specialists.

Parents are seen as partners with teachers in a child; education and are encouraged to speak to staff at any time to discuss progress or any challenges; this may be an informal chat at the beginning or end of the day or it may take the form of a planned meeting involving the teacher, SENCo and/or the Head, as appropriate.

## SUMMARY

<b>Data Point 1 Michaelmas Term</b>	<b>Data Point 2 Lent Term</b>	<b>Data Point 3 Summer Term</b>
Lower and Upper School Year group Welcome Evenings Reception Baseline Assessment Upper School CATs Assessment and Results Data Point 1 – NOT,OTS,OTE Pupil Progress Meetings Lower School and Upper School Parents' Evening Testing for Spelling and Writing for Years 2 – 6 Maths Progress Year 1-2 Arithmetic Year 3-6 End of Term Reports	Data Point 2 – NOT,OTS,OTE Pupil Progress Meetings Lower School and Upper School Parents' Evening End of Term Reports	Lower School and Upper School Parents' Evening Lower and Upper School Granada Learning Assessments in English and Maths Testing for Spelling /Writing / Arithmetic for Years 2 – 6 Data Point 3 – NYS,S,E Pupil Progress Meetings Lower School Handwriting Displays & Open Evening End of Term Reports