

KC Soto Assessment Policy Whole School

Rationale

In keeping with our Mission statement, assessment at King's College, Soto is used to ensure that our students develop their potential and achieve to the best of their ability. Assessment is focused on improving students' achievement and progress, rather than just documenting student attainment.

Assessment at King's College, Soto provides a means of reporting to parents, producing data for tracking students' progress and providing feedback to teachers to inform the teaching and learning planning cycle. Assessment at King's College, Soto also provides corrective feedback to students to give them an idea of what they have achieved and their next steps to improvement.

Aims / Objectives

- To ensure consistency in assessment procedures within each section of the school
- To support the school's overall Vision and Mission Statement
- To inform teaching and learning
- To ensure feedback to students is constructive and useful
- To inform reporting to parents

Linked Policies:

- Teaching and Learning policy

Primary and Secondary Curriculum Policies

- Primary and Secondary Marking Policies
- Reporting Policy

Who was consulted in the writing of the policy?

- College Leadership Team
- Primary and Secondary Leadership Teams
- Subject Leaders, Heads of Year and Heads of Department
- Teachers

Assessment Policy Early Years Foundation Stage

Assessment plays an important part in helping teachers recognise children's progress, understand their needs, and plan activities and support. Ongoing assessment (formative assessment) is an integral part of the learning and development process. Observational assessment provides information about children's learning and development; staff observe the children and use observations to inform their planning. All staff contribute to the observations and an individual child profile is built up over the year which informs the EYFS Profile which is the statutory assessment at the end of the Reception year.

The Early Years Foundation Stage guidance states that *"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It*

involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share".

Our aims are to ensure that

- The starting point for assessment is the child, not a predetermined list of skills
- Observations show what the child can do – significant achievements – not what they can't do
- Staff observe as part of their regular routines
- Children are observed in play and self-chosen activities as well as in planned adult directed activities •

Observations are analysed to highlight achievements, needs for further support and planning for what comes next •

Parental contributions are used and valued as a central part of the assessment process

- Children are involved and encouraged to express their own views on their achievements

The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity. Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

What we observe

Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor.

- Play and child-initiated activities
- Practitioner led activities
- Activities which have been planned, but which children will carry out independently for most of the time

How we observe

Participant observations

- When the adult is involved in play with children
- When the adult is involved in planned practitioner led activities

1. Spontaneous Observations

- When you notice something significant that you are not involved in

Conversations with children

- Informal conversations and discussions which are noted down
- 'Interviewing' children about their own learning and interests

Recording

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process

Samples

- Drawings, independent emergent writing, photos of models, art work

2. Planned observations

- Where the observer deliberately stands back to observe and does not become involved.

During the observations we:

- Write down in short, quick notes what is significant to the child's learning and development.
- Look out for the things we don't already know or anything new (significant achievement). We also include any language used.
- Note of the date, time, area of learning and context (stand alone evidence).

After the observations we:

- Decide what it tells us about the child's learning and development.
- Consider the next steps for that child and implications for future planning.

Parent and family involvement

At the start of the year Parents of Pre Nursery, Nursery and Reception children are invited to an informal meeting where curriculum plans are shared with them. Individual meetings with families take place before the beginning of the year with ongoing dialogue and involvement wherever possible. There will be formal assessments, informal and formal observations taking place that will be recorded onto a child's individual and group records. All those who contribute to the welfare or education of the child are involved in the assessment process. Each child's progress is recorded and progress is shared through ongoing dialogue with parents and reports. Parents who have children with specific needs meet with the teacher and any professional involved as appropriate to report on achievements and set new learning intentions. At the end of the year parents of Pre Nursery and Nursery children will receive their child's report based on age and stage and at the end of Reception, parents will receive a report linked to the Foundation Stage Profile. Learning journeys also act as an ongoing record for children and their families

Assessment is used to plan further activities for the children to support them in developing on to the next stage. Planning is for each individual child and uses their previous experiences and abilities. Observation, assessment and planning is an on-going cycle for each child, aimed at supporting their individual development and learning across all seven areas. For all children in Pre Nursery we complete a 2-year-old progress check in partnership with parents between 24 and 36 months. This short written summary provides parents with feedback on their child's development in the three prime learning and development areas of the EYFS: Personal, social and emotional development; Physical development; and Communication and language. Additional summative assessments are also conducted throughout the child's time in our EYFS, such as a baseline assessment upon starting, termly and transition assessments. Class teachers track children's progress in each aspect of the three prime areas and each aspect of the specific areas (17 aspects in all) depending on the age/stage of each child.

On entry baseline assessments

These will be carried out within the first two/three weeks of children entering either Nursery or Reception classes, in Pre Nursery this may take longer depending on how each child settles in. Evidence will be recorded on the EYFS profile. Termly summary assessments, based on observational evidence for the specific areas of learning will then be recorded in order to judge progress.

Term 1: end of Autumn Term summary

Term 2: end of Spring Term Summary

Term 3: end of year summary. In Reception each child's level of development is assessed against the 17 ELG's. teacher's indicate whether children are working towards, meeting or exceeding expected levels.

Proposed measure for 'good level of development'

Children will be defined as having reached a good level of development at the end of the EYFS if they achieve at least the 'expected' in the ELGs for

- All three prime areas (PSED, PD and Communication and Language)
- The specific areas of Literacy and Mathematics

Primary School Assessment

Introduction

Assessment at King's College provides a means of reporting to parents, producing data for tracking students' progress, providing feedback to teachers to inform the teaching and learning planning cycle, and informing the school curriculum and development plans. In the Primary Department at King's College we value effective assessment that provides information to improve teaching and learning without placing any unnecessary burdens on staff or pupils. In order to do so, we use complementary assessment methods: assessment for learning, assessment of learning, assessment as learning. We strive for a balance between consistency and flexibility; rigour and responsiveness. The Primary Leadership Team at King's College is committed to researching and reviewing best practice. A combination of academic research, statutory and stakeholder requirements, and feedback from surveys and focus groups with staff, pupils and parents all feed into our approach to assessment and feedback.

This policy should be read in conjunction with the [Primary Marking and Feedback Policy](#) and the [Primary Curriculum Policy](#).

Assessment in the Primary School:

- Enables pupils to demonstrate what they know, what they understand and what they can do in relation to the curriculum.
- Helps pupils recognise the standards to aim for, and to understand their next steps to improve their work.
- Provides insights for pupils into their preferred learning styles and helps them understand their own metacognition.
- Inspires pupils to adopt a growth mindset, develop resilience to, and enthusiasm for, challenge.
- Teaches pupils that assessment is an integral part of learning, guiding the process and stimulating further learning.
- Allows teachers to plan and adapt lessons that accurately reflect the needs of each child.
- Provides insight for teachers on how best to support and extend all pupils, including those with SEND.
- Informs data driven teaching decisions on how best to support pupils in their learning.
- Provides regular information for parents that enables them to support their child's learning.
- Provides the Deputy Head and Head of Primary with data that feeds into judgements about the effectiveness of the teaching, learning and curriculum in the Primary School.
- Informs data-driven discussions in the Primary Leadership Team and provokes questions leading to targets in the Primary Development Plan.

Approach to Assessment

1. **Assessment for Learning:** Teachers use assessment (usually formative) to collect a wide range of data so that they can modify the learning work for their pupils and use the insights that come from the process to design the next steps. Assessment for Learning 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. At King's College, within the classroom context AfL is based on several principles:
 - Establishing the main learning objective by using a Learning Focus (LF).
 - Sharing the specific success criteria (Must, Should, Could and Challenge in independent tasks) and context for pupils to meet their learning objective.
 - Effective questioning and response with in-lesson adaptation.
 - Peer / self-evaluation against the LF and success criteria.
 - Verbal or written feedback with acknowledgement of success and next steps for pupils.
 - Review and adaptation of future planning.
2. **Assessment of Learning:** Teachers use assessment (usually summative) to measure the quantity and accuracy of pupil work and highlight the learning that has taken place. AoL involves judging pupils' performance against our King's College standards and external, standardised national and international standards. Teachers may make these judgements at the end of a unit of work, end of term, of a year, or of a key stage.
3. **Assessment as Learning:** Pupils personally monitor feedback, in conjunction with teachers and parents, on what they are learning and how they are progressing so that they understand what it is that they need to do better. Pupils and teachers use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand (metacognition). Research has shown that pupil involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.

Assessment strategies can be integrated and are not mutually exclusive. At King's College, we simultaneously use the results of summative and diagnostic assessments as formative. This ensures maximum value from each assessment and minimises the stress placed on pupils and teachers by over-testing.

Formative: to identify future targets for the class, group and individual as appropriate within the subject area.

Diagnostic: to identify students' strengths and weaknesses for the purposes of personalising their learning or appropriate class placement.

Summative: to evaluate and monitor students' progress for the purposes of benchmarking and reporting.

GL Assessments:

We use a range of GL Assessments to provide us with an age-appropriate, standardised yet individual overview of our pupils. Pupil Attitudes to Self and School (PASS) conducted from Year 1 to 6, is an all-age attitudinal survey that provides a measurement of a pupil's attitudes towards themselves as learners and their attitudes towards school. In Years 3 and 5 pupils sit a diagnostic assessment (CAT4) on pupil potential and learning styles. CAT4 provides teachers with a comprehensive profile of a pupil's reasoning abilities related to different subject skills. CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. The resulting data is used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. Attainment and progress against standardised benchmarks is gleaned from Year 2 to 6 Progress Tests in Maths, English and, in Year 6, Science. This data is considered alongside ongoing formative assessment, cycle tests and internal termly diagnostic assessments. We review all of this data in a range of macro and micro analyses in order to create the best

learning environments, curriculum and move between methodologies that allow pupils to maximise their potential.

Assessment and Curriculum

- In planning, teachers and subject leaders consider the most important knowledge or concepts that pupils need to know and focus on these, prioritising feedback, retrieval practice and assessment on these concepts.
- Teaching is designed to help pupils to remember the content they have been taught in the long term by revisiting and integrating new knowledge into larger ideas.
- Leaders use assessment to understand different starting points and gaps in learning, and adjust the curriculum accordingly.
- Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- Impact is reflected in results from standardised tests and assessments that meet inspection expectations.
- Leaders use assessment to understand areas of strength and development within the curriculum and adjust development planning accordingly.
- Subject Leaders and teachers plan programmes of study with intended end points and provide frameworks to measure how pupils are progressing towards those end points.
- Subject Leaders and Heads of Year meet with peers from Chamartín and La Moraleja to ensure that levelling is accurate and in line with other schools.
- The Primary Leadership Team works closely with teachers to discuss these provisional reported grades, so that they have a common understanding of the expectations in each subject.
- Teachers meet on a termly basis with their Head of Year to discuss pupil progress, gathering all relevant personal information and assessment data to complete a pupil progress report.
- Pupil Progress reports are shared with the Primary Leadership Team, the SENCO and used to inform intervention and add to IEPs to maximise vulnerable pupils' progress.
- Teachers use assessment to check pupils' understanding to inform teaching.
- Teachers use assessment to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts.
- Teachers use assessment to gauge when to stretch and add depth to pupil's learning.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught.
- Teachers share learning goals and expectations with pupils, promoting peer and self-assessment and metacognition.
- Teachers check pupils' understanding systematically within lessons, identify misconceptions accurately and provide clear, direct feedback.
- Teachers provide regular, effective feedback to move learning forwards within and at the end of lessons.
- Teachers respond to pupil understanding and misconceptions, adapting their teaching swiftly, without unnecessarily elaborate or individualised approaches.

Assessment Data Capture Points

Data is gathered through Weekly Cycle Tests and ongoing teacher evaluation. Assessment is further measured with number of data capture points:

September: Pupil Progress Meetings held from EYFS to Year 6.

October: All pupils in Year 3 and Year 5 will take a CAT4 test to measure potential attainment and learning styles or biases.

Pupils in Year 1 and 2 will be assessed on Reading and Phonics levels.

December: All pupils from Year 1 to Year 6 will take Internal Termly Diagnostic Assessments.

Pupil Progress Meetings held from EYFS to Year 6.

January: All pupils from Year 1 to Year 6 will take a PASS test to measure their attitudinal feelings towards school and learning.

March: All pupils from Year 1 to Year 6 will take Internal Termly Diagnostic Assessments.

Pupil Progress Meetings held from EYFS to Year 6.

May/June: All pupils from Year 1 to Year 6 will take Internal Termly Diagnostic Assessments.

Pupils from Year 2 to Year 6 will take the GL Progress Tests in English and Maths, Year 6 will also take the GL Progress Test in Science. The results of these are used for benchmarking and to inform future curriculum review and development planning.

Pupil Progress Meetings held from EYFS to Year 6.

Reporting to Parents

We apply a range of strategies that keep parents consistently informed of their child's learning activities in school and encourage parents to contact the school if they have concerns about any aspect of their child's work. At reporting periods, teachers use all relevant assessment and available data to make judgements about pupil attainment in English Reading, English Writing, Mathematics, Science and Lengua on a 6 point scale ranging from Not Yet Accessing the Curriculum to Working Significantly Above age related expectations (see below).

The provisional reported grades are moderated by PLT against previously reported grades and recent diagnostic assessments, along with evidence of pupil work, before a final grade is reported to parents. PLT works closely with teachers to discuss these provisional reported grades, 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.

All data remains available for future tracking and monitoring purposes in iSAMS.

Attainment Grades and Criteria:

ATTAINMENT	
Working Significantly Above	Your child is regularly producing work that is significantly higher than the expected level for their year group.
Working Above	Your child is regularly producing work that is higher than the expected level for their year group.
Working At	Your child is regularly meeting the expected level for their year group.
Nearing	Your child is not regularly meeting the expected level for their year group, but they are close to doing so. With continued reinforcement and hard work, they are likely to meet the expected level more regularly.
Working Below	Your child is not yet meeting the expected level. With support they are able to access the curriculum for their year group. Your child may be offered additional support within the classroom to access the curriculum more independently.
Not Yet Accessing the Year Group Curriculum	Your child finds it difficult to access the curriculum for their year group and they need regular additional support. Your child may be offered additional learning support to help them catch up.

Progress as measured for each individual pupil term by term:

PROGRESS	
Excellent	
Good	
Less Than Expected	

KS1 Learning Skills and Criteria:

LEARNING SKILLS			
WILLINGNESS TO SPEAK ENGLISH OR TARGET LANGUAGE	ATTITUDES TO LEARNING	ORGANISATION FOR LEARNING	INDEPENDENT LEARNING
<ul style="list-style-type: none"> Often speaks English (or Target Language) with friends and always uses it in class Speaks English (or Target Language) confidently Uses new vocabulary correctly 	<ul style="list-style-type: none"> Excellent focus Excellent enthusiasm Enjoys challenge and shows resilience 	<ul style="list-style-type: none"> Can always organise equipment and books independently Work is organised and easy to read 	<ul style="list-style-type: none"> Completes tasks independently, recognising when to ask for support
<ul style="list-style-type: none"> Usually speaks English (or Target Language) in class and sometimes when with friends Usually speaks English (or Target Language) confidently Tries to use new vocabulary 	<ul style="list-style-type: none"> Good focus Good enthusiasm Sometimes enjoys challenge and is beginning to show some resilience 	<ul style="list-style-type: none"> Can usually organise equipment and books independently Can organise work on the page, making it easier for others to read 	<ul style="list-style-type: none"> Usually completes tasks independently; occasionally needs support
<ul style="list-style-type: none"> Often needs reminding to speak English (or Target Language) in class Needs to build confidence speaking in English (or Target Language) Tries to use new vocabulary when prompted 	<ul style="list-style-type: none"> Finds it hard to remain focused in some situations Inconsistent enthusiasm When encouraged will attempt challenges and is beginning to show some resilience 	<ul style="list-style-type: none"> Has developed some independence when organising equipment and books Needs encouragement to organise work on the page 	<ul style="list-style-type: none"> Often needs support to complete tasks
<ul style="list-style-type: none"> Needs encouragement to speak English (or Target Language) Reluctant to speak English (or Target Language) and needs to build confidence speaking in English (or Target Language) Rarely uses new vocabulary 	<ul style="list-style-type: none"> Needs support to stay focused on a task Limited enthusiasm Avoids away from challenge and needs to develop some resilience 	<ul style="list-style-type: none"> Needs to develop some independence when organising equipment and books Needs support to organise work on the page 	<ul style="list-style-type: none"> Needs constant support to complete tasks

KS2 Learning Skills and Criteria:

LEARNING SKILLS			
WILLINGNESS TO SPEAK ENGLISH OR TARGET LANGUAGE	ATTITUDES TO LEARNING	ORGANISATION FOR LEARNING	INDEPENDENT LEARNING
<ul style="list-style-type: none"> Often speaks English (or Target Language) with friends and always uses it in class Speaks English (or Target Language) confidently Uses new vocabulary correctly 	<ul style="list-style-type: none"> Excellent focus; rarely gets distracted Excellent enthusiasm Actively seeks extension and opportunities for challenge and shows resilience Completes all tasks, often going beyond task requirements to impress 	<ul style="list-style-type: none"> Always on time and immediately ready to learn Always has correct equipment and books Homework is always completed to a high standard and always handed in on time Excellent presentation in books; work always neat and well laid out 	<ul style="list-style-type: none"> Highly independent, curious and excited about learning Often completes further research or extension activities of their own accord Can confidently and effectively check their own or peers' work and say what they need to improve on
<ul style="list-style-type: none"> Usually speaks English (or Target Language) in class and sometimes when with friends Usually speaks English (or Target Language) confidently Tries to use new vocabulary 	<ul style="list-style-type: none"> Good focus; does not often get distracted Good enthusiasm Sometimes seeks extension and opportunities for challenge; is beginning to show some resilience Completes the majority of work to the best of their ability 	<ul style="list-style-type: none"> Usually on time and ready to learn Usually has the correct equipment and books Homework is completed to the best of their ability and usually handed in on time Presentation usually good; work usually neat 	<ul style="list-style-type: none"> Usually independent, often curious and engaged in their learning; asks for support when they need it Usually completes tasks and sometimes engages in further research or extension activities of their own accord Checks their own or peers' work and can sometimes say what needs to be improved
<ul style="list-style-type: none"> Often needs reminding to speak English (or Target Language) in class Needs to build confidence speaking in English (or Target Language) Tries to use new vocabulary when prompted 	<ul style="list-style-type: none"> Finds it hard to remain focussed in some situations; sometimes gets distracted and distracts others Inconsistent enthusiasm Needs help when facing challenge and perseveres with support; is beginning to show some resilience Sometimes needs reminding about completion of tasks 	<ul style="list-style-type: none"> Acceptable punctuality; needs some prompting to get ready to learn Generally has books and equipment, although sometimes forgets Most homework completed satisfactory; sometimes needs prompting to hand it in Presentation of work could often be better; when prompted can work more neatly 	<ul style="list-style-type: none"> Sometimes work independently, but often needs support to complete tasks Sometimes completes tasks, but rarely engages in further research or extension activities of their own accord With support will check their own or peers' work and will follow advice on how to improve
<ul style="list-style-type: none"> Needs encouragement to speak English (or Target Language) Reluctant to speak English (or Target Language) and needs to build confidence speaking in English (or Target Language) Rarely uses new vocabulary 	<ul style="list-style-type: none"> Needs support to stay focused on a task; often gets distracted and distracts others Limited enthusiasm Avoids challenge and needs to develop some resilience Work often incomplete 	<ul style="list-style-type: none"> Sometimes late, and despite prompts, slow to start Regularly forgets equipment and books Often forgets to complete homework Work often disorganised or incomplete and lacks structure 	<ul style="list-style-type: none"> Highly dependent and often needs individual support Needs considerable prompting to start and complete tasks Rarely checks their own work and needs support when following advice on how to improve

Comments:

Teachers provide a summary of the curriculum content write (2-3) comments on specific areas of strength and (1-2) next steps, linked to curriculum objectives for Reading, Writing, Maths, Science and Spanish. All other subjects are reported on within the Wider Curriculum comment. This ensures that pupils and parents celebrate their achievements, understand their performance against age-related expectations and it allows them to take action towards improving. We offer an opportunity for all parents to meet with their class teacher to discuss the report, clarify any questions, discuss concerns and suggest steps parents can take to support their children.

At the start of a term, each of our teachers gives parents an update that identifies the main areas of study for that particular class (Parent Planners / Curriculum Maps). In this update, the teacher identifies how parents can support any elements of the work during the rest of the term.

Moderation of standards

All subject leaders study examples of children's work within their subject area during Book Looks and Book Shares. Subject leaders use the national exemplification materials to make judgements about the levels of the children's work and moderate across year groups, Key Stages and other King's Group schools. 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.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

We arrange staff meetings within our King's Madrid Schools to ensure that our levelling is accurate and in line with other schools.

Feedback and Marking

Success Criteria:

As far as possible, work should be set with a main learning objective, referred to as a Learning Focus (LF) and accompanying success criteria. Pupils should be aware of and understand the success criteria for each lesson or series of lessons. These should be referred to and ticked off by the students, teacher or peer next to an example of a specific criterion. Follow up feedback is directly related to the learning focus or success criteria and should include several options so that all children have next steps to work on.

Verbal Feedback:

Immediate feedback that is positive and specific is probably the most effective. Positive and specific means explaining what is good, why it is good and how it can be improved. Effective questioning is a powerful tool when providing verbal feedback, encouraging thinking at a deep level. It is legitimate to give detailed verbal feedback on work instead of written comments when appropriate. Pupils understand and value this feedback primarily because it is individualised and can be acted upon immediately to improve their learning.

Written Feedback:

Written feedback will be in the form of written comments that should be encouraging, positive and specific, with clear next steps for improvement, linked to the LF and success criteria. Pupils value reading what is good about a piece of work and what they need to do to improve further.

Peer and Self-Assessment:

Pupils should annotate work that is peer and self-assessed, they should use clear success criteria and comments should refer to these criteria. Pupils value this form of assessment because they gain a better understanding of their strengths and areas for improvement as a learner.

Feedback via Rubrics:

Feedback may also be given via rubrics or standards. Teachers may highlight learning objectives, success criteria or skills successfully achieved. Pupils may use rubrics to assess their own progress or the progress of peers. Effective use of rubrics allow pupils to reflect on their progress according to objectives provided and reflect on the next steps to progress further, they can use these to make appropriate amendments to their work.

Frequency of Feedback and Marking:

Regular formative feedback is key to enabling pupils to achieve success. Pupils' exercise books and/or files should contain evidence of this feedback. In addition to the broad range of informal feedback and advice which teachers give to pupils both during and outside of lesson time, formal, in-depth marking should be

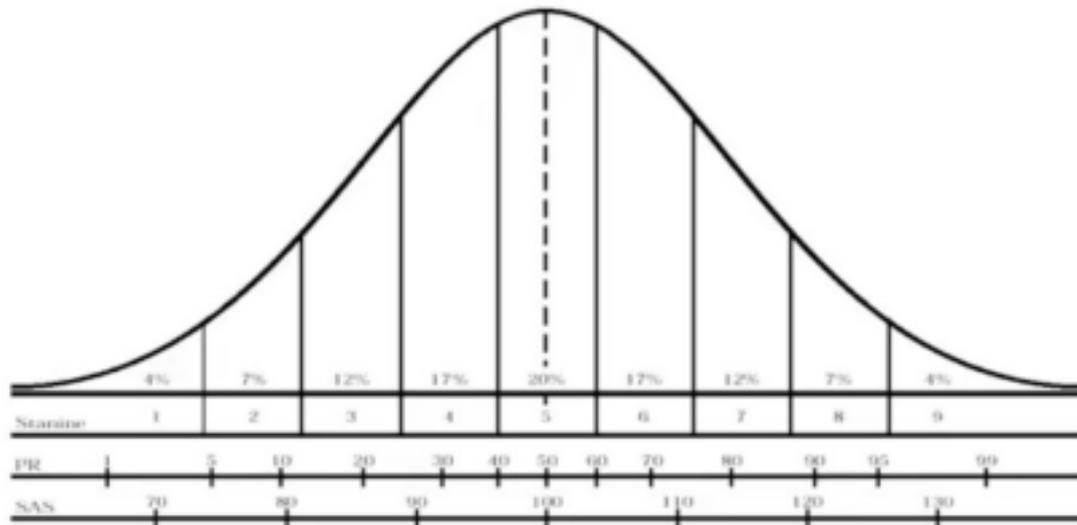
carried out by teachers on a regular basis. Stipulated colours (pink and green) must be used in all written feedback, with marking codes followed consistently. During in-depth marking, the colours quickly indicate the areas the child has performed well in and how they can improve next. At least one piece of work should be marked by the teacher at the end of a unit of work, depending on the number of weekly lessons the subject has (see [Primary Marking and Feedback Policy](#)). These timeframes do not reflect instances that may disrupt the usual delivery of curriculum content, such as internal/external examinations, events, trips and excursions, project and coursework etc.

Transition Procedure:

The key assessment objectives for Year 6 have been built into the key assessment objectives of Year 7 in order to facilitate transition.

For transition purposes, the Year 6 end of year results will translate into the Secondary levels and reporting system that will be used in Year 7. The Progress Towards Maths and Progress Towards English Stanine Scores will be translated into the 1 to 9 Secondary Reporting System by the Secondary School Director of Studies. Combined with teacher assessment from Primary formative data, report levels, CAT4 and PASS to build a learner profile to share with Year 7 teachers to ensure a productive start to the Key Stage which takes account of prior learning and progress.

GL Assessment Stanines



Secondary Reporting Grades	GL Assessment Y6 results (Stanine)	GL SAS	Reported Grades
1	3 and below	WT WT+	
2	4-5	WW, WW+	
3	6-7	WB	

4	8-9	WB+	WT
5			WT+
6			WW, WW+
7			WB
8			WB+
9			

Monitoring and review

The Deputy Head of Primary is responsible for monitoring the implementation of this policy. The Key Stage Coordinators are responsible for the overall analysis at Year Group and day-to-day monitoring within their Key Stages.

The Subject Coordinators are responsible for the overall analysis at their subject and termly monitoring within their subject.

All Coordinators (Key Stage, English, Maths and Science) should produce a termly report about pupil progress and data within their responsibility remit.

The PLT and SPLT also inspect samples of the children's work to ensure that the policy is being implemented in the classroom.



Secondary School Assessment

Definition

Assessment is the process of obtaining, analysing and interpreting evidence for use by both pupils and teachers to enable the review, planning and improvement of learning. It is a validating and measuring tool that is fully integrated with the delivery of the curriculum and is an essential component of effective classroom practice.

Purpose

Assessment supports each pupil in the development of his or her learning potential, encouraging improved attainment with clear judgement criteria and communication of next steps. Our assessment of Attitudes to Learning, Organisation, English for Learning, Willingness to Speak English and Presentation Skills, fosters personal responsibility and celebrates positive attitudes to learning.

Regular, meaningful assessment of attainment and Learning Skills allows us to track pupil progress effectively and report to parents, not just on current individual attainment, but also on next steps and on the dispositions which will enable pupils to develop the skills to become life-long learners.

Implementation

Each department is responsible for the implementation of the Assessment Policy. Any changes made to suit a subject specific context must be included within the Departmental Handbook.

Each department has developed a model of progression for KS3 and subject levels (9-1) should be communicated clearly to pupils and be included in the Departmental Handbook alongside, where appropriate, details of:

- Criteria used for assessment
- The range of techniques and strategies used to assess pupil progress
- Procedures used to standardise marks (where more than one teacher delivers a subject)
- Procedures for dealing with pupils deemed to have additional educational needs (including those designated as 'Gifted and Talented')

The British Section

Throughout Key Stage 3, assessment of attainment will be carried out with reference to the King's Levels (9-1).

The subject content of each subject is published to pupils and parents via the iSAMS Parent Portal.

In Key Stage 4 (GCSE/IGCSEs) assessment of attainment will be carried out using criteria specified in the syllabus of delivery.

In Key Stage 5 (A-Levels and IB) assessment of attainment will be carried out using criteria specified in the syllabus of delivery and using the grading system of each curriculum.

The Spanish Section

We are required to deliver a core Spanish curriculum to Spanish nationals and this is assessed in accordance with best practice in the Spanish education system. In the Spanish system, it is possible for a pupil to "fail" a year and the College is obliged to provide an additional opportunity for pupils to reach the "pass" grade of "5".

The Spanish Section uses a 10-point grading scale:

Grade	Spanish	English
9.0-10	The best possible grade and is called " <i>sobresaliente</i> "	outstanding
7.0-8.9	Called " <i>notable</i> "	very good
6.0-6.9	Called " <i>bien</i> "	good
5.0-5.9	The lowest passing grade and is called " <i>suficiente</i> "	sufficient
3.0-4.9	Called " <i>insuficiente</i> "	insufficient
0.0-2.9	The lowest possible grade and is called " <i>muy deficiente</i> "	very poor

Targets

We aim to support our pupils to achieve to the very best of their ability and to develop their potential. Targets are set every year using data from standardised tests and the experience and judgement of our teachers. Targets set to be aspirational yet realistic.

We monitor progress towards these targets at regular intervals to ensure that any necessary intervention is swift and effective.

Verbal Feedback

Immediate feedback that is positive and specific is probably the most effective. Positive and specific means explaining what is good, why it is good and how it can be improved. Effective questioning is a powerful tool when providing verbal feedback, encouraging thinking at a deep level. It is legitimate to give detailed verbal feedback on work instead of written comments when appropriate. It must be made explicit to students that this feedback is the feedback that will be given.

Written Feedback

Written feedback will be in the form of written comments that should be encouraging, positive and specific, with clear targets for improvement. Comments should contain as much praise as possible but always with specific, constructive guidance (E.g. WWW – What Went Well, EBI- Even Better If).

Peer and Self-Assessment

Students should annotate work that is self and peer-assessed with an agreed notation that indicates that the work has been marked and feedback received. Where work is to be peer or self-assessed, this should be made clear to students and validated as an alternative to teacher marking. Therefore, students should have clear success criteria to assess their work and comments made should refer to this.

Feedback via Rubrics

Feedback may also be given via rubrics provided to the students. Teachers may highlight learning outcomes / skills successfully achieved and students may use rubrics to assess their own progress or the progress of peers. Students should be given time to reflect on their progress according to rubrics provided and reflect on the next steps to progress still further and make amendments as appropriate to their work.

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Success Criteria

As far as possible, work should be set with accompanying success criteria given in advance. Students should be aware of the success criteria for attainment and Learning Skills.

Learning Skills

Students' Learning Skills should be discussed with pupils and grades may be recorded in the teacher mark book to build up information over time about a student and to aid grading these elements in reports.

Frequency of Feedback and Marking

Regular formative feedback is key to enabling pupils to achieve success. Pupils' exercise books and/or files should contain evidence of this feedback. In addition to the broad range of informal feedback and advice which teachers give to pupils both during and outside of lesson time, formal, individual, written feedback and marking should be carried out by teachers on a regular basis. At least one piece of work should be marked

by the teacher at the end of a unit of work, depending on the arrangements of the department, which will vary according to how many lessons the subject has during a week.

Evidencing Feedback and Marking

Please note that these are not exhaustive lists, and some types of marking and feedback will be continuous and not necessarily recorded. However, evidence of feedback and marking can be shown by:

Summative Assessment

This gives pupils a clear indication of the quality of an individual piece of work produced. Feedback from summative assessment should always be used to celebrate effective learning and should diagnose areas for future development.

Features of Marking

Marking in books may include the following features:

- King's Levels, IGCSE/GCE grades, percentage or numerical scores;
- Results from tests, department assessments, or other formal summative assessment;
- Ticks and associated comments.
- Advising pupils what they must do to improve and make progress to the next level/grade.
- Praise and encouragement
- Nudging and Questioning
- Next Steps / www and ebi

Reporting

Cycle Tests

The schedule for weekly Cycle Tests is overseen by the Heads of Middle and Senior School and is communicated to parents. A parental report is updated every week adding the latest test. The report communicates pupils' progress towards individual targets.

Termly Reports

Parents will receive a report at the end of each term. These reports will indicate the progress and attainment of a child. They will also give an overview of the child's Learning Skills, vital factors which drive individual progress and attainment.

1. Attainment This is a measure of a pupil's performance and is measured from 9-1. Reports include an indication of current attainment, alongside a target and an indicator of progress.
2. Personal Progress: This is a measure of a pupil's performance with respect to his/her own personal target. This target has been communicated to all pupils and can be found in their exercise books and planners.
3. Learning Skills. These attitudes and skills are perhaps the most important factor in making progress and in attainment. They measure the willingness a pupil shows in each area and with support, good choices and getting into good habits, pupils can improve in each of these areas improving chances of higher levels of attainment.

Learning Skills

Learning Skill	Descriptor Summary
English for Learning	English for Learning is a measure of a child's ability to understand and use the English language in academic contexts relevant to their stage in education
Willingness to Speak English	This measures a child's confidence and engagement in developing their English skills in order to access the curriculum
Attitudes to Learning	Attitudes to learning are measured by their willingness to focus, persevere and engage with all learning opportunities
Organisation of Learning	Organisation of Learning measures punctuality, willingness to settle quickly with the correct equipment to learn
Independent Learning	This is measured by a pupil's willingness to find solutions when they get stuck, is self motivated to complete work and effectively evaluate their own progress

<p>Created and Reviewed by : Paula Parkinson, Sally-Anne Banks, Meredith Silburn, David Murphy - October 2022</p>	<p>Reviewed by: Paul Crouch - November 2022</p>
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