

ASSESSMENT POLICY

Overview

Assessment is the process by which pupils and teachers gain insight in to learning. Effective assessment should provide information to enable the teacher to plan, deliver and evaluate the constant cycle of learning. It should provide information about the learner (knowledge acquisition, learning preferences and identification of individual needs) and should encourage every pupil to take ownership of their learning. Use of data from assessment allows teachers to take into account the individual needs of their groups/sets within their planning. It should also provide valuable information for regular and specific feedback to both parents and pupils. This, in turn, ensures pupils, parents and teachers are all working together to raise standards and enable each pupil to reach his or her full potential.

Aims and Objectives

The aims and objectives of assessment in the school are:

- To provide and record secure data that allows the school to track the progress of groups, sets and individual pupils both internally and against national standards
- To allow teachers to plan work that accurately reflects the needs of each pupil
- To provide information that facilitates effective differentiation
- To enable pupils to demonstrate knowledge and skill acquisition, understanding and ability
- To help pupils understand how to improve their work and take ownership of their learning
- To provide regular information for parents that enables them to support their child's learning
- To help parents make informed decisions when selecting senior schools
- To provide the Headmaster, with information that allows him to make judgements about the effectiveness of the school
- To provide information on new pupils joining the school so that they can be placed appropriately amongst their peers

Assessment Procedures

Standardised Testing

St Hugh's uses a wide selection of standardised tests to compare the relative performance of individuals or groups of pupils. These tests are administered annually to enable the Headmaster, Senior Leadership Team (SLT), Academic Leadership Team (ALT), Heads of Department and Learning Support to monitor the academic progress of all pupils. The data is stored centrally and all staff have access to this information. Teaching staff are required to have a *Class Learning Profile (CLP)* for every class they teach and this should be used when planning and differentiating their lessons. The Headmaster also uses the standardised data when providing advice to parents on future schooling.

Annual Standardised Assessments Schedule

	Autumn Term	Spring Term	Summer Term
Reception (Pre Prep)	Reception Baseline Test (Digital)		Baseline Progress Test (Digital)
Pre Prep (Yrs 1 - 2)	NGRT (New Group Reading Test) (Paper)	SWST (Single Word Spelling Test) (Paper) PASS - Year 2 (Pupil Attitudes to Self and School) (Digital)	PTE (Progress Test English) (Paper) PTM (Progress Test Mathematics) (Paper) SWST (Single Word Spelling Test) (Paper)
Middle School (Yrs 3 - 4)	CAT4 (Cognitive Abilities Test) (Digital) (Year 4 only) NGRT (New Group Reading Test) (Digital)	SWST (Single Word Spelling Test) (Digital) PASS (Pupil Attitudes to Self and School) (Digital)	PTE (Progress Test English) (Digital) PTM (Progress Test Mathematics) (Digital) SWST (Single Word Spelling Test) (Digital)
Upper School (Yrs 5 - 7)	CAT4 (Cognitive Abilities Test) (Digital) NGRT (New Group Reading Test) (Digital)	SWST (Single Word Spelling Test) (Digital) PASS - Yrs 5, 6 & 7 (Pupil Attitudes to Self and School) (Digital)	PTE (Progress Test in English) (Digital) PTM (Progress Test in Mathematics) (Digital) PTS - Yrs 5 & 6 (Progress Test in Science) (Digital) SWST (Single Word Spelling Test) (Digital)

Summative Assessment

Year 1 & Year 2

Each term, a piece of unaided written work of each child in Year 1 & 2 is assessed against a criterion scale.

Middle School

In Middle School, summative assessment is undertaken on a half-termly basis and focuses on the following areas:

- Reading comprehension (through Accelerated Reader quizzes)
- Writing
- Numeracy

Pupils also complete weekly quizzes in Maths and at the end of each unit in Science.

Upper School

In Upper School, teachers make use of summative assessments to evaluate both pupil learning at the end of an instructional unit or period and the impact of their own teaching. These assessments also provide children with information about how well they have learned and understood a topic or course of work taught over a period of time. These are usually referenced in the medium-term planning. Where appropriate, pupils also undergo regular 'mini' assessments to check their understanding or knowledge.

At the end of the summer term, pupils in Years 5 - 7 sit internal assessments in all examined subjects at Common Entrance. In Year 8, mock examinations take place at the beginning of January for Common Entrance candidates and in November for Scholarship candidates.

The results of these exams provide information about the progress of individual pupils and a particular cohort, which can be used by teachers to inform planning. It is also used to assess pupils' progress towards the Common Entrance and scholarship exams to senior schools.

Assessment for Learning - Formative Assessment

Through formative assessment pupils are encouraged to take increasing responsibility for their own learning. Lessons are planned with clear objectives and these are communicated to the pupils, who are encouraged to consider whether they have met the objectives by the end of the lesson.

Pupils' work is marked regularly and promptly, and developmental feedback is given to enable pupils to assess their own progress and understand how to improve. For younger pupils, verbal feedback is often most appropriate, and their work is marked in class in their presence wherever possible. Written comments are related to the learning objective for the exercise, to individual targets, or to learning behaviour.

Pupils are also encouraged to comment on their own work, and sometimes that of their fellow pupils (self and peer assessment). Pupils are given opportunities to undertake self-marking of drafts in order to help them to take a more objective view of their own work.

Verbal and written dialogue between teachers and pupils in the classroom is also a rich source of information, helping teachers to develop a clear understanding of the needs of each pupil. Tests and other assessment exercises are used in all subject areas to provide further data that can be used to inform planning, establish benchmarks, and encourage pupils to be active participants in their own learning.

New pupils

All new pupils joining St Hugh's are invited in for an assessment day. This enables them to meet their peers, allow staff to get to know the children, establish any individual learning needs and place them in the correct learning groups. All pupils joining Year 5 or above sit the CAT4 digital test so that they can be placed in appropriate sets (where applicable) and form groups.

Recording

Data from the annual standardised testing schedule is recorded centrally on the school's database, enabling staff to access all the standardised data relating to one child, but also to filter current and historical data for a teaching group. Pupils can be monitored effectively as they progress through the school. Information regarding any additional learning needs is also available on the database. Reports, which include standardised scores as well as general/specific comments and guidance, are generated for year groups, form groups / sets and individuals (where applicable) and made available to all teaching staff on the school's intranet.

School examination and mock examination results are also recorded on the school's database as are half-termly effort, and achievement grades and end-of-term reports.

Heads of Department are responsible for ensuring that their staff record information from ongoing classroom observations and assessments in the way that most appropriately provides the information they need for planning and reporting.

Reporting to Parents

A range of strategies is employed to keep parents fully informed of their child's progress. Parents are encouraged to contact the school if they have queries about any aspect of their child's work and members of staff are always willing to meet parents to discuss a particular concern.

For most year groups, parents' meetings are held twice yearly, providing opportunities for parents to meet their child's teachers to discuss progress and any targets that have been set. In Pre-Prep and Middle School, each year group receive at least two full written reports during the year, in which individual comments are written on all subjects, including details of topics and skills covered. At other times, an effort report is prepared, providing an effort grade for each subject. In Upper School, parents usually receive, in addition to the parents' evenings, an effort report, a short report, providing effort and attainment grades as well as a brief comment on progress, and a full report in the summer term.

Consistency

The data from standardised testing is by its nature as consistent as possible. The school uses the same tests on an annual basis so that all data is directly comparable from the previous years. The school is also aware of the need to ensure that consistency is maintained in effort and achievement grades and other judgements made about the pupils' work and progress. The Heads of Department are responsible for reviewing any data used within their departments and the Assistant Head (Academic) has an overall responsibility for reviewing data used on a school-wide basis.

Monitoring and Review

The Assistant Head (Academic), Head of Pre-Prep and Head of Middle School are responsible for monitoring the implementation of this policy through inspection of samples of pupils' work, discussions with Heads of Department, ALT and other members of staff and observations within the classroom.

Reviewed: September 2018

Next review: September 2019 (Assistant Head - Academic)