

ASSESSMENT, TRACKING AND REPORTING POLICY

COVERING BOTH SCHOOLS
INCLUDING EYFS AND BOARDING

Committee normally reviewing:	Joint Leadership Teams
Date last formally approved by the Committee:	Summer Term 2021
Date policy became effective:	Summer Term 2021 <i>New Joint Policy - previously: Assessment Policy - Senior Assessment Policy - Prep Reporting Policy - Senior</i>

Period of Review:	3 Yearly
Next Review Date:	Summer Term 2024

Person responsible for implementation and monitoring:	Assistant Head (Academic) – Senior Director of Learning - Prep
Other relevant policies: Senior: <ul style="list-style-type: none"> ● Curriculum Policy ● Teaching and Learning Policy ● Gifted and Talented Policy ● Support for Learning Policy ● English as a Second Language Policy 	Prep: <ul style="list-style-type: none"> ● Curriculum Policy ● Teaching and Learning Policy ● Gifted and Talented Policy ● Support for Learning Policy ● English as a Second Language Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

[Aims and Ethos](#)

SAFEGUARDING STATEMENT

Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its 'Safeguarding (Child Protection and Staff Behaviour) Policy'.

EQUAL OPPORTUNITIES STATEMENT

The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their race, sex, disability, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity; equally these characteristics will be recognised and respected, and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

FELSTED ASSESSMENT, TRACKING & REPORTING POLICY

1. RATIONAL & CORE PRINCIPLES

Assessment has been shown through research to be a fundamental requirement of supporting pupil progress, as well as measuring attainment. Assessment is vital to enable teachers to establish that teaching and learning has been effective, and identify and address gaps in pupil understanding¹. It is vital also to enabling teachers to provide personalised as well as general feedback to pupils and classes about how students can develop or change their actions to improve learning². It is vital to inform teacher planning and preparation for subsequent lessons so that resources and strategies are suitably challenging and address the needs of learners. Moreover, making this cycle of learning, in which assessment plays a key part, visible and explicit to pupils, parents and to teachers themselves is considered to be essential for maximum impact of teaching on pupil progress³.

Tracking of attainment data arising from pupil assessment is an essential function of both departments and for academic leadership of the school. Through tracking of pupil progress the school is able to ensure that all pupils experience high quality learning and teaching, and that all groups of pupils within the school are appropriately supported and developed so as to achieve as highly as possible for each individual child and young adult.

Reporting to parents is recognised in research as a vital component of enabling pupils to learn, develop and achieve⁴. Such studies have shown that active parent involvement with school and their child's learning, specifically in having high expectations, being aware of tackling problems sooner rather than later, and supporting independent study have a significant positive impact on pupil outcomes. Reporting (as a key form of communication between school and home) is therefore vitally important in supporting pupil progress.

This rational and the following Core Principles form the agreed whole-school Policy for Marking & Assessment. All Departments ensure that these principles are carried out; but each Department or subject area may interpret the detail of the application of these principles differently, in a subject-specific manner.

The Core Principles are:

- a) The key purpose of assessment is to promote pupil learning and development.
- b) Assessment is central to the learning cycle, and is necessary for effective planning and delivery of lessons⁵

¹ See for example, B Rosenshine's *Principles of Instruction*, 2012, published in 'American Educator'. Can be viewed [here](#)

² See for example the meta analysis of the effectiveness of feedback interventions, by Kulger & Densi (1996), quoted in *The Science of Learning*, by B Busch & E Watson (Eds), David Fulton press, 2019

³ John Hattie & Shirely Carke, *Visible Learning: Feedback*, 2019

⁴ Castro et al, *Infant & Child Development*, 2015, a meta analysis of 37 separate studies on the effects of parental behaviours and attitudes on children's grades. Reported in Busch & Watson, 2019

⁵ See 10 *Mindframes for Visible Learning* - Hattie & Zierer, 2018

- c) Assessment criteria should be shared with and understood by all individual students. Students should be supported to assess their own work in order to be able to see where they might improve
- d) Marking should build a 'growth mindset' and provide feedback using language that celebrates achievement and identifies specific action focused targets for improvement⁶.
- e) Targets should be frequently reviewed and updated to ensure that they are relevant and communicate high expectations of all learners
- f) Marking should provide feedback on core literacy & metacognitive learning skills as well as on knowledge and understanding of topics.

2. RIGHTS, RESPONSIBILITIES AND ROLES

2.1. Students

The involvement of students in the marking and assessment process is important. Pupils should

- a) Be prepared and ready for their involvement in the process;
- b) Bring appropriate resources to lessons including a charged device and necessary stationary or personal equipment such as calculators
- c) Prepare for common assessments and examinations to the best of their ability, taking active steps to manage their time and workload, as appropriate to their age and stage in the school
- d) Students demonstrate and understand the necessary responsibility & maturity required in self and peer assessment;
- e) Reflect on their performance and their targets for the future and to implement the recommended improvements;
- f) When undertaking a task, pupils should build the habit of looking at prior tasks and feedback, to remind them of key targets to address in the current task

2.2 Teachers

Teachers are responsible for ensuring that there is ongoing assessment through a variety of formats and associated activities in all teaching groups. Teachers are expected to:

- a) Plan and deliver lessons in accordance with schemes of work and where appropriate, exam syllabuses, that make use of both formative and summative assessment on a regular basis.
- b) Ensure that the aims and purposes of marking & assessment are communicated to students.
- c) Use a variety of forms of assessment (see below) to ensure that they are accurately informed of the progress and understanding of all pupils.
- d) Use assessment insight in planning lessons (both in terms of specific activities as well as sequences of lessons) to ensure that teaching addresses pupils' learning need (see below)
- e) Set suitably challenging targets that express high expectations as well as scaffold progress
- f) Provide pupils with frequent, focused and actionable feedback that clearly allows pupils (and parents) to understand what can be done more, or developed or changed to enable further progress to be made.
- g) Acknowledge and reward pupil effort and personal development as well as attainment through learning activities

⁶ See *Mindset*, Dweck, 2017

2.3 Heads of Department

Heads of Department are responsible for ensuring that:

- a) Departments have a clear marking & assessment policy in place to ensure consistency for students and that teachers in the department follow this policy
- b) Ensuring that schemes of work identify both summative and formative assessment points, and what specific knowledge or skills are being assessed
- c) Assessment should be planned to support a 'spiral curriculum' of learning with key concepts, techniques or skills from prior learning explicitly revisited and developed
- d) Common assessment points in each year group are planned and that assessment data arising from these (including end of unit tests and mock exams) is collated centrally and reviewed frequently
- e) Common assessments are planned in conjunction with the reporting cycle, to ensure that reports are evidence based and reflect most overall attainment in the subject
- f) Analysis of department data is undertaken to monitor pupil progress to ensure that all pupils and all groups of pupils are achieving in line with expectations for their age and stage
- g) Analysis of data should be shared with the department line manager and appropriate action identified which should then be shared with members of the department as appropriate.

3. NATURE & PURPOSE OF ASSESSMENT & FEEDBACK

3.1. Target-setting

The school uses National standardised assessments , externally produced , to allow us to compare our pupils and the School's performance against identified standards and enable targets for improvements to be set.

In many ways, it is the conversation between teacher and pupil that is the most important part of this process as it gives the teacher the opportunity to encourage pupils to consider what level they are currently working at and what they need to do to improve their performance. The use of 'chances graphs' to support this conversation with pupils in years 9-13 is a good way to emphasise pupils' role in their own learning and attainment, supporting aspirational , reflective and resilient character development.

The target grade for each pupil in each subject is set using baseline data as a guide to what might reasonably be expected, and is used to compare progress reported through assessment to anticipated outcome. However, it is important to note that these are optimal grades; they are a prediction on how a given pupil could score with hard work between the time of setting the targets and the actual exam. This aspect of target grade setting is primarily to enable Heads of Department and teachers to see where pupils are making the most progress, or to identify pupils for whom additional strategies and interventions are required.

3.2. Assessment, marking and feedback

- It is expected that teachers should be continuously assessing pupils, both within lessons and through tasks set for prep
 - Teachers are expected to use verbal questioning to assess pupil understanding in every lesson (except where the task, such as a silent, timed assessment precludes this).
 - Teachers should aim to assess the understanding of all, or as many pupils as possible in every lesson. This could be through a variety of

means, including verbal questioning, written tasks, or observation of actions that demonstrate knowledge and understanding.

- Teachers should be clear in their planning of what they are looking for that would demonstrate knowledge and understanding of the topic, material, concept or skill being taught, and use suitable assessment techniques to test this
- It is expected that all members of CR will check that tasks have been done and to a satisfactory standard (see Academic Sanctions in Behaviour Policy).
- In the senior school, each teacher must set and mark at least one piece of formally marked work every 2-3 weeks. For younger years the requirement is varied, but regular setting and marking of assessed work is required.
- It is the responsibility of each teacher to give effective feedback. Teachers must:
 - Provide feedback to students as quickly as possible. As far as possible, work should be marked for the next lesson.
 - Give effective feedback on student work covering the strengths of work, areas in which improvements can be made and specific ways in which they can develop in the future.
 - Record their marks in a mark book (either physical or electronic)
- Teachers should use a range of assessment strategies to develop pupils' understanding of the success/exam criteria. There should be some element of Assessment for Learning.
- Departments have developed their own strategies for engaging pupils with the feedback provided and these should be used consistently within the department.
- Some form of common assessment (i.e. an assessment across a year group within a subject) should take place once every half term to track pupil progress and highlight areas of concern. It is the responsibility of the Head of Department to: ensure that provision for these has been made in the Scheme of Work and that they take place.
- Marks from common assessments are collated and highlighted pupils causing concern are discussed with the relevant HM/tutor or line manager; and state what will be done to support those pupils causing concern
- Heads of Department should be regularly monitoring the marking within their department and logging this using the school's Work Scrutiny Form (see Appendix E).

4. MONITORING & TRACKING

The School's system of grades and reports provides a formal framework for communication between teachers, parents and pupils regarding a pupil's achievement, progress and attitude. In addition to a written record, it provides a focus for discussion between a pupil, his/her Tutor and HM and his/her parents and is complemented by the annual Parents' Meeting for each year group.

5. REPORTING

The reporting cycle has been designed so that there are a number of information points (gradings, summary reports, full reports and parents meetings) spread throughout the year to allow the school to monitor pupil progress and to give pupils and parents a clear picture of how the pupil is progressing and how they might improve further.