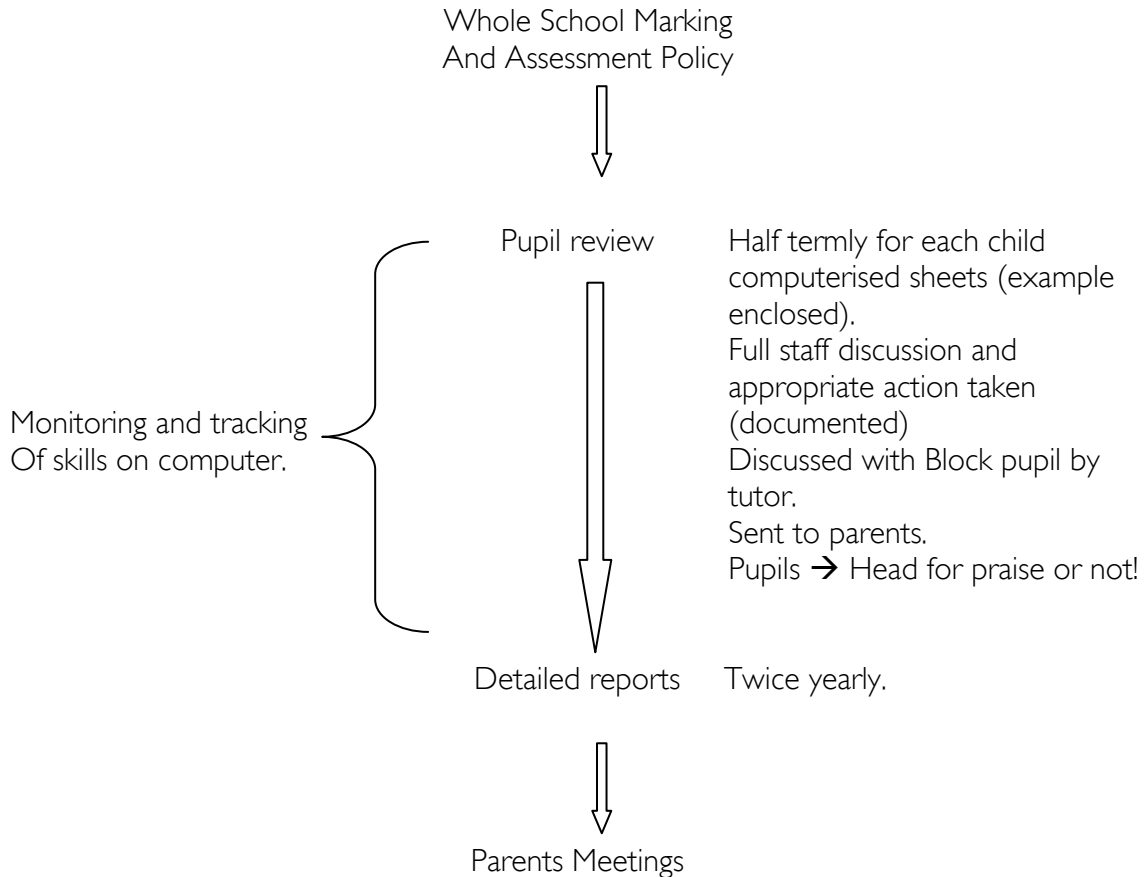


DUNHURST, BEDALES JUNIOR SCHOOL
ASSESSMENT, RECORDING AND REPORTING POLICY

The school curriculum and its commitment to raising academic standards is supported by a whole school Assessment Policy

In brief:



ASSESSMENT, RECORDING, REPORTING

At present, progress of the children is recorded and discussed in the following ways:

MARKING

AIM

- To operate a simple, workable whole-school assessment and marking policy.
- To ensure that staff, children and parents have the same understanding of what marks mean.
- To enable valid monitoring of progress and achievement of individual pupils and to track this.

ATTAINMENT GRADES

- A. +/- Excellent; outstanding work, everything that is asked for to a high standard; very solid understanding; successfully taking on extended tasks when offered.
- B. +/- Good; above average; body of coursework is executed to a decent standard; good understanding; extension activities seldom appropriate.
- C. +/- Competent; work generally of an average quality; demonstrating a reasonable comprehension of the main coursework covered so far.
- D. +/- Weak; despite some work being mediocre, pieces regularly dip below average; understanding patchy or superficial.
- E. +/- Poor; work consistently second-rate in content; clear confusion in various areas; little progress being made.
- F. +/- Failing; very little achieved; worryingly wanting in comprehension of any but the most basic topics; minimal progress being made.

EFFORT GRADES

The existing system of 'ticks' will remain.

The above grades (A–F) and ticks to be used:

- in 'Pupil Review' to offer a snapshot of progress and attainment.
- once every half-term, each subject teacher to set one piece of written work to be assessed for the purpose.
- with clear indication – for MFL and Maths – that grading is given according to, and with reference to, particular *set*.
- potentially in conjunction with departmental template created by HoD, with specific requirements of particular subjects, which would allow children to be set against national standard of whole year group. (Oral and aural work in MFL, for example, may be reflected in a separate mark from written and reading work on such a template.)

PLEASE NOTE that individual departments would retain responsibility for how preps and classwork in that subject are marked: for example, if 15/20 is more appropriate, that would be fine. The above system allows these marks to be 'translated' to the Whole-school Marking Policy at key points in the academic year.

Types of Assessment

Class work and write-ups

Homework

Posters

Research

Presentations

Ability to discuss and debate in class

Active participation in class

MONITORING AND TRAINING OF PROGRESSION AND ACHIEVEMENT

- Use of PIPS, MidYIS and CAT scores to inform expectation.
- Tracking by Departments led by Darran (computerised)
- Bedales tests results

END OF TERM REPORTS

These are written for every subject in the autumn and summer terms (spring not summer for Block I) and sent to the parents.

At all times, please remember the importance of these documents to parents: they reflect not only the progress of the child, but also upon you as a professional and the school as a whole.

Names: **N.B.** Be very careful with the spelling of pupils' names.

Please use the child's name as it appears on the school list at the top of, and throughout, the report.

Content of Reports

End of term reports should contain:

Detail of the work/topics covered over the autumn term and at the end of the summer term over the spring **and** summer term;

How the individual has fared with those topics or the curriculum as a whole;

The pupil's effort and interest – his/her 'work ethic';

Details of achievement (with reference to work/topics covered);

Advice on how to improve performance.

Reports must contain no surprises; confirm what you have already communicated to parents at other time during the term.

Always find something positive to say!

Presentation

Good presentation is essential.

Errors, whether they be spelling, grammatical or otherwise, **are not acceptable.**

Please ensure that you keep to the agreed format and limit the number of words to fit on one sheet. If in doubt, please ask DK before printing an entire set!

Visiting Music staff (and other peripatetic staff) with no access to Schoolbase should forward their reports in WORD to Nicky Howard/Kathy Misson by the due dates.

Group Teachers/Tutors

Please proof-read very carefully for presentation, errors of grammar and spelling, non-sequiturs etc. The importance of this stage cannot be over-emphasised! Although the reports will be proof-read again, this is a responsibility of Group teachers and Tutors.

Deadlines

Please try to meet deadlines. If you know you are going to fall behind (we are all busy!), please let PAW know. If you are able to produce reports a little earlier, so much the better!

The usual timescale is: the third-last Monday of term, 9am: all subject reports to Group teachers and Block tutors. The penultimate Monday of term, 9am: Block and Group reports (proof-read and collated, with any omissions noted) to the Head.

Visiting Music Staff: reports ready and submitted by the third-last Monday of term.

Duplicate Reports

These are produced for specific children for specific reasons: those with divorced parents; those whose place at the school is funded by a charitable trust; those whose parents have requested duplicate report to be supplied to a guardian or grandparent or alternative fee-payer. Ideally the Class Teacher/Tutor supplies a duplicate when supplying reports to Head; otherwise the School Office will generate the report. The Head's report has to be handwritten in duplicate.

The School Office can supply list of pupils requiring duplicate reports on request.

PROGRESS REPORTS

These are increasingly done orally at times of transition.

PUPIL REVIEW

Each term, a record of progress is also kept in the form of marks for effort and achievement. These records are used as a basis for discussion when we have a 'marks meeting'. These meetings generally happen at least once a term, but not all students are reviewed at each meeting. Each record also contains the most relevant information from the Internal Academic Report.

Effort and achievement should be measured twice termly (except in the summer) using the criteria and guidelines below. Poor performance by any pupil will be noted by tutors/group teachers, discussed with colleagues, and any particular worries will be fully discussed.

Pupil Review information should be entered on Schoolbase.

All the teachers need to provide marks for effort and achievement prior to the meeting; they then attend the Pupil Review meeting at which each child is discussed individually and information is shared. We talk about how the children are doing; their strengths, weaknesses, responses to different subject areas; their general behaviour in class, etc. There are a variety of outcomes to these meetings: some children are invited to go to see Penny for praise and positive comment; or a meeting might be arranged with Learning Support staff, or parents, to address particular concerns; or a class teacher may focus on a specific area with a child.

The Pupil Review acts as a snapshot of a child's individual progress. As a staff, we are entirely happy to share this information with you. We would like to suggest, however, that it may not be helpful to share this information with your child. If you do choose to share your child's marks with them, it would be helpful for you to focus on their effort grades rather than their achievement grades.

The letter by each subject is the achievement grade:

- A represents 'outstanding work'
- B 'above average'
- C 'average work for their age'
- D 'below average'
- E 'very weak work'

The symbol next to the letter is the effort grade. The teachers will provide an indication of a child's performance, taking into account the child's strengths and weaknesses. This is a subjective shorthand comment on a child's attention in class, and the effort they make with individual and class work.

- ✓✓ giving of their best, using their skills and abilities to the full
- ✓ putting in effort, trying hard
- reasonable behaviour and effort shown; working well
- ? some cause for concern – lack of effort
- ?? real cause for concern – attitude and behaviour well below that expected

As explanation:

Level Descriptions:

- Excellent; outstanding work, everything that is asked for to a high standard; very solid understanding; successfully taking on extended tasks when offered.
- Good; above average; body of coursework is executed to a decent standard; good understanding; extension activities seldom appropriate
- Competent; work generally of an average quality; demonstrating a reasonable comprehension of the main coursework covered so far
- Weak; despite some work being mediocre, pieces regularly dip below average; understanding patchy or superficial
- Poor; work consistently second-rate in content; clear confusion in various areas; little progress being made
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STAFF MEETINGS

Any member of staff can ask for a child to be put on the agenda of the weekly staff meeting on Friday for discussion, if they have cause for concern about their progress. Pupil concerns are a standing item. The minutes of these meetings are placed in the Dunhurst shared area by the following Tuesday.

PUPIL PROFILES

These are kept in filing cabinets in the Staff Common Room. Keeping them up to date is the responsibility of the Group teacher or Block tutor. They contain academic information, such as entrance assessments, any assessment or standardised test papers and results, copies of educational psychologists' reports etc. Confidential files are held in Frances's office and are locked. Permission to view a particular pupil is available from the Head.

Use of the Daybook on Schoolbase allows all staff to communicate with the pupil's tutor on both academic and pastoral issues throughout the year.

PARENT MEETINGS

Parent/teacher meetings are invaluable to parents. They provide an opportunity for parents to meet the teachers of their children and ask any number of questions about their child's ability, progress, effort and work. There should be no surprises; communication with parents should be very regular and pro-active. Parent/Teacher evenings, however, are important. Teachers should:

- be prompt;
- be well-prepared and well-informed;
- be honest (but diplomatic!) with criticism/advice;
- always find something positive to say;
- when possible and appropriate, use evidence/examples of the child's work to illustrate comments and advice.

Meetings are arranged for all parents twice a year (including individual appointments with tutors and Group teachers), although we also encourage parents to contact the school if

they are at all concerned about any aspect of their child's education. Group teachers and Block tutors are expected to contact the parents of all of the pupils in their care by the end of the third week of the Autumn term.

A note should be made of any significant discussions had with individual parents and a copy sent to the Head for reference.

PARENT TEACHER MEETINGS

September

All Teachers and Tutors to make contact with parents in 1st 10 days

October

Pupil Review Groups and Blocks

Parent Teacher Meeting Block II (Maths Eng, Tutor, LS only)

Parents to meet Group Class teachers informally

November

Pupil Review Groups

Parent Teacher Meeting Block I (All Subjects)

December

Reports for all

Feb

Pupil Review Groups and Blocks

Groups Parents Teacher Meeting (All Subjects)

March

Block I Reports

May

Pupil Review Groups and Blocks

Groups Parent Teacher Meeting (All Subjects)

Block I Parent Teacher Meeting (All Subjects)

June

Block II Parent Teacher Meeting (All subjects)

July

Reports for Block II and Groups

	S	O	N	D	J	F	M	A	M	J	J	A
Groups												
PTM		X				X						
Review		X	X			X			X			
Reports				X							X	
Block I												
PTM			X						X			
Review		X				X			X			
Reports				X			X					
Block II												
PTM		X								X		
Review		X				X			X			
Reports				X							X	

WHOLE SCHOOL ASSESSMENT INFORMING TEACHING

1. Progress of individual children as revealed by assessment is discussed and monitored to enable a response through:
 1. Pupil concerns at weekly staff meeting (standing agenda)
 2. Pupil Review held once every half term per year group; notes provided and actions taken
 3. Day Book entries

The whole staff typically agree on a strategy, informed by assessment across all or individual subjects and results in differentiation, one to one support or short term learning support, as is appropriate.

2. Departmental meetings review progress of children in light of assessment (including MidYis, CAT) eg Maths targets generated by half termly assessments. Differentiation reflected in Departmental Handbooks.
3. Tracking on computerised programme has started (Maths, PE, Creative Studies) and pinpoints precisely where achievement is (and to what standard) and which areas of the subject curriculum has not been satisfactorily completed. Use of this system will lead to the increasing generation of Individualised Learning Programmes.