



Keble Prep Assessment Policy

Introduction

A coherent assessment policy across the school will enable pupils, parents and teachers to have a clear picture of each pupil's attainment, effort and progress. This policy is designed to give an overview of assessment at Keble Prep. School and clarify the types and purpose of all assessment taking place. Assessment is an integral part of the teaching and learning process. Assessment provides data for the evaluation of the pupils' learning and progress.

Aims and Objectives

- Through a framework which combines formative, summative, evaluative and developmental assessment we assess regularly and thoroughly and use this information to plan teaching so that pupils can progress.
- For pupils, assessment helps them to take responsibility for their own learning, recognise their achievements and appreciate how to develop further. All pupils need regular and frequent feedback on their progress using a range of assessment techniques. All pupils should have the opportunity to learn and progress and reach their full potential.
- For teachers, assessment helps improve the quality of teaching and learning, gives data to inform parents and other relevant bodies and allows them to value and motivate individuals. The purpose of our assessment is to ensure that teachers have a good understanding of the aptitudes and needs of the pupils. Through ongoing and consistent assessment, the teachers should be aware of pupils prior attainment and plan accordingly to build upon this.
- For parents, the data obtained and passed on through reports and consultations informs their decision making processes in terms of future schooling as well as updating them of progress currently being made and any support which could be useful for their child.
- The different forms of assessment will serve several purposes:

Formative: Ongoing observation and evaluation which provides information to be used to decide how each pupil's learning should progress, and to give pupils feedback and clear targets. It should also provide information regarding future planning.

- Summative:** To provide evidence of the achievement of individual pupils by giving a one-off assessment level/grade at a specific stage. The use of GL Assessment throughout Years 1 to 7 allows for consistent monitoring of teaching and learning and progress tracking.
- Evaluative:** To indicate where there is a need for further effort, resources, changes in teaching approach etc.
- C.P.D:** To provide teachers with feedback on their performance and to give an opportunity for managers to monitor the work of their departments.

BASIC GUIDELINES

Any form of assessment used by the school must be accurate, reliable and informative.

Subject Assessments should be appropriate to the specific teaching and learning planned. A variety of techniques should be used giving the pupils a range of assessment opportunities.

Where appropriate, pupils should be told about how the assessment processes they are engaged in are linked to the learning intentions.

As a learning experience pupils should be given opportunities to assess their own work and that of others.

Departmental policies should contain the following information:

- a. If and when assessments are set
- b. The objectives and the use of these assessments
- c. When and how levels of entry are determined if tiered papers are taken

Assessment should be used to inform target setting by pupils with appropriate support and guidance from their teachers.

All pupils will be given targets based on Teacher Assessment. In the Senior School these may be related to CE goals and/or future schools entrance requirements. In the Junior School these should be small, attainable targets.

Recording

1. Assessment should be carried out in a consistent manner. All staff should keep details of assessments in their work books/planners to inform curriculum planning as well as monitoring individual/group progress.
2. Assessment data should be kept by the Head of Department/Class-teacher. Where possible, the assessments should be moderated by those delivering the relevant curriculum. Junior School staff should moderate work put into the pupils' Progress Books
3. Certain data is kept centrally and used to track progress throughout the school. (See appendix 1).
4. At least once a year Senior Staff will submit a subject analysis of how assessment and, in particular the end of year exams, informs their planning.
5. The Head and Director of Studies will meet to review the progress of the boys in the Senior School in light of the assessment data collected over the year. Heads of Department will be asked to provide a response to their findings in regard to how they will meet the needs of certain individuals
6. During the first half of the Autumn Term Heads of Department will be asked to provide a broad brush formative assessment for the senior school boys of where their current attainment levels lie and a prediction for the end of the year. During the Spring Term a traffic light system will be used to measure progress against that prediction. National Curriculum levels will be used.
7. Junior Teachers will meet with the Learning Support team/other colleagues/Head of Juniors as needed to discuss progress and analyse formative and summative assessments in order to track the progress of all pupils, including SEND pupils and those on the 'watch list'. Concerns should be highlighted and systems put in place to support pupils as required.

Reporting

1. Parents will receive written reports and attend progress evenings according to the schedules outlined in the Staff/Parental Handbooks.
2. Reports will include attainment grades and effort grades. Summative assessment standardised scores are also published in these reports. Consultations are set up as and when required should assessments show any cause for concern.
3. All reports should give guidance on how to improve based on the results of assessment procedures including formative.
4. The Head, supported by the Director of Studies and Head of Junior School will monitor comments and grading on school reports.
5. In the Senior School Form Tutors should monitor/check the report before being sent home to keep informed on pupil progress. Junior School Form Teachers will check all comments/grades from subject specialist teachers.

Evaluation and Review

The SLT supported by Heads of Departments will monitor the effectiveness of this policy. This will be done by moderation of pupils' work and analysis of the data provided. The policy should be reviewed every three years.

Links to Other Policies

This policy has links to the Curriculum Policy, Marking Policy, Teaching & Learning Policy and the Data Protection Policy.

APPENDIX 1

Summary of Main Assessments

YEAR GROUP	TERM
RECEPTION	
Baseline using the EYFS Profile	Autumn 1
EYFS Profile	Autumn 2, Spring and Summer Term
GLD using the EYFSP A Summary of the Characteristics of Effective Learning	Summer 2- End of Reception Class
Phonics and sight word progress check	Spring and Summer
YEAR 1	
GL Assessments Group Reading (NGRT) Paper 1	Autumn
GL Assessments Progress in English 5	Autumn
GL Assessments Progress in Math 5	Autumn
GL Assessments Group Reading (NGRT) Paper 1	Summer
GL Assessments Progress in English 6	Summer
GL Assessments Progress in Maths 6	Summer
YEAR 2	
GL Assessments Group Reading (NGRT) Paper 2	Autumn
GL Assessments Progress in English 6	Autumn
GL Assessments Progress in Math 6	Autumn
GL Assessments Group Reading (NGRT) Paper 2	Summer

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GL Assessments Progress in English 7	Summer
GL Assessments Progress in Math 7	Summer
YEAR 3	
GL Assessments Group Reading (NGRT) Paper 2	Autumn
GL Assessments Progress in English 7	Autumn
GL Assessments Progress in Math 7	Autumn
GL Assessments Group Reading (NGRT) Paper 2	Summer
GL Assessments Progress in English 8	Summer
GL Assessments Progress in Maths 8	Summer
YEAR 4	
GL Assessments Group Reading (NGRT) Paper 2	Autumn
GL Assessments Progress in English 8	Autumn
GL Assessments Progress in Math 8	Autumn
CAT 4 Tests	Autumn
GL Assessments Group Reading (NGRT) Paper 2	Summer
GL Assessments Progress in English 9	Summer
GL Assessments Progress in Maths 9	Summer
GL Assessments Progress in Science 9	Summer
YEAR 5	

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CAT 4 Tests	Autumn
GL Assessments Progress in English 9	Autumn
GL Assessments Progress in Maths 9	Autumn
GL Assessments Progress in Science 9	Autumn
GL Assessments Group Reading (NGRT)	Autumn
GL Assessments Progress in English 10	Summer
GL Assessments Progress in Maths 10	Summer
GL Assessments Progress in Science 10	Summer
GL Assessments Group Reading (NGRT)	Summer
Subject exams	Summer
YEAR 6	
CAT 4 Tests	Autumn
GL Assessments Progress in English 10	Autumn
GL Assessments Progress in Maths 10	Autumn
GL Assessments Progress in Science 10	Autumn
GL Assessments Group Reading (NGRT)	Autumn
GL Assessments Progress in English 11	Summer
GL Assessments Progress in Maths 11	Summer
GL Assessments Progress in Science 10	Summer
GL Assessments Group Reading (NGRT)	Summer

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Subject exams	Summer
YEAR 7	
CAT 4 Tests	Autumn
GL Assessments Progress in English 11T	Autumn
GL Assessments Progress in Maths 11T	Autumn
GL Assessments Progress in Science 11T	Autumn
GL Assessments Group Reading (NGRT)	Autumn
GL Assessments Progress in English 12	Summer
GL Assessments Progress in Maths 12	Summer
GL Assessments Progress in Science 12	Summer
GL Assessments Group Reading (NGRT)	Summer
Subject exams	Summer
YEAR 8	
CAT 4 Tests	Autumn
Common Entrance Mocks	Autumn
Common Entrance	Summer