



Assessment and Reporting Policy

This policy applies to all pupils and staff of Abbot's Hill, including EYFS.

1. Aims

- To provide staff, pupils and parents with information about pupils' progress in all aspects of school life;
- To have a consistent and shared understanding of standards;
- To monitor and evaluate the progress that pupils make in all subjects;
- To enable the identification of strengths and weaknesses in learning and teaching;
- To match learning and teaching to the needs of individual pupils;
- To inform curriculum planning in the short and longer term.

2. Types of assessment

2.1 Assessment is both formative and summative. Formative assessment includes discussions with pupils about their work and progress, observation of pupils working, questioning pupils, marking and/or commenting on pupils' work. Summative assessment includes end of topic assessments, internal school assessments, standardised tests, national assessments and public examinations.

3. Assessment within the Prep School (including EYFS)

3.1 Assessment within the Prep School is formative and summative. It is also continuous throughout a pupil's education.

4. Entrance assessment

4.1 Children joining Abbot's Hill at the Nursery stage, attend Nursery for settling in sessions prior to starting. This is intended to offer parents the opportunity to have questions answered, children to become more familiar with the environment of the School and to discuss the individual needs of the child with staff.

4.2 Pupils joining Reception usually spend a session, or part session within EYFS engaged in an activity with their peer group.

4.3 Pupils joining Years 1 to Year 6 are assessed, as appropriate to their age, in Reasoning, Mathematics and English. A reference from the existing school is also sought.

5. EYFS

5.1 Assessment within EYFS is continual. Staff observe the pupil's progress and development on a daily basis and record this with supporting evidence – examples of work, photos and observation notes. Each pupil has an Early Years Outcome which is kept up to date by their class teacher or key worker and informs staff of achievement. The parents are able to view their child's achievements and next steps through 'Tapestry'. The two year old progress check takes place between 24 and 30 months of age, for each child in Nursery.

Receptive vocabulary is tested in both Stepping up and Reception when needed. When Reception pupils join the school a baseline assessment is completed. Reception pupils' verbal reasoning and non-verbal reasoning is tested in January.

- 5.2 At the end of Reception, staff complete the Early Years Foundation Stage Profile. This provides parents and transition into Year 1 staff information about the pupil's level of attainment.

6. Years 1 to Year 6

- 6.1 Year 1 and Year 2 complete NFER Verbal and Non Verbal Reasoning Assessments and Year 3 and Year 5 pupils sit Cognitive Ability Tests (CATs). The results of these are used to support the tracking of an individual's progress.
- 6.2 Other assessments are used to support tracking throughout the Prep School. (These are referred to in detail within the school's Pupil Tracking Policy).
- 6.3 All pupils regularly sit end of unit assessments to monitor their learning and inform the planning of their next steps. More formal assessments take place midyear and at the end of the School year. The result of these is recorded and discussed with the class teacher so that any concerns can be raised and appropriate action can be taken.

7. Assessment within the Senior School

- 7.1 Assessment within the Senior School is formative and summative. It is also continuous throughout a pupil's education.

8. Entrance examination

- 8.1 All candidates for entry into Year 7 are tested in English and Mathematics. These are set and marked by members of the relevant department. The candidates also do a verbal and non-verbal reasoning test.
- 8.2 Candidates applying for entry into other Year groups will sit an age appropriate entrance examination, which may include a CAT test.
- 8.3 All candidates are interviewed by the Head.
- 8.4 Scores in these tests, together with a report from the Head of their previous School and notes from the interview are used to select pupils to whom offers of places are made.
- 8.5 The pupils attaining the highest scores in the entry procedure are invited to sit for an academic scholarship.
- 8.6 Parents can apply for consideration for a specialist scholarship for their daughter (Art, Drama, Music and Sport).

9. Baseline testing

- 9.1 All pupils in Years 7 and 9 sit the CAT tests which are computerised and electronically marked; these are used to track progress, assist with GCSE option choices and predict GCSE grades. Year 7 pupils' literacy skills are also assessed.

10. Internal examinations

- 10.1 These take place at the following times:

Year 11 (mocks)	December / January
Years 7 – 10	May

- 10.2 All pupils in Years 7 – 9 sit subject based examinations appropriate to their age and Year group and based on departmental schemes of work. In Years 10 and 11 the examinations reflect the anticipated tier of entry for GCSE.
- 10.3 The results of all school examinations are recorded for each Year group and each subject teacher is able to discuss these results with the Head of Department and/or Head of Year so that any concerns over individual pupils can be raised and appropriate action taken. At any point an Academic or Pastoral concern can be raised. The class teacher or form tutor would initially gather comments from all the subject teachers via a Round Robin.
- 10.4 All departmental end of year results are standardised and added to the pupil tracking sheets, which are available on SchoolBase for staff information and planning purposes.
- 10.5 All subject teachers give detailed feedback to pupils after examinations. Standardised scores and comments are written in the full report at the end of the summer term for Years 7-10.
- 10.6 Each half-term the pastoral tracker is updated with attendance and lateness figures and the number of positive, neutral and negative Daybook entries. This allows us to ensure that students are playing an active role in school life.

11. External examinations

- 11.1 The Examinations Officer is responsible to the Head (as Head of Centre) for the management of and administration of examination arrangements.
- 11.2 Every member of the teaching staff shares in the responsibility for ensuring that the prescribed examination procedures are closely adhered to and that the statutory requirements for invigilation are maintained throughout.
- 11.3 Heads of Department are responsible for the organisation, moderation and administration of non-examination assessments (NEA's).

12. Testing and marking within the School

12.1 Every department will have an Assessment and Marking Policy and Procedure, with copies kept in their Departmental Handbook which will include:

- An explanation of the meaning of grades and mark schemes. These should be explained to pupils as well as staff.
- How marks should be recorded by subject teachers.
- Any subject specific criteria which need to be considered.

13. Marking should be clear, detailed, diagnostic and positive

13.1 Homework - Prep School

- Regular setting and marking of homework plays an important role in the assessment process.
- From their earliest days in Reception pupils are regularly given books to support the development of their reading.
- Class teachers are responsible for organising homework timetables for their class.
- A Study Diary, similar in style to that used in the Senior School, is introduced in Year 3 and pupils become increasingly responsible for managing its use and their work.

3.2 Homework - Senior School

- Regular setting and marking of homework plays an important role in the assessment process. All departments set and mark homework regularly in line with the pupils' homework timetables.
- Heads of Year are responsible for organising a homework timetable for their Year group in co-operation with HODs and the Assistant Head Senior/Director of Pastoral Care/Director of Teaching & Learning.
- Pupils use the Study Diary provided to help with organisation and time management.

14. Recording

14.1 All pupils follow a programme of study which is outlined in departmental Schemes of Work. The format of these varies, but Heads of Department should ensure that these schemes are followed to provide consistency across the Year group, whilst allowing freedom and flexibility for individual teaching styles and personal enthusiasms.

14.2 All subject teachers and class teachers keep detailed records in their Teacher Planner of pupils' achievement in classwork, homework and tests. These records are then used as the basis for reports and examination predictions and forward planning.

14.3 Examination results are recorded by the Heads of Departments and then passed to the Database Manager to add to the pupil tracking sheets. In the Prep School, these are recorded by class teachers and passed onto the Head of Prep School.

15. Reporting

- 15.1 All staff write reports using the agreed format on SchoolBase (SMS). Within EYFS, the report format is based on the areas of learning whilst from Year 1 upwards, each subject is reported upon.
- 15.2 Class and subject teachers use their records as a basis for the grading of individual skills and an explanation of the grading system is included with each report.
- 15.3 Consistency within departments is achieved by standardisation of marking and consideration of tests (if appropriate) and by examinations common to the whole Year group.
- 15.4 In the Prep and Senior School, all subject teachers make detailed, written individual comments on full and short reports and grade cards where appropriate.
- 15.5 Reports are issued via the Parent Portal on the date set out on the reporting deadline sheet.
- 15.6 Parents are invited to comment on the reports using the Parent Portal.
- 15.7 Throughout a pupil's school career, copies of reports are kept on SchoolBase and in her academic file. In the Prep School, this is in the Prep School Secretary's Office. In the Nursery, personal files are kept in the Nursery Office. In the Prep and Senior School, pastoral files are kept in the office of the Director of Pastoral Care/Director of Teaching & Learning.
- 15.8 An oral report on the pupil's progress is given to parents at Parents' Consultation evenings on a date published in the School Calendar. Pupils from Year 9 upwards are invited to attend with their parents.

16. Management of assessment

- 16.1 Subject and class teachers are responsible for:
- Ensuring that assessment procedures are followed.
 - Keeping a record of their pupils' achievement and progress.
 - Writing reports in line with Departmental/School policy.
 - Reporting to parents at the appropriate Parents' Consultation evenings and times by arrangement.
- 16.2 Form tutors/ Class teachers are responsible for:
- Monitoring the progress of individual pupils' in their tutor group/class.
 - Dealing with problems by liaising with pupils and communicating with appropriate staff.
- 16.3 The SMT is responsible for:
- Keeping the Assessment and Marking procedure under review.
 - Monitoring Departmental policies and their implementation through observation, work scrutiny and staff appraisal.
 - Overseeing internal school examinations.

16.4 The Head is responsible for the effective implementation of the School's Assessment and Marking Policy by:

- Reading all reports in conjunction with SMT.
- Signing all short and full reports with the Deputy Head/Head of Prep

Issue Date: October 2020

Review Date: October 2021 or earlier if major change

A handwritten signature in black ink, appearing to read 'K. Gorman', with a small flourish at the end.

Mrs Kathryn Gorman
Head