



# **Assessment, Recording and Reporting (ARR) Policy**

**December 2023**



## CONTENTS

Contents.....	2
Mission .....	3
Aims.....	3
POLICY STATEMENT .....	3
METHODS OF ASSESSMENT .....	4
Summative Assessment.....	4
Formative Assessment .....	4
Diagnostic Assessment .....	5
MARKING AND FEEDBACK .....	5
REPORTING TO PARENTS .....	5
Attitude to Learning Levels.....	6
Parents' Meetings .....	6
Written Reports.....	6
RECORD KEEPING .....	7
PUPIL TRACKING AND ANALYSIS.....	7
TRANSFER TO ANOTHER SCHOOL .....	7
ROLES AND RESPONSIBILITIES.....	8
THE ROLE OF THE HEADMASTER, DEPUTY HEAD and DIRECTOR OF ASSESMENT .....	8
THE ROLE OF SUBJECT LEADERS.....	8
THE ROLE OF CLASS TEACHERS.....	8
Equal Opportunities.....	9
APPENDIX A) SCHEDULE OF ASSESSMENT, RECORDING AND REPORTING.....	10
Assessment and Recording Schedule.....	10
Reporting Schedule.....	13

## **MISSION**

Eversfield offers an outstanding, broad education within a safe, caring, happy, family atmosphere where the talents of every child are valued and nurtured. We achieve excellent results in a school where the Christian principles of mutual care, respect and encouragement underpin everything that we do.

## **AIMS**

- To promote high moral standards through clear and relevant Christian teaching.
- To provide a wide breadth of experiences and opportunities for all our children to discover and develop their individual talents.
- To support our children in becoming valued members of society so that they may develop self-confidence, ask questions, seek new experiences, not be afraid to make mistakes, express themselves confidently and modestly and develop team and leadership skills.
- To provide a safe, supportive, healthy educational environment, with buildings, facilities and staff that enable our children to learn and develop.
- To ensure that our children receive excellent pastoral care.

## **POLICY STATEMENT**

At Eversfield Preparatory School we are committed to the provision of high quality education that provides opportunities for all children to succeed and achieve. Assessment lies at the heart of the process. It provides a framework in which educational objectives may be set and pupils' progress recorded, monitored and evaluated so that learning across all curriculum areas and all age ranges can be strengthened further.

We believe that assessment strategies should be meaningful, purposeful and manageable; assessment should encourage pupils to take responsibility for their learning so that they have pride in their work and are continually encouraged to move their learning forward to the next stage.

This policy has been drawn up by the Director of Assessment, Recording and Reporting in liaison with the Headmaster and teaching staff.

## **AIMS OF THE POLICY**

- To outline procedures that are in place to ensure all children at Eversfield Preparatory School feel positive about their school work and motivated to move their learning forward.
- To identify the methods in which to evaluate pupil progress in order to inform planning and ensure progression in learning.
- To ensure that there is provision for pupils' achievements to be recognised and celebrated.
- To determine the different methods of assessment used within the school.
- To outline the role of staff, including Subject Leaders in producing assessment strategies for their subject.
- To ensure continuity and progression.
- To outline reporting arrangements to parents
- To provide information on the school's tracking programme and intervention strategies to support children who are falling below their expected level of attainment.

## **PRINCIPLES**

The purpose of Assessment, Recording and Reporting (ARR) is to:

- Provide feedback to pupils, parents and teachers.
- Inform the next stage of teaching and learning so that pupils can achieve levels of attainment that are appropriate for their ability.

ARR processes must:

- Have a positive impact on pupils' learning and the teachers' teaching.
- Be realistic and manageable.
- Provide clear purposeful information for staff and parents to inform the next stage in teaching.

Assessment is an integral part of the Teaching and Learning Policy that involves:

- Schemes of work which ensure progression.
- Short term plans which are completed in line with the school's Curriculum Policy
- Weekly plans which identify specific, focused lesson objectives matched to the needs of the pupils.
- Clear AfL strategies identified on planning documentation.
- Effective feedback that takes place through self-evaluation, peer evaluation, dialogue and teachers' written responses.

As a school we aim to:

- Identify pupil achievement.
- Share good practice through modelling good work and showing individuals' examples with other pupils.
- Reward children by issuing pluses etc.
- Identify children's learning needs.
- Involve each child in the assessment process by encouraging him/her to take responsibility for his/her learning through different assessment procedures
- Monitor and evaluate attainment and provide support frameworks and intervention programmes as appropriate.
- Measure performance against criteria that are shared and understood by the children and teachers
- Ensure consistency of standards through monitoring and evaluation.
- Keep parents informed of their child's progress and quickly raise any areas of concern.

## **METHODS OF ASSESSMENT**

### **Summative Assessment**

Summative assessment refers to the assessment of the learning that has taken place, summarising the development of learners at a particular time. Summative assessment is characterised as assessment of learning.

The school has a summative assessment schedule in place which can be viewed in Appendix A (Schedule of Assessment).

In addition to the core information listed in Appendix A, some teachers within the school use summative assessments to identify the learning that has taken place at the end of a particular module in a subject that they teach.

### **Formative Assessment**

Formative assessment takes place in every lesson that is taught at Eversfield Preparatory School. It is assessment whereby feedback from the learning activities that take place is actually used to adapt the teaching to meet the learner's needs.

Formative assessment is characterised as assessment for learning (AfL).

## Diagnostic Assessment

Diagnostic Assessment involves making judgements as to how a pupil is performing against a predetermined set of criteria and thus focuses on what an individual child can/cannot do. These criteria may be specific learning outcomes. Diagnostic testing helps to identify specific strengths and weaknesses in learning.

The Learning Support Co-ordinator uses diagnostic testing and tools to determine key areas of weakness (and areas of strength) for children who are identified by teachers. Such tests may result in a child receiving some form of intervention. Intervention to support a pupil can take many different forms.

Planning	Assessment informs the next steps to be taken – AfL strands are listed by each class teacher on short term/weekly planning documentation. Plans are annotated/amended in line with AfL that takes place during lessons.
Teacher assessment	Each subject has an assessment strategy in place, implemented and monitored by the Subject Leader of each curriculum area. Each teacher uses the Continuous Assessment Grid to record his/her own assessment record/file for the subjects that he/she teaches. These are available on the network on-line for the next class teacher at the end of each academic year.
EYFS Profiles	Profiles are kept up to date and in line with assessment as outlined in EYFS. Kindergarten, Nursery and Reception class teachers are responsible for this. Children’s progress through the Profile is carefully monitored so that weaknesses in children’s learning can be identified and built into planning.
Pupil self-evaluation	Opportunities for children to be involved in self-assessment are encouraged throughout the school.
Marking and feedback	Marking and feedback is carried out by all , who are expected to feed back in line with the school’s policy.

Forms of diagnostic testing are also used to assess prospective pupils to the school (in line with the school’s Admissions Policy).

## **MARKING AND FEEDBACK**

Marking and feedback is explained fully in the Teaching, Learning and Feedback Policy.

## **REPORTING TO PARENTS**

At Eversfield Preparatory School, we believe that parents play an important and crucial role in their child’s development at every stage. We aim to work in partnership with parents, to provide the best possible support to pupils in order to help them to achieve their best.

This is achieved through:

- Issuing parents with a Welcome Book for each phase that provides useful information on the day to day life of children within a particular year group.
- Issuing parents with an annual Parent Handbook and providing them with access to the school’s parent-protected page of the website.
- The Curriculum Design is published on the website displaying weekly/daily information about the Nursery curriculum within the department for parents to see.

- Providing opportunities for parents to meet with staff to discuss their child's progress at formal meetings during the year.
- Encouraging parents to meet with staff (and vice versa) at any time during their child's education at the school should they, or the school, feel the need to discuss issues or concerns (pastoral or academic) relating to their child.
- Providing a clear and structured programme of events and meetings to support parents of Upper School children to make informed decisions about their secondary school choice.
- Establishing positive relationships between the Learning Support Co-ordinator and children on the SEN register leading to the effective use of IEPs (with IEP review meetings held at least twice a year with parents)
- Producing a detailed end of year written report for all parents.
- Half-termly 'Attitude to Learning' Levels issued to children from Form 1 – Form 6.

### **Attitude to Learning Levels**

Children in Middle and Upper School (Forms 1-6) receive Attitude to Learning Levels in all subjects in the end of year report as, well as at the end of each half-term.

The Attitudes to Learning are based on each pupil's approach and attitude displayed during their lessons each day. They are judgements based upon their engagement in the lesson and their self-motivation towards any tasks that are set.

Each description does not reflect the pupil's ability or the amount of support they need in order to achieve but shows how well they listen, offer answers and questions, interact with the teacher and other pupils and whether they are focused on their work or need to be frequently reminded to remain on task.

These Attitudes to Learning help build a picture of each pupil's profile of learning and support teachers and parents in identifying areas for improvement, support, encouragement and praise.

The following Attitudes to Learning Levels are used throughout the school.

- AI Active participation in lesson, working with independent motivation
- EI Needs encouragement to participate in lessons, working with independent motivation
- AM Active participation in lessons, needs motivation with working
- EM Needs encouragement to participate in lessons, needs motivation with working

### **Parents' Meetings**

All staff are expected to meet with parents at agreed times during the academic year. Staff should prepare for these meetings appropriately to ensure the discussion time with parents is as effective and meaningful as possible. Where appropriate, parents should be able to see samples of their child's work.

### **Written Reports**

Parents receive one written report towards the end of each academic year detailing information about each subject area. In mathematics and English they also receive an indication of the child's attainment in relation to national expectations. Class/Form Teachers make detailed comments about the pastoral and social development of each individual, as well as detailing involvement in, and contribution to, school life.

Parents have the opportunity to respond to the content of their child's written report by signing and returning a comment sheet. Any feedback that requires follow up, or discussion is dealt with by the appropriate member of staff.

## **RECORD KEEPING**

The purpose of record keeping is to:

- Track pupil progress
- Inform future planning
- Inform reporting to parents
- Inform future teachers
- Provide evidence for teacher assessments

We recognise that there are many methods of assessing a child's learning and that the assessment that takes place within the school varies from subject to subject, resulting in a variety of different recording methods.

All staff are expected to keep a record of children's achievement and attainment in the subject areas that they teach on our Continuous Assessment Grid. They are expected to evaluate their assessment records and use these to directly inform future planning and teaching.

At the end of an academic year, children's records are discussed with and passed up to the following year group teachers at each handover meeting.

A permanent record of pupils' reports is kept on the school's computer network.

All learning support and SEN records are saved on the Network and paper copies housed in a filing cabinet in the Learning Support room.

## **PUPIL TRACKING AND ANALYSIS**

The school has its own pupil tracking system that records pupil performance and attainment in the core subjects of Mathematics and English. The staff who teach English and mathematics are responsible for the updating of the tracking document. The Headmaster and Director of Assessment, Recording and Reporting, Recording and Reporting will monitor this and look at the results throughout the year.

Alongside this all teaching staff are expected to complete the Continuous Assessment Grid throughout the year as and when objectives are achieved.

Copies of the pupil tracking system and the Continuous Assessment Grid are kept on the school's network and available for all staff.

At the end of each academic year, pupil attainment analysis takes place, after which various intervention strategies are discussed and implemented (as appropriate) to help improve the standard of attainment for pupils who are believed to be underperforming or making slower progress than expected.

## **TRANSFER TO ANOTHER SCHOOL**

When a pupil leaves Eversfield and moves to another school, information detailing pupil assessment results and attainment are forwarded as requested.

In Form 6, when children prepare for transfer to selective secondary schools, up to date assessment data is included in the Headmaster's Confidential Report. Further information is supplied to schools upon request.

## **ROLES AND RESPONSIBILITIES**

The successful implementation of the ARR Policy is dependent on the different role and responsibilities of staff within the school. All teachers in the school are involved in the assessment process to ensure that it is effective, informs planning and is manageable.

The following roles and responsibilities have been identified:

### **THE ROLE OF THE HEADMASTER, DEPUTY HEAD AND DIRECTOR OF ASSESMENT**

The Headmaster, Deputy Head and Director of ARR will work together to:

- Oversee, review and monitor all areas of Assessment, Recording and Reporting, including evaluating the success of the ARR Policy.
- Maintain an overview of ARR across all key stages through discussion with staff and regular Subject Leader Meetings.
- Analyse data to track pupil progress.
- Analyse data to evaluate school and individual pupil performance, producing an annual audit of children's attainment
- Provide advice and support to staff in the implementation and management of their assessment strategies.
- Through discussion with the Learning Support Co-ordinator and Subject Leaders/Class Teachers (as appropriate) organise interventions where necessary.
- Liaise with, support and advise parents in relation to their child's secondary education.

In addition, the Director of Assessment, Recording and Reporting will:

- Organise whole school assessment procedures, including scheduled assessment weeks.
- Register pupils and order materials for all external and national tests (as appropriate to each year group).
- Collate and record assessment data on the school's network.

### **THE ROLE OF SUBJECT LEADERS**

All Subject Leaders are accountable for the assessment strategy for their designated curriculum area. All Subject Leaders will:

- Meet with the Deputy Head and Director of Teaching and Learning bi-annually to evaluate their department.
- Plan, deliver and monitor assessment strategies within their department, ensuring there are clear criteria linked to specific learning objectives.
- Monitor the implementation and success of their assessment strategy through different types of monitoring activity within their department (refer to Monitoring and Evaluation Policy)
- Use assessment strategies and results to evaluate children's progress.
- Support and encourage the use of assessment to inform future lesson planning.

### **THE ROLE OF CLASS TEACHERS**

All class teachers have a strategic role to play in the success of assessment within the school. They are responsible and accountable for the following:

- Using assessment to inform the next stages of planning and learning.
- Using differentiation for those pupils who progress more quickly or slowly than others, and where appropriate, providing a scaffold to enable children to make their learning experiences as effective as possible.
- Responding to day-to-day informal teacher assessment (AfL).
- Implementing the school's agreed marking and feedback policy Implementing assessment procedures with the guidelines issued by Subject Leaders.



- Maintaining records and keeping an assessment file for the children they teach.
- Ensuring assessment data is submitted to the Director of Assessment, Recording and Reporting as requested.
- Using professional judgement in making assessments.
- Ensuring all relevant data is passed on to the next teacher as appropriate.

### **EQUAL OPPORTUNITIES**

We are committed to the principle of equal opportunity for all pupils irrespective of race, religion, gender, language, disability or family background, and to the active support of initiatives designed to further this principle.

We believe that equal opportunity is at the heart of good educational practice. All pupils are of equal value and deserve equal access to every aspect of school life. They have an equal opportunity to learn and work towards their highest possible levels of achievement. The 'Vision and Values' which we uphold as a school help to emphasize equal opportunities for all staff and pupils at all times. All personnel are responsible for ensuring that we implement this policy.

### **MONITORING AND REVIEW**

This policy is a working document and is therefore open to change and restructuring as and when the need arises. To be reviewed by December 2025.

*Revised December 2023, PR Director of ARR*

## APPENDIX A) SCHEDULE OF ASSESSMENT, RECORDING AND REPORTING

### Assessment and Recording Schedule

	MICHAELMAS TERM	LENT TERM	SUMMER TERM
<b>Nursery</b>	<b>External Assessment*</b>		
	<b>Internal Assessment**</b>		
	Foundation Stage Profile (ongoing)	Foundation Stage Profile (ongoing)	Foundation Stage Profile (ongoing)
			English: Completion of Letters and Sounds Phase 1
<b>Reception</b>	<b>External Assessment*</b>		
	<b>Internal Assessment**</b>		
	Foundation Stage Profile (ongoing)	Foundation Stage Profile (ongoing)	Foundation Stage Profile (ongoing)
	Maths TA: ongoing assessment (December)	Maths TA: ongoing assessment (March)	Maths TA: ongoing assessment (June)
	English TA: ongoing writing assessment (December)	English TA: ongoing writing assessment (March)	English TA: ongoing writing assessment (May/June)
	English: Letters and Sounds (ongoing) - simplified sheet	English: Letters and Sounds (ongoing)	English: Letters and Sounds (ongoing)
			(English: Tricky words assessments (phase2, 3, 4))
<b>Form 1</b>	<b>External Assessment</b>		
	Maths: InCAS		Maths: GL Progress Test
	English: InCAS		English: GL Progress Test
	Picture Vocab / Non Verbal Ability: InCAS		
	<b>Internal Assessment</b>		
	Maths TA: ongoing assessment (December)	Maths TA: ongoing assessment (March)	Maths TA: ongoing assessment (June)
	English TA: ongoing assessment (December)	English TA: ongoing assessment (March)	English TA: ongoing assessment (May/ June)
		Maths: half yearly exam (Lent 1)	Maths: end of year exam
		English: half yearly exam (Lent 1)	English: end of year exam
Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	

<b>Form 2</b>	<b>External Assessment</b>		
	Maths: InCAS		English: GL Progress Test
	English: InCAS		Maths: GL Progress Test
	Picture Vocab / Non Verbal Ability: InCAS		
	<b>Internal Assessment</b>		
	Maths TA: ongoing assessment (December)	Maths TA: ongoing assessment (March)	Maths TA: ongoing assessment (June)
	English TA: ongoing assessment (December)	English TA: ongoing assessment (March)	English TA: ongoing assessment (May/ June)
		Maths: half yearly exam	Maths: end of year exam
	English: half yearly exam	English: end of year exam	
Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	
<b>Form 3</b>	<b>External Assessment</b>		
	Maths: InCAS		English: GL Progress Test
	English: InCAS		Maths: GL Progress Test
	Picture Vocab / Non Verbal Ability: InCAS		
	<b>Internal Assessment</b>		
	Maths TA: ongoing assessment (December)	Maths TA: ongoing assessment (March)	Maths TA: ongoing assessment (June)
	English TA: ongoing assessment (December)	English TA: ongoing assessment (March)	English TA: ongoing assessment (May/ June)
		Maths: half yearly exam	Maths: end of year exam
	English: half yearly exam	English: end of year exam	
Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	
<b>Form 4</b>	<b>External Assessment</b>		
	Maths: InCAS		English: GL Progress Test
	English: InCAS		Maths: GL Progress Test
	Picture Vocab / Non Verbal Ability: InCAS		Science: GL Progress Test
	<b>Internal Assessment</b>		
	Maths TA: ongoing assessment (December)	Maths TA: ongoing assessment (March)	Maths TA: ongoing assessment (June)
	English TA: ongoing assessment (December)	English TA: ongoing assessment (March)	English TA: ongoing assessment (May/ June)
		Maths: half yearly exam	Maths: end of year exam
	English: half yearly exam	English: end of year exam	
Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	

<b>Form 5</b>	<b>External Assessment</b>		
	Maths: InCAS		English: GL Progress Test
	English: InCAS		Maths: GL Progress Test
	Picture Vocab / Non Verbal Ability: InCAS		
	<b>Internal Assessment</b>		
	Maths TA: ongoing assessment (December)	Maths TA: ongoing assessment (March)	Maths TA: ongoing assessment (June)
	English TA: ongoing assessment (December)	English TA: ongoing assessment (March)	English TA: ongoing assessment (May/ June)
		Maths: half yearly exam	Maths: end of year exam
		English: half yearly exam	English: end of year exam
	Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	Attitude to learning Levels – half termly
<b>Form 6</b>	<b>External Assessment</b>		
	11+ Entrance Examinations		English: GL Progress Test
	Maths: InCAS		Maths: GL Progress Test
	English: InCAS		
	Picture Vocab / Non Verbal Ability: InCAS		
	<b>Internal Assessment</b>		
	Maths TA: ongoing assessment (December)	Maths TA: ongoing assessment (March)	Maths TA: ongoing assessment (June)
	English TA: ongoing assessment (December)	English TA: ongoing assessment (March)	English TA: ongoing assessment (May/ June)
		Maths: half yearly exam	Maths: end of year exam
		English: half yearly exam	English: end of year exam
Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	Attitude to learning Levels – half termly	

\* An external assessment is an assessment that is moderated externally

\*\* An internal assessment is marked and moderated inside the school

## Reporting Schedule

2021-22	UPPER SCHOOL	MIDDLE SCHOOL	LOWER SCHOOL
<b>Michaelmas 1</b>	F4 Parents' Evening F4-6 Attitude to Learning Levels	F1- F3 Parents' Evening F1-3 Attitude to Learning Levels	Kindergarten – Reception Parents' Evening
<b>Michaelmas 2</b>	F5 Parents' Evening F6 Parents' Evening F3 – 6 INCAS results F4-6 Attitude to Learning Levels	F1 – 2 INCAS results F1-3 Attitude to Learning Levels	
<b>Lent 1</b>	F4-6 Attitude to Learning levels	F1- F3 Parents' Evening F1-3 Attitude to Learning levels	Nursery – Reception Parents' Evenings
<b>Lent 2</b>	F4-6 Attitude to Learning levels	F1-3 Attitude to Learning levels	
<b>Summer 1</b>	F4-6 Attitude to Learning levels	F1-3 Attitude to Learning levels	
<b>Summer 2</b>	F4 – F6 Full Reports (including assessment & GL test data) F4-6 Attitude to Learning levels	F1 – F3 Full Reports (including assessment & GL test data) F1-3 Attitude to Learning levels	Kindergarten – Reception Full Reports (including assessment & test data)