



CLAYESMORE

CPS Assessment Policy

Responsibility: Director of Studies (Prep)
Date of this version: October 2023
Reviewed: By SLT annually

Introduction

At Clayesmore Prep School, we believe that for effective teaching and learning to take place, a comprehensive assessment approach is essential.

We are therefore committed to:

- Ensuring early identification of individual learning needs
- Involving all staff and pupils in the assessment process
- Ensuring pupils have individual targets
- Monitoring progress
- Acknowledging achievement.

Principles of Good Practice:

Our aim is to:

- Monitor progress and support learning
- Recognise the progress and achievements of pupils and identify areas for development
- Inform pupils of their progress and provide guidance and support on how to improve
- Inform planning, teaching and curriculum development
- Communicate with parents/carers about pupil progress and achievement.

Rationale

The assessment process is integral in helping pupils to progress and fulfil their potential. It is also necessary to provide a framework to ensure that learning objectives can be set and used to inform lesson planning and support. Assessment should be integrated methodically into teaching strategies, so that progress can be monitored and areas for development can be identified at pupil, class or whole school level. This process is effective when reviewed and monitored regularly.

All teachers are responsible for setting pupil learning targets, maintaining records that are based on evidence and reporting progress to parents/carers. Teachers and support staff are responsible for following this assessment policy. They are also responsible for ensuring the policy is implemented fairly and consistently, and for sharing information with the senior leadership team.

The Director of Studies (Prep) has an overview of assessment throughout the school and updates the senior leadership team on the effectiveness of the provision, using national and school level assessment data.

Types of Assessment

At Clayesmore we use formative, summative and diagnostic assessments with each type serving a particular function. The school recognises that the nature of assessment may vary in different subjects. However, all assessment addresses the principles outlined in this policy, and therefore, assessment in some form occurs in every lesson.

Formative assessment

The aim of formative assessment is to identify useful next steps for both the teacher and pupil. In addition to the teacher being responsive to information about pupil progress, pupils also respond to this information and therefore have ownership of their learning. Formative assessment activities include oral and written feedback, discussions, self-assessment, peer assessment, group assessment, short tests and targeted questioning. Teachers therefore provide regular opportunities for pupils to assess their own work and the learning of their peers. This supports pupils to be actively involved in their learning and to be able to identify their own targets for improvement.

Effective and consistent marking and feedback, which may include the setting of targets, are integral to the formative assessment process. However, not all assessments will be recorded, as formative assessment is responsive and can be used in the moment to adjust the teaching and learning for individuals and groups of learners.

Summative assessment

Summative assessments are used to assess what a pupil can do at a particular point in time. Performance in summative assessments will also be measured against age-related expectations. In summative assessment, we 'judge the extent of a student's learning of the material in a course, for the purpose of grading, certification, evaluation of progress or even for researching the effectiveness of a curriculum' ¹.

We use the following formal summative assessments: PIRA reading assessments (termly), PUMA maths assessments (termly), English writing assessments and end-of-unit maths and science assessments. Other types of summative assessment used include SATs assessments at KS2 in maths and science, a separate English assessment in KS2, Year 7 and Year 8 end-of-year exams.

Diagnostic assessment

If a teacher and/or the staff body have a concern about a child's progress and any potential underlying learning difficulties, the child will be referred to TLC for a diagnostic assessment. This allows us to identify any specific learning strengths and needs. Results of this assessment informs a graduated response to supporting the child's specific needs.

The start-of-year InCAS (Years 3 to 6) and MidYIS assessments (Years 7 and 8) also fall under this form of assessment as the results are used to diagnose particular areas of strength and/or weakness, which then further inform teaching and learning. The Director of Studies (Prep) holds regular meetings with groups of staff and the whole staff at key times during the academic year to discuss the findings of these assessments.

All new pupils who join us later in the academic year, will take either the Incas or Midyis assessment.

Tracking

Tracking software is used to track pupil progress in writing, reading and maths. This helps to inform the pupil progress meetings.

Examinations

Examinations in Key Stage 3 take place towards the end of the academic year. Internal examinations are created from a number of sources: from bought-in units of work, teacher collaboration, as well as past exam papers.

Examination Dispensation / Concession

The Director of Studies (Prep) and Head of TLC (Prep) will liaise with regard to pupils requiring exam access arrangements. Those requiring extra time will sit exams in a separate room near the main exam room, so that they are not disturbed by, or do not disturb other pupils. Those requiring a reader or a scribe will sit their exams within the TLC, assisted by members of that department.

Internally Set Exams:

- Exams, if possible, should be set as directed by the Head of Department. If necessary, the setter should discuss content & style with the teacher of the form;
- Exam papers should be typed and proofread;
- Exam papers should be prepared well in advance and handed to the Director of Studies (Prep);
 - ❖ A top sheet should be used and should indicate date, time and length of the paper to be sat
 - ❖ Any specific instructions should be included on this top sheet
 - ❖ The examination envelope should contain enough papers for the whole form and one spare for the invigilator and /or in case of problems.

Internal Marking:

- Papers are marked by the appropriate department. The HoD is responsible for the delegation and moderation arrangements for marking. Marks should be inputted on spreadsheets which are filed in an assessment shared drive;
- For externally designed exams the appropriate mark scheme must be used;
- Pupils should not be informed of their results until the official release time/date;
- All exam marking should be completed by the appropriate deadline.

Attainment Grades

Attainment grades (level descriptors) are collected termly throughout the prep school in Years 3 to 8 and are published at the end of term. The allocation of these grades is based on subject specific criteria created by each HOD. These criteria are closely linked to the National Curriculum and the ISEB syllabus. Pupils' attainment is reported as 'working below', 'working toward', 'working at', 'working above' and 'working well above' expected age-related levels. The attainment grades represent the level of attainment achieved for the most recent reporting period.

Pupils in Years 3 to 6 receive termly attainment grades in the core subjects of English, mathematics and science. Pupils in Years 7 to 8 receive termly attainment grades in all subjects.

As pupils progress through Year 6, they will begin to receive attainment grades on major pieces of work, when it is deemed appropriate by the subject teacher. This is to help pupils become more informed about their attainment in a particular area. However, this process is undertaken with sensitivity, so as not to hinder self esteem.

All staff take great care when awarding attainment grades and do so based on close reference to the subject specific criteria.

Subject specific attainment criteria can be made available to parents on request and should be readily available to discuss at parents' evenings should it be appropriate.

Pupils attainment grades in examined subjects for Years 7 and 8 will be closely linked to subject specific criteria as well as exam grade boundaries.

General Attainment Grade Descriptors

Working well above: This work displays an excellent understanding of the skills / knowledge taught. This understanding has been communicated in a confident and articulate manner.

Working above: This work displays a very good understanding of the skills/ knowledge taught. This understanding has been communicated in a clear and increasingly confident manner.

Working at: This work displays a sound understanding of the skills/ knowledge taught. This understanding has been communicated fairly clearly and confidently.

Working toward: This work displays a basic understanding of the skills / knowledge taught. However, there are a number of areas where error has been made and further attention is needed.

Working below: This work displays a poor understanding of the skills / knowledge taught. Assistance should be sought and/or further effort made.

Years 7 and 8 exam grade boundaries (as agreed with Clayesmore Senior School)

A	70% +
B	55 - 69%
C	40 - 54%
D	25 - 39%
E	below 25%

Attainment Grade Collation

Attainment grades for each pupil will be inputted into the school management information system, ISAMs. Grades will be printed and sent home at the end of each term.

Other relevant policies are:

[SEND and Learning Support Policy](#)

CPS Curriculum Policy

CPS Feedback and Marking Policy

CPS More Able, Talented and Enrichment Policy

English as an additional language Policy

¹ William, D. and Black, P., (1996) 'Meanings and Consequences: a basis for distinguishing formative and summative functions of assessment?' British Educational Research Journal