

Lincoln Minster School

Assessment, Recording and Reporting

1. Policy Statement

The process of assessment should enable us as teachers to make decisions about the education of our pupils as we chart their progress and achievements, and it should also assist us in the diagnosis and identification of their particular needs. It should seek to promote higher standards by improving the quality of teaching and learning and have a positive effect on motivation and self-esteem, without failing to confront children's weaknesses or ineptitude. As part of their education children are entitled to have their achievement recognized and used to shape their future learning, thus ensuring progression and continuity. Good assessment strategy, where assessing students' work is carried out regularly and thoroughly, enables this to happen.

In other words, assessment should be formative as well as summative and must point the way forward in the child's learning process as well as recording the point reached in any given area of the curriculum. The assessment is used effectively to support pupil progress. The systematic assessment of pupils is used to plan and modify provision for them on both a group and individual basis.

Lincoln Minster School seeks to ensure equal opportunities, differentiation, progression and continuity and ensure the fullest possible coverage of curriculum areas through the successful implementation of this Assessment, Recording and Reporting Policy by each member of staff. It is the responsibility of individual staff members to implement this policy in their own area, monitored by Heads of Department.

This policy applies to all members of our school community, including boarders and those in our EYFS setting.

Lincoln Minster School is fully committed to ensuring that the application of this Assessment, Recording and Reporting Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

In line with our Provision of Information policy, this document is available to all interested parties on the school website and on request from the main school offices and should be read in conjunction with the following documents: Curriculum policy, Controlled Assessment policy, Teaching and Learning policy, UCST and ULT Reading, Spelling and CAT Testing policy.

This document is reviewed annually or as events or legislation change requires.

Reviewed By	N Boot, Assistant Head, Academic A Coupland, Head of the Preparatory School
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2. Aims

In our assessment, marking, and recording processes, carried out regularly and thoroughly, we aim to gather information which enables us as teachers:

- to evaluate and record each child's attainments and progress and identify individual strengths and weaknesses
- to evaluate our teaching effectiveness and to plan future teaching and learning experiences
- to match work to the needs of individual pupils
- to encourage pupils to see the process as empowering them to achieve higher standards
- to compare individual and school levels of attainment and progress with that of the wider school population
- to provide reliable information to parents and colleagues about the progress and development of each child
- to evaluate a student's performance by reference to stated school aims and/or national norms
- to ensure that all pupils make good progress according to their ability.

3. Senior School Procedures

3.1 Ongoing Assessment

On the one hand there is the on-going everyday process of assessing / marking / grading of classwork and homework. The main purpose of this is to provide feedback to pupils on all of their work – guiding, motivating, correcting and refocusing their efforts.

3.2 Formalised Assessments

On the other hand, there is a more formalised process of assessing, marking, grading carried out at specific times. They include:

Standardised tests

- CATS test for Verbal, Non-Verbal and Quantitative and a written test for the scholarship/entrance procedure for Year 7.
- MidYIS testing which takes place early in Year 7 and acts as a predictor of future GCSE grades.
- Yellis testing is carried out in Year 10 to predict likely GCSE performance.
- ALIS testing in Year 12 gives information on likely A Level performance

School-based topic/end of term/annual tests and mock examinations.

These are prepared by the subject teachers and are designed to test pupils' grasp of work covered in the curriculum.

3.3 Pupil Self-Assessment

Pupils are encouraged at all times to think about their work and their progress and to take responsibility for their learning. Informal discussions between teacher and pupil take place on a regular basis. We recognise also the importance of providing pupils with more formal opportunities to reflect on their own progress, to set their own targets and to record their achievements. Pupils' self-assessment activities form part of the use of Assessment for Learning Strategies that are embedded in the planning preparation and delivery of the curriculum.

3.4 Marking

The purposes of marking are:

- to monitor the progress of the pupils
- to determine the standard of knowledge and understanding of the pupils
- to assess mastery of particular skills
- to award grade/mark/comment corresponding to the standard of work
- to correct inaccuracies in the work
- to comment on the presentational skills of the work
- to encourage improvement

It is essential that marking praises positive achievements as well as advising on selective areas where improvements need to be made. Marking must therefore be:

- Consistent
- Motivating
- Constructive
- Clear and easy for students to understand and learn from
- Diagnostic

Departments are expected to devise their own policy that meets these aims in a reasonable manner and to high professional standards.

Departments are therefore advised to mark work regularly and decide how grades / marks / comments are standardised and attributed. At Key Stage three, grading should be based around the whole school grading framework.

Marking must be consistent within each department so that pupils are aware of the criteria used. However, there are some guidelines which must be consistent across all departments:

- marks, and not just grades, must frequently be used
- marks must be explained
- work marked must contain formative and summative comments
- work marked must give feedback on success, difficulties and ways to improve
- work must be marked regularly

3.5 Recording

It is not necessary for teachers to keep records of every single piece of work produced by the pupils but it is essential for them to maintain systematic records of assessments. Departments are therefore expected to devise their own policies for recording but are advised to follow these guidelines.

Each system must be designed:

- to establish a manageable and efficient way of recording
- to standardise recording within the department
- to provide accurate information on progress
- to provide information for written reports and verbal comments to parents
- to help determine the composition of teaching groups
- to decide entry tiers for national tests and external examinations.

Books / folders / online submissions of work must be marked on a regular basis, the importance of regular marking cannot be over-emphasised. If homework cannot be collected in immediately for marking it must be initialled by staff to record that it has been completed on time.

Staff must allow for the opportunity to give oral feedback to students, on a regular basis, to explain the marking process and the student's progress.

When students are allowed to mark their own work there must be evidence of regular teacher marking and diagnostic comments.

Staff must use comments that are constructive and diagnostic and must include targets for improvement. These should relate to both attainment and effort. Although this does not have to be done for every set homework there must be evidence of consistent diagnostic marking for each student.

For tasks set with formal assessment in mind, where there is a mark scheme, marks could be given as opposed to grades to enable students to understand exactly what their mark is based on, in line with syllabus criteria.

These in turn will provide evidence of the type of grades students are working towards and will also enable staff to indicate to students the general level at which they are operating.

Departments should agree on a set of notations for use in staff assessment records of what students can do/do well/ need to improve on.

Departments must regularly, frequently moderate the marking of pupils work. The exact nature and frequency of the moderation of the marking will be at the discretion of the department. Staff mark books must be monitored on a regular basis within departments.

3.6 Reporting

Unless otherwise agreed with the parent, the school sends home formal snapshot attainment review reports to the parents 3 times a year for students in years 7 - 11 students, alongside a detailed full written report of progress and attainment in the main subject areas. KS5 reporting consists of 3 or 2 snapshot reports each year with a full written report in both years.

3.7 Parental Consultation

All year groups have at least one parental consultation evening during the year with subject teachers. Parents are also encouraged to contact the firm tutor in the first instance should they wish to discuss any issues. Issues may then be escalated to Heads of Department, Heads of Year or SLT as appropriate.

4. Preparatory School Procedures

4.1 General Points

- Assessments procedures having been accepted by staff through discussion must be consistent across all staff.
- We expect that the assessment process will enable children to be clear about what is expected of them. It should enable each child to be aware of what he/she has done well and what can be improved.
- Children will have opportunities to evaluate their own work and to respond to teachers' marking.

4.2 Approach to Assessment

We have established a periodic assessment approach enabling teachers to:

- Make reliable judgements of attainment
- Use diagnostic information about pupils 'strengths and weaknesses to improve planning, teaching and learning
- Track pupils 'progress over a term/year/ key stage or longer.

This strategic approach has 3 linked aspects:

- i. Day-to-day assessment – focusing on interaction between learners and between learners and their teachers which shape immediate next steps **(AFL)**.
- ii. Periodic Review – which provides a profile of pupils 'achievement across a subject (drawing on evidence from day-to-day assessment) to inform planning for progression and targets for improvement, and to help track pupil progress. This involves stepping back and reviewing on-going work and relating progress to National Curriculum KPI's to help plan the next step (termly). Use of Sonar track pupil progress throughout the year.
- iii. Transitional assessment – Primary tracking grids (updated regularly) and formal recognition of pupils 'achievements (e.g. Foundation stage profile/end of key stage assessment)

4.3 Planning for Assessment

Assessment is built into planning and takes place both during and at the end of units of work.

Weekly Maths and English plans show assessment focuses and teachers assess and mark against these. A cross-curricular approach to assessing literacy and maths is encouraged.

Formalised assessment in the form of testing is carried out at the end/start of the academic year as a benchmark to inform teachers planning and target setting for the coming year.

4.4 Moderation

Moderation takes place termly in both maths and English. The moderation group meets to decide the assessment focus linked to the whole school targets. Year groups and cross phase groups analyse individual pieces of work against the National Curriculum KPI's. Science is moderated in the first term and the last term.

Group moderation also takes place periodically within the cluster in Maths and English.

4.5 Target Setting

Analysis of assessment data is carried out by the Preparatory Management Team and targets as well as target groups are identified. When planning, special consideration is given to achievement of these targets and whether individuals are “on track”.

4.6 Assessment for Learning

AfL is adopted as a whole school priority, which all staff are expected to implement across the range of subjects. This requires systematic monitoring and evaluation of its impact which is carried out by the Preparatory Management Team. This evaluation and review is carried out via classroom observation, work scrutiny, pupil interviews and performance management. Teachers receive regular INSET on its implementation and development during staff meetings. In school standardisation and moderation is carried out termly.

4.7 Spiritual, Moral, Social and Cultural and Fundamental British Values

Spiritual, moral, social and cultural education and the promotion of British Values helps children develop personal qualities, which are valued in a civilised society. For example, respect for difference, independence and self-respect. It is taught across the curriculum and through our assessment procedures. Children gain valuable self-help and improvement skills and awareness through all forms of assessment as shown in our policy (for example, self and peer assessment).

Through assessment children are able to:

- articulate their own attitudes and values;
- work collaboratively and independently;
- reflect on their learning and plan for future development;
- respond positively to challenges and problems.
- build a respect for others’ needs, interests and feelings, as well as their own;
- work successfully as a member of a group or team.
- share views and opinions with others and work towards a consensus

4.8 Marking Policy

The marking policy aims to establish a consistent approach for marking work throughout the Prep School. It aims to ensure children value their work and have a clear understanding of their progress.

The following principles apply:

- Teachers are expected to mark work using the agreed marking codes as displayed in all classrooms along with an informed comment concentrating on targets for improvement.
- All work must be marked as quickly as possible once work has been done and, where appropriate, the pupils should be involved by being present and being given verbal feedback.
- There must not be unmarked work which is over a week old.
- For all year groups work should be marked in Green. Red ink is not to be used for marking.
- Marking should be fair and consistently applied by all staff including supply staff.
- Self-marking of work, in line with Assessment For Learning, is to be encouraged when appropriate. However, teachers must acknowledge the marking with initials, a tick or a comment.
- Marking should be positive, constructive and sympathetic without ignoring areas of difficulty.
- Marking should be focused on the ability and developmental stage of the child and linked to the learning objectives of a lesson.

- Criteria should be established before the work begins and/or marking is done and where possible, in line with Assessment For Learning, should include a target setting element where appropriate.
- Marking should inform the next stage of planning for each child's needs.
- The teacher should acknowledge all work even if it is not to be marked directly.
- Marking needs to offer positive benefits to teachers, pupils and parents.
- Comments should be used to set targets and should be made in an appropriate space.
- Teachers' comments must be legible.
- If work is graded the children must be made aware of the grades' meaning.
- Time should be built into lessons for pupils to reflect on marking.
- Verbal praise is often the most appropriate incentive to pupils.
- Pupils are encouraged to show work to each other and to other adults.
- Feedback may be given via children's iPads in line with the above points. This means that exercise books may not contain teacher feedback however this feedback is available via 'Showbie'.
- Feedback in pupils iPads may be in the form of voice notes or other electronic means.

5. Early Years Foundation Stage Procedures

5.1 Assessment

Within the Early Years Foundation Stage assessment of the children's development against the three prime areas and four specific areas of development is ongoing. Photographs, observations, professional judgement allows for assessment on a daily, weekly and termly basis. The evidence gathered builds into the learning journey for that phase of the EYFS.

All children within the EYFS are assessed against the 17 Early Learning Goals in the final term of their Reception Year.

Reception staff continue to assess children on entry into Reception; using prior knowledge, discussions with nurseries and knowledge of the children as they settle into Reception. At the end of the Reception year in line with the statutory framework the children will be assessed against the 17 ELGs.

5.2 Policy for Marking and Presentation

The Revised Early Years Foundation Stage has Areas of Development which are used to form the basis of the EYFS curriculum. The seven areas of development are planned for, with a different book being used weekly as a focus. There are three prime areas of development: Personal Social and Emotional Development, Physical Development and Communication and Language. The specific areas include: mathematics, literacy, understanding the world and expressive arts and design.

Any written work completed within the EYFS will be marked with the children. No formal mark will be given; an encouraging comment linked to the target, EYFS element or learning objective will be written on the children's work.

In the Early Years Foundation Stage we aim to encourage the children to want to write as part of their Literacy and record their mathematics investigations confidently.

- As children learn to hold a pencil correctly, form letters and numbers correctly and begin to use spelling, punctuation and formal mathematical recording skills, work will always be marked with the children and comments made about the content and specific skills which are being, or have been, covered.
- The children will be encouraged to use sounds and words they know correctly, as well as forming letters accurately.
- The children will be supported as they begin to record their mathematics
- Investigations in a neat and mathematical way.
- In Reception the children will also be reminded about targets they are aiming for.
- Letter formation will be corrected and practised when necessary. In reception, the cursive handwriting Think Write programme is introduced.
- At all times the children will be encouraged to present their work as neatly as possible.

5.3 Review

At staff meetings we discuss and review our marking policy to ensure it is kept up to date and relevant.

5.4 Testing

Formal Standardised Assessments (GL Progress) (KS2 SATS Maths, Reading, SPAG)

GL Assessments in English and Maths are undertaken by all pupils in Years 1 – 6.

Year 1 Phonics Screening Test.

KS2 SATS are completed by Year 6 in the Trinity Term. KS2 SATs are externally marked.

Lincoln Minster School follows the assessment arrangements of the EYFS statutory framework, including the EYFS Profile results. Within this, results are recorded and data shared with Lincolnshire County Council and United Learning. The children are assessed in the Trinity term using emerging, expected and exceeding criteria against the Early Learning Goals.

A baseline assessment is completed for all children in Reception. Reception pupils also undertake GL Assessments in Maths and English in the Trinity term.

From Years 1- 6 children will undertake GL Assessments in Maths and English twice a year. In Key Stage 2, the children will also undertake GL Science progress tests.

Single word spelling test (SWST) ,Suffolk Reading scale (SRS), Progress in English, and Progress in Maths tests are often used as an end of year test and if it is used year on year can offer important evidence of pupil progress and value-added. As such it is an important test and one which decisions about, for example, setting or remediation, may be made in conjunction with teacher assessment and an evaluation of a pupil's performance throughout the year.

Cognitive Abilities Tests (CAT4) completed in Year 3 and 5 (from 2023 onwards) and may be used at important moments during a pupil's school career, for example at the transition point between primary and secondary school. As such each is an important test and one on which decisions about, for example, setting, giftedness or intervention may be made in conjunction with teacher assessment and an evaluation of a pupil's performance throughout the year.

Through using these assessments, a variety of data is obtained. Each pupil will have a raw score, a standardised score, a stanine score, a national percentile rank, a group rank and a national curriculum level. As the information is held on a central computer database there are huge possibilities for analysing individual, class and school information in order to judge the best possible teaching and learning strategies.

5.5 Reports

We recognise the importance of regular communication with parents to inform them of their children's progress, effort and attainment, academically and socially and we place the utmost importance upon this.

Reports are sent home each term. A National Curriculum age-related statement is reported in Key Stage 1 and Key Stage 2. Along with the report, parents are issued with an Assessment Guide.

In the EYFS, reports are sent home termly with progress being tracked against key areas.

5.6 Parent Consultation

From Reception, parent teacher evenings are held twice yearly for detailed academic consultation. If parents are in any way concerned about their child they are encouraged to meet to discuss the matter with the Form teachers and members of the senior leadership team are always willing to meet parents either during the day or after school. The Head of the Preparatory School is happy to meet parents at any time.