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Responsibility: KB/HB/RH

# Bishop Challoner School



## Assessment and Reporting Policy



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### **Aims**

Assessment at Bishop Challoner School aims to enhance the quality of teaching and learning by placing the achievement of all pupils in a meaningful context. In order to monitor pupil progress and enhance the learning process effectively, we aim to:

- Promote formative assessment through Assessment for Learning and thinking skills
- Strengthen and secure summative assessment

Bishop Challoner School recognises that assessment is an essential tool in measuring the performance and attainment of pupils in order to inform planning for the progress of their learning and to set targets. Assessment in all its forms is an essential element in reporting to parents.

### **The Purpose of Assessment**

#### *For pupils*

##### *Regular and rigorous assessment should:*

- Identify pupils' strengths and achievements
- Identify areas for development
- Encourage, motivate and reward
- Enable appropriate, achievable and clear targets for improvement to be set
- Allow pupils to review their own progress against specific criteria
- Encourage, motivate and develop the self-esteem of pupils through the recognition of success and focus on achievement
- Inform discussion about progress with teachers and parents

#### *For teachers*

##### *A coherent and continuous assessment system should:*

- Enable teachers to monitor an individual pupil's understanding and progress through formative guidance and Assessment for Learning, thus enabling teachers to identify areas for development and set achievable targets
- To highlight specific weaknesses so as to develop methods of improving performance
- Ensure pupils and parents are fully informed of progress
- Assist with the monitoring and recording of pupil progress
- To grade work completed in relation to that of others and/or in relation to specific criteria
- Provide the evidence for report writing and communication with parents and other relevant staff, for example, Heads of Department, Heads of Section, SLT
- Help evaluate the effectiveness of the curriculum, materials and teaching strategies

### *For Parents*

- Informs them of their child's progress and achievements and strengths
- Identifies areas for development

### **Types of Assessment**

Internal assessment takes place through marking of homework and classwork, regular class testing, end of topic testing, termly testing and end of year examinations, as well as through staff observation and evaluation of pupils' abilities and progress.

### *Entrance Tests*

Informal assessment for Reception /Y1

Age appropriate written tests for Year 2 to Year 6

11+ assessment includes Maths, English and Non-Verbal Reasoning

13+ assessment includes Maths and English

16+ admissions are assessed on GCSE grades and interview with the Headteacher

In-year admissions are assessed in Maths and English.

### *Screening*

Diagnostic assessment by specialists for some pupils with SEND. Testing for dyslexia and other associated difficulties takes place when needs have been identified in the school. There are additional tests which may be administered to individuals to help us to assess the most appropriate support. At all times parents are consulted about the need for testing, the results and the strategies put in place as a result of particular findings. Pupils highlighted by the screening tests are placed on our list of Additional Needs and staff are advised on the best teaching and learning methods to suit each individual.

Further testing takes place in year 9 for those who need it. This again would be followed by testing using special tests to ascertain the need for access arrangements.

### *Internal Assessments*

Preparatory School pupils have written assessments in English and Maths half termly from year 1 to year 6. Other subjects are assessed half termly at the end of each unit of study.

Assessment in writing is ongoing throughout the school year.

Formal 'mock' examinations are held for Years 11 and 13 at the end of the Autumn Term and Spring Term.

Formal examinations, in certain subjects, for Years 7, 8, 9, 10 and 12 are held in the Summer Term. Progress tests take place for Year 12 at the end of January. PIPS baseline data is used in Reception.

External testing takes place through GCSE in Year 11 and Advanced Level in Year 13.

Additional baseline assessments takes place through INCAS (Y1-6), Midyis (Years 7) testing, Yellis (Year 10) testing and Alis (Year 12), all of which are administered by CEM, the Centre for Educational Measurement.

### *Additional Needs Records*

Pupil 'pen portraits' are written by the learning support co-ordinator in collaboration with teachers, parents and external professionals where appropriate. These illustrate the learning needs and appropriate support methods for children with additional needs. Targets are set half termly in the Pre-Preparatory and Preparatory school, relating to Maths, Reading and Writing. Other targets are set if required relating to social and communication skills. All parents receive a report every half term including the targets.

The Learning Support Co-ordinator maintains an Excel sheet of special needs pupils and records related to targets and progress reviews.

IEPs/ILPs are written by teachers or SEND and a copy given to parents at least twice a year. The Learning Support Co-ordinator maintains an Excel sheet of special needs pupils and records related to IEPs/ILPs and progress reviews.

### *Teacher Planners/Mark Books*

Each teacher should maintain a record of marks either electronically or in their planner. This record of marks should be available for the Headteacher to see at any time.

### **Monitoring**

Every pupil's progress is monitored carefully throughout the year and any concerns dealt with promptly.

Data from GCSE and A level examinations is distributed to Heads of Department/Subject Teachers for departmental exam analysis.

Academic reviews take place with the form tutor and the pupil in the senior school and they discuss smart targets that are:

- specific
- measurable
- attainable
- realistic or relevant
- time related

### *Interviews with Yr11 - Yr13 Pupils and Parents*

The Deputy Head and Assistant Head will monitor the examination results from the mock results and write to all parents in Yr11 and 13. Parents are invited in as appropriate to discuss progress and concerns along with the Heads of Sections. These letters/meetings take place in January/February and are very useful in ensuring parents are fully informed of academic progress and predicted grades. It is also an opportunity to encourage and motivate pupils for the final few months of study prior to public examinations.

### **Roles and responsibilities**

#### *The SLT will:*

Monitor the effectiveness of assessment through the self-evaluation process, lesson observations, learning walks, book/work audits, quality assurance portfolios.

#### *Heads of Department/Subject Co-ordinators will:*

- Monitor the consistency and quality of assessment/recording/reporting practices, thus ensuring that school policy is consistently applied
- Monitor the consistency and quality of marking through book/work audits
- Use assessment as a means to inform planning for future teaching and learning
- Ensure all assessment information required is provided by set deadlines

#### *Subject teachers are expected to:*

- Ensure that Assessment for Learning is an integral part of the teaching and learning process
- Ensure that pupils are involved in the assessment process and reviewing own progress by regularly discussing assessment with pupils and setting achievable targets
- Retain sufficient evidence for standardisation and moderation purposes, across all key stages, in keeping with external examination requirements.
- Use the outcomes of assessment when planning future work

### **Reporting**

The Preparatory School sends reports to parents half termly. Full written reports are sent home at the end of the summer term.

In the Senior School all years receive an interim report in October. In December Years 7-10 and Year 12 also receive an interim report whilst Years 11 and 13 receive a full report including mock grade. In February all year groups receive an interim report and in March Years 7-9 and Years 11 and 13 receive an interim report with Years 10 and 12 receiving a full report. In May all year groups receive an interim report and finally in July, Years 10 and 12 receive an interim report with Years 7, 8 and 9 receiving a full report.

Parents' evenings and options evening take place throughout the year.

An academic review is held during the course of the year for each pupil with his/her form tutor in the senior school.

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