



# DANES HILL SCHOOL

STRONG & SAGACIOUS

## Assessment/ Reporting/ Tracking Policy

Author/Reviewer responsible:	Deputy Head Academic	Date of Review:	June 2022
Reviewed by:	Education Committee	Date of Authorisation:	
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This policy is applicable to all pupils including those in EYFS (Early Years Foundation Stage).

## **DANES HILL SCHOOL**

### **ASSESSMENT/ REPORTING/ TRACKING POLICY**

#### **ASSESSMENT**

Effective and rigorous assessment is essentially expressed through the following principle: There is a common language and framework for assessing pupils shared clearly between staff, parents and pupils, so that:

- Assessment drives learning, rather than being a tool for measurement.
- Teachers have ownership of data analysis and use this to maximise pupil learning.
- Teachers can have reliable conversations with pupils, parents and colleagues about each pupil's learning.
- Parents gain a clear understanding of where their child is in their learning and progress they have made.
- The school can make key strategic decisions about curriculum design for effective learning.

Assessment (both formal and informal) is an integral part of the teaching and learning process i.e. assessment pinpoints strengths and weaknesses in order to maximise efficient pupil progression.

Assessment provides the school with detailed information about each child. This information is used in a variety of ways e.g.:

- To identify the child's strengths and weaknesses so that help or guidance may be given.
- To define individual learning objectives.
- To allocate a child to an appropriate set.
- To give feedback to parents and importantly, pupils.
- To help track pupil progress within and across years.
- To provide evidence for departmental and school effectiveness.
- To test the effectiveness of curriculum planning and indicate areas for departmental and school improvement.
- To maintain standards.
- To offer advice to parents re pre-tests and appropriate choice of senior school.

There are many types of assessment used by the school. They are either external (viewing pupil achievement in terms of national or future school standards) or school-based,

assessing learning outcomes in terms of particular skills and knowledge. Such assessment can be:

- Diagnostic – to identify children with learning difficulties or gifted children
- Formative – to allow recognition of positive achievement and to make decisions about future steps
- Summative – to record the overall achievements of children systematically and to use this information to communicate with others.

Chronologically, children will be assessed in a variety of ways between the ages of 3 and 13: this data is centrally stored on the schools MIS, updated regularly and available to staff for scrutiny in support of teaching and learning objectives for each pupil. A wide range of external tests are administered throughout the whole school to track progress and identify areas of concern, special talent and academic potential. The results of such tests are relayed to the appropriate teaching staff and might lead to a referral to the LSC or inclusion in the More Able and Talented groups. Such tests include Cognitive Ability Tests (CAT4/5). The use of these tests is reviewed on an annual basis by the Deputy Head Academic in conjunction with, where appropriate, relevant Heads of Sections/ Department and the SENCo. (See LSC Policy)

### **School-based Assessment and External Examinations**

The school has devised a system of formal assessment for all pupils between the ages of 6 and 10. These assessments, known as Common Assessment Tasks (CATS), take place in English and maths in Years 4 and 5. Common Assessment Tasks are set and standardised by Heads of Department in conjunction with subject co-ordinators. To avoid potential anxiety in the younger years, no notice is given of the tests. As the children get older, more notice is given so that they develop some preparation and revision skills. In Lower and Middle School, standardised tests (PTE/ PTM) are used as a benchmark. Teacher assessments and topic tests are also used to track effort and attainment levels throughout the school.

In Upper School, pupils are assessed more formally in Mathematics, English, Science, Modern Foreign Languages, Classics, History, Geography and Religious Studies. Year 6 sit formal maths and English exams in the Autumn Term in preparation for the pre-tests. Year 7 pupils sit formal assessment tests at the end of the Autumn Term in maths, English and science and languages, and summative end-of-year examinations in the Summer Term. Year 8 pupils sit either Scholarship examinations for individual schools or the Common Entrance examination, devised and administered by the Independent Schools' Examination Board. Year 8 pupils sit a mock exam in January. The timings and format of the examination process are kept under review each year by the Deputy Head Academic, in conjunction with the Heads of Department.

Formative assessment is supported and encouraged by the Danes Hill marking policy, placing emphasis upon positive comments and feedback with clear instructions on how to improve performance (see Marking and Reporting policies).

## **REPORTING**

Danes Hill places great value on both informal and formal contact with parents. We believe that information presented to parents should be accurate, user-friendly and never promote false expectations. The school also believes that reporting should include comments on potential as well as progress alongside comments regarding personal and social development. Reporting to parents takes place in many forms at regular intervals throughout the year. The current pattern is as follows:

Autumn Term (October/ November)

Staff/Parent conference for Years 2-8 parents in the Main School.

Staff – parent conference for all pupils in the Pre- Preparatory School.

Autumn Term (end)

Data cards for pupils Y2 – Y8

Progress report for Pre- Preparatory School.

Spring Term (February)

Letter for all children in the Pre-Preparatory School.

Year 8 mock examination data cards and parents' evenings.

Full final report for Scholars.

Spring Term (end)

Data report Years 2-7.

Staff/Parent Conference for Years 2-7. Full final report for Year 8 CE.

Summer Term (end)

Full academic reports for all children Y2 – Y7

CE certificates for Year 8.

Pre-Prep staff-parent conference, including EYFS feedback.

### **Written reports**

Pre-Preparatory Reports are written sensitively, generally without reference to a numerical system for achievement. Pupil achievement, however, is expressed in terms of national and Danes Hill published standards wherever possible.

Main School reports utilise teachers' professional judgements to allocate a TERMLY ACHIEVEMENT GRADE (TAG) for all taught subjects. The TAG is given a number between 1 and 5 and is based on the knowledge, skill in and understanding of the curriculum. In addition, the child receives an EFFORT grade from 1-5 based on their efforts throughout the term. These grades are based on a combination of national standards (where such things exist) and the high expectations of Danes Hill as a school. Marks of Common Assessment Tasks are also recorded and a median and range for set, class and year given so that a more accurate picture of a child's achievement is garnered by parents.

In recent years, the school has taken great pains to distinguish comments regarding learning outcomes and areas for development. In so doing, we hope that reports will provide

positive indicators for parents and, as importantly, to the children themselves. The Deputy Head Academic closely monitors the awarding of grades across the staff and subjects.

## **RECORDING**

Records are kept to enhance the formative teaching and learning process and to track the development and achievement of each child. They are used to communicate progress, strengths and weaknesses and any concerns, to both the child and parents, and provide continuity as they move up the school and between form teachers, subject staff and beyond that to their senior school.

The following records are kept at Danes Hill:

- Teachers' mark books for day-to-day recording of marks, comments and completion of work.
- The school keeps centralised records of annual reading, spelling tests and other standardised data.
- All data is stored centrally on both the Main School and Pre-Preparatory sites and available to all staff.
- The records kept by the school are fully compliant with General Data Protection Regulations introduced by the European Union.

## **TRACKING**

Recording without evaluation of the data achieves little purpose. The school believes that the performance of a child should be tracked continuously, within and across years. Some of the fundamentals are:

- Tracking within academic departments – at the start of each academic year, all subject teachers have the relevant information regarding the prior attainment of children in each class. These will include TAGs, Common Assessment Task results and examination results. Past reports are available via both the pupil files and in Pupil Profiles on the centralised computer system. Such information is used to influence teaching, for example, with set changes. After full consultation with the Head of Department, the subject teacher will contact the parent to advise a set change and explain why it would be appropriate. Where a teacher does not feel able to do so, the Head of Department will contact the parent.
- Tracking by the pastoral team – at the start of each year, form teachers and tutors familiarise themselves with the previous year's results and extra-curricular activities. These provide a reference point for both staff and students each year. This is especially important at key points in time, such as the handover from Years 1 to 2 and from Years 5 to 6.