



SEVENOAKS
PREPARATORY SCHOOL

ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

Aims

- To ensure progress in a child's learning.
- To be an integral part of teaching and planning.
- To feedback results to children in a positive and constructive way.
- To record and report progression for teachers, parents and other interested parties.
- To gradually build up a profile of development throughout a pupil's career.
- To be reliable and fair.

In Practice

The philosophy of GCSE with regard to assessing the amount of work a child has understood rather than completed will reflect more and more as the Common Entrance examinations and syllabi are influenced by the National Curriculum. Our setting of work, tests and exams needs to bear this in mind, as does our marking.

There are effectively two broad areas to concern ourselves with:

- **FORMATIVE ASSESSMENT** – the day to day monitoring of a child's work where marks and grades may be inappropriate. We must keep in touch with the child's work as it proceeds and provide helpful guidance when necessary.
- **SUMMATIVE ASSESSMENT** – exams, tests, homework. Extended pieces of work such as projects require marking conscientiously.

Each teacher should use appropriate methods to assess the knowledge and skills of the children, e.g. observation, discussion, questioning, marking and testing. Teachers should make opportunities for continuous assessment by using good classroom organisation, e.g. encourage children to work independently whilst she/he is concentrating on a group or an individual. Effective use can be made of the SENCO and learning support department. Children with special needs will have their own IEP and their performance will also be continuously assessed by all staff involved. Each year group should have consistent assessment between classes that relates to standardised outcomes, e.g. reading scales, standardised tests, school exams and spelling tests.

Record Keeping

Records should be useful and manageable and easily interpreted. Teacher records should be regularly kept for marks, assessments and significant points about a child's development that are appropriate to the age group including:

English:

- Writing skills
- Spelling
- Handwriting
- Reading
- Speaking and listening

Mathematics:

- Using and applying number, systems and calculations, problem solving
- Progression in shape, space and measures
- Progression in data handling

When grades/marks are placed upon a child's work, these should be entered into a mark book and utilised when reports or interim assessments are required. A teacher's mark book may be requested at any time by the Head or Director of Studies.

Practical work and investigations:

Records will take into account the context of the topic being studied [in any subject], recent practical experience and the time given to allow for the development of ideas. The finished product and/or communication of the conclusions could be recorded. Weekly assessment notes should be made of children by exception i.e. noting only children who needed extension or support.

Formal Records

See Appendices 1 and 2 for schedules of assessments and reports that form the basis for formal records.

Children's files:

Reports
Grade slips
Teacher's comments
Admin papers/medical records
Reports from previous schools
Reports from outside agencies

Reporting

Sevenoaks Prep School expects full communication with parents whenever the need arises on either side. Most parents and teachers will make contact regularly either in person or via the child's student planner/homework diary and anything of significance can be noted and if necessary a meeting arranged. All problems and discussions with parents should be reported to the Headmaster so that the member of staff may be supported appropriately.

Reports

See Appendix 2 for the schedule.

Future Schools

The Headmaster is in regular contact with all destination schools. Firstly to make sure that all the former pupils are settled and doing well and secondly to prepare the way for future intakes. This starts in Form 5 for those that are thinking of leaving at the end of Form 6 and continues through to Forms 7 and 8. The pupils know that their exercise books, their exams results, their level of trust and behaviour in and out of the school and how they come across as people are all vital ingredients of the passing ethos. As part of the PSHE curriculum all the children in Forms 6 and 8 are helped to write their own C.V. The Headmaster keeps an oral dialogue with all future schools going with the regular visits he makes to the Heads and Housemasters and completes any report forms that the destination schools may send through.

Parents Information Evenings

These take place at the beginning of each school year. The parents are invited to hear the Form Teachers explain their curriculum plans and the format for the coming year. There is a question and answer session followed by an informal get together to enable staff and parents to get to know one another and for new parents to integrate. Information sheets for each year group are offered to parents and are available on the website in the Secure Parents area.

Parents Evenings

See Appendix 2 for the schedule. The Junior School and Forms 3, 4 and 5 have a Form Teacher's evening with times allocated to each parent. The parents of children in Forms 6 to 8 have five minute interviews with each subject teacher and the Headmaster.

Grading System for the Senior School

Forms 7 & 8 (KS3)

Selected class work and homework assignments are marked for attainment, using A⁺ to D, and all pieces of work are graded for effort, using one to three stars. Attainment grades should be awarded in line with the Common Entrance Exam Standards. Grades should be based on the quality of work regardless of the individual's ability, i.e. a poor piece of work should be given a 'D' no matter who has produced it or an adequate piece of work should only receive a 'C' even if it is the best piece of work ever produced by a weak pupil. An A⁺ should only be awarded for outstanding work (see later for a non CE grading system that can be arranged for specific pupils). The effort stars are there for encouragement and acknowledgement of individuals who are working hard. Hence a weak pupil who excels him/herself may receive a D*** and a good pupil who doesn't try may receive an A or B without stars.

Attainment Grades for Marking		Attainment Grades for Exams	
A ⁺	Outstanding (G&T/scholarship standard)	A ⁺	85% +
A	Very good CE standard	A	70 - 84%
B	Work above average CE standard	B ⁺	67 - 69%
C	Work of average CE standard	B	60 - 66%
D	Work below average CE standard	C ⁺	57 - 59%
		C	50 - 56%
		D ⁺	40 - 49%
		D	Below 40%

Effort Stars for Marking		Effort Grades for Grade Slips / Reports	
***	Outstanding effort	1	Shows high levels of commitment
**	Better than expected effort	2	Works positively with commitment
*	Expected standard of effort	3	Effort meeting a satisfactory standard
None	Effort below expectations	4	<i>Effort below satisfactory standard</i>

Attainment

- If worried about low achievers, staff should use the star system to bolster self-esteem or contact the SENCO or Head of KS3 to discuss a non C.E. grading system. We must be realistic in awarding grades as it helps to allocate future schools, etc.
- A⁺ grade can be used as a good pointer towards More Able Learners and possible scholarship candidates

Non CE Grading

At present our grading system for assessment in Forms 7 and 8 is specifically tailored to the requirements and standards of the Common Entrance examination. For some pupils, those who are not requiring Common Entrance as a means of school entry, this could mean looking at a string of D's on every piece of work. This might not be the most appropriate, motivating or informative measure of their progress.

Grades, in these cases may not be the best way forward so, after discussion with staff, parents and the SENCO we may use a comment only and effort grade for all pieces of work and differentiate exam papers in consultation with the particular destination school where the pupil will *definitely not* requiring Common Entrance as the means of entry to that school.

The benefits of this will be threefold. Firstly, the pupils can aspire to gain the highest of the four grades on the scale designed to measure an increase in the standard of their work. This should have a beneficial effect on their motivation. Secondly, the pupils will be informed more accurately about the developments of their standard of work. Thirdly, the pupils' work will be assessed in terms of their individual targets and in the light of the particular secondary school(s) that they are progressing towards.

Forms 3 to 6 (KS2)

Each homework or class work assignment should be marked for attainment with a comment related to learning objectives (no grade put on pupil's work, but note of a grade may kept in a mark book[#]), and for effort, using one to three stars.

[#] this allows for assessment, but doesn't demoralise less able students when they continually see low marks.

Attainment Grades For Exams		Effort Stars For Marking, Grade Slips & Reports	
A ⁺	85% +	***	Outstanding effort
A	70 - 84%	**	Better than expected effort
B ⁺	67 - 69%	*	Expected standard of effort
B	60 - 66%	<i>None</i>	<i>Effort below expectations</i>
C ⁺	57 - 59%		
C	50 - 56%		
D ⁺	40 - 49%		
D	Below 40%		

Attainment

- Formal grades issued to parents twice a year based on exam results
- Comments can make pupils focus on marking rather than looking at grades. Poor grades can demoralise weak pupils and good grades may cause a 'false dawn' if effort is poor

- Difficult to standardise criteria for marking both homework and class work assignments with an attainment grade other than to have unwieldy parameters

Effort For KS 2 & 3

Rewards

- *** work to be taken to form teachers and pastoral heads. Pastoral heads to send exceptional work to the Head and award stickers in the student planner.
- Stars for work indicate stars/number on grade slips/reports and a stars certificate is issued at the end of each term to every pupil.
- Stars set the basis for 'Stars Cup' awarded as a house trophy at the end of each term.
- A certain amounts of stickers for 3 star work leads to the awarding of a certificate in assembly from the Head: 25=Bronze, 50=Silver, 75=Gold and 100=Platinum.

Sanctions

- Form teachers to be made aware if no stars awarded for work as it indicates under-achievement (probably not for a one-off)
- Form teachers report to parents/pastoral head if necessary, especially if happening in more than one subject
- If work is not handed in to subject teachers then subject teachers immediately contact form teachers/pastoral heads. If this is more than a one-off then form teachers must contact parents/pastoral head

These steps should provide a continuous assessment procedure. Contact with parents initiated from us is important. There should be no surprises!

APPENDIX 1

Assessment in the Senior School

Form 8

- Suffolk Reading Digital tests in September
- SWSpelling tests Sept/Feb/May
- Mock CE Exams in Nov/ Feb
- CE for Y9 entry in June
- VR/NVR in Drama/ICT lessons [AC/LH 4 week focus]
- Nfer PIE Reading/Writing SS/NC in March

Form 7

- Suffolk Reading online tests in September
- SWSpelling tests in Sept/Feb/May
- Mock CE Exams in Feb/June
- Nfer PIE Reading/Writing SS/NC in March
- Nfer PIM maths online in June for references
- CATS in June after exam week for references

Form 6

- 11+ external Y7 entry tests in Sept/Nov/Jan [various]
- Suffolk Reading online tests in September
- SWSpelling tests in Sept./Feb/May
- 11+ CE mock exams in November
- Nfer PIM maths online in March
- Nfer PIE Reading/Writing SS/NC May/June - used as summer exam result [plus poetry comp.]
- 11+ CE style internal exams in all subjects in June

Form 5

- Suffolk Reading online tests in September
- SWSpelling tests in Sept/Feb/May
- Nfer PIE Reading/Writing SS/NC May/June - used as summer exam result [plus poetry comp.]
- Nfer PIM maths online in May for 11+ prediction
- CATS in early May for 11+ prediction
- Summer exams – All subjects in June

Form 4

- Suffolk Reading online tests in September
- SWSpelling tests in Sept/Feb/May
- CATS in November for internal baseline
- Nfer PIM maths online in June – used as summer exam result.
- Nfer PIE Reading/Writing SS/NC June - used as Eng summer exam result [plus poetry comp.]

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- Summer exams – All subjects in June

Form 3

- Suffolk Reading online tests in September
- SWSpelling tests in Sept/Feb/May
- Nfer PIE Reading/Writing SS/NC June - used as summer exam result [plus poetry comp.]
- Nfer PIM maths online in June - used as summer exam result

Reporting to parents:

- We report exam results as a percentage and grade.
- English and Maths may be reported as a NC level in Maths/ Reading/ Writing and these are tracked year on year.
- Standardised scores are for internal use, secondary referral and prediction of external test results and can be used at the Head's discretion in consultation with parents.

APPENDIX 2
Schedule for Assessing and Reporting Years 6, 7 & 8

	Autumn Term	Spring Term	Summer Term
Year 8 First Half	Parents' Information Evening		
Second Half	Internal CE Mock exams Exams Grades Slip Parents' Evening Games Report Meetings with teachers may be arranged by appointment	Internal CE Mock Exams External entrance and scholarship exams Report with exam and effort grades with comments from Subject Teachers, Pastoral Head and Headmaster Meetings with teachers may be arranged by appointment Games Report	Common Entrance 13+ exams for all (either internal or external) End of term report with CE/Summer Exam grades and comments from the Pastoral Head and Headmaster Games Report
Year 7 First Half	Parents' Information Evening	Parents' Evening	Cognitive Ability Tests for practice before 13+ entrance assessments in Year 8
Second Half	Report for examination subjects with effort grades and comments from the Form Teacher and Headmaster Games Report	Internal Mock Exams Exams Grades Slip with Form Teacher comments Meetings with teachers may be arranged by appointment Games Report	Internal end of year exams Meetings with teachers may be arranged by appointment Report with exam and effort grades with comments from Subject Teachers, Form Teacher and Headmaster Games Report
Year 6 First Half	Parents' Information Evening		
Second Half	Assessment tests in English, Maths and Science Assessment Results Slip Parents' Evening Games Report	Effort Grades Slip with Form Teacher comments Games Report	Internal end of year exams Meetings with teachers may be arranged by appointment Report with exam and effort grades with comments from Subject Teachers, Form Teacher and Headmaster Games Report

Schedule for Assessing and Reporting Years 3, 4 & 5

	Autumn Term	Spring Term	Summer Term
Year 3 First Half	Parents' Information Evening		Internal assessment tests
Second Half	Parents' Evening Games Report	Progress Review with Targets and Form Teacher's comments Games Report	Assessments Report Meetings with teachers may be arranged by appointment Report summarising the year with effort grades and comments from Subject Teachers, Form Teacher and Headmaster Games Report
Year 4 First Half	Parents' Information Evening	Parents' Evening	
Second Half	Form Teacher's Progress Report Games Report	Progress Review with Targets and Form Teacher's comments Games Report	Internal end of year exams Meetings with teachers may be arranged by appointment Report summarising the year with effort grades and comments from Subject Teachers, Form Teacher and Headmaster Games Report
Year 5 First Half	Parents' Information Evening	Parents' Evening	Cognitive Ability Tests with Results Sheet for 11+ Advice
Second Half	Form Teacher's Progress Report Games Report	Progress Review with Targets and Form Teacher's comments Games Report	Internal end of year exams Meetings with teachers may be arranged by appointment Report summarising the year with effort grades and comments from Subject Teachers, Form Teacher and Headmaster Games Report