



# ASSESSMENT, RECORDING AND REPORTING (AR&R) POLICY

RGS Dodderhill  
September 2019

## **Assessment, Reporting and Recording (AR&R) Policy September 2019**

This Policy sets out the process for constructing and publishing attainment, achievement and application grades. It is to be used by all departments in calculating such grades although there is room for departmental interpretation as some of our subjects differ so much from others. Such interpretation, however, must be clearly stated in departmental AR+R policies and no further variation will be allowed.

This Policy will be reviewed annually; feedback from staff is welcome and should be addressed on paper or via e-mail to the Headmistress or Deputy Head for consideration.

### **Assessment in the Early Years Foundation Stage**

On entry to the school children will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Assessments in the following areas:

The prime areas of learning  
Communication and language  
Physical development  
Personal, social and emotional development

The specific areas of learning  
Literacy  
Mathematics  
Understanding of the world  
Expressive arts and design

Characteristics of effective learning (reported on in the summer term)  
Playing and exploring  
Active learning  
Creating and thinking critically

Each child's developments and achievements are recorded centrally.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

### **Pre-Prep Assessment and Tracking**

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Principles of assessment are: -

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to involve children with self-assessment
- to provide feedback which leads to pupils recognising the next steps in their learning
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school and set appropriate targets at whole-school, class and individual pupil levels

### Types of Assessment

#### Formative

This is the ongoing assessment carried out by teachers both formally and informally during a unit of work. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment.

#### Summative

- We use standardised assessment tests from Rising Stars for English and Abacus Active Learn Maths Scheme to identify individual and class holes that feed directly into the next steps, individual targets and planning.
- These outcomes are communicated to both pupils and parents at parents evening.
- Subject leaders for Maths and English will use the whole school outcomes to identify patterns and analyse the data to inform whole school or phase training.
- The Head of Pre-Prep and Prep will carry out umbrella and comparative data comparisons using InCas Assessment to ensure that the school is on track to meet the national expectations (or beyond)

#### Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. These opportunities include:

- Mini whiteboard work
- Targeted questioning
- Marking that links to learning objectives and success criteria
- Children's comments both written and oral about their progress

- Adjusting plans to meet the needs of pupils, differentiating objectives where appropriate
- Ensure that pupils are aware of the learning objective and encourage them to evaluate their progress
- Set individual challenging targets in Maths and English
- Communicate targets to both pupils and parents

## Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. All pupils in Pre-Prep receive a short report card at the end of the Autumn Term detailing progress in Maths, English and a general comment by the class teacher. They receive a full school report at the end of the Summer Term.

## Prep and Senior Assessment and Tracking (Year Four to Eleven)

### Section 1: The Attainment Grade

From Year Four to Year Eight attainment grades are added to end of term reports.

- Exceeding
- Secure
- Emerging

Pupils meeting secure expectation are deemed to be making a good level of expected progress.

For Years Nine to Eleven, Attainment Grades will be set using numerical levels from 9 to 1, in line with GCSE reporting/grading criteria. It should be noted that this is not a predicted grade. Pupils will be awarded a "working at" grade. This means that, for that particular stage in the academic year, the pupil is working at an academic standard that means he/she is likely to achieve this grade at GCSE, i.e. if the pupil continues to work in this vein, this is what they could attain.

For pupils in all year groups, these grades should be the outcome of a range of assessments designed to test all the relevant assessment objectives as defined in departmental handbooks/schemes of work in the proportion required by any specific subject specifications. They should normally be based on at least three assessments and not on a multiple of the same assessment objective.

## Section 2: The Effort Grade

From Year Four to Eleven we use an effort grade, this is based on the contribution to and engagement in lessons and tasks during the assessment period. We use an A to D system based on the grid below:

Effort Grade	
A	Excellent. Has consistently shown exemplary levels of concentration, application and behaviour. Is committed, shows initiative and is working to the best of their ability in every lesson. Homework is always completed on time and is of exceptional quality.
B	Good. Works hard in lessons, contributes and follows instructions. Is always ready to learn, completes homework on time and has good levels of concentration, application and behaviour.
C	Needs improvement. Engages in the lesson but needs reminding to stay on task and participate in discussions. Concentration and application are inconsistent. Homework is not always completed or handed in on time and/or can be rushed. Behaviour may disrupt others.
D	Unacceptable. Makes little effort to engage with the lesson and needs constant reminders to stay on task. Homework is rarely completed. Takes little or no responsibility for own and others' learning or be

## Section 3 Reporting

From Year Four to Ten Grade cards are sent out in October and February Half Term. There is a short report with subject grades and comments at the end of Michaelmas and Lent Terms, plus Form Tutor comments. Year Eleven get a full written report following their mock GCSE examinations in February. All other year groups get a full written report at the end of the Trinity Term.

Sponsor : Deputy Head

Endorsed by the Chair of the Education Committee: September 2019

Appendix A: AR&R Timetable

Year	Progress Grades	Reports	Parents' Meetings
EY		2 year old checks EY report at end of Reception	Termly
1	M L T	M L T	M L
2	M L T	M L T	M L
3	M L T	M L T	M L
4	M L T	M L T	M L
5	M L T	M L T	M L
6	M L T	M L T	M L
7	MMLLT*	M L T	L
8	MMLLT*	M L T	L
9	MMLLT*	M L T	L
10*	MMLLT*	M L T	L
11*	MML**	M L	L

M=Michaelmas      L=Lent      T=Trinity

\* End of year grade (encompasses both Trinity term examinations and assessments/grades across the whole academic year)