



Brentwood School

Assessment, Recording and Reporting Policy

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	Progression Policy	Relationships & Sex Education Policy
	SEND Policy	Senior School policies relating to conduct of public examinations
	Teaching and Learning Policy	

ASSESSMENT, RECORDING AND REPORTING POLICY

Assessment is an integral part of the curriculum and assists in motivating pupils and improving individual and collective performance. It provides valuable information for pupils, parents and teachers and assists in enabling progression. Public examination results and value-added data provide an opportunity to review academic standards and to develop strategies and procedures to support future improvement.

Assessment should be:

- Formative, whereby achievements and successes are recognised, areas for improvement identified, and pupils supported in understanding how they can continue to progress and in setting targets. This will frequently occur as a normal part of a lesson or homework review.
- Summative, taking place at the end of a unit or programme of study, to determine a pupil's level of understanding and allow for data to be recorded and reported. Summative assessment may be aided by diagnostic testing at the start of a unit to identify what pupils already know about a topic, in order to give a baseline against which to contrast the later summative test.
- Continually used by teachers and departments to evaluate the quality of teaching and learning in their classroom and subject, and inform the planning of future lessons.

Assessment should also enable pupils to make informed decisions about subject choices and career planning.

Pupils are monitored on a regular basis throughout the year by both formal and informal processes. The form tutor is directly responsible for monitoring pupil progress in liaison with subject teachers, Heads of Department, Heads of Year and parents.

The processes and procedures for assessment include:

PREP SCHOOL

- **Termly Assessments**

Early Years Foundation Stage (Foundation and Reception)

In EYFS, the first and primary method of assessment is the observation of children. A profile of children regarding their personal, social and emotional development is part of the settling in process and then continues.

Within the EYFS these observations are stored in the child's individual online learning journal and are regularly shared with the parents. This is called "Tapestry" and is also

used for recording EYFS assessments. Observations on all other aspects of development and learning are the core to assessment and are brought to review meetings each half term.

Some observations will need to be shared actively with parents at the time and some will form part of a fuller picture reported through organised meetings with parents and the formal consultation sessions. Management and recording of observations is teacher led in each year group. The teacher (key person) will collect observations from all staff who have contact with the children. Many of the observations are through oral exchanges.

Assessments are also recorded on Tapestry, which relate to the Early Years Outcomes (a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.) The progress towards the Early Learning Goals is also recorded, although we are exempt from the National monitoring and reporting of this data.

In Reception, the children complete a baseline assessment at the beginning of the school year which identifies gaps in their development and areas for focus. There is no formal testing.

Throughout the year observations relating to judgements about a child's progress towards the Early Learning Goals are also recorded on Tapestry, although we are exempt from the National monitoring and reporting of this data.

Years 1-6

In KS1 and KS2, children sit termly standardised digital assessments in English (Reading; and Grammar, Punctuation and Vocabulary), maths (Arithmetic; and Mathematical Reasoning) and an independent piece of narrative writing based on the structure they have been learning that term. Teachers use the results of these assessments as well as the wide range of ongoing in class assessment activities to make a judgement on a child's attainment for the term in Reading, Writing and Mathematics. A copy of the Attainment Grade Descriptors is available on request. The results of the formal test and overall judgement are reported to parents at the end of each term.

Assessment in subjects outside of English and maths (including the units of Inquiry as per the IB Primary Years Programme – Programme of Inquiry (POI)) takes place through a variety of methods including low-stakes quizzes, the use of rubrics to assess longer pieces of work, quizzes, evaluation against success criteria, pupil presentations and teacher observations. This range of assessments build a picture of a child's achievement.

Each term, moderation/review meetings are held. The year group and academic teams, discuss children's results from digital assessments, teacher assessment of children's work and observations to determine if the appropriate support and challenge is in place

and if any adjustments to groupings, provision and intervention programmes are required.

- **Other Termly Assessments (Year Group Specific)**

All children in Years 1–3 (and identified pupils in other year groups, where appropriate) complete the Salford Reading Age test to track progress in decoding skills. The results of these assessments inform adjustments to the reading material children take home for daily reading practice.

All children in Years 1 and 2 (and those pupils still requiring phonics teaching in Year 3) complete a termly phonics assessment.

- **Yearly Assessments**

Children in Years 3–6 complete an annual digital assessment to support the teacher's summative judgement of attainment.

CAT4 (cognitive abilities tests series 4) are used to identify underlying ability in Years 2, 4 and 6.

All children in Year 1 complete Phonics Screening check in Trinity Term and children in Year 2 who did not pass the Phonics Screening Check in Year 1 take it again in Trinity Term of Year 2 although we are exempt from the National monitoring and reporting of this data.

SENIOR SCHOOL

- **Baseline Testing**

Pupils sit computer adaptive baseline tests in Year 7 (MIDYIS), Year 9 (MIDYIS), Year 10 (YELLIS, and CAT4) Lower Sixth (ALIS). The tests give a snapshot of pupils' abilities and aptitudes and can be used to generate "predictions" (indicators of average progress) which are used by the Director of Studies in setting central targets; comparisons are made to these in order to track student performance and to calculate value-added data once external examinations results are published.

- **Central Target Setting**

Pupils' MidYIS and ALIS "predictions" are used by the Deputy Head Academic and Director of Studies to generate subject-specific target grades for each child in each subject, which are circulated to all teachers to inform their planning and delivery of work with those students.

- **Interim Assessments / Grade Sheets**

Assessment grades are communicated to pupils and parents on a regular basis in conjunction with the report and parents' evenings. Interim Assessments/Gradesheets provide an opportunity for teachers to comment both on pupils' attainment and

approaches to learning. A copy of the Attainment and Approaches to Learning Grade Descriptors is available on request.

- **Internal Examinations & Tests**

These take place at regular stages during the course of study. GCSE/IGCSE, A Level and IBDP students will take class tests or examinations in all of their subjects during particular weeks throughout the two years. Mock examinations are held in formal examination conditions in preparation for public examinations. The content of internal tests and examinations needs to reflect the subject matter covered in class, and questions and mark schemes should be in the style of those used in the public examinations. When setting such tests and examinations, Heads of Department are responsible for ensuring consistency across their departments, and should endeavour to ensure these tests give a fair representation of students' current performance in their subject; grade boundaries should be determined by consulting previous grade boundaries in public examinations in that subject. The results of these tests and mock examinations are communicated to parents within a fortnight.

Where appropriate departments should reflect on the validity of their tests as assessment tools. Colleagues should use feedback from test performances to identify opportunities to improve teaching, learning and the quality of assessment itself.

Performance in the Lower Sixth examinations constitutes an important factor in determining predicted grades for UCAS. When determining predicted grades, Heads of Department take a holistic view of performance, and give consideration to the aptitude and application of each individual pupil, as well as past performance and progress by similar students.

- **Public Examinations**

Pupils follow GCSE/IGCSE, A Level and IBDP courses which lead to public examinations and are assessed externally. The results are communicated to pupils, parents, staff, and governors and other relevant bodies.

RSE (RELATIONSHIPS AND SEX EDUCATION) PROVISION

In the Prep School, RSHE is taught as part of the PSHE/Wellbeing curriculum. Pupils have opportunities for self assessment and reflection within each topic. Informal teacher assessment, e.g. through observations of group discussions, and the assessment of key pieces of recorded work or informal quizzes will enable teachers to measure pupil progress against age-related expectations of knowledge and understanding. Opportunities will be provided for pupils to revisit topics if they have not met the expected outcomes. Annual written reports to parents give a summary of the work covered, outline progress made and suggest next steps for each pupil.

In Years 7, 8 and 9, the school delivers Wellbeing lessons as part of the timetabled curriculum, which cover a broad range of topics intended to develop students' understanding and awareness of RSE and wider world issues. Students' approaches to

learning are assessed at regular reporting points and reported to parents. In Years 10, 11, Lower Sixth and Upper Sixth, development of students' understanding and attitudes towards RSE is delivered in collapsed-timetable sessions, usually around once per half-term for engagement in pertinent and topical discussions, for example through the provision of visiting speakers or the School's "Big Conversation" programme. Progress and attainment of students in RSE in all year groups in the Senior School is measured by online "mastery" tests, overseen by the Director of Pupil Wellbeing and Heads of Year.

REPORTING

REPORTS: Pupils and parents in the Senior School receive at least one written report each academic year, those in the Prep School receive one full written report and a summative data report each term. The report is a diagnostic and remedial document which shows each pupil's progress and attainment in each main subject area. In the Senior School, pupils write a reflection statement on their progress and set themselves targets to address feedback from their subject teachers and house/form staff. This encourages pupils to take responsibility for their learning and provides an opportunity for them to review their performance and set personal goals. These analytical reports highlight achievements, grades awarded and set subject-specific targets for future improvement. There is also a short report that celebrates participation and sets targets for future participation in the co-curricular programme.

PARENTS' EVENINGS: These take place at least once a year for each year group in the Senior School, twice a year for all year groups in the Prep School. The evenings are organised using an appointment system with staff who are in accessible venues or online. In the Senior School, pupils are invited to attend with their parents. Boarding housemasters/mistresses often support their pupils on these evenings. Should parents or teachers consider it necessary to meet at other times, perhaps for a longer conversation, this is arranged on an individual basis.

CONSULTATION MEETINGS: Where there are concerns following assessment/examinations about the academic progress of a student, the Head of Year or form tutor will arrange a meeting with parents. For public examination classes, these meetings also provide an opportunity to finalise strategies to maximise examination performance.

ACADEMIC REVIEW

Academic reviews of pupils take place regularly by Heads and Deputy Heads of Year (Senior School) and year group staff (Prep School). Success is celebrated in many ways from Head of Year letters and Glimpse of Brilliance Cards to public sharing of more significant achievements in whole school or year group assemblies each week. Where a pupil's progress constitutes a cause for concern then positive strategies are agreed, implemented and reviewed. This results in further communication involving the pupils and parents and provides useful information for the parents' evening and for future

monitoring. It can also involve more regular focussed monitoring during which pupils are placed on a report and their performance is monitored for every lesson until such point as they are deemed to be making satisfactory progress.

We adopt a proactive approach to monitoring and believe that effective tutoring ensures that pupils are able to make the best possible progress. Tutors are aided in this process by the performance analysis data provided by the Director of Studies (Senior School) or the Director of Timetabling and Assessment (Prep School). This is compiled in order to effectively track pupils in terms of attainment, approaches to learning and value-added and is shared with form tutors, Learning Support, EAL staff and boarding Housemasters.

MANAGEMENT

The Headmaster and Head of Prep have overall responsibility for the quality of assessment, reporting and recording. The Deputy Head (Academic) in the Prep School has responsibility for monitoring academic standards, reporting and assessment in the Prep School, supported by the Director of Timetabling and Assessment. In the Senior School, the Deputy Head (Academic) has responsibility for monitoring academic standards and the Director of Studies has responsibility for reports, examinations' value-added analysis and assessment, liaising with Heads of Department, Heads of Year, subject teachers and form tutors. The Deputy Head Pastoral in the Senior School is responsible for organising parents' evenings and year group monitoring. In the Prep School, the Director of Timetabling and Assessment is responsible for organising parents' evenings. Teachers have a key responsibility in terms of making assessment an integral part of teaching and learning, including collecting evidence and ensuring that accurate and helpful information is shared with pupils, parents and tutors. Form tutors have a responsibility to use this assessment data to help tutees make the best possible academic progress. Subject teachers and tutors are responsible for clearly articulating the criteria for assessment and for supporting pupils to improve upon their performance.

Heads of Department and Heads of Year are responsible for monitoring assessment and for checking that members of their department/year group conform to whole school and departmental procedures. Heads of Department also review their public examination and mock results and their predictions with the Deputy Head (Academic). This informs the departmental development planning process and serves to highlight CPD/INSET requirements.

TIME SCALE AND CALENDAR

The academic calendars set out the yearly cycle of assessment, reporting and recording. A copy of the academic calendar can be obtained on request.