



The  
**Ursuline**  
Preparatory School Ilford

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## ASSESSMENT AND RECORD KEEPING POLICY

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(May 2018)

The School Mission Statement

To live and learn in harmony,  
Caring for each other;  
Treating everybody as a sister and a brother;  
Reflecting Christ's actions and His message too,  
By striving for excellence in all that we do

**Assessment and record keeping policy (incorporating guidelines for marking)**

**Persons responsible:** SLT and staff

**Date initially adopted:** June 2010

**Date of most recent policy review:** May 2018

**Date of next review:** May 2019

**How it relates to the school development plan:**

The school development plan indicates that assessment will be an ongoing area of priority and will be reviewed in assessment committee meetings as well as being discussed and reviewed by the whole staff.

**Rationale**

Assessment is the process by which pupils and teachers gain insight into learning. It is distinct from recording, which involves selecting and retaining what is significant in learning, and reporting which involves informing others about the learning.

**Aims and objectives**

To offer all pupils an opportunity to show what they know, understand and can do.

To use assessment as a tool to assist planning, by identifying special educational needs, strengths and weaknesses and matching the curriculum offered to the needs of the pupils.

To track pupils' progress using spreadsheets in order to provide "user friendly" information to ease transition between classes and between key stages.

To provide evidence of "value added" achievement as a result of the school curriculum and teaching.

To provide evidence of learning in core curricular areas.

To provide clear information to parents about their children's progress in all curricular areas.

To set realistic targets for pupils which are worked on and reviewed.

To involve pupils in their own self-evaluation, hereby giving them the opportunity to understand their own progress and their targets for further learning.

To ensure that all pupils irrespective of their ability, their cultural, linguistic or ethnic background, are able to demonstrate their achievements and needs.

To keep records which are manageable and in line with school policy.

## What are we assessing?

We do not assess the pupil, but the evidence provided by the pupil of:

- Processes, skills, outcomes;
- Previous experience;
- Conceptual understanding;
- Social skills (co-operation, attitude, organisation, motivation, perseverance);
- Application/way of working;
- Coverage of our scheme of work.

## Equal access

Our aim and practice is to ensure equal access to the curriculum for all the children and give an account of every child's overall ability including as appropriate, academic and social skills.

## Assessment Guidelines:

**(a) Summative assessment:** The following assessments will be undertaken:

Curricular Area	Sample	When
English (A) Writing	Big writing  Writing is assessed regularly using work completed in class. We use 'Stages' of writing to assess their progress and to identify next steps.	One piece of fiction and one non-fiction per term  At least half termly
(B) Reading	Rising Stars Progress Tests  Y1, Y3, Y4 - Non-statutory SATs 11+ past exam – Y5  Year 2 & 6 SATS	Half termly  June  May
(C) Spelling, Punctuation & Grammar	Rising Stars Progress Tests  Y1, Y3, Y4, Y5 - Non-statutory SATs  Year 2 & 6 SATS	Half termly  June  May
Overview (reading & maths)	InCas	September/October
Mathematics	Rising Stars Progress Tests  Y1, Y3, Y4, Y5 - Non-statutory SATs  Year 2 & 6 SATS	After each topic at least once a term for each unit  June  May
Verbal and non-verbal reasoning	NFER Tests  CATs	End of Year 4 & 5  Spring Term Year 5
Science	Rising Stars Teacher assessments at end of each topic (Y1 and above)  Rising Stars End of Year assessments	Per topic  June
R.E.	Overall attainment assesses against NC levels Assessment per topic	Each term Per topic
ICT	Assessment per topic (Switched on Computing)	Per topic

DT, geography, history, music, PE, Spanish		Recorded teacher observation assessment per topic	End of each unit/taught project
Foundation Stage	YN	EYFS Profile assessments Tapestry	Ongoing
	YR	EYFS Profile assessments Tapestry	Ongoing

Tracking will take place from Year 2 upwards, using INCAS results. Pupils' actual reading and maths age (measured in years and months) compared to their actual age will be measured and tracked annually using a spreadsheet. Their progress (in months) will also be tracked between each year group. Similarly SATs results and optional SATs (reading, writing and maths) will be tracked from Year 1 upwards.

An assessment committee (comprising headmistress, deputy, SEND coordinator, English and maths coordinators), will meet following the INCAS tests in October and the SATs tests results in July to review performance of individual and groups of children.

In RE, pupils' achievement is assessed termly and progress tracked using a spreadsheet. Pupils are also assessed after each topic covered. In addition, pupils' attainment is monitored yearly against national expectations.

The RE coordinator and headmistress meet termly to discuss progress of individuals and groups of children.

## **(b) Formative Assessment**

This is on-going assessment to provide information for teachers to plan the next step in children's learning.

### **Range of Evidence**

The wider the range of evidence we seek, the greater the opportunities for pupils to reveal the full extent of their achievements. This can include:

Written: rough notes, reports, poems, computer printouts;  
 Graphic: diagrams, drawings, charts, photographs, videos;  
 3D: models, sculptures, constructions;  
 Oral: spontaneous or planned discussion, presentations;  
 Physical: co-ordination, manipulative skills, spatial awareness.

### **Prior-Assessment**

It is school policy for teachers to pre-assess before teaching each topic, to check children's knowledge, understanding and skills before deciding what and how to teach.

### **Pupil involvement**

Thoughtful reflection and review are at the heart of any successful teacher-pupil relationship which takes learning seriously. Increasingly, pupils should be involved in the assessment process itself, taking responsibility for their own learning as they become critical evaluators of their own work.

## **R.E.**

Pupils are assessed termly **using national curriculum levels**, and tracked using a school-wide spreadsheet. Moderation portfolio assessment tasks are administered after each topic covered. These are included in the school's RE portfolio and in class RE planning folders.

## **English**

Samples should reflect work currently undertaken in the classroom. The context sheet should indicate stages achieved and subsequent targets to be met. Two and no more than three targets should be set for each child and these should be discussed with them. To indicate whether the stage has just been achieved, clearly been achieved or fully achieved, stages should be marked as Emerging, Developing, Secure or Ready. Targets are to be shared with pupils.

## **Maths**

Pupils from Year 1 upwards complete a Rising Stars Progress Test after each topic. Assessment results recorded by teacher and stored in the spreadsheet in Assessments on the Teacher drive. Two targets should be set for each child on the basis of tests undertaken. Targets are to be shared with pupils.

## **Assessment file**

Each class has an assessment file, which is passed up each year to the next class teacher.

The file contains:

- a) Parent consultation sheet for current year and previous years
- b) Copies of tests taken at the end of the year

## **Record of achievement books**

The individual Record of Achievement is a display book given to each child on entry to the school. It is a record of each child's individual achievement over their years in the school.

Each year children need to be introduced or reminded:

- Why we value the individual Record of Achievement.
- Why they should value their own Record of Achievement.
- How we choose the pieces and what goes into the Record of Achievement.

In the Record of Achievement:

- a) A title page indicating the academic year and class
- b) A photograph of the child for the current academic year.
- c) A self portrait of the child
- d) One piece of work annually from each of the core subjects, (RE, English, ICT, maths, science). In addition one piece of artwork, and a piece of topic work should be included.
- e) Optional extras, pieces on music, special events, photographs, certificates etc., can be added.

- All work in the R.O.A. is to be dated.
- The Record of Achievement leaves with the child. At the end of Year 6 the handing over ceremony takes place as part of the Leaver's Mass.

### **Records**

The following records for each child should be stored in the filing cabinets in each classroom:

- Red files containing termly Big Writing assessments.
- Copies of end of year assessments for all core subjects.
- Non statutory SATs tests.
- Verbal and non-verbal reasoning assessments.
- Year 2 SATs papers

### **Storage and transfer**

All samples/records are to be stored in individual children's files in the class filing cabinets. Records etc are transferred at the end of each school year.

### **New pupils**

Pupils joining the school are to take tests in English and maths appropriate to their age group.

### **Moderation**

The purpose of moderation is to bring individual judgements into line with general standards in order to:

- assess children's achievement;
- ensure continuity and progression throughout the school;
- ensure consensus of opinion in making judgements.

In the event of teachers disagreeing on the assessment of a piece of work the judgement of the Headmistress will be sought.

### **Co-ordinator's responsibilities**

The assessment co-ordinator will facilitate, monitor and evaluate teacher assessment and SATs and the effectiveness and manageability of the policy and guidelines. This will be done by:

- Monitoring assessment files;
- Liaising with subject co-ordinators;
- Providing guidance and support for colleagues;
- Monitoring results year on year;

- Providing opportunities for the staff to take part in the moderation process;
- Arranging for the compilation of school portfolios of evidence.

### **Archives**

Year 6 assessment data and past school reports are to be retained in archive storage.

### **Teachers' records**

The teacher should record pupils' progress and achievement. As well as the school-wide recording of summative assessment data, the teacher's assessment uses information from regular classroom activities which will often be partial, contradictory and fragmentary. Therefore, the teacher's record will accumulate over time and may contain equivocal findings.

Teachers' records should:

- Be based upon evidence;
- Be on-going and cumulative;
- Be accessible and useful;
- Be easy to interpret;
- Identify the progress and achievements of the pupil;
- Show the attainment level of each child as required;
- Record extra-curricular achievements which are valued by pupils, parents and the school;
- Record spiritual, emotion, behavioural and personal as well as academic achievements.

## Appendix 1

## Marking Guidelines

- Marking must be linked to learning intentions. Children must be told of the objective/aim of an activity and the criteria for assessment.
- Every piece of work should be marked as quickly as possible and in conjunction with the child when possible/relevant.
- Formative teaching comments should be made as appropriate in science, maths, English and R.E., books. Work completed with support should be noted with the initials of the supporter.
- Children should be encouraged to view marking as something positive, designed to encourage, support and assist. In this way children may be informed how they could do better and what their next target may be.
- Staff are to be mindful of their own handwriting, presentation and accuracy when marking children's work. Marking is to be done in a contrasting pen colour.
- Children are to be given opportunities for self-marking and for recording their opinion of a piece of work. This is to be completed in a green pen and may be done orally at KS1.
- In KS2 where maths is being marked by either teacher or pupil, crosses are acceptable but if they become excessive marking should stop and the pupil and teacher discuss the problem. In KS1 maths errors will be shown with a dot or circled.
- Children are to be made familiar, from Year 2 upwards, with a range of symbols placed in the margin of a piece of work, indicating a correction has to be made.

	<p><b>Correct</b></p>
	<p><b>Incorrect-KS2</b></p>
	<p><b>Incorrect-KS1</b></p>
<p><b>SP</b></p>	<p><b>Spelling error</b></p>
	<p><b>There is an error that you must figure out.</b></p>
	<p><b>Missing word</b></p>

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- Spelling errors are to be highlighted (sp) and from Y1 corrections are to be made as directed by the class teacher.
- Children should respond clearly to marking, by writing their reply (spelling correction, answer to a question posed or simply an acknowledgement that they have read the teacher's comment) using a green pen.
- Teachers will signify if the child has achieved the learning objective using a green, yellow or red highlighter.
- Children will self-assess using traffic lights or smiley faces.