



# Dair House School

## Assessment and Reporting Policy



---

**Monitoring: DoS      Updated: November 2018      Review: August 2019**

---

This policy applies from EYFS to Year 6.

### **Introduction**

At Dair House School we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning for progress in all areas of development, emotional, social intellectual and physical. The outcomes of our assessments will help children become involved in celebrating their own strengths, and identifying and addressing any weaknesses. This will help in raising their own expectations of themselves.

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying children's particular strengths and weaknesses through sensitive assessment. Sensitive assessment contributes towards a positive attitude, motivation and a desire to continue making progress.

Parents need to feel involved and informed about their children's progress and to feel confident about the procedures established by the school.

Outside agencies such as Educational Psychologists and Speech and Language Therapists need to have information about children who receive additional support to inform their own planning. Thus assessment should fulfil four main aims:-

- to assist and support the child's learning
- to assist child and teacher to identify strengths and weaknesses
- to assist staff in evaluating and planning their teaching
- to provide information about progress and achievement of individual children for themselves, parents, staff and other interested parties (e.g. Learning Support, inspectors).

### **Forms of Assessment**

Assessment refers to any situation in which some aspect of the child's education is in some way measured. This measurement could be by the teacher, an examiner (through standardised tests

eg GL Assessments) or by the child. Assessment occurs when judgements are made about achievement. It is an integral part of teaching and is primarily used in an ongoing (formative way) to promote better learning.

### **Formative Assessment**

This is integral with learning, and takes place throughout learning. It provides "feedback", i.e. whether learning objectives are being reached. It is diagnostic, giving information on areas of weakness, also on strengths and potential. For pupils, it is a form of individualised learning and encouragement, and an important ingredient of motivation.

The more immediate the assessment feedback, the more useful the information. It is important in the shaping of future learning experience.

All teachers assess their class or group on a regular basis so that they can plan the next stage in each child's learning. These types of assessment are ongoing and regular and involve:

- individual assessments
- group assessments
- class assessments
- self-assessments - self assessment by children promotes motivation and makes children feel valued and involved in their own learning.

In the EYFS, Tapestry learning journeys and the EYFS profile provide useful tools for recording and evaluating a child's progress. The Tapestry online connection to parents enables immediate feedback on activities undertaken in school and provides valuable opportunities for sharing and discussion at home between the children and their parents.

### **Methods of formative assessment:**

- a) observation
- b) discussion
- c) evidence of achievement - recording formative assessment.

As well as weekly plans and records there is no prescribed format to record-keeping but evidence of achievement may come from a variety of other sources:

- individual child's records – including Tapestry and EYFS Profile
- teacher's mark books and planning
- variety of English records e.g. comprehension exercises, spelling tests, independent writing
- Maths information e.g. reasoning exercises, sums, problem work
- children's exercise books as they move through the school
- Checklists
- EHC plans
- target setting and attainment
- teachers' notes of observations (especially KS2)
- records of interviews with parents

In Nursery and Reception the use of Tapestry means that parents can interact positively with the system, sharing comments, photographs and information themselves as well as accessing the information provided by the school.

### **Summative Assessment**

This is concerned with the final summing up. The judgements it makes are also for the benefit of people other than the learner. It usually comes at the end of a unit of work. These are used to help teachers decide what a child can do at a particular time, and they can be used as comparators.

This is done through:

- information forms completed by parents prior to child entering Nursery and Reception
- initial assessment in Nursery takes place on entry
- initial assessment in Reception is incorporated into each child's Pupil Profile within the first four weeks of starting school
- information gathered through meetings and discussions between the Nursery and Reception staff to hand over and share information in the Summer Term prior to the child starting in Reception.
- At the end of the child's time in any Year group a similar hand over occurs and the child's learning development is discussed and passed on to the next teacher.
- assessment highlights a child's needs and progression - see Learning Support policy.
- Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept
- Weekly/daily tests eg mental maths and spelling
- Aggregated formative assessments (Tapestry, EYFS Profile)

An Assessment Week for Years 1 - 6, using standardised assessments, is undertaken twice a year in September and May (See table of Assessments undertaken in School).

### **Diagnostic Assessment**

Staff help identify strengths and weaknesses of individual children by carrying out diagnostic assessments.

This may be done through:

- Specific activities/tasks
- Checklists
- Individual/group target setting
- Individual programmes of work
- EHC plans

## **Principles for good practice**

Good assessment practice:

- is based upon clear curriculum intentions
- plays an integral part in classroom activities
- is appropriate to the task
- focuses on learning processes as well as learning outcomes
- draws on a wide range of evidence
- indicates strengths and identifies areas for development
- involves pupils in reflection and review
- informs about individuals' progress

## **Organisation and Management**

Completed GL Assessment papers are sent back to the company for marking, standardisation and analysis. Along with the statistical results, suggestions and recommendations for next steps are provided. Each child has an individual record, held on the school computer system, which is updated twice yearly and comparisons made annually between the relevant testing periods.

From Year 2 to Year 6 these results are communicated to parents in both the Autumn and Summer terms, and a Parents' Evening is also used for possible discussion of these results. Teachers keep results of class tests e.g. mental maths, spelling tests in their mark book/file. The School's SMT also monitors the children's results and the school profile, highlighting and addressing any issues raised by these results – eg anomalies in individual children's performances, particular Year groups, gender differences etc.

## **Entry into Dair House for new pupils**

Dair House is not academically selective but as well as experiencing a "taster day", a child's current records will be sought from his/her previous school and will serve as a baseline assessment to inform staff of his/her achievements and abilities.

Information on children at entry enables the school to:

- Monitor the "value added" element in each child's education when summative assessment is undertaken
- Set suitable challenging, but attainable targets for each year group/individual

## **Transfer to secondary school**

The agreed contents of the child's profile, all summative assessment results and copies of past reports to parents may be passed on to secondary schools on request.

A transfer from Dair House form is used to detail all relevant assessment results. At the moment it is a statutory requirement that such documents should reach the child's new school within 15 working days of any request.

## **Standardised assessments**

Standardised assessments are used as follows:

- Autumn assessment week takes place in September
- Spring assessment is timetabled for April or May, dependant on the dates of the Easter holiday
- The assessments used are outlined below:

### *Reporting*

Reporting to parents occurs in a number of different formats. Those below are the formal reporting methods, but at Dair House staff and parents are encouraged to meet regularly to discuss individual progress depending upon a particular pupil's circumstances. These individual meetings are recorded and copies kept in the child's personal file and the teacher's record file. All our reporting procedures are aimed at keeping the parents as fully informed as possible about the progress and abilities of their children, academically, socially and emotionally. We believe it is vital to inform parents whenever significant changes in any of the areas, stated above, occur – see Reporting Schedule below:

### *Parents' Meetings*

Parents' consultation evenings take place in the Autumn and Summer Terms for Nursery, each term for Reception to Year 6, between the child's parents, class teacher and SENDCo if necessary. The consultations take place in the school hall and usually last for 10 minutes. If parents wish to meet with other subject specific teachers, then timed appointments are arranged outside these evenings.

### *Written Reports*

There are written reports for parents the Autumn and Summer Terms for all pupils.

Final assessment in Nursery is based on the child's stage of development with regards to the EYFS Early Years Outcomes and a Summative Assessment is collated through the use of Tapestry from the child's Learning Journey.

Final assessment in Reception is based on the child's stage of development with regards to the EYFS Early Learning Goals.

An Interim Report is issued half-termly. A written report for the core subjects and SEN is given at the end of the Autumn term. The Summer term written reports are for all subjects, including peripatetic music lessons.

The reports are informative and based upon teacher's records and observations, including some reference to the assessments undertaken. Targets for next steps are set at the end of each subject comment. Parental feedback is welcomed.

These reports are currently sent through the Parent Portal on Schoolbase to the parents before the end of the Autumn and Summer Terms.

**ASSESSMENTS TAKEN BY EACH YEAR GROUP – September 2018**

<b>YEAR GROUP</b>	<b>AUTUMN TERM</b> (Please note unless stated otherwise all assessments GL Assessments)	<b>SUMMER TERM</b> (Please note unless stated otherwise all assessments GL Assessments)	
<b>Nursery</b>	Tapestry Learning Journey		
<b>Reception</b>	Tapestry Learning Journey / EYFS Pupil Profile		
		PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS
<b>One</b>	Progress Tests in English and Maths 6		
	Maths half termly assessments from Rising Stars (scheme)		
	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS
<b>Two</b>	CAT4 Young Learners Test X (Y2)		Progress Tests in English and Maths 7
	Maths half termly assessments from Rising Stars		
	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS
<b>Three</b>	CAT 4 Young Learners Test Y (Y3)		Progress Test in Maths 8 Progress Test in English 8 Progress Test in Science 8
	Dair House Independent Writing Assessment - Baseline Sept and check up at the end of each term		
	PUMA Maths Assessment	PUMA Maths Assessment	PUMA Maths Assessment
	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS
<b>Four</b>	CAT 4 Test A (Y4)		Progress Test in Maths 9 Progress Test in English 9 Progress Test in Science 9
	Dair House Independent Writing Assessment - Baseline Sept and check up at the end of each term		
	PUMA Maths Assessment	PUMA Maths Assessment	PUMA Maths Assessment
	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS
<b>Five</b>	CAT 4 Test B (Y5)		Progress Test in Maths 10 Progress Test in English 10 Progress Test in Science 10 (2018)
	Dair House Independent Writing Assessment - Baseline Sept and check up at the end of each term		
	PUMA Maths Assessment	PUMA Maths Assessment	PUMA Maths Assessment
	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS
	November – Common Entrance Mock Papers		
<b>Six</b>	CAT 4 Test C (Y6)		Progress Test in Maths 11 Progress Test in English 11 Progress Test in Science 11 (2019)
	Dair House Independent Writing Assessment - Baseline Sept and check up at the end of each term		
	PUMA Maths Assessment	PUMA Maths Assessment	PUMA Maths Assessment
	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS	PiRA Reading Assessment/GaPS
	September - Bucks / Berks 11+ as appropriate		
	November - Common Entrance Mock Papers		
	January – Common Entrance		