

# WINDLESHAM HOUSE SCHOOL

## POLICY: PUPIL ASSESSMENT



**Approved: 6 March 2023**

**Last Technical Review: Sep 2023**

**Next Review Date: March 2025**

**Policy: 03/08**

**Responsible Member of Staff: Pippa Sutcliffe (Deputy Head - Academic)**

**Responsible Governor: Charlotte Johnston**

**Statement of Policy:** It is the policy of this school to assess pupils both formally and informally in order to track pupil progress, inform planning and to give teachers and SLT an overview of cohort performance and trends.

This is the policy of Windlesham House School, which incorporates the Prep School, Pre-Prep, Early Years Foundation Stage as well as provision for boarding Policy Statement.

### **Aims**

The aims of assessment are:

- To enable pupils to demonstrate what the pupils know, understand and can do in their work.
- To help pupils understand what they need to do next to improve.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for the Headmaster, staff and parents that enables them to support each pupil's learning and make decisions about their future.
- To provide the Headmaster and governors with information that allows them to make judgements about the effectiveness of the school.

### **Practice and Procedure**

We believe that effective assessment provides information to improve teaching and learning. The details of what is to be taught to each year group are given in the schemes of work where opportunities for assessment within each broad unit of work are identified.

We provide parents with regular reports (see separate document) on their child's progress so that teachers, children and parents are all working together to raise standards for all pupils. Individual Education Plans are written as necessary.

We recognise various methods of assessing a child's learning, although all methods may not be appropriate within the younger years. The type of assessment that we make varies from subject to subject. We keep a record of formally assessed tests on google drive in a shared google doc., with standardised score; within continuous/informal assessment we record only information that affects future learning in individual teacher planners

If necessary, the information of an individual child who is not performing as expected, is passed on to the Head of Phase for any appropriate intervention and support for Waves 1 and 2 of intervention. If there are still concerns, the pupil is then referred to the Head of LED.

## Record Keeping

ISAMS is our tool for recording exam results on individual pupil performance and teachers are expected to enter all relevant data on there.

## Informal and/or Continuous Assessment

A variety of informal methods of record keeping are used across the school, these include:

- Regular and detailed marking of pupil work throughout the year (see Marking Policy)
- Keeping of accurate records of pupil achievements
- Regard for group work, oral and other non-written work
- CAT 4 tests are taken in years 3 to 8 and Verbal and Non-Verbal reasoning tests are taken from Reception to Year 2 in September every year
- Maths (PUMA) and English (PIRA and AR) to have regular group tracking tests from Reception through to year 7 and year 8 (English).

The test scores are recorded and used to inform the Phase Leaders teachers, the LED department and the Deputy Head (Academic) on the performance, progress, needs and learning biases of the children.

## Formal Assessment/Exams

All pupils throughout the school take formal assessments, at appropriate times in the year. All exams reflect the work done during the academic year. Exams should pay due regard to the need to differentiate the task to allow access to all pupils and reflect extra time or special arrangements as recommended by the Head of the Learning Development department.

Year 8	November and March: CE mocks June: CE exams Scholarship Exams and Entrance Exams for schools will take place at the appropriate time.
Year 7	End of year exams in June (all subjects)
Year 6	Standardised Assessments (English and maths) at the end of every term
Year 5	Standardised Assessments (English and maths) at the end of every term
Year 4	Standardised Assessments (English and maths) at the end of every term
Year 3	Standardised Assessments (English and maths) at the end of every term
Year 2	Standardised Assessments (English and maths) at the end of every term
Year 1	Standardised Assessments (English and maths) at the end of every term
Reception	Standardised Assessments (English and maths) at the end of the spring and summer terms

Should parents request to see their children's exam papers, the school will make a photocopy to send home or scan it. Originals, however, are kept at school should evidence be required. The school will not advertise to families that this can be done, but only carry out this policy on request.

## Reporting and Parents' Meetings

Autumn term 1/2	<ul style="list-style-type: none"> <li>• Progress reports for years 3 – 8</li> <li>• Pre-Prep parents' meetings</li> </ul>
Autumn term 2/2	<ul style="list-style-type: none"> <li>• End of term reports for years Reception – 7</li> <li>• Parents' meetings: year 3 and 4 (just after half term), year 8 (after the mocks) – 2 sessions are held: one for all curriculum subjects and then the following week with the form teacher (PSHE, pastoral, instrument lessons, paid activities)</li> </ul>
Spring term 1/2	<ul style="list-style-type: none"> <li>• Progress reports for years 3, 4, 6 and 8</li> <li>• Parents' meetings: year 7, year 5, and pre-prep</li> </ul>
Spring term 2/2	<ul style="list-style-type: none"> <li>• Progress reports for years 5 and 7</li> <li>• End of term reports year 8</li> <li>• Parents' meetings: years 3, 4 and year 6</li> </ul>
Summer 1/2	<ul style="list-style-type: none"> <li>• Progress reports for years 3 - 8</li> </ul>
Summer 2/2	<ul style="list-style-type: none"> <li>• End of term reports for Reception – year 7</li> <li>• Testimonials for year 8</li> </ul>

Marks, tracking of both class work and preps along with overall attainment and progress are collated to form the basis of the progress and End of Term reports. Grades for effort and attainment are recorded on the progress reports. The grades for attainment are awarded against the relevant success criteria for that half of term. This reflects performance in relation to the standards required by the Common Entrance, Scholarship and the National Curriculum. In addition to this each report refers to the ways a pupil is using the learning habits. The grades and effort are explained and supported by a comment addressed to the child on progress reports and the parent on the end of term reports. A copy of each progress and end of term report is kept as a record and is one of the main records of a child's academic performance and progress.

We send end of term reports in each subject in the Autumn and Summer terms. (Year 8 has a different schedule for reporting – please see above.). In the Pre-Prep, English, maths and topic is reported on at the end of the autumn term and all subjects are reported at the end of the summer term. We keep copies of these reports. The system of reporting is regularly reviewed.

## Reporting on Compliance and Effectiveness

This policy will be reviewed by the Governing Body a minimum of every two years. Progress against its implementation will be monitored by the Education Committee.

The School will review and monitor the effectiveness and compliance of this policy (and appendices – if appropriate). This policy will be kept up-to-date and amended to take account of legislative and regulatory changes.