



## **Pownall Hall School**

*Pownall Hall School is committed to co-education and aims to provide a caring, disciplined, safe and secure family environment, where all pupils are enabled and encouraged to maximise on their academic, sporting, musical and creative potential.*

*The School aims to instil traditional values of courtesy, good manners, mutual respect, tolerance and compassion in its pupils and help them develop self-discipline and good working habits for the future. The all round personal development of each and every pupil lies at its heart.*

### **F 1d Assessment, Recording and Reporting Policy** **including General Marking Policy**

## **1. Introduction**

At Pownall Hall School, we are aware that accurate, effective assessment informs teaching and improves pupils' learning and performance.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help teachers diagnose each pupil's strengths and weaknesses;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents to help them to support their child's learning;
- to ensure that assessment is seen as an integral part of teaching;
- to provide the Headmaster and governors with information that allows them to make judgements about the effectiveness of the school.

## **2. Assessment Framework**

Formative assessments are based on teachers' observation of and interaction with pupils during lessons, marking of written work and end of unit tests. This information informs future planning and is recorded on Classroom Monitor, where appropriate. Pupils' work should be sensitively and positively marked and constructive feedback should be given to help pupils to improve their work.

Summative assessments are made using standardised tests for English, Mathematics and Reasoning. Half termly maths assessments and termly comprehension and writing assessments demonstrate the progress children are making. This information is recorded on Google Drive and is used to indicate individual pupil's progress against national norms over the year, together with teacher assessment.

## **3. Monitoring and tracking pupils' progress**

Subject co-ordinators are responsible for monitoring and tracking pupils' progress regularly through the scrutiny of books and analysis of Classroom Monitor data and test scores on Google Drive and Abacus. Regular discussions should take place with teachers.

### **3.1 Marking**

The marking of pupils' work is a fundamental part of the process of teaching and learning in school and is an important part of the assessment procedure. It provides the opportunity for teachers to:

- monitor pupils' progress in knowledge, understanding and achievement
- monitor the effectiveness of their teaching
- inform their planning and monitor curricular requirements
- provide pupils with appropriate feedback and future targets for improvement
- improve their future performance
- acknowledge and value pupils' efforts and recognise achievement
- provide some evidence for parents about their child's progress.

Please see the Marking and Feedback policy for further information.

#### **4. Recording**

Each department identifies how criteria from units of work are to be assessed, for example, through an end of unit test, a piece of written work, a practical task or oral description. Results are recorded on Classroom Monitor. These results are used to inform the planning of future lessons, to monitor the effectiveness of teaching and the curriculum, to inform the next teacher as the pupils progress through the school.

All subjects achievements are recorded on the Classroom Monitor and are used to track pupils' progress and inform parents through reports.

Results of standardised tests are recorded on Google Drive and are used to assess pupils' progress and achievement in relation to national norms. This information is used to inform teachers of the needs of each pupil in relation to what can be expected from them and how the next stage can be planned to benefit them. They provide valuable guidance for feedback to parents and teachers.

#### **5. Reporting**

Parents are kept fully informed of their child's progress. There is a parents' information evening prior to the beginning of each academic year and thereafter:

- Written reports are produced twice a year for all pupils from Nursery to Form 6.
- Parents receive a Mid Year Report at the end of the Lent term.
- There are two parents' consultation evenings per year for pupils from Nursery to Form 6.

Reports should be honest, related to a standard and ensure that the pupil has realistic targets to aim for so that improvements can be made. They should always include positive comments.

#### **6. EYFS**

We make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of ongoing observations, in both child initiated and teacher directed activities. The collection of assessment data is a statutory requirement. A short written summary of pupils' progress is completed for children aged between two and three. At the end of the Michaelmas Term and the Trinity term, each child in the EYFS will receive a written report. In the final term of the EYFS, each child's level of development is assessed against the early learning goals in order to complete the EYFS Profile. The EYFS Profile results are reported to the LEA. The final report in Reception indicates whether the children are meeting the expected levels of development or if they are exceeding or emerging.

The information is shared with the child's next teacher and parents as progression takes place through the Stage. The school's assessment framework includes a baseline assessment on entry into each year group.

We value regular contact with parents and ensure that there is a range of opportunities for discussion about each child's development: These include:

- Inviting parents to an induction meeting in July for those children who are about to enter Nursery, Kindergarten and Reception.
- Encouraging parents to talk to the child's teacher if there are any concerns.
- Pownall Hall School ensures that all children attending the setting have a personal Learning Journey (Tapestry) which records photos, observations and comments, in line with the Early Years Foundation Stage, to build up a record of each child's achievements during their time with us.
- Sending home an information letter via each class on a regular basis.
- Offering parents regular opportunities to talk about their child's progress and allowing access to the children's EYFS Profile if requested.
- Recognising the value of communication through the use of Tapestry.
- A simple daily report is sent home from the Nursery every day.
- Informing parents of the child's progress in the Nursery, Kindergarten and Reception at the end of their first term, in December, with a written report.
- Keeping examples of each child's work as the evidence base for the Profile.
- Supplying the Nursery, Kindergarten and Reception parents with a written report on their child's progress at the end of the summer term in July.
- Holding two parents' consultation evenings each year for the Nursery, Kindergarten and Reception.
- Day to day contact with parents is valued throughout the EYFS.

### **Monitoring and review**

The Headmaster, Deputy Head (Academic) and the Academic Committee are responsible for monitoring this policy and it will be reviewed at least every two years.

**Approved by Governors**

**November 2019**

***Signed: Mrs Eileen MacAulay, Chair of Governors***

***November 2019***

**Review date November 2020**

# Pownall Hall School

## Marking and Feedback

*“We all need people who will give us feedback. That's how we improve. “*

**Bill Gates**

### Teacher marking:

✓ - correct

X - incorrect

P - punctuation

Sp - spelling mistake

G - Grammatical error (it doesn't make sense so read it again)

### Pupil Response:

G**PQ** - 'Green Pen Question' requires a response in **GREEN** pen

T - An ongoing target for future lessons

→ - Next steps, e.g. “you can do this, now try this.”

Sp x 3 - Spelling correction - write 3 times using 'look, cover, write, check'

### Assessment prompts:

LO - Learning Objective

**SC** - Success Criteria

**I** - independent work

**S** - supported work

**D** - verbal feedback or dialogue

Appendix 2 Mathematics Marking Codes

### **MATHS MARKING**

**Your teacher will use these signs and symbols when marking your Maths work:**

- ✓** Your answer is right
- ×** Your answer is wrong
- C** You have corrected your answer
- D** Your teacher discussed the work with you

**In Forms 3, 4, 5 and 6, traffic-light stamps show whether you have achieved the learning objective for the lesson:**

- Green** Objective achieved
- Amber** Working towards the objective
- Red** Objective not yet achieved