



FALCONS PREP
RICHMOND

Assessment, Data and Reporting

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Circulation: This policy is available to parents on request. It is addressed to all members of staff and volunteers.

Assessment, Data and Reporting Policy

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Please refer to other associated policies:

- Special Educational Needs and Disabilities Policy
- English as Another Language Policy
- More Able Policy
- Continuing Professional Development Policy
- Induction Policy
- SMSC Policy

Assessment, Recording and Reporting Policy

Falcons Assessment is: Purposeful, Specific and Timely

Aims and Objectives

Assessment is used by students and staff to monitor a pupil's academic progress. It is imbedded in the desired learning outcomes that exists in teachers' planning and helps the child and the teacher gauge whether the child has met the desired outcomes. But more than that, effective assessment helps the student 'close the gaps' of their learning by providing constructive guidance for improvement, enabling them to be reflective and self-managing. The assessment might be formative or summative, depending on the focus of each task and children are empowered every step of the way by being aware of the learning goals and being given constructive guidance about how to improve.

At Falcons Prep Richmond, we employ a range of diagnostic, formative and summative assessment techniques, practices and procedures to assess boys' ability and their work. While we acknowledge that each subject area and teacher may adopt their own methods of assessment, with a strong focus on summative assessments, this policy exists in part to encourage some uniformity.

An annual cycle of assessment, recording and reporting occurs throughout the School year. We believe that assessment provides the basis of informed teaching, providing feedback that can be used to gauge the impact of teaching and help us modify learning and teaching activities. It is also used as an instrument by which pupils understand what they have achieved and what they need to do to progress further. Progress and achievement are then compared with potential in order to ensure that best learning is occurring at all times.

We acknowledge that when all Falcons boys understand where they are now in terms of effort and achievement and where they ought to be going, they are better able to make meaningful progress through our curriculum.

This assessment policy and the procedures outlined herein are ultimately designed to allow staff and boys to reflect upon the learning and teaching that takes place in our lessons and

homework, commonly referred to as prep, so that everyone involved in learning and teaching understands how boys are best able to improve.

Types of Assessment: Summative and Formative

We gather two types of assessment data at Falcons Prep Richmond. Summative assessment (assessment OF learning) includes instruments like InCAS and CAT4 online tests, 'block tests' (where every child in the cohort sits the same comprehension paper, for example, in an English lesson) and 'formal' subject tests in the Autumn and Summer terms, for most year groups. Summative assessment provides us with the ability to track performance using norm referenced data, from previous cohorts or national averages.

Formative assessment (assessment FOR learning) is based on the principle that in order to make good progress, pupils need to be clear about the next steps in their learning. Formative assessment is really just a common sense guide to what good teachers already do well: plan effectively with clear outcomes in mind while encouraging students to reflect and evaluate their own learning to 'close the gaps'. When we assess for learning, information about learning is transparent. As a partnership, the teachers and pupils are gauging what the children need to know, what they already know and what they will need to do to meet their learning goals. The Falcons Prep Richmond outline for formative Assessment is covered in the 'Marking and Feedback' Policy, further in this document.

Diagnostic Assessment: Reasoning Ability and Progress Tests

At Falcons Prep Richmond, we carry out a number of diagnostic assessments. This is in part to allow us to see how, at an early stage, ability is developing in ways other than those that might be reflected in terms of a boy's performance in lessons. In the September of any year, boys will sit an InCAS or MidYIS online test to provide us with a baseline result against which we can compare past performance and gauge potential as well as plan for each child's individual needs. Elsewhere we use a variety of commercially available reading, spelling, English, Maths, Verbal and Non-Verbal reasoning assessments, but primarily those supplied by CEM at the University of Durham (INCAS and MidYIS) and also the Cognitive Ability Test (CAT4 Digital).

These tests are considered the most reliable measures of developed reasoning ability available to schools today. While reasoning ability is not fixed or innate and reasoning abilities continue to improve over time as a result of the pupil's experience at school, they can function as a description of potential, as a guide for learning and teaching, and as a predictor of future academic achievements.

The standardised scores (in each category and mean SAS) are analysed within each year group and used in a variety of ways to optimise our teaching and learning:

- To understand which boys are underperforming (in lessons and summative tests) according to their potential – so we can intervene in learning and teaching and/or diagnose further why this is the case.
- To understand which boys are outperforming their potential and understand how we can replicate this for other.
- Where low scores relative to the School's mean appear, individual boys may be referred to the Learning Enrichment Department.
- Explanations for highly disparate scores in different areas are sought and interventions put in place where appropriate

Scores in all assessments of this type are discussed at fortnightly Data Meetings, at staff meetings and in subject department meetings to provide pupil-centric teaching and learning: to identify how to adjust teaching delivery so it fits with individual boy's strengths and weaknesses as identified by the developed reasoning scores. In addition, these scores are used to advise parents and boys on next schools and in conversations between the Headmistress and the Senior Master regarding Senior Schools.

Summative Assessment: School Tests and Examinations

The school administers its own teacher-generated tests and exams. Tests are carried out at regular intervals, usually at the end of a period or unit of work or as part of the conclusion to the teaching of a particular topic or aspect of the Scheme of Work.

Boys in Years 7 and 8 are likely to sit mock examinations using the Independent Schools' Examination Board (ISEB) Common Entrance and Common Academic Scholarship (CASE) papers where appropriate. Heads of Department also frequently use past papers from other schools for boys, particularly in Year 8 when boys are preparing for early entrance examinations to London day schools in January or are applying for a scholarship.

The purpose of all tests and examinations is manifold. They are primarily designed to enable staff to measure the progress boys have made in their understanding of the content of the Scheme of Work, relevant to each year group, phase or department. Test and examination results are also designed to be included in the reservoir of evidence that is used by staff to inform their planning and teaching. Test and examination results also indicate the progress that has occurred as they illustrate as a summative measure the skills which boys have embedded.

Internal examinations are an opportunity for the boys to experience what it feels like to sit quietly in an examination room. We are, after all, a preparatory school: it is our job to prepare our charges for their destination school entry assessments. The internal examinations are a way of making this process more common-place and less intimidating. They are also a way for us to gauge what the boys know, both as feedback, *and* feed-forward (What can we do better, as teachers? How does this data match, or *not* match, other learning data? What progress does this data show?). More information for the boys about exactly what will be covered in this examination block, what and how to revise, and what to expect, is provided in Revision Guides disseminated prior to examination phases.

The appearance, style and format of tests and examinations will vary from year to year and from department to department. When devising tests or examinations for internal purposes however, the following guidelines apply:

- The content from the Schemes of Work influences and informs all summative assessment arrangements.
- There should be a range of tasks present in each test or exam that broadly matches the overall ability of the boys involved in each class or set.
- Tasks should be further graduated within, from those at the beginning that are relatively straightforward, through tasks in the middle that the majority of boys can complete, to those that are more of a challenge for boys at the end. Commonly, we aim to include at least 10% of the paper as 'higher order thinking' questions where boys can be stretched to demonstrate their powers of evaluation and judgement.
- The best tests or examinations are those that rely on knowledge and skills that have already been securely covered in lessons and homework but are presented in the

form of questions that enable boys to think for themselves and express their own understanding.

Learning Checks

Each half term, boys complete a series of learning checks where they were assessed in a range of subjects. These assessments aim to provide feedback on how your child is performing in these areas, at this given time. Each subject assessed provides a class average % score, a coloured rating in relation to the class average, an effort grade and target for improvement.

Diagnostic and Summative Assessments at a Glance

Autumn	Internal baseline testing for English, Mathematics, and Spelling for all age groups. Pre Entry Assessments (PEAs) for Year 6 pupils wishing to be considered for entry at 13+ for their Senior School. InCAS/MidYIS for all age groups CE Mocks (Y8) Learning Checks for Years 3-7
Spring	Ongoing internal end of unit testing Learning Checks Years 3-6 CE Mocks (Year 7&8)
Summer	Internal end of year examinations for all pupils CAT4 (Year 5) Common Entrance (Year 8)

Recording and Analysing Assessment Data

Annually, the Director of Learning and Innovation (DLI) liaises with each HOD to consider which data needs to be available electronically on SIMS (our management information system). Collaboratively, we decide which fields we need to have set up for the following year so that data input, capture and manipulation is as simple a process as possible.

Staff are responsible for the accurate inputting of their children's scores on to SIMs. Once there, all staff, but particularly HODs, the SENDCo and the DLI, are able to access this data and generate various reports for analysis.

After each diagnostic or summative assessment, time is built in to our meeting schedule, either at the fortnightly Data Meeting, HOD Meeting or TLC for staff to come together to analyse what the data means for them: as individual teachers of individual boys, as a teacher of a subject, or a certain group of boys (EAL, SEND, age-related, personal circumstances...), as a member of a department and so on, to see what correlations there are; to compare data with other instruments, groups, subjects, years and so on; to spot anomalies; to consider learning and teaching impact and influences; and to gauge what value our teaching has added to a boys' 'natural' progression.

HODs in turn submit a report to the DLI regarding the data they have collected, and the DLI in turn, considers the impact of this global data for strategic development going forward. The DLI presents her findings to the Headmistress and the Board of Governors via the Annual Performance and Review (APAR).

Reporting to Parents

We value the power of a conversation, as do our parents. We operate an 'open door policy' at Falcons Prep Richmond, where parents are very welcome to make appointments whenever they feel necessary throughout the term to talk about their child's progress. To this end, we also hold termly Parent-Teacher Meetings and Teacher-Pupil-Parent (TPP) Conferences in the latter half of the year. These meetings enable parents to see all of their child's teachers in one evening.

At these meetings, staff bring examination instruments and data to talk through progress with the family. This contextualisation of the child's learning is imperative as no child can be 'boiled down' to a number or a score!

Each half term, parents will receive a Progress Check this will follow the Learning Check (summative informal assessment). This report will give a short target as well as a summary of merits, BC's and attendance. Subject teachers will also provide an 'effort grade' (attitude to learning and GNT rating (grey, navy or turquoise) to how the student is achieving in comparison to the rest of the class. Once a year each year group will receive a Progress Report, this is a detailed paragraph style report which comments on the learning of the term, it will also include a GNT, effort grade and a summary of merits, BC's and attendance.