

Assessment, Recording and Reporting Policy



Pembroke Hall School

Reviewed: June 2021
Next Review Date: June 2022

School Vision

Pembridge Hall recognises that our girls will enter a complex and ever-changing world which befits emotionally intelligent, resilient girls who can embrace the wonderful opportunities available to them. Pembridge girls love coming to school and gain an appreciation of wider society and the diversity of nationalities, faiths and languages represented by Pembridge families. We believe that creativity and independence of thought are as integral to the girls' development as traditional forms of learning.

This Whole School Policy is divided into the following sections and sub-sections:

1. Principles of Assessment at Pembridge Hall
2. Our Approach
3. Types of Assessment
 - Formative Assessment and Responsive Teaching
 - Non-Standardised Summative Assessment
 - Standardised Summative Assessment
4. Use and Analysis of Assessment
5. Monitoring and Evaluation of Assessment
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 - i. Useful Links
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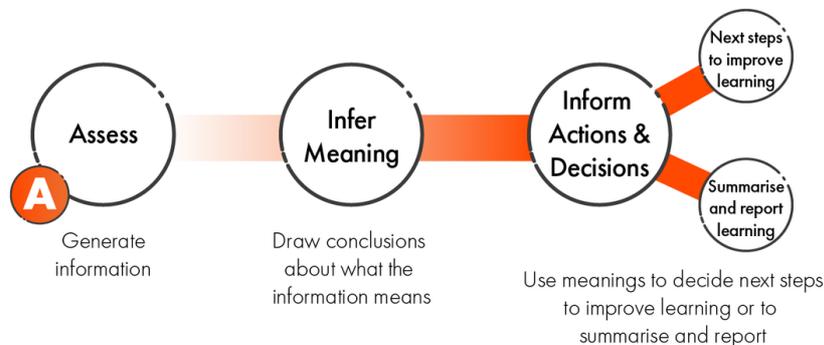
Note:

It is recognised that this is a lengthy and complex policy with many elements, affecting all aspects of school life. It is intended that this policy will be used as a reference. It may be referred to as and when it is needed, in separate parts. There is an overall flow, and it can be read as one whole unit. Equally, it is intended that each part may be used or referred to whenever necessary, without the entirety of the policy and appendices needing to read at the same time.

1. Principles of Assessment at Pembridge Hall

'Assessment is the bridge between Teaching & Learning – It is only through assessment that we can find out whether what has happened in the classroom has produced the learning we intended.' (Dylan William, 2011)

Assessment should be impactful and act as a tool to support learning towards reaching aspirational goals for pupils. Therefore, they should be effective and fit for purpose, serving to help support pupils in making next steps in their learning. Assessments at Pembridge Hall are ambitious and inclusive; assessment objectives set high expectations for all learners, regardless of their learning needs.



As outlined by Evidence Based Education (EBE, 2017), the four pillars of great assessment are purpose, validity, reliability and value.

Purpose

Assessments used at Pembridge Hall to generate information on which decisions are made about student learning provide high-quality information fit for the purposes intended. These three steps are always at the heart of robust and purposeful assessment at Pembridge Hall:

- **The construct:** what is the specific knowledge, skill or understanding (drawn from the curriculum) that we intend to assess?
- **The end use:** what do we want to do – the interpretation, the decision or action – with the information generated by the assessment process?
- **The best tool:** what and when is the most appropriate, effective and efficient way to assess in this instance?

Validity

At Pembridge Hall, it is important that inferences made based upon assessments are valid. This is achieved through ensuring that assessments test what we intend to measure, and that assessments provide information which is both valuable and appropriate for the intended purpose.

Reliability

Reliability in the assessment of student learning is about accuracy and consistency over time and context. As with validity, a determination of how reliable an assessment needs to be is informed by its intended end uses. To support reliable assessment at Pembridge Hall, focus is given to ensuring that questions and tasks used in prompting students' responses are precise, interpretations derived from assessment responses are accurate and consistent, potential sources of bias are acknowledged and the conditions in which students take the assessment are considered.

Value

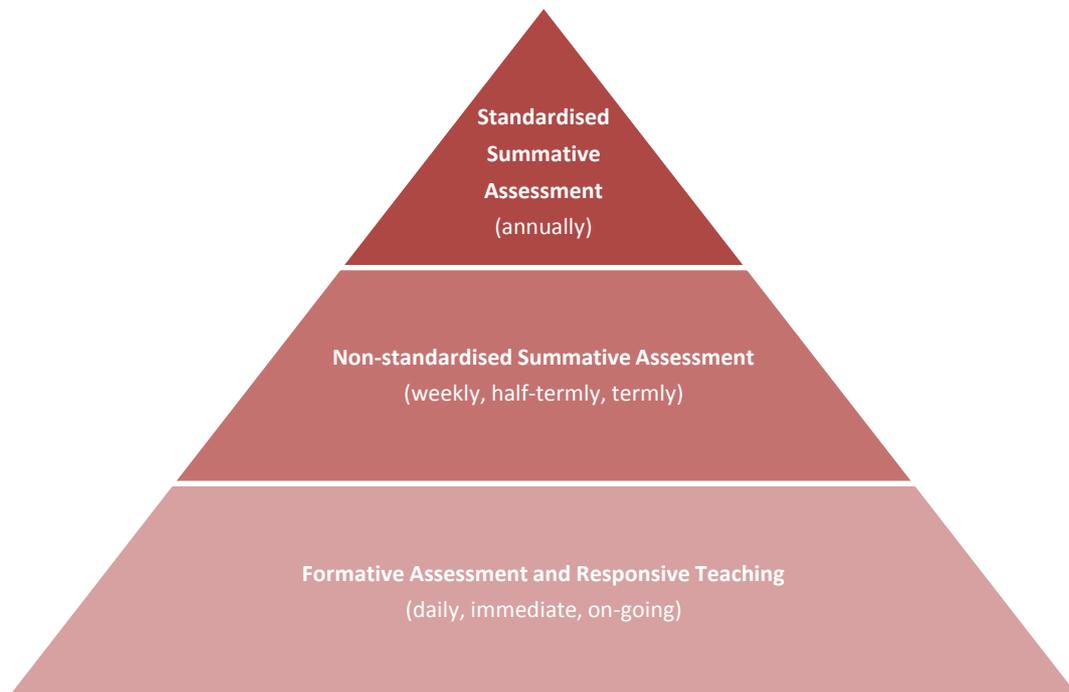
At Pembridge Hall, consideration is given to the amount of time and effort spent assessing, versus the impact the assessment has on pupils' progress; the value derived from the former should be at least commensurate with the latter. Value might come from high-quality feedback for learning informed by the assessment; however, value also lies in the power of an assessment to surprise you.

2. Our Approach

At Pembridge Hall, the broad purpose of assessment is to move all pupils on in their learning in order for them to reach their full potential. To achieve this aim, in all aspects of assessment our objectives are:

- To provide pupils, teachers and parents with effective feedback, which helps pupils progress effectively from one point to the next, in order to reach their full potential outcomes, in all areas of the curriculum.
- To help identify pupils or specific groups who are falling behind in their learning or who need additional support, as well as those who need to be extended further.
- To empower governors and senior leaders to provide information for the wider school community in order to identify areas for whole-school development and to better understand the school's profile, for the benefit of each and every pupil.

To ensure that assessments at Pembridge Hall can fulfill these different purposes, a range of different forms of assessment are needed. The following diagram is an illustration of the proportionate role that different forms of assessment take at Pembridge Hall.



At Pembridge Hall we have a systematic approach to assessment that is carefully considered, timely and actively used by governors, senior leaders and teachers to directly benefit the progression pathway of each and every pupil. This information is reported to pupils and parents via a rigorous system of reporting.

Formative Assessment and Responsive Teaching (daily, immediate, on-going)

Description

Responsive teaching and formative assessment are embedded across all lessons. It is immediate, perhaps within a lesson or daily, and is ongoing. It involves identifying what pupils have learnt, forgotten and where their misconceptions lie. Teachers then give formative feedback to pupils relating directly to what they have achieved and areas they need to improve on, identifying individual, group or whole-class next steps, within a single lesson (Black, Harrison, Lee, Marshall, William, 2004). At Pembridge Hall, we recognise that this element of assessment is perhaps the most critical in enabling effective progress to take place.

Professor Dylan William uses an analogy of a thermometer and a thermostat, explaining that the aim of a thermometer is to take the temperature whereas the aim of a thermostat is to use the reading of the thermometer to change the temperature. This is an apt reminder of the purpose of assessment at Pembridge Hall – it is not simply to measure learning, but to respond appropriately and drive learning forward.

Formative Assessment strategies will vary but might include:

- Hinge questions
- Mini plenaries
- Multiple choice quizzes
- Exit tickets
- Modelling WAGOLL (What A Good One Looks Like) and sharing examples of good work
- Sharing the learning intentions and differentiated success criteria with pupils
- Effective questioning techniques that involve all pupils in thinking e.g. think-pair-share, pose pause pounce bounce etc.
- Verbal feedback
- Written feedback
- Live marking
- Whole class feedback to identify gaps and clarify misconceptions
- Knowledge dumps
- KWL (what I know, what I want to know, and what I learned) grids
- Providing opportunities for peer and self-assessment

Teachers at Pembridge Hall use the information they get from pupils' responses to adapt lessons: moving on quickly if they are secure; scaffolding further if needed; re-grouping pupils if some need extra support. Providing effective feedback is central to ensuring assessments remain impactful and that pupils are empowered to take ownership of their learning.

At Pembridge Hall, effective feedback:

- Can be accessed and understood by the pupil
- Is specific and clear
- Highlights and celebrates the pupil's successes and progress
- Is diagnostic, actionable and clear in terms of how learning can be improved
- Reflects high expectations and challenge
- Is acted upon by the pupil (redrafting; corrections; up-levelling; spelling etc.)

Progress Arrows to Support Pupil Self-Assessment

Pupils are encouraged to develop skills in becoming active, reflective and metacognitive learners. Where appropriate to the subject and age of pupils, a traffic-light coloured progress arrow system is used to support them in self-assessing their learning.



Pupils can use the arrow to reflect upon the progress they have made towards achieving the topic's or lesson's differentiated success criteria. At the start of a lesson or topic pupils can mark an 'S' on the arrow to identify their starting point relative to the lesson objectives. At the end of the lesson or topic, they mark an 'E' to denote their learning end point and reflect upon the progress they have made. Teachers can also use the progress arrow to denote the extent to which pupils have met the intended learning outcome on the progress arrow. This approach goes alongside more detailed marking feedback to inform pupils about their learning (see below).

Feedback on Pupil Work (Marking)

In-line with research evidence, at Pembridge Hall we recognise the positive impact marking feedback can have on the progress pupils make when used effectively. Feedback on pupil work should advance pupil progress and is therefore underpinned by key principles detailed below. Feedback on pupil work should be recorded for all pupils in every subject, thus providing pupils with a record of their learning journey and progress over time.

Feedback on pupil work should:

- be accessed and understood by the pupil – appropriate to the age and ability of the pupil. For example, the younger the pupil, the more important it is that the feedback is oral and immediate.
- whenever possible, involve the pupil directly, while the task is being completed. Feedback on pupil work not done immediately will normally be done before the next lesson in that subject, although this may not always be possible for longer pieces of work.
- highlight and celebrate the pupil's successes and progress, relative to learning objectives or personal targets.
- be diagnostic, actionable and specific in terms of how learning can be improved relative to learning objectives or personal targets. Focus will be on one or two key areas for improvement only at any one time.
- be responded to and acted upon by the pupil (for example redrafting; corrections; up-levelling etc.) Pupils should be encouraged to edit, correct and review their work, seeing it as a fluid, rather than a fixed, representation of their learning, knowledge and skills – in line with the principles of Growth Mindset.
- reflect high expectations and challenge.
- promote pupils' self-assessment. Marking and feedback should link into a wider process of engaging the pupil in her own learning.
- strike a delicate and sensitive balance. Pupils should not receive the impression that things are right when they are not. On the other hand, they should not be discouraged from being adventurous for fear of having faults emphasised.
- be manageable and time effective. Marking should be succinct and pertinent, proportionate to the piece of work. Marking need not necessarily involve lengthy written feedback, in order to be effective in the pupil understanding their next steps. It should be understood that lengthy time marking and commenting does not correlate well with successful pupil outcomes and can lead to wasted teacher time.

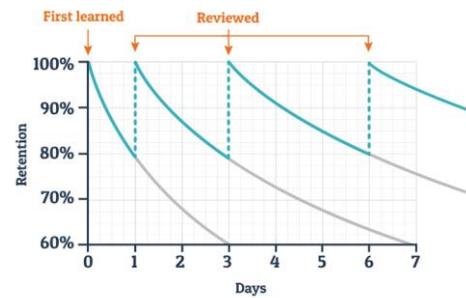
At Pembridge Hall, we aim to have a consistent approach to written marking feedback and therefore have a school marking code. This is in recognition that many subjects are taught by specialists and therefore ensures that there is a clear and consistent approach for pupils to understand across all subjects.

Please refer to appendix ii. For further guidance relating to marking, presentation and feedback.

Purpose

- **For pupils:** formative assessment helps pupils to measure their knowledge and understanding against learning objectives and to identify where they need to target their efforts to improve. It supports them in becoming metacognitive learners, aware of their specific strengths and next steps to progress. As pupils get older, it will support them in taking ownership over their own learning. Additionally, the aspect of retrieval during formative assessment helps to consolidate learning and serves to disrupt the forgetting curve over time.

Typical Forgetting Curve for Newly Learned Information



- **For parents:** when effectively communicated by teachers, formative assessment provides parents with a picture of where their daughter's specific strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and the school in supporting each pupil's education.
- **For teachers:** formative assessment ensures that teaching is responsive and is an integral part of teaching and learning. It enables teachers to continually identify when pupils are struggling, when they have consolidated learning and when they are ready to progress to the next stage of their learning. In this way, it supports teachers to provide appropriate scaffolding or challenge as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.
- **For school leaders (SLT, SMT, Governors):** formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that every pupil will be appropriately supported to make progress and meet expectations.

Non-Standardised Summative Assessment (weekly, half-termly, termly)

Description

These come in the form of on-going and regular tests that take place away from the point of teaching. Examples include spelling and multiplication tests, half-termly phonics assessments (R-Y2), Running Records, High Frequency Words (HFW) as well as internal summative assessments across all subjects. Scores from these assessments are to be recorded on Insight or SharePoint.

Non-standardised summative assessments should be consistent across whole cohorts so that reliable comparisons between pupils can be made within a year group. Where a subject is taught by more than one teacher within a year group, moderation of work and judgements are completed to help ensure that assessment decisions are reliable and valid inferences can be made; this is primarily overseen by subject leaders.

Purpose

- **For pupils:** non-standardised summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. After the assessment, pupils should be given supported time in lessons to go through their answers and reflect upon individual strengths and next steps.
- **For parents:** strengths and targets identified through non-standardised summative assessments are communicated to parents through written reports, parent consultations and meetings. Internal assessment scores are not reported home formally, however, where appropriate, assessment papers can be sent home to parents to show examples of their daughter's learning. Scores in these assessments feed into the attainment grades shared with parents in their daughter's written reports.
- **For teachers:** non-standardised summative assessments enable teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers' plan for subsequent teaching and learning. Scores are also used to inform setting and banding decisions.
- **For school leaders (SLT, SMT, Governors):** non-standardised summative assessments enable school leaders to monitor the performance of pupil cohorts and to identify where interventions may be required. School leaders work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment. They are used to triangulate conclusions drawn from summative standardised data and assessments.

Standardised Summative Assessment (annually)

Description

Standardised assessments are robust and show where a pupil is attaining compared to national standards. The CEM standardised scores range between 55 and 145, with a national mean of 100; the independent school average is around 110. A score between 85 and 115 falls within the average band nationally; however, at Pembridge Hall, we consider pupils to be in our average range when a score falls between 95 and 120. Results are used to help monitor attainment and progress of individual pupils', as well as identify specific groups of pupils who either need additional support or require further extension.

In Reception, pupils sit the CEM BASE assessment at entry in the Autumn Term. Their progress is then assessed towards the end of the Summer Term through the CEM BASE Progress assessment. CEM BASE reports student achievement as standardised scores in Literacy, Mathematics and Personal, Social and Emotional Development.

In Years 1 to 6, pupils sit the CEM InCAs assessments annually in Reading, Spelling, Mathematics, Mental Arithmetic, Developed Ability. As well as recording a standardised score, pupils are given age-equivalence and age-difference results.

Pupils in Year 1 to 6 also complete a *No More Marking* (NMM) assessment annually. NMM is a comparative judgement standardised assessment, used to measure attainment and progress in writing.

Timings

Year Group	Assessment
Reception	<ul style="list-style-type: none">• CEM BASE (Autumn Term at entry)• CEM BASE Progress (Summer Term)
Years 1 – 6	<ul style="list-style-type: none">• CEM Incas (Summer Term)• NMM (varies)

Purpose

- **For pupils:** this data is not shared directly with pupils, as it is seen that the standard score mechanism is complex and therefore does not help pupils understand anything further about their own achievements or next steps in learning.
- **For parents:** standardised summative assessments are shared with parents from Year 3 onwards. They provide parents with information on how their daughter is performing when compared to other pupils nationally, of the same chronological age. They also indicate the rate at which their daughter is progressing over time.
- **For teachers:** standardised summative assessments help teachers to assess the attainment of the pupils they teach relative to national standards; to reflect on the impact of their teaching in the broader national context; to identify different groups of pupils needs and to inform teachers of the next steps they should take to further their pupils' learning. Scores are also used to inform setting and banding decisions.
- **For school leaders (SLT, SMT, Governors):** standardised summative assessments enable our school leaders and school governors to benchmark our school's performance against other schools locally and nationally, thus making judgements about the school's effectiveness and identifying any specific areas for whole-school development.

Assessment data is recorded on Insight and SIMS to track and monitor pupils' progress and attainment. This is analysed to ensure that individual pupils are making the progress that they are capable of.

School leaders and subject coordinators carefully track the progress of different groups within the school. The progress rate of different groups is carefully analysed and interpreted. This information is then used to help plan to raise standards in any group identified as not making adequate progress.

At Pembridge Hall, all forms of the above assessments are brought together for formal discussion and analysis twice yearly, via Pupil Progress Meetings. Pupil Progress Meetings are meetings held between class teachers, members of the Senior Leadership Team, including the SENDCo, Head of EAL, Head of Maths, Head of English and Heads of Key Stage. The purpose of these meetings is to establish how pupils are performing in relation to nationally normed age-related expectations, and from the teacher's qualitative interpretations from pupils' performance within the classroom.

These meetings will:

- identify pupils falling behind or in danger of falling behind.
- identify pupils that need extending; whether this is because they are defined as being higher ability or whether this is because it is felt they are underperforming in relation to their true potential
- determine appropriate support or extension strategies to help with next steps for the pupils identified above in order to accelerate these pupils' learning.

Pupils falling below their age-related expectations (SEND or potential SEND)

Some pupils may be significantly below their age-related expectations because of their SEND. For such pupils it is important to assess their learning using a wider range of tools. This may be different for every pupil but could include assessment information regarding their spelling or reading age. As with all pupils, pupils with SEND should be set aspirational targets that reflect their individual needs. Where pupils identified as SEND have similar needs and areas for development, their individual targets may form part of a group support plan, which will be clearly detailed, taught and evaluated in the same way as an individual support plan. The progress of SEND pupils receiving the same intervention may be analysed across different subjects of the curriculum in order to evaluate the effectiveness of the intervention.

Pupils who significantly exceed their age-related expectations (Exceptionally Able)

Some pupils may demonstrate a significant strength in one or more areas of the curriculum. Those learners who demonstrate or have the potential to demonstrate extremely high levels of ability relative to their peers across the cohort will be referred to by the term Exceptionally Able (Council for the Curriculum, Examinations and Assessment). These pupils will be clearly identified and it is the responsibility of the lead teacher in that subject to ensure that appropriate measures are taken to provide ambitious challenge and encouragement to extend this pupil's skills, understanding and expertise. This will not simply be a matter of providing the pupil with work at a higher age level but will give opportunities which require higher order thinking skills, to give greater depth and breadth to a pupil's learning and understanding. It is essential that exceptionally able pupils are given ample opportunities to experience desirable difficulties within lessons.

5. Monitoring and Evaluation of Assessment

All forms of assessment are monitored and evaluated for quality and consistency throughout the school and across all areas of the curriculum. Monitoring and evaluation help to ensure that there is a common understanding of the expectations in each subject and year group, in accordance with this policy.

Personnel involved:

- Senior Leaders: Assistant Head, Assessment; Assistant Head, Curriculum
- Middle Leaders: Head of English, Head of Maths, SENDCo, EAL Coordinator, Subject Coordinators, Key Stage Coordinators

Monitoring and Evaluation via:

- Learning evaluations (lesson observations)
- Pupil work reviews (work scrutiny)
- PPM (Pupil Progress Meetings)
- Pupil outcomes (data, senior schools, achievements)
- Moderation meetings

6. Recording Assessment

Collation of pupils' attainment and progress is recorded in the following formats:

- Insight Tracking
- SIMS
- Assessment Folder on SharePoint
- Awards and Achievements Register

Insight, SIMS and SharePoint

Insight Tracking has just been launched at Pembridge Hall to centralise data tracking and analysis of achievement and progress. Whilst some assessment tracking remains on SharePoint, eventually this will all be migrated over to Insight Tracking.

Insight Tracking and SharePoint record attainment data in relation to:

- All standardised assessment scores and ages
- All non-standardised assessment scores and results
- Attainment in all core and non-core subjects (ATT)
- Attitude to Learning in all core and non-core subjects (ATL)
- Judgements of pupil achievement against curriculum learning objectives

Tracking data is colour-coded on Insight Tracking and SIMS in order to aid quick visual interpretation:

Assessment	Notes	Red	Amber	Green	Blue
GL Standardised Score (Historic)	Scores from 69-141	69-99	100-110	111-126	127-141
NMM Standardised Score	Scores from 55-145	55-99	100-110	111-129	130-145
CEM Standardised Score	Scores from 55-145	55-99	100-110	111-129	130-145
ATT (Attainment)	Labels	WT (Working Towards)	A (Achieving)	E (Exceeding)	X (Exceptional)
ATL (Attitude to Learning)	Scores from 0-5	4 or 5	3	2	1

Running Records and Phonics Assessment

Half-termly records of these assessments are kept for all pupils from Reception to the end of Year 2, as pupils acquire the ability to decode and encode text. These records form an important tracking mechanism for each pupil's progress and form part of the discussions at Pupil Progress Meetings. Pupils' needs (as described above under Pupil Progress Meetings) are identified from the use of these records.

Reading Diaries

In the Lower School every pupil has a Reading Diary and in the Middle and Upper Schools it forms part of the Homework Diary. This records every book that has been read and, if appropriate, relevant comments from whoever has heard the pupil read. This forms part of a home-school collaboration opportunity as parents, carers and school staff can write a comment in the book to support the pupil in making progress in their reading and comprehension.

Achievement and Awards Spreadsheet

A spreadsheet can be found on the SharePoint (overseen by the Head of Pastoral) where all awards and achievements are recorded. Every prize and cup at the end of year Prize Giving is recorded in the Achievement and Awards spreadsheet. Other information includes Headmaster's Certificates, Golden Apples, positions of responsibility, main parts in assemblies and plays, Pembridge Hall postcards and membership of teams, the School Council and the Green Girls.

7. Reporting

A range of strategies keeps parents fully informed of their daughter's progress in school. Parents are provided with accurate, evidenced-based information about their daughter's attainment, progress and attitude to learning in various forms such as Parent-Teacher Meetings and end of term Reports. At Pembridge Hall our aim is to report to parents on a regular basis so that there can be an effective relationship between the school, the pupil and the parents, working together in the best interests of each pupil.

Parents are also provided with information about assessments on Firefly (VLE). This helps them to understand and interpret information given to them about their daughter's academic attainment, attitude to learning and progress in school.

Parent-Teacher communication around achievement and progress should remain fluid throughout the year and teachers should be proactive in communicating concerns when they arise.

Timings of Formal Reporting and Parent Communication

Term	Parent Communication	Notes
Autumn 1	Parent Consultation	<ul style="list-style-type: none"> Parents of girls in all year groups to meet Class, English and Maths teachers Two-way dialogue between teachers and parents Discuss curriculum for the year and expectations Discuss teacher's initial impression of pupil's attitude to learning For parents to discuss any issues in relation to their daughter that are pertinent to their daughter's progress or academic attainment
Autumn 2	Written Report	<ul style="list-style-type: none"> For all year groups Comments, Attainment (ATT) and Attitude to Learning (ATL) for all subjects Communicate progress, strengths, next steps and targets
Spring 1	Parent Consultation	<ul style="list-style-type: none"> Parents of girls in all year groups given opportunity to meet all their daughter's teachers, including specialists Two-way dialogue between teachers and parents Report to parents on aspects of the pupil's attainment and attitude to learning Provide any necessary 'action-plan' to further encourage a pupil's progress Discuss any concerns
Spring 2	Written Report	<ul style="list-style-type: none"> For all year groups Comments, Attainment (ATT) and Attitude to Learning (ATL) for all subjects Communicate progress, strengths, next steps and targets
Summer 1	Written Report (Reception – Year 4)	<ul style="list-style-type: none"> Class, English and Maths reporting only Comments, Attainment (ATT) and Attitude to Learning (ATL) Communicate progress, strengths, next steps and targets
	Parent Consultation (Year 5)	<ul style="list-style-type: none"> Parents of girls to meet Class, English and Maths teachers Two-way dialogue between teachers and parents Discuss senior school preparation and readiness Report to parents on aspects of the pupil's attainment and attitude to learning Provide any necessary 'action-plan' to further encourage a pupil's progress Discuss any concerns
	No Reporting (Year 6)	<ul style="list-style-type: none"> N/A
Summer 2	Written Report	<ul style="list-style-type: none"> For all year groups Comments, Attainment (ATT) and Attitude to Learning (ATL) for all subjects To communicate progress, strengths, next steps and targets Standardised assessment scores for Years 3 – 6

Report Codes and Terminology: Attitude to Learning (ATL)

Attitude to Learning (ATL) Codes	Descriptor	Criteria for Attitude to Learning
1	Exceptional	A real academic risk-taker. Works with initiative and independence, showing outstanding persistence and resourcefulness, consistently going beyond what is expected. Able to reflect on own performance and set herself targets for progress. Participates fully in her learning, showing engagement, enthusiasm and is not afraid to make mistakes
2	Very good	Works with increasing independence, taking pride in what she does and always trying hard to do her best. Is able to persist when tasks are difficult and draw on a variety of resources to complete assignments. Can work effectively in groups and independently. Able to take some risks in her learning.
3	Good	Generally tries hard to do her best. Makes an effort to participate in class and shows some resourcefulness to complete assignments effectively. Able to ask for help and show some persistence when she finds things challenging. Can be relied on to work well in groups and independently.
4	Inconsistent	Works with reasonable effort but can sometimes be rather passive in her learning, failing to take personal responsibility for making progress. Some tasks may be carelessly completed or rushed. Needs reminding about effective work habits in class or with homework.
5	Cause for Concern	Shows little effort or engagement with her learning. Tasks regularly show carelessness. Often reluctant to learn from mistakes in order to make progress; may show little persistence or resourcefulness when things are difficult.

Report Codes and Terminology: Attainment (ATT)

Attainment (ATT) Codes	Descriptor	Criteria for Attainment
X	Exceptional	Consistently performing at an exceptionally high standard for this level; showing insight, creativity, flair and talent. Displays a deep understanding of knowledge and skills associated with this subject. Has an impressive ability to apply knowledge and skills analytically and judiciously across a variety of tasks, synthesising ideas from a breadth of learning, not just specific to the point of learning.
E	Exceeding	Beyond expected; working above expectations, consistently at a high standard. Has a strong understanding, knowledge and skills and applying these confidently in a variety of tasks, sometimes drawing on other areas of learning to move themselves forward. Works with an excellent level of independence.
A	Achieving	On track, as expected; working at an appropriate standard, meeting the expected targets. Developing a good level of knowledge, understanding and skills, applying these appropriately, sometimes with guidance but often independently.
WT	Working Towards	Below average; currently working towards some of the core skills in relation to the success criteria and has not yet achieved them. Needs support and guidance to apply their knowledge and skills successfully.

Links to other Policies

This policy should be read in conjunction with:

- Curriculum and Learning Policy
- SENDA Policy
- EAL Policy
- Subject Policies

Evaluating Success of the Policy

This policy will be reviewed on an annual basis. The process of review will involve the Head of Assessment and the SLT.

Review of the policy will take into account:

- Any legislative changes
- The progress made by pupils at Pembridge Hall School
- The success of the school at supporting the progress all students, including those with additional needs or who speak an additional language
- Any recommendations from the Independent Schools Inspectorate about improving practice
- Any factual changes, such as names of personnel

This policy will be reviewed: June 2022

9. Appendices

i. Useful Links:

1. Principles of Assessment at Pembridge Hall	<ul style="list-style-type: none"> • EBE Four pillars of great assessment
2. Our Approach	
3. Types of Assessment	<ul style="list-style-type: none"> • CEM BASE and BASE Progress • CEM InCas • No More Marking (NMM) • Assessment CPD
4. Use and Analysis of Assessment	<ul style="list-style-type: none"> • Insight Tracking
5. Monitoring and Evaluation of Assessment	<ul style="list-style-type: none"> • Learning Evaluation Guidance • Learning Evaluation Online Form • Example PPM Meeting documentation • Pupil Work Review Online Form
6. Recording Assessments	<ul style="list-style-type: none"> • Insight Tracking • Assessment area on SharePoint • Awards and Achievements Register
7. Reporting	<ul style="list-style-type: none"> • Reporting information and guidance • Assessment and Reporting Guide for Parents on Firefly • Example written report
8. Other	<ul style="list-style-type: none"> • Related policies

ii. Further Marking, Presentation and Feedback Guidelines:

All teachers should be aware that Marking is only *one* form of feedback to pupils. Pupils need a range of feedback strategies to progress most effectively. For example, it is recognised that verbal feedback is evidence-informed as being firmly the most effective intervention in progressing pupils' knowledge, understanding and skills (internal CPD and advice available for teachers on this – see below).

Marking codes

General for all subjects

RTQ	Read the question
Ⓣ	Target – designed to move learning forward and applied to following pieces of work
Ⓚ	Question – designed to move learning forward
Ⓢ	Strength something the pupils has done really well
Ⓥ	Verbal feedback given on a specific area of work

Specific to English

c	Capital letter
p	Punctuation
sp	Spelling*
gr	Grammar
/	To divide up words

Specific to Maths

WS	Wrong sum has been copied down
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Corrections

Answers that need to be corrected - circle the question number in the margin in green pen.

*Teachers should only comment on spelling and grammar in the following cases:

- *spellings and grammar were part of the lesson focus/objective*
- *it is a spelling/high frequency word that all pupils should know*
- *it is subject specific vocabulary*
- *it is related to the pupil's target*

Marking by teachers

- Marking codes detailed above should be used across subjects and throughout the school
- Written feedback should be neat, legible and **written in green pen**
- Marking feedback should adopt the key principles of Growth Mindset
- Teachers should mark predominantly by comment (in preference to marks out of ten, or levels):
 - Stamps, house points and/or stickers may be used for motivation and recognition of effort
 - teachers should remember that stickers and stars in themselves do anything to close gaps in understanding or to bring about improvements

Pupils' Work

- Pupils' work should be dated, titled and underlined
 - At Key Stage 2 all pupils are expected to follow these guidelines
 - At Key Stage 1 pupils should be working towards this
- Pupils should make improvements to their work using a **purple pen**. This pen is seen as linking key principles of Growth Mindset and Pupil Self-assessment. Strategies include:
 - Editing work
 - Making corrections
 - Redrafting
 - Uplevelling

Peer and Self-Assessment

- Pupils may mark their own when appropriate, or another pupil's work, but the teacher should review this marking
- Pupils should be encouraged to indicate where they think a particular target has been achieved

Planning and Assessment

Learning Outcomes

- Shared with pupils in lessons and with parents and pupils via the school's VLE (Firefly)
- Assessments should be designed to assess progress against these learning outcomes
- Errors that are made by many pupils should feed into planning to be addressed as a whole class/group

Subject Coordinator responsibility

- to provide topic sheets, with differentiated learning outcomes, for their subject, for all teachers
- to ensure that these sheets are being used effectively for assessment

Key Stage Coordinators will ensure the above by

- moderating and sampling books at the end of topics
- checking information on these sheets correlates with summative judgements on SIMS
- checking there is clear evidence in the books to support the judgements made

iii. Responsibilities

Assistant Head, Assessment

- to oversee the structure, system, implementation and response to all standardised assessments
- to oversee all areas in relation to standardised assessments (purchasing, distributing, collation of results)
- to upload standardised assessment results to Insight and SIMs
- to analyse data in readiness for PPM, particularly noting SEND and EAL support necessary
- to lead PPMs, sharing and generating discussion of analysis together
- to implement support arrangements where needed
- to upload data to ISI data portal ready for inspection
- to collate information for the APAR
- to identify CPD needs and deliver training relating to assessment

Head of Maths and Head of English

- to co-ordinate the smooth running of all assessments relating to their area.
- to provide comprehensive whole-school data analysis to SMT/SLT for their area
- to provide an annual report to governors on pupil attainment and progress through the APAR
- to identify CPD needs and deliver training, specific to assessment within their area of responsibility

Key Stage Coordinators

- to ensure that their teams are clear about all aspects of Assessment
- to ensure that their teams work within the timeframes set down by Head of Assessment and Head of Curriculum (will usually be determined at an SMT meeting in collaboration with HoM and HoE)
- to ensure their teams have completed all assessments for all children
- to raise any concerns that their teams have in relation to assessments to HoA and Head of M/E
- to help their teams to analyse and interpret data in readiness for the PPM with SMT
- to ensure their teams are using the data to inform their day-to-day teaching of all pupils
- to be proactive in communicating achievement and progress concerns with parents and HoA

Class Teachers

- to ensure that every pupil in their class has carried out assessments
- to arrange for pupils who were absent to catch up on missed assessments
- to ensure that all data for their class is correctly and fully entered onto the correct tracker
- to take time to understand the data for every pupil in their class
- to make sure they understand how to analyse their class's results (annual CPD to support)
- to be able to discuss the results and their implications in the whole year Pupil Progress Meetings with the SMT
- to use this understanding in their planning and teaching of the pupils in their class
- to be proactive in communicating achievement and progress concerns with parents and HoA

Head of ICT

- to plan a timetable for the implementation of all digital assessments and use of ICT suite where needed