



Wetherby Kensington  
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# Monitoring and Assessment Policy

**Policy reviewed by:** Emily Rubbert and Stephen Barratt

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**Reviewer's Signature:** *Emily Rubbert.* *Stephen Barratt*

**Head Teacher's Signature:** *Helen Lienes*

**Circulation:** This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

Please note: 'School' refers to Wetherby Kensington; 'parents' refers to parents, guardians and carers.



## Wetherby Kensington

### Monitoring and Assessment

The monitoring and assessment of pupils' progress forms an important part of their individual development. As a collective, the information collected provides vital guidance in the success and development of the curriculum as a whole.

#### **The purposes of assessment are:**

- To monitor pupils' understanding of new concepts and skills and their ability to apply them
- To guide teachers' planning and enable them to give feedback to pupils on how to improve
- To monitor progress over time and to be able to report to parents and the next teacher

#### **Teacher assessments**

Teachers continually assess pupils' work, using prior teachers' assessments as a starting point. We use a variety of regular formative assessments (questioning, marking, evaluations etc) to help plan and amend future teaching. Short term assessments are part of every lesson. They include questioning and observation, tests and tasks, marking work and giving written or verbal feedback on what the pupil is doing well and their next steps for improvement. Pupils are also expected to make judgements and assess their own and others' work.

Summative assessments are part of a cycle and include standardised tests; these give a 'snapshot' of attainment, supplementing that gathered in prior year groups and evidence gathered throughout the current academic year. Summative assessments are carried out at the end of each unit of work, in line with the Monitoring and Assessment guide. This indicates pupil attainment with regards to the key learning intentions (in terms of both knowledge and skills) set out for that unit of work. Summative assessment are carried out using SIMS PoS. In addition, this summative collation of information indicates those children operating below expected levels and significantly above it, the basis for those judgments and proposed intervention strategies.

Both formative and summative assessment methods form the basis of the formal, written reports to parents at the conclusion of the autumn and summer terms. Additionally, pertinent information is relayed both informally to parents as part of our day to day communication and through more formal, termly parents' evening meetings. This reiterates the importance that we place on parents as partners and on honest and meaningful communication between home and school.

All units are planned in conjunction with learning intentions and lessons have specific learning intentions and success criteria. Activities are planned in order to facilitate all learners in accessing these learning intentions and, accordingly, teachers in assessing them. Teachers are expected to keep adequate records in accordance with the school assessment policy.

Due to the nature of the school, high emphasis is placed on the ability to successfully negotiate examinations in preparation for entrance testing at preparatory schools, particularly in Years 2 and 3.

### **Wetherby Kensington Assessments**

#### *Reception (Internal)*

- Continual assessment evidence (mainly written/paper-based evidence with some photographic observations) is gathered for each child both through mathematics, writing and topic “workbooks.”
- As Wetherby Kensington is exempt from the learning and development requirements of the EYFS, children’s attainment is tracked against our own personalised learning goals throughout the year. These have been tailored to identify both the attainment and potential areas for support/consolidation where pertinent. The learning goals coincide with concepts on the monitoring and assessment rubrics used throughout the school. This allows staff to set targets for those boys who are progressing at a faster rate.

#### *Examinations (Internal)*

- These are carried out at the end of Year 1, the end of each term in Year 2 and at the end of the autumn and summer terms in Year 3.
  - English
  - Mathematics
  - Standardised Reasoning (NFER Verbal and Non-Verbal). Year 1 and Year 2 in the summer term, Year 3 in the autumn term. \*These are also carried out in Reception (summer term)
  - Suffolk Reading Tests. Year 1 in the summer term and Year 2 and Year 3 in November and June

#### *Examinations (External)*

- Transfer/entrance examinations at 7 and 8 plus.

### **Additional means of tracking and evidencing attainment**

#### *Performance Indicators in Primary Schools testing*

- PIPS baseline assessment is completed on entry to Reception and at the end of the summer term. Year 1 complete PIPs at the end of the summer term. Year 2 complete PIPS in the spring term and Year 3 in the summer term.

#### *Progress and well-being meetings/Rexels*

- Progress and well-being meetings will take place before each half term. The boys’ academic progress, general well-being will be discussed along with any pastoral concerns and academic concerns. Targets will also be recorded. The Rexels will be written for parents’ evening-in the second half of each term.
- Progress and well-being meetings take place after data input week. Teachers must bring evidence to support their data. Targets will also be recorded.

#### *Observations*

- All teachers continually observe and record relevant information relating to pupil progress (or lack of progress).

### *Rexels*

- Rexels will be written for parents' evening in the second half of each term. These are checked with the Head prior to parents' evening, notes are written down, and they are then stored

### *Pupil Progress Folders*

- All class teachers will be provided with a purple folder at the start of the academic year. This folder is to evidence progress over the term/academic year in conjunction with using the online digital assessment tracker. This allows us to gain a clear and well-evidenced picture of boys' attainment as they progress through Wetherby Kensington, as well as informing teachers' practice, feedback to parents and formal reporting.

### *Pupils' exams*

- In Reception and Year 1, pupils' exams are stored in a red file in their classroom. For Reception this is their NVR and VR booklets, for Year 1 this is their end of year exams. Year 2 and Year 3 exams are stored in their red folders and filed in the Headmistress's office.

### *Data input on SIMS*

Class teachers are responsible for inputting data onto SIMS once every half term. Teachers report whether each Wetherby Kensington boy is behind, meeting or exceeding each strand of their year group's programmes of study (across all subjects). Teachers must bring evidence, to support their judgement, to their pupil progress meeting. Interventions are planned for those boys working below the expected level. Their update and progress is tracked, and then discussed at the next pupil progress meeting

- It is the responsibility of the Class Teacher and any subject teacher to complete this summative assessment three times a year (at the end of each term).

All assessments are clearly outlined on the Assessment Overview timetable.

### *Gold Books*

- Termly examples of work will be completed and stored in 'Gold Books'. The table below outlines the pieces of work to be collected.

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>English</b>	Fictional piece of writing.	Non-Fiction piece of writing.	Book review / comprehension
<b>Mathematics</b>	Number*	Measurement*	Geometry/Statistics*
<b>Topic</b>	Chosen by class teachers	Chosen by class teachers	Chosen by class teachers

This is to evidence independent work and progress made in English, mathematics and other topic areas and to provide a termly record of attainment to support our assessment documentation and end of term exams. The Gold Books also provide the boys with a record of their work and progress through their time at Wetherby Kensington.

## **Recording**

All teachers are responsible for recording relevant assessment information in their 'Class' folders purple and red folders, as well as assessment grids at the end of a unit of work (in topic and science).

The information recorded is done so at the discretion of individual teachers but should cover the following:

- Anecdotal notes of any progress (or lack of) outside the norm
- Relevant information required for regular progress checks
  - weekly spelling information
  - times table test results
- Information pertinent to classes taught
  - ILPs
- Exam results from throughout the year

In addition to this, teachers are expected to complete summative assessments on a termly basis in maths and English in our 3BM spreadsheets.

## **Reporting**

Parents' Evenings

- All parents are invited to individual interviews with their son's teachers each term to discuss assessment data, progress and set future goals and expectations

Written Reports

- Structured reporting to parents will include a written report in the autumn term and a full written report in the summer term (Including art, drama, computing and music)
- Copies of the reports will be kept on the school server

Informal discussions (email and meetings)

- These are available throughout the year at either the request of a parent or teacher. These can be used to discuss progress and to set future goals and expectations.

## **Governance Reporting**

The Alpha Plus Group requires an annual report form Wetherby Kensington outlining and tracking school-wide progress and development. Data from the above assessments is collated and used to evidence areas of progress and help identify areas for future development.

**This policy will be reviewed annually**