

THE HALL SCHOOL
Assessment, Data and Reporting Policy

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‘Over time, students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realize that they don’t understand something, and have ways of deciding what to do next.’

Assessment As Learning: Using classroom assessment to maximize student learning.
Lorna Earl. (2003).

AIMS AND OBJECTIVES

The Hall 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, this policy exists in part to encourage uniformity.

An annual cycle of assessment, recording and reporting occurs throughout the school. We believe that assessment provides the basis of informed teaching, providing feedback that can be used to 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.

RATIONALE

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

The assessment, recording and reporting policy and procedures outlined are ultimately designed to allow staff and boys to reflect upon the learning and teaching that takes place in 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

Diagnostic assessment

At The Hall we carry out diagnostic assessments at each year level. These allow us to see how, at an early stage of the year, ability is developing in ways other than those that might be reflected in terms of a boy’s performance in lessons. See Appendix 1 for timing during the year.

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 teaching and learning, and as a predictor of future academic achievements.

The standardised age scores (SAS) are analysed within each year group and used in a variety of ways to optimise teaching and learning. These include:

- 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

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- To understand which boys are outperforming their potential and understand how we can continue to encourage this and replicate for other pupils
- Where low scores relative to the school's mean appear, individual boys may be referred to the Learning Support 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 staff meetings and in Subject Departments in order to provide pupil-centred teaching and learning i.e. identify how to adjust teaching delivery so it fits with individual boy's strengths and weaknesses.

Formative assessment

Formative assessment is carried out in every classroom through the year. These could be in the form of in class tests, prep, written assignments, verbal presentations and feedback given by the teacher or fellow student. Formative assessments provide immediate feedback and feedforward for both student and teacher.

Summative assessment – school tests & 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 or internal end of year exams if their chosen Senior School no longer requires CE. 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 or are trying for a scholarship.

There are many purpose of all tests and examinations. They are primarily designed to enable staff to measure the progress boys have made in their understanding of the content and skills of the Scheme of Work, relevant to each year group or department. Test and examination results are also designed to be included in the reservoir of evidence used by staff to inform their planning and teaching.

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 in the school's Departmental Documentation 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.

- The best tests or examinations are those that rely on knowledge and skills that have already been securely covered in lessons and preps but are presented in the form of questions that enable boys to think for themselves and express their own understanding.

PROCEDURES FOR WHOLE SCHOOL ASSESSMENTS

The Deputy Head Learning and Teaching works in conjunction with the Head of Data, Assessment and Reporting to plan diagnostic assessments and School examinations at different points throughout the year, depending on year level. The schedule for the year can be found in Appendix 1:

Formative assessments are carried out by teachers and departments during the year. Each term, subject leaders are required to provide an indicative grade based on formative assessments in their subject. This occurs for all subjects for Years 6-8 and literacy and numeracy and Years 1-5. These grades are shared with all teachers and help to track trends across subjects, classes and individual students during the year and then to provide support and/or extension.

REPORTING ACHIEVEMENT AND ATTITUDE TO LEARNING AND EFFORT

Achievement and Attitude to Learning and Effort is reported to parents throughout the year. This is done by Progress and/or Full reports and parent evenings. Descriptors of grades for Achievement (A-E) and Attitude to Learning and effort (1-6) are described in Appendix 2.

Timing of reports and parent evenings can be found in the school calendar.

All reports are completed using ISAMs. Once subject teachers have completed their report, form tutors and then the Headmaster or Head of Middle School write a comment regarding their progress. Reports are then distributed to parents electronically.

Appendix 1: Diagnostic and Summative assessments 2020-21

Term 1 – Autumn

Year group	1 st half	2 nd half
Rec.	BASE	Progress tracker against ELGs
1 – 3	InCAS	Creative Writing Comprehension Maths GWRT
4	Y4 PTE, PTM and PTS	Grades for Literacy and numeracy entered on Working data
5	InCAS Y5 PTE, PTM and PTS	Grades for Literacy and numeracy entered on Working data
6	InCAS Y6 PTE, PTM and PTS All academic subject grades entered on Working data	Yr 6 ISEB Pre tests
7	MidYIS All academic subject grades entered on Working data	All subject grades entered on Working data
8	All academic subject grades entered on Working data	Mocks Grades entered on Working data

Term 2 - Spring

Year group	1 st half	2 nd half
Rec.	Progress tracker against ELG's Phonics assessment High frequency words assessment	
1	Creative Writing Comprehension Maths GWRT	
2	Creative Writing Comprehension Maths GWRT	
3	Creative Writing Comprehension Maths GWRT	
4 – 5		Grades for Literacy and numeracy entered on Working data
6		All subject grades entered on Working data
7		All subject grades entered on Working data

8		CE and Scholarship Mocks Grades entered on Working data
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Term 3 - Summer

Year group	1 st half	2 nd half
Rec.	BASE	Progress tracker against ELG's Phonics assessment High frequency words assessment
1-3		Creative Writing Comprehension Maths GWRT
4		Grades for Literacy and numeracy entered on Working data
5		Grades for Literacy and numeracy entered on Working data
6		All subject grades entered on Working data
7	Learning Checks	Exam results entered on working data
8	Scholarship Exams	Common Entrance Exams/Internal Yr 8 exams Exam results entered on working data

Appendix 2: Grade Descriptors

Descriptions OF GRADES



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ACHIEVEMENT

THE HALL'S ACHIEVEMENT SCALE IS BASED ON THE EXPECTED ACHIEVEMENT OF BOYS IN LEADING INDEPENDENT PREPARATORY SCHOOLS.

E	D	C	B	A
<p>Your son is currently <u>working significantly below</u> expectations.</p> <p>Immediate action needs to be taken.</p>	<p>Your son is not yet working at the expected level. However key skills and areas of knowledge are emerging that he will build upon in the future.</p> <p>He should use his teacher's feedback to focus his work in order to achieve the expected level of achievement.</p>	<p>Your son is developing the skills and knowledge expected at this stage, however his learning is not fully secure yet.</p> <p>He should use his teacher's feedback, and <u>practise</u> to retain and extend his learning.</p>	<p>Your son is meeting our expectations. He has securely acquired the skills and knowledge expected and is able to apply them across the syllabus in familiar contexts.</p>	<p>Your son has mastered the skills and knowledge expected and can apply both in a variety of ways e.g. in unfamiliar contexts and more challenging situations, and/or extended and non-routine problem solving.</p>
<p>THE COMMENTS FOR YR 7 AND 8 WILL NOT BE INCLUDED FOR YR 4 AND 5 BOYS, BUT WILL BE ON YR 6-8</p>				
<p>For Years 7 & 8 CE Well below the required CE standard.</p> <p>For Year 8 Scholarship Will definitely have to take CE paper in this subject.</p>	<p>For Years 7 & 8 CE On this trajectory potentially a borderline candidate at CE.</p> <p>For Year 8 Scholarship May have to take CE paper in this subject.</p>	<p>For Years 7 & 8 CE On this trajectory a CE pass is predicted.</p> <p>For Year 8 Scholarship CE pass but well below Scholarship standard.</p>	<p>For Years 7 & 8 CE On this <u>trajectory</u> a good CE grade is predicted.</p> <p>For Year 8 Scholarship Potentially near Scholarship standard.</p>	<p>For Years 7 & 8 CE On this trajectory an excellent CE grade is predicted.</p> <p>For Year 8 Scholarship Potentially Scholarship standard.</p>

Descriptions OF GRADES

ATTITUDE TO LEARNING & EFFORT

1	2	3	4	5	6
<p>SIGNIFICANT CAUSE FOR CONCERN</p> <p>Your son's effort and/or attitude to learning is very disappointing and requires immediate and drastic improvement.</p> <p>Action will be taken by a Senior member of staff.</p>	<p>BELOW EXPECTATIONS</p> <p>Your son's effort and/or attitude to learning is inadequate. This may include his effort and/or <u>behaviour</u> in school, prep quality and record, and The Hall's Values.</p> <p>Immediate improvement is required in order to bring his learning back on track.</p>	<p>MEETING SOME EXPECTATIONS</p> <p>There are gaps in your son's effort and attitude to learning. These may include his effort and/or <u>behaviour</u> in school, quality of classwork, the quality of his prep, and missed or late preps.</p> <p>Your son understands The Hall's Values and is beginning to develop these in his learning.</p>	<p>EXPECTED</p> <p>Your son works hard and in a focused way both in school and at home.</p> <p>Preps are completed well and on time.</p> <p>Your son exhibits The Hall's Values and is working to incorporate them further into his learning.</p>	<p>ABOVE EXPECTATIONS</p> <p>Your son works hard and in a focused way both at school and at home.</p> <p>Preps are completed to the best of his ability and are on time.</p> <p>Your son takes responsibility for his own learning.</p> <p>Your son demonstrates The Hall's Values and is working to extend these habits further in his learning.</p>	<p>EXEMPLARY</p> <p>Your son works consistently hard and in a focused way in all aspects of his learning both in school and at home.</p> <p>Preps are always completed to the best of his ability, on-time, and extend his learning.</p> <p>Your son takes complete responsibility for his own learning and extends his understanding through his own efforts.</p> <p>Your son exemplifies The Hall's Values.</p>

The Hall's 5 values Are Humility, Courage, Endeavour, Self-discipline and Community