



Reviewed (LMW) September 2017

ASSESSMENT AND REPORTING

This policy is intended to be read alongside our school Marking Policy.

St. Michael's aims to offer meaningful assessment at appropriate points during the school year, as well as providing regular and informative feedback on pupil progress to parents. Formal written reporting should provide a summary of progress and identify pupil achievements and strengths; areas of weakness or concern and clear targets for helping the pupil improve.

Assessment

- Continuous informal assessment through observation of children's work / skills acquired, lessons, internal tests, preps / homework, oral reviews, or Assessment for Learning (AfL), at the end of a lesson or unit, Tapestry Online Learning Journal. Staff have a full staff meeting once a week (Juniors and Seniors). Nursery and Pre-prep also have a full child-focused staff meeting once a week.
- Formal assessment through internal examinations, end-of-topic tests, end-of-half-term / term tests, end-of-year internal or external examinations (Common Entrance and Scholarship), speaking and listening or oral assessments, half-termly interim assessment grades, ABRSM exams.
- Standardized Baseline assessment includes: Cognitive Assessment Tests (CATs), Edinburgh Picture Test (EPT), BSTS spelling, Bury Infant Test, MIST, Single Word Spelling Test (SWST) and Reading Progress Tests (RPT), Macmillan Reading Test, Spar Reading Test, Cloze Reading test, Maths Progress Tests. New group reading tests (NGRT) reading age tests.
- In appropriate individual cases some pupils may also be tested for other reasons, often by an independent Educational psychologist or school SENCO. These include assessing pupils for specific learning profiles.
- Staff utilise school information management system to track pupil progress on the baseline data detailed below.

Homework

- Homework (also known as 'prep') is viewed as an important tool of the assessment of our pupils and the tracking of their progression within a subject. It is intended to be a piece of independently completed work designed to reinforce in-class learning.
- Homework in the Pre-Prep and Juniors is at the discretion of the class teachers and is in addition to daily reading and the learning of weekly spellings. Homework is designed to reinforce work done in class.
- Homework is generally completed at home, unless a Junior or Year 5 pupil is staying for a club.
- Homework in Year 3 should last no longer than 20 minutes. In Year 4 & 5 it should last no longer than 30 minutes.
- Homework is formalised in Years 6 to 8 with a rota of one prep per evening covering two subjects. This can be completed at home and should last no longer than 30 minutes.

Reporting

- Continuous informal reporting through contact in the Student Planner, House points tab on the Parent Portal, face-to-face meetings, telephone conversation with staff and email communication.
- More formal reporting through Assessment grades uploaded to the Portal (and Assessment Assemblies) half-termly - Michaelmas / Lent Terms; half-term (only) Trinity Term. Parents' Evenings designated to each Year Group. Assessment grades included in pupil workbooks or worksheets, baseline testing results via the Portal and formal written reports via the Portal
- Half-termly assessments (effort and achievement) are issued to parents via the portal. In the week preceding this, Year 5 to 8 pupils undertake a 'self-assessment' exercise and the assessment period culminates in an awards assembly.
- Individual discussion with parents regarding Educational Psychologist's report or other SENCO assessments where appropriate.

Assessment & Reporting Schedule (by half-term)

Michaelmas Term		
Nursery		Parents' Evening
Reception	Baseline GL assessment,	Parents' Evening
Year 1	Letter and number knowledge/formation, high frequency word reading and spelling, MIST Test, unaided writing assessment	Parents' Evening
Year 2	Letter and number knowledge/formation, high frequency word reading and spelling, unaided writing assessment	Parents' Evening
Year 3	CAT, Assessment Grades (effort only)	Assessment Grades, Macmillan (single word reading), BSTS 'C', Parents' Evening
Year 4	CAT, Assessment Grades (effort only)	Assessment Grades, Macmillan (single word reading), BSTS 'C', Parents' Evening
Year 5	CAT, Assessment Grades	Assessment Grades; Parents' Evening. NGRT, BSTS2
Year 6	CAT, Assessment Grades	Assessment Grades; Written Reports. NGRT, BSTS2
Year 7	CAT, Assessment Grades	Assessment Grades; Parents' Evening. NGRT, BSTS2
Year 8	CAT, Assessment Grades	Assessment Grades; Internal Testing; Written Reports. NGRT, BSTS2

Lent Term		
Nursery		Parents' Evening
Reception	Letter and number knowledge/formation, unaided writing assessment, informal maths assessment	Parents' Evening
Year 1	BSTS A, unaided writing assessment, informal maths assessment against key objectives, reading age assessment	Parents' Evening
Year 2	Edinburgh Picture Test, BSTS A, unaided writing assessment, maths assessment against key objectives, Young Reading Assessment	Parents' Evening
Year 3	Assessment Grades (effort only)	Assessment Grades, BSTS 'D', Spar Reading Test, Macmillan, Parents' Evening
Year 4	Assessment Grades (effort only)	Assessment Grades, BSTS 'D', Cloze Reading Test, Macmillan, Parents' Evening

Year 5	Assessment Grades	Assessment Grades; Written Reports
Year 6	Assessment Grades	Assessment Grades; Parents' Evening
Year 7	Assessment Grades	Assessment Grades; Written Reports
Year 8	Assessment Grades; Mock Common Entrance Exams (speaking & listening)	Mock Common Entrance / Scholarship Exams; Parents' Evening; Assessment Grades

	Trinity Term	
Nursery		Tapestry Compilation Report, Written Reports
Reception	Maths & English Progress Tests,	Tapestry Compilation Report, Baseline Progress Test, Written Reports
Year 1	Maths & English Progress Tests, BSTS B, unaided writing assessment, informal Maths assessment	Written Reports End of year teacher assessment grades against key objectives
Year 2	Maths & English Progress Tests, BSTS B, unaided writing assessment, informal Maths assessment	Written Reports End of year teacher assessment grades against key objectives
Year 3	Maths, English & Science Progress Tests; Assessment Grades (effort only)	Internal unaided writing and maths test, Written Reports
Year 4	Maths, English & Science Progress Tests; Assessment Grades (effort only)	Internal unaided writing and maths test,, Written Reports
Year 5	Maths, English & Science Progress Tests; Assessment Grades	Written Reports
Year 6	Maths, English & Science Progress Tests Assessment Grades	Internal Exams; Written Reports
Year 7	Maths and English Progress Tests Assessment Grades	Internal Exams; Written Reports
Year 8	Maths, English & Science Progress Tests Assessment Grades; Common Entrance Exams (speaking & listening)	Common Entrance Exams; Written Reports

ASSESSMENT GRADES

End of year Teacher Assessment Years 1 and 2

EMERGING - Your child is working towards the standards expected for their year. He/she is beginning to make progress in an increasing number of key objectives and across the breadth of learning.

DEVELOPING - Your child is working at the expected standard for their year. He/she has achieved a breadth of learning across many of the experiences and key objectives, and applied their learning in familiar situations.

SECURE - Your child is working at greater depth within the expected standard for their year. He/she has achieved a breadth of learning across all of the experiences and key objectives, and applied that learning in new, unfamiliar and challenging situations.

SECURE+ - Your child is working beyond the level expected for their year and experienced an increasing number of key objectives from the next year.

Assessment Grades for Effort and Attainment Years 3 to Year 8

Effort is graded 1 to 6 (high to low) and Attainment is graded A* to E (high to low). The 6 point static grid in use allows staff the opportunity to offer further positive reinforcement to pupils. Please note from the descriptors that an effort grade of 4 and an attainment grade of C means that a pupil is meeting staff expectations for their Year Group or set. Staff are specifically asked to look at the areas of effort and attainment independently of each other. Where relevant staff are asked to consider the attributes of 'care, courtesy and consideration' in assessment.

Effort		Attainment
1	EXCELLENT	A* (> 80%)
2	VERY GOOD	A (70% - 79%)
3	GOOD	B (60% - 69%)
4	SATISFACTORY	C (50% - 59%)
5	BELOW EXPECTATIONS	D (40% - 49%)
6	POOR	E (< 40%)

We would expect the large majority of pupils to be **4C** or above for both effort and attainment and staff are specifically requested to look at these two areas independently. We strongly emphasise that indicators **4** or **C** are entirely sound and satisfactory. A frank application of the Assessment System will undoubtedly be in the best interests of all concerned. Clearly we hope and expect that

children will aim for higher indicators, but in some situations, especially with regard to the higher symbols of attainment, this can be difficult.

The attainment grades are a measure of your child's performance in a particular subject and all subjects (including non-academic) will be assessed. These expectations will generally be based on National Curriculum guidelines for levels of attainment for different Year Groups and/or Common Entrance performance indicators (percentage bands included above), as specified in subject schemes of work. Mock Common Entrance exams and internally marked Common Entrance exams will be graded according to this criteria. Attainment grades therefore, in the years preceding Year 8, may be used as broad predictors for Common Entrance.

Further to the half-termly Assessment period grading, these Assessment grades will also be used in the pupil's' regular class work and homework when there is not an exercise specific marking criteria, such as might be used with a past exam paper.

Teachers will work with pupils to identify and help realise individual potential, setting achievable targets and supporting pupils in achieving these. Where there is scope for a pupil to achieve a higher effort and/or attainment grade, this will be communicated to pupils, either orally or in writing as appropriate to the subject, with guidance as to how it can be achieved.

Further guidelines or descriptors for the stated Assessment bands may include the following.

Effort Grades:

1	exemplary attitude at all times, outstanding concentration, eager participation in all activities, extremely punctual, consistently outstanding levels of application while on task, engages fully in class, consistently courteous and considerate,
2	very good attitude, high levels of concentration, full participation in a variety of activities, very punctual, very keen and always willing to apply themselves, follows instructions willingly and thoroughly, attentive and focused,
3	good attitude, good concentration, participation in most activities without encouragement, makes an effort to be punctual, good levels of application while on task, follows instructions well,
4	positive attitude most of the time, adequate concentration, will participate in tasks when asked, punctual most of the time, satisfactory levels of application while on task, could improve focus at times,
5	attitude could be more positive, lacks self-motivation and concentration, only participates with encouragement, sometimes late for class, loses focus, inconsistent levels of application, easily distracted,
6	negative attitude to any task set, concentration levels unacceptably low, unwilling to participate, often late for class, does not follow instructions, often distracted or distracting others, inconsiderate,

Attainment Grades:

A*	consistently producing work or performing at an outstanding level, advanced level of understanding, extensive application and knowledge of content / skills,
A	performing and producing work of a very high standard, work is very quickly understood, thorough application and knowledge of content / skills covered,
B	producing work of a good standard, performing above age appropriate expectations, good levels of understanding, good application and knowledge of content / skills covered,
C	working well, performing at age appropriate expectations, satisfactory levels of understanding, sound application and knowledge of content / skills covered,
D	finding some areas of work difficult, performing below age appropriate expectations, can find understanding certain areas difficult, basic knowledge and application of content / skills covered,
E	struggling, experiencing significant difficulties in many areas of the curriculum, performing well under age appropriate expectations, elementary knowledge and application of content / skills covered,

The grading descriptors are explained in detail to the pupils so that there is a full understanding of the Assessment made. We hope this outline affords you a clear understanding of how your child is faring in his / her effort and attainment across the curriculum at the school.