ASSESSMENT AND REPORTING POLICY

To be read alongside the Marking, Teaching and Learning, Equal Opportunities for Pupils and Special Educational Needs and Disabilities Policies

At Birchfield School, we believe that effective assessment provides information to improve and inform teaching and learning. Assessment is making valid judgements about teaching and learning, so that each pupil, from the Early Years Foundation Stage onwards, can be aided to reach their personal highest standard. The school's Assessment Policy will, at all times, follow the Equal Opportunities for Pupils and the Special Educational Needs Policies. The implementation and ownership of this policy is the responsibility of all staff.

The Aims and Objectives of Assessment at Birchfield School are:

- to enable our pupils to demonstrate what they know, understand and can do in their work;
- to enable teaching staff to identify any barriers to learning or potential to learn and accommodate appropriately through intervention, as needed;
- to help our pupils understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each pupil;
- to provide regular information for parents that enables them to support their son or daughter's learning;
- to provide the Headmistress and Advisory team with information that allows them to make judgements about the effectiveness of the school.

Organisation

At Birchfield School, we use the National Curriculum guidelines as a foundation for our lesson planning. Each lesson is designed with clear learning objectives, based on the teacher's in-depth understanding of each pupil's abilities. We aim to ensure that all tasks are appropriately matched to each pupil's level. Our lesson plans outline the expected outcomes for each session, providing clarity on what pupils should achieve.

Across all subjects, we utilise a pupil tracking system with half-termly data collection to monitor progress. Any areas where progress is lacking or where further extension is needed are reviewed by the Head of Pre-Prep, Prep and Head of Senior School, in collaboration with subject coordinators and teachers. Teachers also keep detailed records of pupils who either do not meet or exceed expectations in each lesson, using this information to inform future planning and maintaining it as an informal record of class progress.

We arrange formal internal and external assessment opportunities for our pupils, to provide essential information for the school and subject teachers to identify individual pupil's requirements. Pupils in Years 3-11 currently sit regular assessments in English and Mathematics and regular subject assessments across the curriculum at the end of each topic. Reception pupils have profile data recorded in respect of Early Learning Goals with use made of the Tapestry Online Learning Journal. Students staying on at Birchfield's Senior School will be registered for GCSE examinations, and make their options choices in Year 8. Mrs Wood is appointed as Exams Officer.

Pupil Involvement

Pupils are given regular feedback on their learning in class so that they understand what it is they need to

develop and work individually. Through discussion of their work, teachers and pupils establish individual points for improvement.

Pupils are given verbal feedback on their work whenever possible. This is usually done when the pupils are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, comments are written on the pupils' work during marking.

When we give feedback to a pupil, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the pupil needs to do next in order to improve future work. We allow time for pupils to absorb any comments written, or verbally given, on their work. We do this to ensure that the time that our teachers spend marking really has an impact. Targets are also shared with pupils who have Pupil Passports as part of their Learning Support programme.

Target Setting

At Birchfield School, targets, which are individual points for improvement, are set regularly and shared with Parents at parents' evening meetings or in Grade Cards. These include academic and pastoral targets. Further individual targets are agreed for those pupils with Pupil Passport, work with the Star Programme or have Gifted Learning Plans.

Assessments

The following summative assessments will be carried out in school and are further detailed in the Assessment Overview below :

- CAT4 Testing is used for the entrance assessment for all students joining the Senior School. These assessments provide guidance for end of KS3 grades and GCSE grades. The CAT4 tests are then repeated in Year 10 to make final GCSE predictions.
- Reading Age Test at the end of each term using Renaissance STAR Reader in Years 1-6
- Single Word Testing, as needed, carried out by the LE Department
- Spelling Age Assessment in June in Years 1 to Year 6, 7-9 as needed
- PIRA test of reading comprehension at the end of each term in Year 1 to Year 6 (and Reception in the Spring and Summer Terms)
- GaPS test of Spelling, Punctuation and Grammar at the end of each term in Year 1 to Year 6
- PUMA Maths test at the end of each term in Year 1 to Year 6.
- CEM Baseline assessment at the start and end of the year in Early Years, as appropriate
- EYFS Profile and Learning Journeys ongoing in Reception

Results are held by the school as standardised scores, where available, and shared with parents in this format or as ages, raw scores or percentages. Using the information, any pupils who are seen to be experiencing

difficulties (standardised score below average/low) or who may be more able or gifted learners (standardised score well above/high average) will be identified and intervention groups set up for SEND pupils and differentiated planning arranged and advanced small group learning for more able learners. The Head of Prep and Head of Senior School in tandem with the Head of English and the Head of Mathematics for Prep and Senior departments will be responsible for collecting in data and analysing its outcomes for discussion with the Headmistress. Tracking is also recorded, where teachers assess pupils in English and mathematics' key performance indicators with termly tracking noted for foundation subjects on a scale of 'Developing, Meeting, Exceeding' (DME). Regular staff meetings, Head of Department and Pupil Progress Meetings are held regularly to discuss pupil outcomes and if further intervention is required, based upon GL Assessments and the results of pupil tracking.

Separate entrance assessments are provided for pupils wishing to join Year 7 as part of the school's entrance assessment procedures. Having joined Year 7, pupils sit a CAT 4 assessment in the first half of the Autumn Term which gives a predicted GCSE grade. From there, a grade is calculated as to what pupils should achieve at each end of year level and forecast grades are based upon that. Separate grades are offered in relation to the quality of classwork, independent learning and effort etc.

Formative Assessment

Staff record assessments and test results either in their mark books or record file for all subjects. Assessments may vary according to subject, but include the following:

- Spelling test results
- Vocabulary test results
- End of unit / topic test results
- Teacher observations
- Photographic evidence (models, artwork)
- Electronic evidence for Computing and other subjects
- Discussions with children about their learning
- Independent work

Record Keeping

All individual assessment records are held electronically. Administrative staff are responsible for archiving information relating to targets and pupil reports on a termly and annual basis. Teaching staff keep and maintain their own individual records for the pupils in the classes.

Recording

We recognise various methods of assessing a pupil's learning. The type of assessment that we make varies from subject to subject and we record only information that affects future learning.

Transfer Documents

Staff are required to support the completion of various senior school transfer forms for pupils leaving during, or at the end of an academic year and these will be overseen by the Head of Pre-Prep, Head of Prep or Head of Senior School. Forms to be completed electronically and a copy kept in the School Office for future reference.

Reporting to Parents

We have a range of strategies enabling parents to be fully informed of their son or daughter's progress in school.

- Parents of pupils in Reception receive written reports in the Autumn, Spring and Summer Terms. Offering evidence of learning and activity taken throughout the year.

- Each term, parents in Pre-Prep are given a Curriculum Booklet which identifies the main areas of study for each year group and targets for the term ahead.

- Parents' Evenings for Years 3 and above are held in the Autumn and Spring or Summer Terms. Pupils within the Prep School in Year 3 - 6 receive a half-termly grade card in the Autumn and Spring Terms, as well as a full report at the end of the Year. Both academic and pastoral targets are set on reports. The school ensures that reports are issued in time for parents to discuss feedback with staff before the end of term.

- Within the Senior School, Parents' Evenings will be arranged within the Autumn, Spring or Summer term following on from the issuing of reports or grade cards, in order to discuss current attainment and targets moving forwards. Students will receive two grade cards and one full report during the year, at times which reflect their Year group's need. The school ensures that reports are issued in time for parents to discuss feedback with staff before the end of term.

- SEND Pupils with Pupil Passports also have targets set. These are reviewed regularly with new targets agreed, as appropriate.

- Pupils with EHC Plans may work to a different programme of assessment in line with the targets and expected outcomes detailed in their EHC Plans (Star Programme). This will be decided on a case-by-case basis to meet the needs of each individual.

The Head of Prep School will liaise with the Head of Pre-Prep as and where appropriate and will be responsible for liaison with the SENCo with regard to children who may need special arrangements for external and internal testing and assessments. The Head of Senior School will oversee assessment measures for Year 7 and above.

ANNUAL ASSESSMENT PROGRAMME OVERVIEW

BirchfieldSchool

Yr	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Phonics CEM Baseline Assessment	Phonics Common Exception Words	Phonics Common Exception Words	Phonics Common Exception Words WRAT 5	Phonics Common Exception Words CEM Baseline Assessment	GL Reading GL Maths Phonics Common Exception Words GL Reasoning** ELSs
1	Phonics Common Exception Words Star Literacy English: Reading/Writing	Phonics Writing	Phonics Common Exception Words English: Reading/Writing Star Literacy/Renaissance Learning	GL Group Reading GL Single Word Reading GL Spelling Writing	Phonics English: Reading/Writing Star Literacy/Renaissance Learning	Phonics Common Exception Words GL Reading GL Maths
2	Phonics Common Exception Words Writing Renaissance Learning	Phonics Baseline Spelling English: Reading Writing Renaissance Learning	Phonics Common Exception Words Renaissance Learning Writing	GL Group Reading GL Single Word Reading GL Spelling Renaissance Learning English: Reading/Writing	Phonics Renaissance Learning Writing	GL Reading GL Writing GL Maths Renaissance Learning
3-6	Renaissance Learning Maths English: Reading/Writing Year 6 - GL NVR/VR10&11	Renaissance Learning English: Reading Writing Maths	Renaissance Learning English: Reading/Writing Maths	Renaissance Learning GL Group Reading GL Single Word Reading GL Spelling English: Reading/Writing Maths	Renaissance Learning	Renaissance Learning GL Reading GL Writing GL Maths GL Science (5&6) End of Year Exams
7-9	CAT Assessments Maths English: Reading/Spelling WRAT 5	English: Reading Writing Maths All subjects Autumn Assessment	English: Writing/Reading Maths	GL Group Reading GL Single Word Reading GL Spelling English: Reading/Writing Maths		GL Reading GL Writing GL Maths All subjects End of Year Exams

10		All subjects Autumn Assessment		All subjects Spring Assessment		All subjects End of Year Exams
11		Mock Examinations		Mock Examinations	External Examinations	External Examinations

*Selected pupils / as required **dependant on age of pupil (teacher judgment)

Science and Foundation subjects – end of topic assessment as appropriate, advised by teacher

Pre-Prep:
Maths – end of unit/block assessments.
English – end of unit writing assessments