



Notting Hill Preparatory School

3.6 Policy for Assessment, Recording and Reporting

(EYFS & KS1-3)

Reviewer responsible: **Deputy Head (Academic)**

Date of last review: **09.20**

Reviewed by: **NS**

Date of next review: **08/21**

POLICY FOR ASSESSMENT, RECORDING AND REPORTING

1.1 Background

'The NHP curriculum is the pursuit of subject specific knowledge and understanding, by means of clearly **expressed and assessed** learning objectives, our shared Thinking School language of dispositions and strategies providing the context in which learning is achieved' (see **Curriculum Policy**).

1.2. Aims of the policy

- to enable children to understand what they do well, build on existing strengths, and understand what next steps they need to take to improve their learning
- to monitor and track children's progress accurately, using coherent, consistent procedures which are understood by the teachers responsible for implementing them
- to enable parents to understand where the children are in their learning at any point in time
- to assess, as a school, the impact our curriculum and teaching have upon pupil learning and achievement and enable us to take such steps as are necessary to improve or refine our pedagogy

The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Deputy Head (Academic)

2. ASSESSMENT

2.1 Why we assess

- The main purpose of assessment is to help children progress. Continued monitoring gives a clear picture of how each child is doing at specific moments in time, and over time. It is important that teachers consistently check what knowledge the child possesses, and how successfully the strategic knowledge and skills required to apply that knowledge are being assimilated. Assessment enables teachers to consider their teaching strategies, shape their future planning and record individual progress in order that children build their potential. Furthermore, assessment enables teachers to identify any aspects of a child's learning that may require intervention from the Learning Support department and aid us in advising parents on future schools. A further outcome of our assessments is that children raise their own expectations, celebrate their own achievements and increase their self-motivation.

2.2 Special Educational Needs

- The Learning Support department will frequently assess children, using a range of tests to elicit evidence or confirm concerns about a child's learning profile. The concern will usually have been communicated to the Learning Support team by a form or subject teacher using a concern sheet (see **Policy for Learning Support**). Diagnostic evidence from the tests is fed back to teachers, and parents where appropriate, in order to advance that child's learning through structured support. Sometimes, the Learning Support team test children for due diligence sake; to confirm that there are no learning difficulties.

2.3 Types of assessment

NHP uses a combination of formative and summative assessment.

Formative assessment – assessing children in the middle of a period of instruction with the aim of providing immediate feedback and help – maximum impact. Example: marking a book, handing it back next lesson, and giving children time to reflect and correct, with teacher intervention where necessary.

Summative assessment – assessing children at the end of a period of instruction, with the aim of providing feedback and help. Sometimes the results and evidence are shared with a wider audience.

Example: Year 8 mock Common Entrance exams, fed back to children with time given for them to reflect and correct and agree targets/next steps with the teacher. Results also sent home to parents and/or shared at parents' evening.

NHP also uses a raft of standardised tests (which yield a raw score – such as 15/20 – and an age-standardised score against a national average of 100, to track children's progress.

2.4 Reliability and Validity

Assessments are reliable if – the child would score approximately the same score if they took a test on another day, and there would be little variation in the mark given to them if the test were marked by different teachers.

Assessments are valid – if the inferences drawn from them make sense, or are helpful. Validity is about the strength of the conclusions one makes from assessments, not the numbers themselves.

Formative assessment – used most extensively by NHP teachers as it has the most visible impact on pupil learning. It tends to be the most valid.

Summative assessment – is more reliable in certain subjects than others, Maths rather than English say, where there tends to be a higher subjective element to the assessment. We try to minimise the variance by getting the English team to mark and moderate as a department (such as after Year 6-8 exams and in writing moderation groups).

Tracking – we have constructed a colour-coded tracking model which charts every child's performance in standardised tests through their NHP career. We also use this data to analyse cohort performance over time and predict senior school outcome. However, we are cautious about the validity of such conclusions and tend to draw generalised deductions from the data – such as 'child Y is likely to go to this type of school, as children X and S with a similar standardised score profile got in there last year.'

2.4 Implementation

- It is the responsibility of the Deputy Head ([Academic](#)) to ensure that staff and parents understand the whole-school assessment procedures, and staff know how to execute them. For staff, this includes the systematic recording of data in the right places on the school network
- It is the responsibility of Heads of Department and Subject Coordinators in each area of the curriculum to ensure that staff are implementing the school's assessment procedures and those which obtain within their own departments, keeping the latter relevant, informative and up-to-date (see **Policy for Monitoring**)

3.1 Responsibility

Day to day assessment remains the responsibility of the Form or Subject Teacher. Whatever form this data storage takes, it is expected to be continuous, permanent and available (subject to the provisions of our **Data Retention Policy**). Further information is available in the **Lower School, Middle School and Upper School Handbooks**. Teachers may choose to record assessment data in their own 'paper' mark book, the mark book on their iPad ('Firefly Teacher Planner'), or a combination.

Overarching this are two formal calendars – one for Lower and one for Middle/Upper School - of significant assessments, whose results are recorded on the school's electronic database and/or on assessment spreadsheets on the school network.

All relevant teachers and teaching assistants are expected to understand, analyse and use this data to improve teaching and learning. Our teachers will be guided in this by the [Deputy Head \(Academic\)](#), [Deputy Head \(Operations\)](#) and Heads of Department and Subject Coordinators [who will meet to discuss data and tracking, as appropriate](#).

[The Deputy Head \(Academic\)](#) and [the Deputy Head \(Operations\)](#) are responsible for the system analysis of all the data collected, tracking it by test, by child and by cohort. This work will frequently take place

in concert with the Heads of English and Maths. [deleted].The data will be used to track, monitor and report on the achievements of individual pupils and cohorts, inform future planning and trigger intervention, where appropriate.

All the data is used to inform reporting to children, parents and next schools.

4. REPORTING

Reporting is the public expression of the assessment and recording we do.

4.1 Ticks and NHP Levels

Reporting to parents falls into two categories – grading (ticks and NHP Levels) and text (formal school reports).

- Reports to parents are linked formally to learning objectives laid down in the Learning Progression Documents of each department, and a child's progress will be measured against them. This measurement falls under four headings: always – mostly – sometimes – rarely. The children's effort is measured in the same way and recorded in the reports by ticks.
- In Year 5-6 children will be given an 'NHP Level' in Maths, English and Science*, the level also measured against learning objectives. All the data the teachers have at their disposal feeds into those NHP Levels. NHP Levels are awarded for all subjects examined at Common Entrance in Year 7-8, teachers using their data in the same way. As the children progress through the school, and exams occur more frequently, there is a heavier, but not exclusive bias, towards using this exam data to inform the levels

*Children in Year 1-4 are also given NHP Levels by their English and Maths teachers at the end of every term, with Year 4 additionally receiving Science Levels. The NHP Levels for these year groups are not sent home as part of a report.

The object of this reporting system is to give parents (and children) the best sense of their child's current progress and a sense of where that progress is taking them, as they move towards exit at 11 or 13+.

NHP regards reporting to parents in formal and informal ways as central to developing a partnership with parents, allowing us to present a comprehensive account of each child and the curriculum provision and learning opportunities provided by the school. Reporting to parents extends beyond written reports, to parents' evenings, emails and other less formal types of communication.

Expectations for report writing can be found in the **Policy for Monitoring and Policy for Staff Monitoring**.

Reporting extends beyond parents to encompass other teachers, outside agencies where appropriate and frequently, other schools.

4.2 Written Reports

The report format is a vehicle for comments by:

- ◆ class teacher
- ◆ subject teacher
- ◆ Head

Every effort is made to communicate any areas of difficulty that a child may be experiencing to the child and to the parents verbally or by email before grades or reports are sent out.

Our reports are summative and informative. They provide information on a child's progress and achievements throughout the school year. The full written report is completed near the end of the

Summer Term and follows the agreed procedures laid down by the Head. A child's attendance is recorded, as well as authorised and unauthorised absences. If parents have any concerns relating to the report they may make an appointment to see the class teacher or Head.

Where requested (and with parental permission), copies of the recent school report can be sent to a receiving school, along with other transfer documents. A copy is kept in the pupil's confidential file.

4.3 Parents' Evenings

Parents' Evenings are held in the Autumn, Spring and Summer Terms for parents to discuss their child's progress with the class or subject teacher. These follow the reports and/or grades and provide an opportunity to discuss attainment and effort as indicated by the grades, and recent exams where applicable.

4.4 Evidence shared by staff

Oral communication between staff, formally and informally, at curriculum and staff meetings, is a necessary part of Notting Hill Prep's reporting procedure. Reporting protocols as between the Learning Support department and teachers are detailed in the **Learning Support Policy**.

