

NORTH LONDON GRAMMAR SCHOOL ASSESSMENT POLICY

Aims

The aim of this policy is to set out the expectations for assessing children's work at North London Grammar School and the roles and responsibilities of the various members of staff involved in this process.

It will clarify:

- i. how children will be assessed
- ii. frequency of formal (Summative) and informal assessments
- iii. which subjects will be assessed
- iv. where assessments should be stored

The principles behind our policy are that assessments should:

1. support children's achievement and progress
2. assist in setting individual learning targets in English, Maths, Science and ICT
3. provide an informative record of the whole child
4. provide information for teachers for the purposes of future planning and developing learning strategies
5. provide information for analysis to help develop whole school strategies
6. meet legal requirements
7. be accessible while confidential

Important Notes

- i. New pupils entering the school at each year group will be required to complete a baseline assessment using the Cognitive Abilities Test in English and Maths or NVRT. Existing pupils will be assessed by CAT test at the end of each Key Stage.
- ii. The linguistic competence of pupils will be assessed separately upon admission to the school in accordance with the EAL assessment policy. Please refer to the Literacy and EAL policy.
- iii. Informal methods of classroom assessment will consist of:
 - i. questioning in lessons
 - ii. plenary sessions (to review learning and understanding)
 - iii. review of homework set
 - iv. oral and written tests

Target Setting

Teachers will level (using NC level descriptors) an important piece of work each term in the core subjects; Maths, English, Science, ICT and also for foundation subjects; history and geography. One-to-one reviews between pupil and tutor will take place to discuss the outcomes of the assessment, which will result in setting the pupil two or three (maximum of three) learning targets per subject. These targets will also be mentioned in Student Progress Report. From KS2, it is the policy of the school to involve pupils in the assessment process and to familiarise them with level descriptors.

These targets are shared and agreed with the parent's min two times a year via parent/teacher briefings. Brief Interim Reports are written for easy monitoring. These targets will be reviewed each term.

North London Grammar School will be using the SMART technique in target setting. SMART stands for:

- S**pecific
- M**easurable
- A**ttainable
- R**ealistic
- T**ime constrained

Teachers will be given detailed training on target setting at the beginning of the first term. The school eventually will move to a model promoting assessment without levels.

Levelling and Diagnostic Marking

Teachers will be expected to move away from just using only ticks and crosses. Teachers will identify significant pieces of work to be marked, which will be levelled using NC descriptors and marked in a constructive way so as to show pupils exactly how to improve. Marking should include comments such as "in order to improve, you should....." and should list two or three bullet points for improvement.

NC level descriptors for each year group will be rephrased in child-friendly terms and displayed in each classroom for the children to familiarise themselves with. These level descriptors will also be inserted at the back of each exercise book for the pupil to track his/her own personal progress. Each half term the class teacher will go through the descriptors with each child and help them to highlight the levels that they have already attained. The following half term, pupil and teacher will review the level descriptors and will again highlight the attained levels using another colour. Using a separate colour each half term will enable the child as well as the teacher to monitor individual progress closely. And the same procedure will be done every term for foundation subjects.

North London Grammar School believes that enabling the child to monitor his/her own progress will motivate them throughout the academic year.

Marking

We believe that marking:

- i. is central to short-term assessments
- ii. should be consistent across the whole school
- iii. should give useful feedback to children and communicate high expectations
- iv. should follow a standard marking code so that children don't have to learn a new code with each new teacher

Marking can be:

- i. diagnostic: identifying what the child can do and what needs to be done next
- ii. ipsative: commenting on work or in relation to work done previously, or the child's ability
- iii. criterion referenced - assessing the work against specific standards or criteria e.g. National Curriculum level descriptors or GCSE success criteria.

A comprehensive marking code will be agreed with all staff at the beginning of the first term and this will be formalised by a marking policy.

Monitoring Pupils' Progress/Teaching and Learning

Book Trawls

The Headteacher, Deputy Headteacher and Assistant Heads will analyse pupils' exercise books every term according to an agreed timetable. This is to see whether the marking is consistent throughout the school and to monitor pupils' progress.

Lesson Observations

The Headteacher, Deputy Headteacher and Assistant Heads will carry out lesson observations for the teachers they are line managing in the first term to assess the quality of teaching and learning and to also identify training needs and in the second term for review.

Tracking the Progress of Individual Pupils

Pupils' progress will be monitored by the form tutor who will receive the relevant assessment data from teachers. The starting point will be attainment upon entry and/or attainment at age eleven. Meaningful data must be expressed in National Curriculum levels for any core subject.

Analysis of Test and Examination Results

In every subject, we shall carry out a detailed analysis of results in the national tests and examinations with a view to:

- i. further improving the quality of teaching, particularly in certain areas of each subject (for example investigative skills in Science or data handling in Maths, if results are lower in these two areas);
- ii. reviewing the schemes of work if necessary;
- iii. Comparing the school's performance with the national average, Barnet schools and local independent schools, and using these comparisons for school improvement.

Report Writing

Pupils will receive five brief interim reports listing individual learning targets at the end of each term. Parents are given the opportunity to discuss their child's progress twice a year, when private interviews with the class teachers are held via an appointments system. At these meetings, teachers share with parents the pupil's learning targets for the next term.

Pupils will also receive an annual written report on their progress and attainment issued towards the end of the summer term.

Teachers will be given appropriate training in annual report writing during the second term so that reports are consistent throughout the school. Information on the format of Brief Interim reports will be given at the target setting training session.

Record Keeping

All formative and summative assessment data should be stored in KSM.

Copies of Reports are to be kept in the KSM after term 1 and term 3 and end of year report should also be kept in the school office, in pupils' individual files.

Teachers' Assessments are to be kept in assessment files in the teachers' classrooms or staff room as appropriate.

Samples of levelled pieces of pupil work are to be kept by the relevant coordinators in their coordinator's file.

**Review by Hakan Gokce:
September 2017**

**Next Review Date:
September 2018**