

## **The Abbey**

### **ASSESSMENT (Including Marking, Recording and Communication)**

#### **1. Policy**

Effective assessment provides information to improve teaching and learning. The use of data from assessment allows teachers to take account of the individual needs of the pupils in their planning. It helps all children to become better learners and more confident people. Assessment at The Abbey must be constructive, manageable and consistent.

#### **2. Aims and Objectives**

- To allow teachers to plan work that accurately reflects the needs of each pupil and focus on how pupils learn.
- To enable pupils to demonstrate what they know, understand and do in their work, whilst being sensitive to the emotional impact of some forms of assessment.
- To help pupils understand what they need to do next to improve their work and to develop self reflection within each pupil.
- To provide regular information for parents which enables them to support their child's learning.
- To provide The Master, Headmaster and Governors with information that allows them to make judgements about the effectiveness of the School.

#### **3. Procedure**

##### 3.1 Standardized Testing

All pupils entering The Abbey at Year 3 from schools other than Queen's House take an entrance test in Reading and Mathematics. Pupils entering in Years 4, 5 and 6 take an additional Non Verbal Reasoning test. The data from these tests is used to highlight individual needs and to inform decision making with regard to setting for Mathematics and English and referral for Learning Support.

From September 2009 all pupils will sit an NFER Verbal and Non Verbal test within the first three weeks of the school year. Up to this point Year 3 and any new pupils entering further up the School will have been assessed using Verbal Reasoning.

##### 3.2 Summative Assessment

This type of assessment summarizes the development of learners at a particular time.

- Year 6 sit the Senior School Entrance Exam in February of each year. The pupils are tested in English, Mathematics and Verbal Reasoning and the relevant Senior School Heads of Department liaise with Abbey members of staff about any general observations. Year 6 pupils also sit a mock 'entrance' exam in November in preparation for February. This is followed by a Parents' Evening.
- Year 6 take SATs in English and Mathematics. These tests are externally marked and on receiving the results the relevant teachers responsible for subjects liaise with their colleagues so that these forms of assessment are used to maximum benefit.

- Years 3, 4 and 5 sit their annual exams in May of each year. As part of these pupils sit NFER Progress in English and Mathematics tests. This provides a 'value added' score in these subjects which the relevant members of staff discuss with The Master and Director of Studies at NFER assessment meetings. Individual pupil's results are scrutinized as are subject topics to see if any improvements can be made.
- Pupils also sit History, Geography and MFL exams in May.
- Science Assessments are carried out at the end of each unit of study and these are collated for an end of year assessment.
- At the beginning of the year all pupils take a Schonell Spelling test which provides information about their 'spelling ages'.

### 3.3

Through formative assessment pupils are encouraged to take increasing responsibility for their own learning. Lessons are planned with clear objectives and these are communicated to the pupils, who are encouraged to evaluate their own work in relation to the objectives set. From September 2009 the School will trial a face system for this.

As part of the self-assessment process pupils will set their own targets in conjunction with their class teachers. These are to be written in the back of the Abbey Books at the beginning of each new term and are reviewed by the pupil and the class teacher.

Pupils' work is marked regularly and promptly and feedback is given to enable pupils to assess their own progress and understand how to improve. Feedback is given in a variety of ways and is appropriate for the pupils concerned and the context of the work. Pupils are also given the opportunity to comment on their own and fellow pupils' work.

Dialogue between teachers and pupils in the classroom is also utilized as an assessment opportunity, allowing teachers to develop a greater understanding of the knowledge, understanding and needs of each pupil. Tests and other assessment exercises are used by teachers to provide further data that can be used to inform planning and to establish benchmarks for the pupils.

### 3.4 Marking

Marking is an important part of assessment. It is hoped that it will encourage pupils to look at their work in a positive manner. It is important that as a school we have a standard approach so that pupils are not confused and that there is consistency as they move through the School. As stated above, feedback can be given orally or in written form.

- Work should be marked as soon as possible after the work is completed.
- Work should be handed back as quickly as possible in order to encourage discussion about the work. Care should be taken not to embarrass pupils or harm their self confidence when work is returned. A quiet word to a pupil is far more effective than broadcasting criticism.
- Most work should be marked in a different colour to that which the pupil has used.
- It is sometimes possible and effective for pupils to mark their own work, with teacher guidance, although this should not be relied upon too often.
- Where possible, work should be marked with the pupils.

- Most work should end with a comment. Comments will vary according to the work being assessed. Sometimes a single work, e.g. 'good' is sufficient. However, some encouragement and something to improve on is important. If a negative comment is given, something positive should be noted along with a target to aim for, e.g. "This is an imaginative story but you could have improved the presentation of the writing."
- Teachers should highlight mistakes made in areas that pupils are expected to know.
- Comments should be written legibly and in an appropriate language for the pupils' age and ability.
- On occasions it would be advantageous to include a grade for content on a piece of work. Teachers may use these when they feel it appropriate. As pupils progress through the School, their work should be graded more frequently. Standard Abbey grades are:

A – Excellent

B – Good

C – Satisfactory

D – Unsatisfactory

- Pupils should also be awarded a mark out of five for the presentation of their work in all subjects. The grade should be used more frequently as pupils progress through the School.

P 5/5 = Excellent

P 4/5 = Good

P 3/5 = Satisfactory

P 2/5 = Unsatisfactory

P 1/5 = Very unsatisfactory

- Pupils need to be clear about their teachers' expectations. Teachers should explain their marking criteria at the beginning of each academic year and, when necessary, as the year progresses. In many subjects pupils should stick the sheet 'How the Teachers Mark Your Work' into the front of their books.
- Marking must be clear in its purpose, productive in its outcome, fair and consistent.

### 3.5 Recording and Communication

Formative assessment is to be recorded in teachers' mark books and will form data in assessment meetings (twice a term), when writing reports and when communicating with parents. Summative assessment is to be recorded in teachers' mark books as well as in the red class files. Again, this must be used in assessment meetings, when writing reports and when communicating with parents.

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