



TAVERHAM HALL
Preparatory School

ASSESSMENT POLICY

Heads of Department need to ensure those teaching within their department are working towards the following model:

Aims and Objectives:

- To recognise and celebrate all pupils' achievements.
- To provide an evaluation of what has been taught and learned.
- To identify pupils' strengths and weaknesses.
- To enable support to be offered.
- To gather information to inform planning.
- To enable target setting.
- To ensure smooth transition for pupils.
- To enable pupils' progress to be tracked.
- To inform parents.
- To maintain high expectations of pupils.
- To provide governance and management with information enabling development.

Types of Assessment in the School:

- Formative: information forming and affecting the learning experience
- Diagnostic: identifying what is preventing pupils progressing as expected.
- Evaluative: evaluating the impact of the curriculum on pupils.
- Summative: systematic recording of pupils' progress.

Principles

- Complete schemes of work from 4-13 in each subject guide our teaching, setting out aims, learning objectives and proposed outcomes for each topic, module or unit.
- All work should be assessed.
- All assessment must be prompt and kept up-to-date.
- Pupils must understand assessment systems and criteria.
- Pupils must understand the need to work within assessment criteria.

- Assessment must include detailed comments, not just ticks. These comments should identify strengths and weaknesses, and set targets, ie. they should reflect relative success in achieving desired learning outcomes, informing the pupil what they must do to improve. These comments, that should be encouraging and not just congratulatory, form the motivational aspect of assessment. Written comments are needed, even where verbal comments are made on returning work, and must be followed up on.
The traffic light system is a helpful tool to aid tracking of pupils' progress. Individual departments should construct appropriate systems.
- Targets should be SMART: specific, measurable, achievable, realistic and time-specific.
- Each term at staff meetings, reflections on pupil performance, and, where relevant, indication of possible candidature for relegation or promotion should be discussed and recorded. Set lists in Pass will be kept up to date by the Director of Studies and Tutors will inform parents of any changes.
- Each department must identify core, unit or modular summative assessment opportunities to enable comparative evaluation across each year group to take place. These should take place approximately every half term, although in Art, P.E and ICT there will be variations. They should be assessed according to usual criteria, but should include a % mark which may or may not be communicated to the pupils.
- This enables us, and the children, to compare performance within and across departments in their year group. This information, along with NFER data, exams and day-to-day assessment data help inform decisions on setting and streaming.
- Errors of spelling, punctuation and grammar should be corrected. Up to 5 spelling errors per piece of work should be identified: corrections using 'Look, Say, Cover, Write, Check,' should be made and checked. Please refer to the marking policy for further detail.
- However, ALL technical and subject-specific mistakes must be corrected. Common sense should prevail!
- Tasks should be differentiated wherever possible: the 'Must, Should, Could' pyramid should be used where appropriate.
- The system of reds should be used properly within all curricular areas. The system of conduct reds and recommendations to the Head/Director of Studies for Headmaster's Commendations/Subject Commendations should also be utilised by all staff.
- Practical, oral and project-based work must always be assessed.
- Pupil self and peer-assessment should be encouraged, especially in the area of target-setting.
- Pupils should be encouraged to use the traffic light system to reflect on their own learning.
- For marking to be effective it must be more than just correction. Children must be trained to see the teachers' comments as the most important element of assessment. Marking should be done with the children if possible. Use of questions on the pupils' work, requiring them to think about their response should be encouraged. The notion of 'two stars and a wish' is an effective phrase to have in mind when marking a child's work. Celebrate what has been done well and offer a suggestion as to how it could be improved upon.

- Teachers must use their assessments and information gained from the SENCO, PIPS and NFER results to inform their own planning.

Monitoring

Nursery and Pre-Prep

The Head of the Pre-Prep and thence the Headmaster will monitor the results of the internal and external tests and assessments. The Head of the Pre-Prep takes an overview of the Reports and keeps the Headmaster informed. Class teachers monitor the progress of the children in their care.

Prep School

The Headmaster and the Senior Management Team will monitor the results of all formal internal and external examinations, advised by Heads of Department who will also monitor core assessment results across year groups. Tutors will monitor progress of their tutees through Effort and Attainment Grades issued every half term and through the verbal reporting of individual teachers.

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