

Monitoring and Assessment

(Reviewer: Graham Moir, August 2023)

1. Guidelines for EYFS

- Formative assessment guides day-to-day interactions between staff and children throughout their learning in Reception, in both child and adult-initiated activities.
- Continuous provision activities and resources are adapted and enhanced daily as a result of formative assessment observations.
- Children's progress is monitored through observations (both recorded and unrecorded), and discussions between EYFS colleagues and with Parents and Carers.
- A 'Learning Journal' is kept for each child as well as observations recorded through 'Evidence Me' to document key moments in each child's development.
- Children are assessed on their entry to Reception through the CEM Baseline assessment, which is followed up in June.
- Summative assessment is laid out in the 'Challenge Grade Review and Internal Exam Guide' and is based upon professional judgements, made without prolonged breaks from interaction with children.
- Parents and Carers are well informed about their child's progress through regular daily contact with staff, Challenge Grade Reviews, Parents' Evening and the Early Years Foundation Stage Profile.
- The Early Years Foundation Stage Profile is also shared with Year 1 Teachers and the local authority.

2. Guidelines for Key Stage 1

Why do we mark children's work?

We mark children's writing to show them that we care about their efforts and the progress they make.

Marking helps children understand how and why their writing is successful and how it can be improved.

Marking is vital in assessing the effectiveness of our teaching – what children have understood and what we need to teach them next.

Marking prompts a dialogue between the teacher and the child and, therefore, further opportunities for assessment.

We encourage self and peer marking whenever it is appropriate.

Marking must be a positive tool for encouragement and any suggestions made by the teacher should be followed up with the child as soon as possible after the work has been marked.

We encourage immediate verbal feedback and response whenever possible.

How do we mark children's work?

We use two colours when marking children's work ...

“green for good” and “purple for practise”

Whenever appropriate, children are encouraged to mark their work themselves using coloured pencils.

Self-Assessment

Whenever appropriate, children are encouraged to colour or draw a face to reflect their understanding and achievement within a session. They have a choice of three: smiling, straight or sad mouthed.

Teachers use stamps:

- to label "Teacher/TA assisted work" from "independent work"
- to date work
- to identify achievements and next steps
- to identify that verbal feedback has been given
- to stamp self-assessment faces into workbooks

Cross Curricular Activities

Children's early mark making is praised and valued. Teachers write the child's voice underneath in speech marks. Children are made aware of the learning intention and teachers tick and comment positively in relation to the task and individual children's ability. Allowances are made when marking work produced by dyslexic children or children with specific learning difficulties. Spelling mistakes of key words or high frequency words are underlined in purple and the correct spelling written above or in the margin. Discretion is used by the teacher but usually three mistakes are chosen and written correctly. Corrections are left to the professional judgement of the teacher who can best reflect the ability level of the child.

Mathematics

Children carrying out practical activities and games with an adult are given verbal feedback during the session. Adults often record comments regarding individual children's understanding of the concept being taught on a separate assessment sheet. Children demonstrating an exceptional understanding who need to be challenged are also noted or indeed children requiring extra support to carry out a mathematical task.

Worksheets or exercise books are used for some formal recording of mathematical tasks.. Written comments are kept short and will usually relate to the learning intention for that child, group or lesson. Next steps will be included when appropriate.

- Correct answers are ticked with a green pen.
- Mistakes are circled or marked with a dot using a purple pen.
- When appropriate a new answer box will be drawn next to the mistake with a purple pen.
- Number reversals are corrected.
- Stickers may be given as rewards and for motivation

Literacy

Specific guidance for marking Read Write Inc. activities

Activity 4: Spelling test

Purpose: To spell words correctly

Marking: Children mark with guidance from their teacher or teaching assistant. The teacher writes the word on the board. Children tick each sound spelt correctly and correct errors with a green coloured pencil/pen.

Activity 5: Hold a sentence

Purpose: To use correct spelling, punctuation and word order.

Marking: Children mark with guidance from their teacher or teaching assistant. The teacher writes the sentence on the board. With a green coloured pencil children:

- Tick correct and insert missing punctuation

- Tick words spelt correctly
- Correct words with sounds spelt incorrectly

Activity 6: Build a sentence

Purpose: To use new vocabulary in a sentence.

Marking: Respond verbally to children's word choices during the lesson.

- Tick adventurous vocabulary, including the Build a sentence word
- Draw a bold purple line under misspelt Red Words that you expect children to spell correctly
- Use a purple ^ to indicate that a word or letter needs inserting
- Avoid correcting spellings of adventurous words containing graphemes not yet taught
- Write a positive comment about the use of vocabulary/sentence structure

Activity 7: Editing for spelling and punctuation

Purpose: To develop editing skills relating to spelling, punctuation and word order.

Refer to the 'Get Writing!' handbook. Mark according to the features of each fiction and non-fiction task.

Marking: Children mark with guidance from their teacher or teaching assistant. The teacher writes the sentence on the board.

With a green coloured pencil, children tick each corrected error and insert any missed words or letters.

Activities 8 and 9: Writing composition

Purpose: To write a composition using the writing frames and picture prompts.

Mark according to the features of each fiction and non-fiction task.

Marking: Respond verbally to children's writing during the lesson.

- Tick adventurous vocabulary.
- Draw a bold purple line under misspelt Red Words that you expect children to spell correctly.
- Use purple ^ to indicate that a word or letter needs inserting.
- Write a positive comment about the use of vocabulary, sentence structures/ideas.
- Draw a bold purple line under spellings of adventurous words containing graphemes not yet taught and write correct spelling above the word.
- Provide children with steps for improvement.
- Note common errors/steps to inform future teaching.
- Write a prompt for children to respond to in the next lesson using 'next steps' stickers when appropriate.

Specific guidance to marking in Big Writing (Year1 and 2 Children)

Occasional peer marking is encouraged. The children are then encouraged to respond to the marking and to work on the suggestions given.

Children are encouraged to explain why they found a task difficult or feel that they have not achieved the level that they had hoped for when assessing using smiling faces.

Teachers write a target that has been achieved and the next steps for children to respond to whilst working on their next piece of writing.

Verbal feedback is given and responded to.

Children are encouraged to set themselves targets when appropriate.

3. Prep School Assessment Policy

(Reviewer: Graham Moir, August 2023)

Aim:

We believe that the key purpose of assessment is to help children to move on in their learning.

Where verbal and written feedback is effective, pupils understand it as part of an on-going dialogue which helps them to improve their work.

Practice:

Formative assessment will vary according to departments. This could be a combination of light touch marking: ticks, traffic light system, star and a wish, stickers etc. and more detailed formative assessment which informs teacher and pupil of learning progress and identifies targets to inform further progress.

Throughout the Prep school pupils are strongly encouraged to respond to teachers' marking with written comments to demonstrate they have understood the points that have been made about their work. Teachers should mark in red ink, if pupils are peer marking or self-assessing they should use green ink.

In Years 7 and 8 work will be marked according to the child's Challenge Grade. A score of CG -2, CG -1, CG 0 or CG +1 must be written on students' work, in addition to the usual mark or grade, to show where they are in relation to their Challenge Grade. Year 7 Challenge Grades will not be set until 3 to 5 weeks into the Michaelmas term, so a score against the Challenge Grade can't be given on marked work until after this point.

In Years 3-5 work is marked and written feedback provided to pupils without reference to their challenge grade. In Y6 English prep may be marked with reference to the pupil's challenge grade, using the system above. All other subjects in Y6 will mark and provide written feedback without reference to challenge grades.

Written feedback

Marking and written feedback needs to be focused and reflect the learning objectives for that piece of work. Written feedback has two purposes.

- To indicate to the child that the work is valued.
- To indicate to the child the successes they have made and how their work might be improved next time, through comments of praise, improvements, and prompts. This should clearly identify the child's next steps in learning.

When written feedback is made it is important that children are given time to read the comments and respond to them, so that their work clearly demonstrates the impact the marking has had on their learning.

It is expected that teachers will mark pupils' prep regularly, weekly in the case of Maths and English, but at least every 10 days in other subjects. Other written work completed in lessons should also be reviewed regularly. Once work has been collected the pupil should not have to wait longer than 2 lessons for their feedback.

Self-assessment and peer marking against set guidance and criteria are also acceptable, provided this is alongside an appropriate amount of teacher marking.

SPG errors are marked using the following standard marginalia:

S = Spelling

P = Punctuation

G = Grammatical error

NP = New paragraph

Verbal feedback

Verbal feedback is also an effective form of feedback. This includes on-going feedback from the teacher that occurs for pupils and groups of pupils to help them improve understanding, develop effective strategies and correct misconceptions or mistakes.

This feedback happens within the lesson and leads to direct action on the part of the pupil or group of pupils. Its impact can be measured by the extent to which children's learning progresses during the lesson. Verbal feedback is also about reassurance and confirmation of success and is part of the positive ethos of our school and an important motivating factor.

4. Senior School Assessment Policy

The school requires each teacher to provide regular constructive feedback to pupils on their work. All departments are expected to follow this policy, although individual Heads of Department may request permission from the Deputy Head Academic to follow a variation on this policy, if agreed, details of any departments following variations to the policy will be centrally stored.

The style of marking and feedback should be tailored appropriately by each department. Some departments will prefer to use marking that is 'little and often' (such as vocabulary tests), other departments will be working on longer projects and in this case, marking will be 'longer but less frequent'. It is expected that teachers will mark pupils' work, ideally weekly, but at least every 10 days. Once work has been collected the pupil should not have to wait longer than 2 lessons for their feedback.

Teachers should mark in red ink, if pupils are peer marking or self-assessing they should use green ink.

A score of CG -2, CG -1, CG 0 or CG +1 must be written on students' work, in addition to the usual mark or grade, to show where they are in relation to their Challenge Grade. Shell and LVI Challenge Grades will not be set until 3 to 5 weeks into the Michaelmas term, so a score against the Challenge Grade can't be given on marked work until after this point. Scores given at Challenge Grade reviews should reflect the work scores given since the previous Challenge Grade review. Clearly, scores cannot be given unless work is being marked on a regular basis. Pupil self-marking or peer marking is occasionally an acceptable form of assessment but only if used on an irregular basis.

Long projects can only reach a successful conclusion if constructive feedback has been given along the way. Coursework or projects must be regularly inspected to ensure that pupils are on track, therefore interim deadlines are usually necessary. Departments that set major pieces of coursework or essays must issue pupils with written guidance beforehand. This should list the criteria against which the work will be judged, and it would be useful to include a space for pupils to write their own self-assessment.

We should aim to add a formative constructive comment. Clearly weak students should not be demoralised by a sea of red ink; we should correct and advise on the worst features first.

We should avoid regularly setting preps that do not require pupils to produce a concrete output. Reading should form an important part of a prep, but written work confirms that this reading has

been completed. Teachers should be aware of their prep time allocation and should set an amount of work that realistically reflects this. Heads of departments should inspect the quality and quantity of work being set by their departments. It is their responsibility to ensure that these marking policies are being followed.

5. Grades & Reports

(Reviewer: Graham Moir, August 2023)

Reporting takes these forms:

- Challenge grade reviews
- Results statements (exams)

LVI - UVI	<p>At the beginning of the Sixth Form a Challenge Grade is set for each pupil in each of their subjects. These grades will challenge pupils, they will be ambitious and, with hard work, achievable A level grades at the end of the UVI.</p> <p>Challenge grade reviews are addressed to pupils, they evaluate performance since the last review and provide important advice on key points to focus on. A score is given to indicate whether the pupil remains on the correct trajectory to achieve the CG.</p>
Shell, Remove and Vth	<p>At the beginning of the Shell a Challenge Grade is set for each pupil in each of their subjects. These grades will challenge pupils, they will be ambitious and, with hard work, achieve GCSE grades at the end of the Vth Form.</p> <p>Challenge grade reviews are addressed to pupils, they evaluate performance since the last review and provide important advice on key points to focus on. A score is given to indicate whether the pupil remains on the correct trajectory to achieve the CG.</p>
Y7 - Y8	<p>At the beginning of Y7 a Challenge Grade is set for each pupil in each of their subjects. These grades are aspirational, set on an individual basis for pupils to be working towards. With focus, determination, and a good work ethos they are grades that we think a pupil should be capable of achieving in their end of Y8 exams. Challenge grade reviews are addressed to pupils, they evaluate performance since the last review and provide important advice on key points to focus on.</p> <p>The highest challenge grade that can be set is an A grade. Pupils with an A challenge grade may be awarded a score of +1 in their challenge grade review to indicate that recent work has been at scholarship level.</p>
Y3 – Y6	<p>At the beginning of Y3, Y4, Y5 and Y6 a Challenge Grade is set for each pupil in the core subjects of Maths and English. A Science Challenge Grade is also set in Y4, Y5 and Y6. These grades are aspirational, set on an individual basis for pupils to be working towards. With focus, determination, and a good work ethos they are grades that we think a pupil should be capable of achieving in their end of year internal assessments.</p> <p>Challenge grade reviews are written for all subjects, discussing progress since the last review and providing important advice on key points to focus on. These comments are addressed to parents. For Maths, English and Science (Y4-6) a score is given indicating the level of recent performance in these subjects relative to their Challenge Grade.</p>
YR – Y2	<p>There are no grades set in the Yr - Y2. Periodically throughout the year, a review is written for all subjects, discussing progress since the last review and providing important advice on</p>

	key next steps. When teachers write Challenge Grade Reviews they will indicate the child's level of progress as emerging, expected or exceeding.
Challenge grades are set based on the detailed academic information we have about your child gleaned from tools such as MidYIS, verbal reasoning scores, non-verbal reasoning, common entrance scores and other tests	
✓ +1	Represents achievement beyond expectation
✓	Indicates that they are on track to achieve their projected challenge grade
-1	Indicates that more work is required to achieve the projected grade
-2	Indicates that significantly more work is required to achieve the projected grade and is a cause for concern.

Challenge Grade Reviews

Comments are addressed to the parents in YR to Y6 and to the pupil in Y7 to UVI.

Further guidance regarding the writing of Challenge Grades can be found in the 'Exams and reporting instructions' document in prep and senior Academic Documents folders.

Dates that Challenge Grade reviews are due are set out in the Whole College Overview in the Whole Year Overview folder.

Throughout the College the following timings apply during the week that a Challenge Grade Review is due:

- Tuesday 6pm: Deadline to enter subject comments.
- Friday 2pm: Deadline to enter tutor reports.
- The review is then due to be released to parents the following Monday or Tuesday.

In all sections of the College, it is the responsibility of the teacher writing the challenge grade review to proof read and, if appropriate, correct the written comment.

It is the tutor's responsibility to check that all comments have been written and to chase those which are not done to ensure that the deadlines can be met. All comments should be error free by the time the tutor reads them. However, if the tutor does come across errors when reading them, they should make corrections and inform the teacher. Tutors can view all comments and to examine those for previous terms.

6. A guide to writing challenge grade review comments

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Details of the expected focus of each challenge grade review for each year group can be found in the Exam & Reporting Instructions guide, updated and re-issued annually by the Deputy Head Academic. The guide also contains general guidance on writing teacher comments.

7. Good Work and Poor Work

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Good Work

High achievement brings its own rewards of prizes, scholarships, examination success and high marks. Good effort, because it does not always receive the same rewards, will be encouraged, and rewarded in other ways such as Challenge Grade awards in the assemblies, departmental awards which may include stickers etc. and in Houses by Housemasters/mistresses.

Poor Work

Poor or late work may be punished by extra work to be done in detention (an academic detention or a Friday detention) or in a pupil's own time. Poor or late work should be recorded using a HoY Alert. The HoY may place the pupil on a Report Card.

8. Examinations

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External Public Examinations

Invigilation of External Examinations

These normally take place in the Sports Hall and external invigilators are employed by the College. A subject representative must also be available outside of the Sports Hall at the start of all exams to check that everything is running smoothly. The subject representative is not allowed to look at a copy of the exam paper.

Internal School Examinations

These examination periods each last for about a week. The Whole College Overview indicates the timings of exams for every year group. This is usually finalized before Easter for the year ahead. Staff will be required to set, mark and invigilate School exams. The results of these examinations help with course selection, grade predictions, and set moves.

Junior Prep School Standardised Testing arrangements

Early in the Michaelmas term the following assessments will take place:

Primary Years							
Year group	Test no.	CAT 4	CAT Young	Baseline	NVR	Reasoning	MidYIS
R				✓			
1						✓	
2	X		✓				
3	Y		✓				
4	A	✓					
5	B	✓					
6	C	✓					

Secondary Years							
Year group	Test no.	CAT 4	CAT Young	Baseline	NVR	Reasoning	MidYIS
7							✓
8					✓		

From Year 1 to Year 6, pupils' progress is measured using the standardized PTM and PTE tests during the Summer term.