

# **BRIGHTON GIRLS POLICY (PREP)**

## **ASSESSMENT**

### **Document Control**

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## 1. PURPOSE & APPLICABILITY

This policy provides guidelines for the arrangements that have been made by Brighton Girls school related to assessment. This document is only applicable to Brighton Girls.

## 2. LIST OF ABBREVIATIONS & MEANINGS

GDST	Girls' Day School Trust
HoD	Heads of Department
KS	Key Stage
NFER	National Foundation for Educational Research
Y	Year

**May / Should** Advisory  
**Shall / Must** Mandatory

## 3. GENERAL REQUIREMENTS

### 3.1 Introduction

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

### 3.2 Principles of assessment

- To provide information to support progression in learning through planning;
- To provide information for target setting for individuals, groups and cohorts;
- To share learning objectives with children;
- To involve children with self-assessment;
- To help pupils know and recognise the standards they are aiming for;
- To raise standards of learning;
- To identify children for intervention;
- To inform parents and other interested parties of children's progress.

### 3.3 Assessment for learning

Assessments for learning are opportunities, which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Brighton Girls we will:

- Evaluate pupils learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate

- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Set individual, challenging targets in maths and English on a regular basis and discuss these with the pupils so that they are involved in the process
- Regularly share these targets with parents to include them in supporting their child's learning
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the 'response to children's work policy'
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects using a common format and make relevant comments about pupils progress, especially those working below or above the cohort median
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school
- Discuss assessment and progress with relevant Head of Department at termly academic review meetings.

### 3.4 Formal Assessment Expectations

Formal assessment is a systematic part of our work, which will be used to track each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

The Assessment cycle at Brighton Girls will include:

<b>CAT4</b>	Y3-6 (Start of term)
<b>PASS</b>	x3 termly whole school
<b>NGRT</b>	x 3 termly Y2-6
<b>Base line</b>	EYFS Assessment on entry in September (September 2021 Teacher Assessment)
<b>Writing moderation</b>	x3 termly whole school
<b>Progress Test</b>	Trust requirement Summer term 2 Math/English Y1-6 Science Y3-6

- Data from end of key stage assessments;
- Foundation Stage Profile;
- Year 1 Phonics test;

- Key Stage 1 assessments;
- Key Stage 2 assessments;
- Optional Standardised Tests in KS2 in July;
- GL assessments for Year 1-6 at the start of the autumn term;
- Writing assessments using the Criterion scale;
- Termly reading comprehension assessment;
- Termly teacher assessments in Numeracy using past papers;
- End of unit assessments in Science;
- Pre-Prep school expectation tracking;
- Pass on assessment information to the next class teacher so children can be tracked as they progress through the school;
- Discuss assessment and progress with relevant Head of Department at termly academic review meetings.

On-going teacher assessments in all subjects based on effort and/or attainment.

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort.

The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation, setting learning groups and careful planning. At Brighton Girls Prep this is done through the academic review cycle.

To achieve this at Brighton Girls we will:

- Update assessment data for initial, mid and end of Year assessments.
- Grade cards and reporting to parents

Through the academic review cycle, we will:

- Use information to identify groups of children working at each level within a cohort ( support, coasting, working at ability and extension);
- Analyse the data and review targets for individuals and groups and use the information to identify intervention groups, including those pupils who are gifted and able, and those with special educational needs;
- Work with colleagues to moderate and level writing;
- Analyse data at the end of academic year to track 'value added' progress made by cohorts, groups of pupils and individuals.

### 3.5 Reporting

Reporting to parents / carers provides the opportunity for communication about their daughter's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem as well as giving them a clear idea of future targets and progress.

At Brighton Girls we will:

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and for a mid-year progress report;
- KS1 and 2 provide 4 grade cards, including an overall comment about progress. These will be available electronically;

- Provide end of year written report which include results of assessments and gives information relating to progress and attainment;
- Discuss pupil progress at the request of parent by appointment.

Management team, in consultation, will:

- Formulate the school's assessment policy with the head teacher and staff;
- Review the policy regularly in the light of statutory requirements and the needs of the school;
- Provide support and guidance with assessment and keep up to date with current information;
- Resource school with relevant tests and update assessment cycle;
- Manage the HoD to administer the academic review cycle.
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations;
- Monitor lower school expectation tracking and signpost intervention and extension.

### 3.6 Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Brighton Girls we will:

- Use National Curriculum levels and standardised scores;
- Meet regularly when in to moderate writing assessments;
- Moderate work through planning, academic review meetings and book scrutinies, feeding findings back to members of staff.

## 4. APPENDIX

NIL

## 5. DOCUMENT HISTORY

<b>Document Title</b>	<b>Version</b>	<b>Date of Issue</b>	<b>Change</b>	<b>Updated by</b>	<b>Status</b>
<b>BHP Assessment Policy</b>	<b>01</b>	<b>January 2015</b>	<b>Full review</b>	<b>Jenny Blacker</b>	<b>Expired</b>
<b>BHP Assessment Policy</b>	<b>02</b>	<b>January 2016</b>	<b>Full review</b>	<b>Charlie Parker</b>	<b>Expired</b>
<b>BHP Assessment Policy</b>	<b>03</b>	<b>April 2018</b>	<b>Full review &amp; new policy template</b>	<b>Charlie Parker</b>	<b>Expired</b>
<b>Brighton Girls</b>	<b>04</b>	<b>September 2019</b>	<b>Full review</b>	<b>Jenny Blacker</b>	<b>Live</b>

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