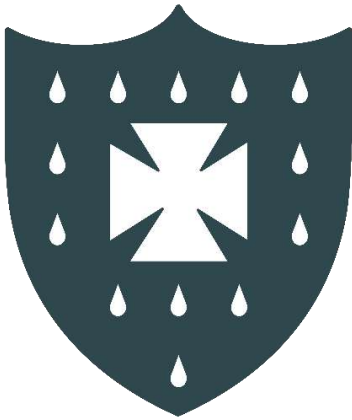




S. Anselm's Prep School Peak District

Policy Title: Assessment, Marking, Recording and Reporting

Policy Category: Pastoral

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1. Introduction

Assessment at S. Anselm's is purposeful.

Its primary purpose is not the collection of data, but the improvement of teaching, curriculum and pupil outcomes.

Assessment enables teachers and leaders to understand what pupils know, understand and can do; identify misconceptions and gaps; recognise where pupils require additional support or greater challenge; and evaluate whether the planned curriculum is being learned successfully.

Assessment information is therefore used to inform teaching, curriculum planning, intervention, support, challenge and communication with pupils and parents.

S. Anselm's is a small school in which teachers know pupils well. Quantitative assessment information is important, but it sits alongside teachers' professional judgement, pupils' work, classroom performance, discussion, observation and pastoral knowledge.

No child should be reduced to a score, grade or data point.

As pupils move through the School, assessment develops appropriately in formality and sophistication, preparing pupils for the next stage of their education while retaining the School's emphasis on the development and progress of the individual child.

Subject to approval of the School's proposed material change, the assessment framework will extend progressively into Years 9–11 as those year groups open.

2. Aims

Assessment at S. Anselm's aims to:

- support pupils to make strong progress from their individual starting points;
- establish what pupils know, understand and can do;
- identify what pupils need to learn next;
- identify misconceptions and gaps in knowledge;
- provide useful feedback to pupils;
- enable pupils to understand and take increasing responsibility for their own learning;
- inform teachers' planning and teaching;
- identify pupils requiring additional support or intervention;
- identify pupils requiring greater challenge;
- support appropriate provision for pupils with SEND and/or EAL;
- evaluate the effectiveness of curriculum design and sequencing;
- enable subject and phase leaders to evaluate standards and progress;
- inform appropriate academic intervention and support;
- provide parents with clear and meaningful information about their child's progress;
- support decisions about future courses, examinations and educational pathways;
- enable senior leaders and Trustees to understand standards across the School without creating unnecessary data or workload; and

- ensure that assessment arrangements develop appropriately as the School grows.
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3. Regulatory Framework

This policy has regard to:

- the Education (Independent School Standards) Regulations 2014, as amended;
- current Department for Education guidance on the Independent School Standards;
- the current Early Years Foundation Stage statutory framework;
- the Equality Act 2010;
- the SEND Code of Practice: 0 to 25 years;
- relevant ISEB requirements where pupils undertake Common Entrance or scholarship examinations;
- current JCQ General Regulations for Approved Centres, where applicable;
- current JCQ Access Arrangements and Reasonable Adjustments requirements, where applicable;
- current JCQ Instructions for Conducting Examinations, where applicable; and
- awarding-body requirements applicable to qualifications offered by the School.

The Independent School Standards require teaching to enable pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills.

Teachers must demonstrate good knowledge of the aptitudes, needs and prior attainments of the pupils they teach and ensure that these are taken into account in lesson planning.

Assessment is therefore integral to effective teaching rather than a separate administrative process.

4. Principles of Assessment

Assessment at S. Anselm's is guided by the following principles.

- Assessment should have a purpose
- Data should not be collected simply because it can be collected.
- Teachers and leaders should understand why an assessment is being undertaken, what useful information it will provide and how that information will be used.
- Assessment should improve learning

Assessment should help answer:

- What does this pupil know and understand?
- What can this pupil do?

- What has this pupil not yet learned securely?
- What should happen next?

Assessment should be proportionate

The School seeks to gather sufficient information to make good educational decisions without creating unnecessary assessment, recording or marking workload.

Assessment should be valid

Assessment should assess what it is intended to assess.

Teachers should recognise the limitations of individual tests and assessments and avoid drawing conclusions that the evidence does not support.

Assessment should be viewed in context

No significant decision about a pupil should normally be based upon one score or assessment in isolation.

Teachers should consider a range of evidence and their professional knowledge of the pupil.

Assessment should be inclusive

Assessment arrangements should enable pupils to demonstrate their learning fairly, with reasonable adjustments made where required.

Assessment should maintain ambition

Additional needs, lower starting points or previous gaps in learning must not result in unnecessarily lowered expectations.

Similarly, pupils who are attaining highly should receive appropriate depth, complexity and challenge.

5. Purposes of Assessment

Assessment at S. Anselm's serves four related purposes.

5.1 Assessment for Learning

Formative assessment takes place continually during teaching.

It enables teachers to establish pupils' understanding and adapt teaching accordingly.

Examples include:

- questioning;
- discussion;
- observation;
- retrieval activities;
- quizzes;
- examination of pupils' work;
- verbal feedback;
- low-stakes tests;
- practical activities;
- pupil self-assessment; and
- checking understanding during lessons.

5.2 Assessment of Learning

Summative assessment establishes what pupils have learned at a particular point.

This may include:

- end-of-unit assessments;
- standardised assessments;
- assessed writing;
- internal examinations;
- Common Entrance examinations;
- scholarship examinations; and
- subject to approval of the material change and as provision opens, GCSE and other external examinations.

5.3 Diagnostic Assessment

Diagnostic assessment helps identify particular strengths, difficulties or barriers to learning.

This may include standardised testing, specialist screening and assessment undertaken by Learning Development.

5.4 Assessment as Curriculum Evaluation

Assessment also provides evidence about the effectiveness of the curriculum itself.

Where several pupils have not securely learned intended content, leaders should consider not only the pupils but also whether:

- prerequisite knowledge was secure;
- curriculum sequencing was effective;
- sufficient time was allocated;
- content was taught clearly;
- opportunities for practice and retrieval were sufficient;
- misconceptions were identified promptly; or
- curriculum plans require adjustment.

6. Types of Assessment

S. Anselm's uses a combination of:

Formative assessment – ongoing assessment which directly informs teaching.

Summative assessment – assessment of learning at appropriate points.

Standardised assessment – externally standardised assessment which can provide useful comparative information.

Diagnostic assessment – assessment used to investigate a particular learning need.

Ipsative assessment – comparison of a pupil's current performance with their own previous performance.

Criterion-referenced assessment – assessment against defined curriculum knowledge, skills or assessment criteria.

Different forms of assessment have different purposes. They should not be treated as interchangeable.

7. Assessment Across the School

Assessment develops progressively as pupils move through S. Anselm's.

In the earliest years, assessment is predominantly observational, formative and embedded within teaching, play and interaction.

As pupils move through Pre-Prep and Prep, curriculum assessment becomes increasingly explicit and may be supported by appropriate standardised assessments.

In Years 6–8, pupils experience an increasing range of subject-specific assessment and formal examination appropriate to their curriculum and future destinations.

Subject to approval of the proposed material change, Years 9–11 will develop a progressively more formal assessment model appropriate to GCSE courses and external examinations.

Throughout the School, however, the fundamental purpose remains the same:

to understand learning and determine what should happen next.

8. The Assessment Cycle: Assess – Analyse – Act – Review

S. Anselm's uses a simple whole-school assessment cycle:

Assess

Establish what pupils know, understand and can do through appropriate assessment.

Analyse

Consider what the evidence tells us.

This includes considering:

- individual pupil attainment;
- progress from starting points;
- gaps and misconceptions;
- patterns within classes;
- patterns within year groups;
- differences between subjects;
- pupils requiring support;
- pupils requiring additional challenge;
- SEND;
- EAL;
- prior attainment;
- attendance or pastoral factors where relevant; and
- whether curriculum content has been learned as intended.

Act

Assessment should result in appropriate action.

This might include:

- adapting subsequent teaching;
- revisiting particular content;
- changing grouping temporarily;
- providing additional practice;
- increasing challenge;
- providing intervention;
- adjusting scaffolding;
- adapting resources;
- referring a pupil to Learning Development;
- discussing a pupil at an academic review;
- contacting parents;
- amending curriculum sequencing; or
- reviewing a scheme of work.

Review

The School then considers whether the action has made a difference.

Intervention without subsequent review is incomplete.

Teachers and leaders should return to the evidence and ask:

- Has the pupil learned what we intended?
- Has the gap reduced?

- Has the intervention worked?
- Does anything else need to change?

The cycle then begins again.

9. Use of Assessment Information

Assessment information must lead, where appropriate, to action.

Teachers

Teachers use assessment information to:

- identify what has and has not been securely learned;
- adapt subsequent lessons;
- revisit knowledge or concepts;
- address misconceptions;
- adjust support and scaffolding;
- provide appropriate challenge;
- determine whether additional practice is required;
- identify pupils requiring intervention;
- identify pupils whose performance is below that suggested by their previous attainment;
- identify pupils requiring greater depth or extension;
- provide feedback and targets; and
- inform communication with parents.

Form Tutors

Form Tutors use appropriate assessment information to build a holistic picture of the pupil.

They should be alert to patterns across subjects rather than viewing individual grades in isolation.

For example, a pupil whose attainment has fallen across several subjects may require a different response from a pupil experiencing a specific difficulty in Mathematics.

Subject Leaders

Subject Leaders use assessment information to:

- monitor standards within their subject;
- identify strengths and weaknesses;
- compare performance across classes or year groups where meaningful;
- review the progress of different pupils and groups;
- evaluate curriculum sequencing;
- identify common misconceptions;
- determine priorities for curriculum development;
- support colleagues;
- moderate standards;

- identify professional development needs; and
- evaluate whether changes made to curriculum or teaching have improved outcomes.

Senior Leaders

Senior leaders use assessment information to maintain an overview of:

- attainment;
- progress;
- cohort patterns;
- subject patterns;
- pupils causing concern;
- pupils requiring greater challenge;
- SEND;
- EAL;
- interventions;
- curriculum effectiveness; and
- emerging whole-school priorities.

The purpose of leadership analysis is not simply to identify where outcomes are lower. It is to determine why and decide what should happen next.

10. Assessment and Curriculum Evaluation

Assessment is one of the ways in which S. Anselm's evaluates whether its curriculum is effective.

The School distinguishes between:

the planned curriculum – what our curriculum maps and schemes of work say pupils should learn;

the taught curriculum – what teachers have actually taught; and

the learned curriculum – what pupils have actually understood, remembered and can apply.

Assessment helps us evaluate the relationship between all three.

Subject Leaders should use assessment evidence alongside curriculum maps and schemes of work to consider:

- whether pupils have acquired the intended knowledge and skills;
- whether knowledge has been retained over time;
- whether pupils can apply prior learning to new contexts;
- whether curriculum sequencing is effective;
- whether important prerequisite knowledge is secure;
- whether there are recurring gaps or misconceptions;
- whether expectations are sufficiently ambitious;
- whether pupils requiring additional support are accessing the curriculum successfully; and
- whether pupils with high prior attainment are being challenged sufficiently.

Assessment information should therefore feed directly into subject and curriculum review.

Where a pattern of weakness is identified across several pupils, this should not automatically be regarded as a pupil deficit.

Teachers and Subject Leaders should consider whether something needs to change in the curriculum or its implementation.

Assessment information is considered alongside other evidence including:

- pupils' work;
- pupil discussion;
- lesson visits;
- curriculum plans;
- teachers' professional judgement;
- moderation; and
- subject review.

The School therefore avoids equating curriculum quality with examination or test data alone.

11. Whole-School Assessment Trackers

S. Anselm's maintains whole-school assessment trackers to provide a clear and manageable overview of attainment and progress.

The trackers bring together relevant assessment information so that teachers and leaders can identify patterns which might be difficult to see from individual assessments.

The tracker is a decision-making tool rather than an end in itself.

Depending upon phase and subject, the tracker may include:

- starting-point information;
- current attainment;
- previous attainment;
- standardised scores;
- assessment outcomes;
- progress indicators;
- teacher assessment;
- SEND;
- EAL;
- relevant learning support;
- intervention;
- appropriate contextual information; and
- agreed actions or areas for review.

Not every available piece of pupil information needs to be included.

The School will collect only information which has a clear educational purpose.

Using the Tracker

The tracker should enable staff to ask meaningful questions, including:

- Who is making strong progress?
- Who is not making the progress we would expect?
- Who has fallen behind?
- Who has improved significantly?
- Which pupils require additional support?
- Which pupils require greater challenge?
- Are pupils with SEND accessing and learning the curriculum effectively?
- Are pupils with EAL making appropriate academic and linguistic progress?
- Are there recurring gaps within a class or year group?
- Are there subjects or curriculum areas where outcomes require investigation?
- Does assessment evidence suggest that curriculum content needs to be revisited?
- Have previous interventions made a difference?

The purpose is analysis and action, not simply completion of the tracker.

12. Identifying Pupils Requiring Support

Assessment information is used to identify pupils who may require additional support.

A concern may arise because:

- attainment is significantly below curriculum expectations;
- progress has slowed;
- attainment has declined;
- there is an unexpected difference between standardised indicators and classroom attainment;
- a particular gap or misconception persists;
- performance varies significantly between subjects;
- a teacher identifies an emerging difficulty;
- an existing intervention is not producing sufficient improvement; or
- other information suggests that the pupil is experiencing a barrier to learning.

Teachers should first consider the quality and accessibility of normal classroom provision.

Appropriate responses may include:

- adaptation of teaching;
- additional practice;
- short-term intervention;
- discussion with parents;
- Form Tutor support;
- referral to Learning Development;
- further assessment;
- pastoral support; or

- external professional advice where appropriate.

Intervention should have a clear purpose and should subsequently be reviewed.

The School should be able to answer:

Why is this intervention taking place?

What are we trying to improve?

How will we know whether it has worked?

13. SEND and EAL

Assessment must be interpreted carefully for pupils with SEND and pupils with EAL.

SEND

Assessment information should be considered alongside:

- the pupil's identified needs;
- agreed reasonable adjustments;
- Individual Learning Plans or equivalent;
- professional advice;
- classroom evidence; and
- the pupil's normal way of working.

SEND does not mean that expectations should automatically be lowered.

The question is whether the pupil is learning and progressing appropriately from their starting point and whether barriers to learning are being identified and addressed.

The SENDCo/Head of Learning Development uses assessment information to monitor the progress of pupils receiving additional provision and to evaluate whether that provision is effective.

EAL

English as an Additional Language is not, in itself, a special educational need.

Assessment of pupils with EAL should take account of:

- proficiency in English;
- length and nature of exposure to English;
- previous educational experience;
- performance in different curriculum areas;
- knowledge and understanding which may not yet be easily demonstrated in English; and
- evidence over time.

Teachers should avoid interpreting difficulty expressing learning in English automatically as difficulty understanding the underlying curriculum.

Equally, high conversational fluency should not be assumed to mean that a pupil has fully developed the academic language required to access all areas of the curriculum.

Where concerns persist, the School should distinguish carefully between an EAL need and a possible underlying SEND.

14. Challenge and Greater Depth

Assessment is used not only to identify pupils who require support but also those who require greater challenge.

Teachers should identify pupils who:

- demonstrate secure understanding rapidly;
- apply knowledge independently;
- make sophisticated connections;
- reason or analyse at a high level;
- demonstrate particularly strong subject aptitude;
- consistently attain highly; or
- are making less progress than their prior attainment would suggest despite apparently strong absolute outcomes.

High-attaining pupils should not simply be given more work.

Appropriate challenge may include:

- greater depth;
- increased complexity;
- more demanding application;
- independent enquiry;
- unfamiliar problems;
- extended reasoning;
- sophisticated subject material;
- enrichment;
- scholarship preparation where appropriate; and
- opportunities to apply learning in new contexts.

The trackers and academic review process should therefore identify underachievement at the top as well as pupils working below expectations.

A pupil attaining highly but making insufficient progress should not disappear from academic scrutiny simply because their attainment remains above average.

15. Pupil Progress and Academic Review

Assessment information is reviewed regularly by teachers and leaders.

Following significant assessment points, relevant staff consider pupil and cohort performance.

Discussion should focus on interpretation and action rather than reading data aloud.

Academic review may consider:

- pupils causing concern;
- pupils whose progress has slowed;
- pupils making particularly strong progress;
- pupils whose performance differs significantly between subjects;
- SEND;
- EAL;
- pupils receiving intervention;
- pupils requiring additional challenge;
- attendance or pastoral factors affecting learning;
- curriculum patterns; and
- previous agreed actions.

Where an action is agreed, responsibility should be clear.

At the next appropriate review point, staff should consider whether the action was completed and whether it had the intended effect.

This creates accountability without generating unnecessary paperwork.

16. Feedback and Marking

Feedback is an important part of teaching and assessment.

Its purpose is to help pupils improve.

Feedback may be:

- verbal;
- written;
- whole-class;
- individual;
- peer;
- self-generated; or
- provided through discussion between pupil and teacher.

The method should be appropriate to the age of the pupil, the subject, the task and the purpose of the feedback.

S. Anselm's does not require written marking merely to demonstrate that a teacher has looked at a piece of work.

The quality and impact of feedback are more important than the quantity of written comments.

Effective feedback should, where appropriate:

- recognise success;
- correct significant misconceptions;
- identify what needs to improve;
- help pupils understand how to improve;
- encourage pupils to think;
- inform subsequent teaching; and
- provide an opportunity for pupils to respond.

Teachers should distinguish between attainment and effort.

A pupil may have produced work of relatively low attainment while demonstrating considerable effort and progress. Equally, a highly attaining pupil may require challenge where the work produced does not represent their best effort or potential.

Teachers should use professional judgement about the amount of correction required.

Excessive correction can obscure the most important next steps.

Literacy, including appropriate spelling, punctuation and subject-specific vocabulary, is a responsibility across the curriculum, but correction should remain proportionate and purposeful.

17. Pupil Response, Targets and Independence

Feedback is most effective when pupils have an opportunity to use it.

Teachers should provide appropriate opportunities for pupils to:

- correct misconceptions;
- improve work;
- redraft;
- practise a skill;
- respond to a question;
- revisit previous learning; or
- apply feedback in subsequent work.

As pupils become older, they should develop increasing responsibility for understanding their own learning.

Pupils should be encouraged to know:

- what they are doing well;
- what they need to improve;
- what actions will help them improve; and
- whether previous targets have been achieved.

Targets should be specific and useful.

The School avoids target-setting which exists principally as a recording exercise.

Where pupils set or review targets through Pupil Planners, Form Tutor meetings, Interim Reports or other systems, these should be revisited subsequently.

18. Moderation and Standardisation

Moderation supports consistent and accurate assessment.

It also provides valuable professional development by enabling teachers to discuss standards and curriculum expectations.

Moderation may take place:

- within a subject;
- within a phase;
- across phases;
- between classes;
- through external standardisation materials; or
- with other schools where appropriate.

Moderation should consider not simply whether a grade is correct but what pupils' work demonstrates about:

- curriculum expectations;
- progression;
- depth of understanding;
- subject standards;
- common misconceptions; and
- future teaching.

Subject Leaders are responsible for ensuring appropriate moderation within their subjects.

Phase Leaders coordinate appropriate moderation in class-teacher-led phases.

19. Reporting to Parents

S. Anselm's values close partnership with parents.

Parents receive regular information about their child's progress through a combination of:

- written reports;
- Interim Reports where applicable;
- Parent/Teacher meetings;
- settling-in meetings;
- examination or assessment information where appropriate; and

- informal communication where useful.

Reports should provide meaningful information rather than simply reproduce assessment data.

Written comments should help parents understand:

- how their child is progressing;
- strengths;
- areas for development;
- effort and engagement where relevant; and
- appropriate next steps.

Reports should be individual to the pupil, clear, professional and constructive.

Parents should not normally first learn of a significant academic concern through a routine written report. Where a material concern emerges, the School should communicate appropriately rather than waiting for the next reporting point.

The current annual reporting schedule is maintained separately and reviewed each year so that operational changes do not require amendment of this policy.

20. Early Years

Assessment in the Early Years is primarily formative and based upon practitioners' knowledge of the child.

Practitioners build an understanding of children through:

- observation;
- interaction;
- play;
- conversation;
- engagement with parents;
- children's responses to experiences; and
- appropriate review of their learning and development.

Assessment should support teaching and provision and should not create unnecessary paperwork or remove adults unnecessarily from interaction with children.

For children between the ages of two and three, the statutory Progress Check at Age Two is completed in accordance with the current EYFS framework.

The check identifies:

- the child's strengths;
- areas where progress is less than expected; and
- any appropriate actions or support.

Parents are involved appropriately.

Reception staff establish children's individual starting points through appropriate School-based observation and assessment.

Ongoing assessment informs teaching and provision throughout Reception.

The EYFS Profile is completed where required in accordance with the current statutory framework.

21. Years 1–5

Assessment in Years 1–5 combines ongoing teacher assessment with appropriate formal and standardised assessment.

Current assessment arrangements may include:

- classroom formative assessment;
- reading assessment;
- spelling assessment;
- writing assessment and moderation;
- Mathematics assessment;
- PIRA;
- PUMA;
- GAPS;
- CAT4 at identified points;
- WRAT where appropriate; and
- end-of-unit or curriculum assessments.

The precise assessment tools used may change following review.

The policy does not require the School to continue using a particular commercial assessment simply because it has been used previously.

Assessment tools should be retained where they provide information which is reliable, useful and acted upon.

Results feed into the School's assessment trackers and are considered alongside teachers' professional judgement.

Where assessment identifies a gap, teachers should determine whether the appropriate response is:

- whole-class teaching;
 - small-group support;
 - individual intervention;
 - greater practice;
 - curriculum adjustment; or
 - further investigation.
-

22. Years 6–8

Assessment becomes increasingly subject-specific in Years 6–8.

Current provision may include:

- ongoing formative assessment;
- topic tests;
- assessed assignments;
- standardised assessments;
- Interim Assessments;
- internal examinations;
- Common Entrance preparation;
- scholarship preparation; and
- subject-specific assessment determined by curriculum need.

Assessment should continue to reflect what has actually been taught.

Formal examinations provide useful information but should not become the sole measure of a pupil's learning or progress.

Subject teachers use assessment information to:

- identify gaps;
- adapt teaching;
- determine appropriate levels of challenge;
- prepare pupils for future examinations;
- contribute to academic review; and
- inform curriculum development.

Year 8 assessment continues to support pupils preparing for Common Entrance, scholarship examinations and transfer to senior schools where appropriate.

As S. Anselm's develops its own senior provision, assessment will also support informed transition into the next phase for pupils remaining at the School, subject to approval of the proposed material change.

23. Proposed Years 9–11

The provision described in this section is prospective and is subject to approval of the School's proposed material change. It will be implemented progressively as the relevant year groups open.

The development of Years 9–11 will require assessment to support increasing subject specialisation and preparation for GCSE examinations.

Year 9 assessment will build upon the existing Years 7–8 framework while providing clear information about readiness for future GCSE study.

As GCSE courses begin, assessment will increasingly:

- reflect subject-specific GCSE knowledge and skills;

- use appropriate examination-board assessment objectives;
- establish secure starting points;
- identify gaps in prerequisite knowledge;
- inform teaching;
- support appropriate GCSE options;
- monitor progress through courses;
- identify pupils requiring intervention or additional challenge;
- provide increasingly accurate information to pupils and parents; and
- prepare pupils for external assessment.

Assessment arrangements will be proportionate to the size of each cohort.

The School will not create unnecessary assessment simply to imitate the systems of a much larger senior school.

24. GCSE Assessment and Progress

This section applies subject to DfE approval and as GCSE provision becomes operational.

GCSE assessment will follow the requirements of the relevant awarding bodies and current JCQ regulations.

Internal assessment may include:

- low-stakes retrieval;
- topic assessment;
- assessed coursework or Non-Examination Assessment where applicable;
- end-of-year examinations;
- mock examinations;
- practical assessment where relevant; and
- other subject-specific assessment.

GCSE grades should not be generated artificially from assessment percentages where the evidence does not support such precision.

Teachers should use appropriate examination-board materials, grade information, professional judgement and available assessment evidence.

Predictions and working grades should be clearly distinguished where both are used.

The School will use GCSE assessment information to:

- identify gaps in knowledge;
- inform teaching;
- target intervention;
- support revision;
- monitor subject and cohort performance;
- evaluate curriculum effectiveness; and
- provide pupils and parents with meaningful information.

Year 11 mock examinations will be used diagnostically as well as summatively.

Following mocks, subject teachers should identify:

- content requiring reteaching;
 - examination skills requiring development;
 - pupils requiring targeted support;
 - pupils requiring additional challenge; and
 - actions required before the external examination series.
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25. Access Arrangements and Reasonable Adjustments

S. Anselm's makes reasonable adjustments to assessment where required.

Internal assessment arrangements should reflect the pupil's normal way of working where appropriate.

For current Common Entrance and scholarship examinations, arrangements will comply with relevant ISEB or receiving-school requirements.

Subject to approval and once S. Anselm's enters pupils for qualifications governed by JCQ regulations, the School will comply with the current edition of Access Arrangements and Reasonable Adjustments and associated awarding-body requirements.

The SENDCo/Head of Learning Development will coordinate the access-arrangements process with the Examinations Officer (Director of Studies) and relevant teaching staff.

Evidence should be developed over time.

Teachers have an important role in establishing and documenting a pupil's normal way of working.

Access arrangements are not awarded simply because a pupil has a diagnosis, SEND or EAL.

Where formal assessment is required, it will be undertaken by an appropriately qualified assessor in accordance with current requirements.

The School will maintain the required documentary evidence and ensure applications are made within relevant deadlines.

26. Common Entrance, Scholarships and Transition

S. Anselm's currently prepares pupils for a range of destinations at the end of Year 8.

This may include:

- Common Entrance;
- academic scholarship examinations;
- subject-specific awards;
- individual senior-school entrance assessments; and
- other admissions processes.

Assessment and tracking should support pupils in preparing appropriately for their intended destination without unnecessarily narrowing the wider curriculum.

Potential scholarship candidates should be identified through a combination of:

- subject performance;
- teacher judgement;
- assessment information;
- aptitude;
- engagement; and
- demonstrated potential.

As the School develops its own senior provision, Year 8 assessment will serve two legitimate purposes:

- preparing pupils transferring to other senior schools; and
- supporting progression into S. Anselm's proposed Year 9 provision for pupils remaining at the School.

Neither route should be treated as academically secondary to the other.

27. Roles and Responsibilities

The Proprietor / Trustees

The Proprietor is responsible for ensuring that the School meets the Independent School Standards, including those relating to curriculum, teaching and pupil progress.

Trustees receive appropriate strategic information about educational standards and School development.

Trustees are not expected to interrogate individual pupil data routinely or involve themselves in teachers' assessment decisions.

The Head

The Head currently retains overall responsibility for:

- academic standards;
- curriculum;
- teaching and learning;
- assessment;
- whole-school progress;

- academic quality assurance; and
- the development of Years 9–11, subject to approval.

The Head ensures that assessment information is used to improve educational provision rather than simply collected.

Heads of EYFS/Lower Forms/Senior Forms

Heads of each phase monitor assessment and progress within their phase and work with teachers, Subject Leaders, Learning Development and the Head to identify priorities and appropriate action.

Subject Leaders

Subject Leaders are responsible for:

- assessment within their subject;
- appropriate curriculum-aligned assessment;
- standards;
- moderation;
- progression;
- analysis of assessment information;
- identification of curriculum strengths and weaknesses;
- appropriate challenge;
- supporting teachers;
- responding to patterns in pupil performance; and
- ensuring that assessment feeds into subject development.

Subject Leaders should be able to explain not only how pupils are assessed, but what assessment evidence has caused them to change or improve.

Teachers

Teachers are responsible for:

- knowing pupils' starting points and prior attainment;
- using formative assessment;
- undertaking agreed assessments;
- maintaining accurate and proportionate records;
- updating required assessment information;
- interpreting assessment evidence;
- adapting teaching;
- providing appropriate support and challenge;
- implementing agreed interventions or actions;
- providing feedback;
- communicating concerns;
- contributing to moderation and academic review; and
- evaluating whether their actions have improved learning.

SENDCo / Head of Learning Development

The SENDCo/Head of Learning Development uses assessment information alongside other evidence to:

- identify possible additional needs;
- monitor pupils receiving support;
- evaluate interventions;
- advise teachers;
- support reasonable adjustments;
- liaise with parents and external professionals; and
- subject to approval and as GCSE provision opens, coordinate access-arrangements processes.

Examinations Officer

Subject to GCSE provision becoming operational, the Examinations Officer will ensure that external examination administration complies with current JCQ and awarding-body requirements.

Detailed examination-centre procedures are maintained separately from this policy.

28. Data Protection, Confidentiality and Retention

Assessment information is personal data and must be handled in accordance with the School's Data Protection Policy and applicable data protection legislation.

Staff must:

- use approved School systems;
- maintain confidentiality;
- share pupil information only with those who have a legitimate professional need;
- ensure electronic assessment information is appropriately protected;
- avoid unnecessary duplication of sensitive information; and
- follow School requirements for retention and deletion.

Whole-school trackers should contain sufficient information to support educational decision-making without becoming repositories for unnecessary personal or sensitive information.

SEND, safeguarding, medical or pastoral information should not be duplicated unnecessarily within academic trackers where the relevant information is already held securely elsewhere.

29. Monitoring and Evaluation

The School evaluates the effectiveness of assessment by considering its impact, not the quantity of assessment undertaken.

Leaders should consider:

- Is assessment giving teachers useful information?
- Are teachers using that information?
- Can staff identify pupils who are falling behind?

- Can staff identify pupils who require greater challenge?
- Are SEND and EAL pupils progressing appropriately?
- Are interventions evaluated?
- Does assessment influence planning?
- Can Subject Leaders identify curriculum strengths and weaknesses?
- Is moderation supporting reliable professional judgement?
- Are parents receiving useful information?
- Is assessment workload proportionate?
- Are pupils becoming increasingly aware of their own learning?
- Can the School demonstrate what has changed as a result of assessment?

Assessment practice will be reviewed through appropriate activities including:

- review of the whole-school trackers;
- pupil progress discussions;
- curriculum review;
- work scrutiny;
- moderation;
- pupil discussion;
- lesson visits;
- Subject Leader review;
- analysis of standardised and examination outcomes; and
- review of interventions.

A central question in quality assurance will be:

What has changed for pupils as a result of what we know?

30. Related Policies

This policy should be read alongside the School's:

- Curriculum Policy;
 - curriculum maps and schemes of work;
 - Teaching and Learning Policy;
 - SEND and EAL Policy;
 - PSHE and RSE Policy;
 - Careers Policy;
 - Equality / Equal Opportunities Policy;
 - Accessibility Plan;
 - Data Protection Policy;
 - Reporting arrangements;
 - Examination policies and procedures, where applicable;
 - Common Entrance and scholarship arrangements, where applicable; and
 - Early Years policies.
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Appendices

Appendix A – Whole-School Assessment Framework

Assessment at S. Anselm's develops appropriately as pupils move through the School. The balance between formative assessment, teacher judgement, standardised assessment and formal examination changes with age, but the purpose remains consistent: to understand what pupils have learned and determine what should happen next.

Early Years

Assessment is principally observational and formative and is embedded within teaching, play and interaction.

Practitioners use their knowledge of individual children to understand their development, identify emerging needs and plan appropriate next steps.

Assessment includes, as appropriate:

- ongoing observation and interaction;
- communication with parents;
- review of children's learning and development;
- the statutory Progress Check at Age Two;
- School-based assessment of starting points in Reception; and
- the EYFS Profile where applicable.

Assessment should support provision and teaching rather than generate unnecessary evidence or paperwork.

Years 1–5

Assessment combines teachers' ongoing knowledge of pupils with appropriate curriculum and standardised assessment.

This may include:

- formative classroom assessment;
- reading assessment;
- spelling assessment;
- writing assessment and moderation;
- Mathematics assessment;

- end-of-unit or curriculum assessments;
- PIRA, PUMA and GAPS;
- CAT4 at identified points; and
- WRAT or other diagnostic assessment where appropriate.

Standardised scores are considered alongside curriculum attainment and professional judgement. They are not used in isolation.

Years 6–8

Assessment becomes increasingly subject-specific and prepares pupils appropriately for their next stage of education.

It may include:

- formative classroom assessment;
- retrieval and low-stakes testing;
- topic and end-of-unit assessments;
- assessed assignments;
- practical assessment;
- Interim Assessments;
- internal examinations;
- Common Entrance preparation and assessment;
- scholarship preparation and assessment; and
- standardised or diagnostic assessment where appropriate.

Subject Leaders ensure that assessment reflects the curriculum taught and provides useful information about pupils' knowledge, understanding, skills and progress.

Proposed Years 9–11

Subject to DfE approval of the proposed material change and as these year groups open, assessment will develop progressively to reflect Key Stage 4 and GCSE requirements.

This is expected to include:

- ongoing formative assessment;
- curriculum and topic assessments;
- GCSE-style assessment;
- internal examinations;
- mock examinations;
- examination-board assessment materials;
- practical assessment where applicable;
- Non-Examination Assessment where applicable; and
- appropriate baseline or standardised assessment where this has a clear educational purpose.

The precise assessment model will be determined by the curriculum and qualifications offered and reviewed as the Senior School develops.

Across all phases, the School avoids assessment which exists solely to generate data. Assessment should provide information that teachers or leaders can use.

Appendix B – Using the Assessment Trackers

The School's assessment trackers provide a manageable whole-school overview of attainment and progress.

The purpose of the tracker is not data collection. Its purpose is to enable staff to identify patterns, make decisions and improve outcomes.

The tracker supports the School's assessment cycle:

Assess → Analyse → Act → Review

1. Assess

Teachers use agreed assessments and their professional judgement to establish what pupils know, understand and can do.

Relevant information is entered into the tracker at agreed assessment points.

Depending upon the phase, this may include:

- prior attainment or starting-point information;

- current attainment;
- standardised scores;
- internal assessment outcomes;
- teacher assessment;
- progress information;
- SEND;
- EAL;
- relevant academic intervention; and
- other agreed information necessary to understand progress.

The tracker should not duplicate detailed safeguarding, medical or pastoral records.

2. Analyse

Teachers and leaders consider what the information tells them.

Analysis should consider both attainment and progress.

Questions include:

- Who is making strong progress?
- Who is making less progress than expected?
- Who has fallen behind?
- Who has improved significantly?
- Which pupils have gaps in important prerequisite knowledge?
- Who requires additional support?
- Who requires greater challenge?
- Are pupils with SEND learning and progressing appropriately?
- Are pupils with EAL accessing the curriculum and making appropriate progress?
- Are pupils with high prior attainment being sufficiently challenged?

- Are there patterns within a class, year group or subject?
- Are there recurring misconceptions?
- Does the evidence suggest an issue with curriculum sequencing or implementation?

No significant judgement about a pupil should normally be made from a single score in isolation.

3. Act

Where analysis identifies a need, an appropriate action should follow.

This may include:

- adapting subsequent teaching;
- reteaching particular content;
- revisiting prerequisite knowledge;
- providing additional practice;
- changing scaffolding;
- increasing challenge;
- short-term intervention;
- referral to Learning Development;
- further diagnostic assessment;
- discussion with the pupil;
- communication with parents;
- pastoral support;
- review by the Subject Leader; or
- adjustment to curriculum planning or sequencing.

Not every variation in data requires an intervention. Professional judgement remains important.

4. Review

At the next appropriate point, staff consider whether the action made a difference.

They should ask:

- Was the agreed action completed?
- Has the pupil's understanding improved?
- Has the identified gap reduced?
- Has the misconception been addressed?
- Is progress improving?
- Has greater challenge resulted in stronger learning?
- Has an intervention been effective?
- Is further action required?
- Does anything need to change in teaching or curriculum?

An intervention should not continue indefinitely simply because it has been started.

The principle is:

Identify the issue → understand the cause → take appropriate action → evaluate its impact.

Appendix C – Pupil Progress and Intervention Review

Pupil progress review enables teachers and leaders to bring together assessment information, professional knowledge of pupils and relevant contextual information.

The purpose is to identify pupils requiring action and ensure that previous actions have had an impact.

Meetings should be concise, evidence-informed and action-focused. They should not consist of reading through the tracker pupil by pupil.

Pupils for particular consideration

Review should identify, where appropriate:

- pupils making less progress than expected;
- pupils whose attainment has declined;
- pupils with persistent gaps or misconceptions;

- pupils whose attainment differs significantly between subjects;
- pupils with SEND;
- pupils with EAL;
- pupils currently receiving intervention;
- pupils whose previous intervention has had limited impact;
- pupils with high prior attainment who are not making sufficient progress;
- pupils requiring greater depth or challenge; and
- pupils whose academic performance may be affected by relevant attendance or pastoral factors.

From concern to action

For a pupil requiring additional action, staff should be able to establish:

1. What is the concern?

A precise description rather than a general statement such as “not progressing”.

2. What is the evidence?

For example, assessment outcomes, work, classroom performance, standardised information or a pattern over time.

3. What might explain it?

Consider teaching, curriculum, prior knowledge, SEND, EAL, attendance, pastoral factors and other relevant information rather than assuming the difficulty lies solely with the pupil.

4. What are we going to do?

Agree a specific and proportionate response.

5. Who is responsible?

There should be clarity about who will take the action.

6. When will we review it?

A review point should be identified.

7. Did it work?

At review, determine whether the action should stop, continue, change or lead to further investigation.

Intervention

Where a defined academic intervention is required, the School should record sufficient information to establish:

Element	Record
Identified need	What specifically needs to improve?
Starting point	What evidence establishes the need?
Intended outcome	What change are we seeking?
Action/intervention	What will be provided?
Responsibility	Who will provide/oversee it?
Timescale	How long will it run before review?
Impact	What changed?
Next step	Stop, continue, adapt or investigate further?

Recording should remain proportionate to the intervention.

SEND

For pupils with SEND, review should consider whether agreed strategies and reasonable adjustments are being implemented and whether provision is enabling the pupil to access and learn the curriculum.

Where progress remains limited, the School should consider whether the provision itself needs to change, rather than simply continuing it for longer.

EAL

For pupils with EAL, staff should distinguish carefully between knowledge of the curriculum and the pupil's ability to demonstrate that knowledge in English.

Difficulty with academic English should not automatically be interpreted as SEND.

Equally, conversational fluency should not be assumed to indicate full access to the academic language of the curriculum.

Greater Depth and Challenge

Academic review should identify underachievement among high-attaining pupils as carefully as it identifies pupils working below expectations.

A pupil may have high absolute attainment but still be making less progress than expected from their starting point.

Appropriate responses may include:

- greater depth;
- increased complexity;
- unfamiliar application;
- extended reasoning;
- independent enquiry;
- more demanding subject material;
- enrichment;
- scholarship preparation; or
- other appropriate academic challenge.

More work is not, in itself, greater challenge.

Appendix D – Assessment and Curriculum Review

Assessment at S. Anselm's is used not only to evaluate individual pupils but also to evaluate the effectiveness of the curriculum.

Subject Leaders should consider the relationship between:

The Planned Curriculum

What did we intend pupils to learn?

Curriculum maps and schemes of work should establish:

- intended knowledge and skills;
- appropriate sequencing;
- prerequisite knowledge;

- progression;
- appropriate ambition; and
- intended assessment opportunities.

The Taught Curriculum

What was actually taught?

Subject Leaders should consider:

- whether planned content was covered;
- whether sufficient curriculum time was available;
- whether explanations and resources were effective;
- whether pupils had sufficient opportunities for practice;
- whether previous learning was revisited appropriately; and
- whether teaching responded to emerging misconceptions.

The Learned Curriculum

What have pupils actually learned?

Evidence may come from:

- formative assessment;
- formal assessment;
- pupils' work;
- retrieval of previous learning;
- pupil discussion;
- practical performance;
- internal examinations; and
- external examinations where applicable.

Subject Leaders should consider:

- What do pupils know and remember?
- What can they explain?
- What can they do independently?
- Can they apply learning in unfamiliar contexts?
- Can they make connections with previous learning?
- Which aspects remain insecure?

Responding to patterns

Where one pupil struggles with an aspect of learning, an individual response may be appropriate.

Where several pupils demonstrate the same gap or misconception, teachers and Subject Leaders should also consider whether there is a curriculum or teaching issue.

Possible responses include:

- reteaching;
- revisiting prerequisite knowledge;
- changing curriculum sequencing;
- increasing opportunities for retrieval;
- providing additional practice;
- revising resources;
- adjusting the amount of curriculum time;
- moderation;
- additional teacher guidance;
- professional development; or
- amendment of the curriculum map or scheme of work.

This creates an important feedback loop:

Curriculum → Teaching → Assessment → Analysis → Curriculum Review

Subject review should therefore consider assessment alongside:

- curriculum maps;
- schemes of work;
- pupils' books and other work;
- pupil discussion;
- lesson visits;
- moderation;
- teacher feedback; and
- assessment outcomes.

Assessment data alone does not determine curriculum quality.

The central question for Subject Leaders is:

What does our evidence tell us about how successfully pupils are learning our intended curriculum, and what — if anything — should we change as a result?

Appendix E – Reporting and Academic Review Calendar

Assessment, reporting and academic review should form a coherent annual cycle.

The precise dates and individual assessments are set annually through the School calendar and current assessment schedule.

Autumn Term

The principal priorities are to:

- establish or review pupils' starting points;
- review previous attainment and transition information;
- identify pupils with SEND and EAL and ensure relevant information is understood;
- undertake agreed standardised or baseline assessments where appropriate;

- establish early curriculum understanding through formative assessment;
- update agreed tracker information;
- identify early academic concerns;
- identify pupils requiring additional challenge; and
- communicate significant concerns to parents where necessary.

End of Autumn Term

Following the first significant assessment point:

- trackers are reviewed;
- pupil and cohort patterns are analysed;
- Subject Leaders consider subject trends;
- pupils requiring support or challenge are identified;
- appropriate actions or interventions are agreed;
- previous concerns are reviewed;
- relevant information is communicated to parents; and
- curriculum implications are identified.

Spring Term

The focus moves increasingly towards impact.

Staff consider:

- whether interventions are working;
- whether identified gaps have reduced;
- whether pupils receiving additional challenge are responding appropriately;
- whether SEND provision is effective;
- whether pupils with EAL are accessing the curriculum appropriately;
- whether curriculum changes have improved learning;

- whether further action is required; and
- whether assessment judgements are consistent through moderation.

Summer Term

End-of-year assessment and review should establish:

- progress across the year;
- current attainment;
- strengths;
- remaining gaps;
- effectiveness of interventions;
- pupils requiring continued support;
- pupils requiring additional challenge;
- curriculum strengths and weaknesses;
- information required for transition; and
- priorities for the following academic year.

Assessment information should be transferred appropriately to the pupil's next teacher or phase so that the following year begins with knowledge rather than rediscovery.

Reporting to Parents

The School maintains a current reporting schedule setting out:

- Parent/Teacher meetings;
- written reports;
- Interim Reports where applicable;
- settling-in meetings;
- examination information;
- Year 8 transition reporting; and

- other phase-specific communication.

The detailed schedule is reviewed annually and maintained separately so that operational changes do not require amendment of this policy.

Significant concerns should be communicated when they arise rather than being held until the next scheduled report.

Years 6–8

The academic cycle additionally takes account of:

- internal examinations;
- Common Entrance;
- scholarship preparation;
- senior-school admissions requirements;
- transition information; and
- appropriate preparation for pupils intending to remain at S. Anselm's for the proposed Senior School.

Proposed Years 9–11

Subject to DfE approval and as the relevant year groups open, the academic review cycle will develop to include, as appropriate:

- GCSE starting-point information;
- GCSE options;
- examination-board assessment;
- internal examinations;
- mock examinations;
- intervention following examinations;
- working and/or predicted grades where educationally useful;
- access-arrangement review;
- Year 11 examination preparation;
- post-16 transition information; and

- analysis of external examination outcomes.

The School will review the assessment and reporting cycle as each senior year group opens rather than assuming that arrangements designed for Years 1–8 will automatically remain appropriate.

The Whole-School Assessment Cycle

Across all phases, the School's approach can be summarised as:

CURRICULUM INTENT

↓

TEACHING

↓

ASSESSMENT

↓

TRACKER / PROFESSIONAL ANALYSIS

↓

ACTION

adapt teaching • support • intervention • greater challenge • curriculum change

↓

REVIEW IMPACT

↓

NEXT TEACHING AND CURRICULUM DECISION

The measure of an effective assessment system is therefore not how much data S. Anselm's holds, but how effectively the School uses what it knows to improve pupils' learning and progress.

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