



WESTMINSTER UNDER SCHOOL

Policy on Assessment, Marking, Recording and Reporting

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Aims

The purpose of this Policy is to inform and support consistent high quality and informative assessment, marking, recording and reporting practices throughout the Under School enabling continuous and sustained academic achievement.

As a school, we aim to:

- praise the boys’ efforts and progress wherever possible;
- provide constructive feedback to pupils on their performance so that they are aware of their progress and how to improve;
- promote high standards;
- provide ongoing assessment opportunities to teachers so as to inform future planning;
- enable teachers to assess each pupil’s attainment and progress effectively through a consistent approach;
- foster good working habits for boys and an understanding of the importance of hard work and application and their link to progress;
- communicate clearly and regularly to parents so that they are aware of the progress of their boys but also to support a relationship built on trust;
- enable staff, pupils and parents to monitor and track progress.

Marking

Marking is an important part of the assessment process and by doing it we aim to ensure that boys:

- are aware of their successes;
- are able to achieve the set learning objectives;
- know how they can improve further;
- feel that their work is valued;
- strive to improve.

Feedback to boys is communicated both verbally and in the marking of their written work. Marking is the teacher's response to a boy's work and should motivate and encourage pupils whilst also enabling their progress to be monitored.

Written work must always be marked supportively, regularly and promptly. Comments should be constructive and positive, offering praise where it is due, and indicating what steps should be taken to make further progress. Comments in books must also address misconceptions, ask questions and identify where further challenge can be given. Good presentation of marked work is always expected. Written comments are essential, especially for longer or more detailed pieces of work and boys are encouraged and given time to read feedback carefully and to make corrections once work is returned.

Where work is far below the expected standard or a lack of effort has been put in, honest comments are acceptable but they should aim to focus on a way forward rather than solely being negative..

Teachers will be explicit about marking criteria within their department and, as part of introductory lessons at the start of the year, they will make the criteria clear to the pupils. Heads of Departments are given some autonomy in deciding upon individual department policies, for example, in some subjects, the work may include a grade or numerical mark to indicate attainment. When this happens, the teacher will ensure that the boys understand what that mark means in relation to the marking policy of that department.

In some subjects, it may be educationally helpful for pupils to mark their own work or critique the work of others i.e. self and peer assessment. Such marking should always be reviewed later by the teacher and this should be indicated clearly on the piece of work.

Specific marks and grades may not be evident in the boys' books. All teachers must keep updated records either in their markbook, a spreadsheet or similar document, that show a boy's attainment and progress in that subject. It is also important that the boys should be able to gauge their progress in subjects where relatively little written work is done e.g. Music, Art and Design, Information Technology, PE and Drama. Regular feedback will be given within these subjects, often verbally.

As outlined in the ‘Policy on Behaviour, Rewards and Sanctions’, a dignius (plural digniora or ‘digs’) may be awarded for everyday academic endeavours such as a good piece of work, effort in lesson or diligence with a task. Digs are recorded by staff on WUSMIS (WUS Management Information System)

Pupils who show exemplary academic achievement may receive a Praemium (a prize) in Years 3 to 5 or a Dignissimum (something very worthy) in Years 6 to 8. These may be awarded for an exceptionally good piece of work or a pattern of high achievement. They are acknowledged with the presentation of a certificate by the Master in a whole school assembly.

Heads of Department are responsible for the regular monitoring of assessment within their department and it is important that all members of the department are marking work in accordance with their departmental policy. Heads of Department are expected to regularly monitor books for the content of work set, levels of differentiation and the quality of feedback from teachers. The Senior Management Team will also carry out work scrutinies throughout the year and additionally as part of Departmental Reviews.

Recording

As detailed above, staff are required to keep accurate records detailing all grades or marks allocated to pupils for classwork, homework and formative assessments. This is essential so that progress can be monitored and continuity of approach for the boys can be ensured. It should also act as a regular aid to future lesson planning in line with this policy and good practice.

Teachers are responsible for recording summative assessment results on WUSMIS, allowing for the individual tracking of pupil progress. Heads of Department, Assistant Master, Academic, and Assistant Master, Teaching and Learning monitor this data on a regular basis, as do the Master, Form Teacher and Heads of Year. Discussion about results, in particular from summative assessments, takes place in staff meetings, departmental meetings (to organise extra support, etc.) and in year group meetings.

Assessment

Types of assessment

Formative Assessment is assessment for learning. It is ongoing and provides evidence for progress made. It supports learning through identifying difficulties, providing feedback and identifying future learning priorities.

Examples include:

- Classwork

- Homework
- Questioning
- Oral discussion
- Short recall tests
- Practical projects
- Presentations
- Public speaking performance in English or the performing arts
- Extended essays or other coursework

Summative Assessment is assessment of learning. It is used mainly to measure performance and clearly identifies pupil attainment. It is carried out at the end of a period of learning and is a tool to identify progress over time.

Examples include:

- End of Topic/End of Unit tests
- Standardised tests
- Internal school examinations
- External examinations

Assessment at WUS

Our assessments are both formative and summative. Formative assessment takes place in daily teaching and summative assessment takes place at intervals throughout the year (See Appendix 1 – Timetable of Assessment and Reporting). Results are analysed carefully and used to track the boys' progress as well as to inform planning. Formal examination and assessment results are entered on to the MIS and used for tracking and analysis.

Overview of assessments in each Year group:

- Years 3, 4 and 5 - formative assessments within their lessons over the course of the year. 'Light touch' assessments in some subjects take place in the Play term and formal assessments during the Election term. These are generally not in the School Calendar.
- Year 6 - ISEB Common Pre-Tests in the Play term as part of the admissions process to their senior school of choice. Formal assessments take place in the Election term.
- Year 7 - formative assessments, often within lessons, take place in the Play term and formal assessments in the Election term in order to help inform setting arrangements for Year 8.
- Year 8 – formative assessments take place in the Play term and, for most boys, formal WUS internal examinations in the Election term.

Boys sitting the Westminster Challenge or Eton King's examinations sit a set of mock papers in the second half of the Lent term, followed by the formal exams in April/May. Any boys sitting

Common Entrance (CE) for entry to their senior school sit mock papers in the first half of the Election term, followed by the formal CE examinations in June.

Any boy applying for entry to another senior school will take mock papers as necessary depending on the timing of the final examination.

Revision guidelines for formal examinations are placed on Aptus for boys in Years 6, 7 and 8. Particular attention is paid to the timing of when information is placed on Aptus so that boys are not encouraged to do large chunks of work in the holidays. In Years 3, 4 and 5 all necessary preparation for assessment will take place in lessons and through homework activities.

Standardised Tests

All boys in Years 3, 4 and 5 sit standardised CAT4 tests at the appropriate level throughout the year. These are computerised and electronically marked. They are designed to help us to understand the raw academic potential of a pupil. These results provide us with the baseline data which we can then use, in addition to our own examination results and teacher comments, to track progress and attainment and identify pupils who are not reaching their potential.

All new boys who join the school sit dyscalculia and dyslexia screening tests on entry with the results analysed and communicated to teaching staff, as appropriate, by the Head of Learning Development.

Reporting

Reports are written regularly (see Appendix 1 – Timetable of Assessment and Reporting) and present helpful and relevant information to parents about their son's attainment, effort and progress. This is linked to formative and summative assessments described above. This communication enables parents to support and encourage their sons, and also for teachers to set targets for improvement.

Importantly, significant issues are better addressed before they are mentioned in written reports; communication between class teachers and parents, Form Teacher and/or Head of Year (as appropriate) is vital and expected so that problems do not linger. It is expected that parents will read the report with their son as it provides guidance to help future progress.

Subject reports are either in the format of Progress Reports, or written comments with effort and attainment grades (see Appendix 2). Progress Reports are short 'tick style' reports designed to give an early indication of whether a boy is 'on track' and not to let smaller problems continue unaddressed. Form Teacher comments are short comments regarding the first half term's settling in process and/or a statement about the boy's work ethic (from the information provided by the subject teachers), if required. Guidance on writing reports is given to members of staff before reports are written.

Reporting should:

- provide accessible information to parents and pupils;
- form a basis a communication between teachers, pupils and parents;
- provide information to evaluate teaching and learning;
- give areas for improvement and suggestions on how this improvement can be achieved.

Appendix 1 - Timetable of Assessment and Reporting

Year group	Play	Lent	Election
Years 3 and 4	Form Teacher Progress Reports Parents' Evening Dyscalculia and Dyslexia screening (new boys only) CATs Informal assessments	Parents' Evening	Subject reports with Form Teacher comments End of year assessments
Year 5	Half term Progress Reports Subject reports with Form Teacher comments Informal assessments	Parents' Evening End of term Progress Reports	Subject reports with Form Teacher comments CATs End of year assessments
Year 6	Half term Progress Reports Subject reports with Form Teacher comments ISEB Common Pre-Tests	Parents' Evening End of term Progress Reports	Subject reports with Form Teacher comments Parents' Morning (English and Maths only) End of year assessments
Year 7	Half term Progress Reports Subject reports with Form Teacher comments Formative assessments Dyscalculia and Dyslexia screening (new boys only)	Parents' Evening End of term Progress Reports	Subject reports with Form Teacher comments End of year assessments
Year 8	Half term Progress Reports Parents' Evening Subject reports with Form Teacher comments Formative assessments	Subject reports with Form Teacher comments King's/Challenge/CE mock examinations	Subject reports with Form Teacher comments Final WUS examinations King's/Challenge/CE examinations

Appendix 2 – Types of Reports

Progress Reports

	Excellent	Good	Generally Good, but improvement needed	Below expected standard
Organisation		X		
Concentration		X		
Participation		X		
Presentation		X		
Quality of Homework *		X		
Quality of Classwork		X		
Attainment in Test(s) *				

Effort and attainment grades (included in subject reports)

Effort:

- 1 – Excellent throughout – fully committed
- 2 – Positive, hard-working, organised
- 3 – Generally hard-working, but occasional lapses in class or with prep
- 4 – Coasting or inattentive, or frequently unfocused or disruptive, or poorly organised e.g. ill-equipped, late or incomplete preps)

Attainment:

- D – Distinction – only for exceptional work (maximum of 20% of the class)
- E – Excellent – working to a high standard
- G – Good – performing well
- N – Cause for concern – underperforming with respect to ability, **or** below expected standards