

**SINCLAIR HOUSE SCHOOL**  
**CURRICULUM, TEACHING AND LEARNING POLICY: ASSESSMENT**

**This Policy, which applies to the whole Prep school including the Early Years Foundation Stage (YR-Y6), is publically available on the School website and on request a copy may be obtained from the School Office.**

**Legal Status:**

Regulatory Requirements, Part 1, Paragraph 2(2)(a) to (j), Quality of Education Provided (curriculum) (teaching) of **The Education (Independent School Standards) (England) Regulations 2010, as amended 2013.**

**Applies to:**

- The Whole School including the Early Years Foundation Stage (YR-Y6) where applicable. Please note, that EYFS have their own detailed schedules in accordance with the statutory requirements.

**Related Documents Include:**

- Differentiation Policy
- Educational Visits and Off-Site Activities Policy
- Teaching and Learning Policy
- Marking Policy
- Homework Policy
- Gifted and Talented Pupils Policy
- Special Educational Needs and Disability (SEND) Policy
- Appropriate plans, schemes of work and/or programs of study.

**Availability:**

This policy is made available to parents, staff and pupils in the following ways: via the School website [www.sinclairhouseschool.co.uk](http://www.sinclairhouseschool.co.uk), and on request, a copy may be obtained from the Office.

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Headmistress.
- It is the responsibility of the Headmistress to ensure that this policy is adhered to.
- The Headmistress undertakes a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guide lines so require.

Signed:

Date: January 2021



Mrs. Carlotta T.M. O'Sullivan

Principal  
2022

Review Date: September

## **Introduction**

Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within Sinclair House School.

## **What is assessment?**

The word assessment comes from the Latin '*assidere*', to sit beside. This gives a valuable guide to the concept of assessment as a partnership between pupil and teacher. Assessment occurs when judgements are made about achievement. It is an integral part of teaching and is primarily used in an on-going (formative way) to promote better learning. Assessment is an integral part of our curriculum planning and is inseparable from the teaching and learning process. It has a major role to play in increasing levels of achievement within our school. Assessment refers to any situation in which an aspect of the pupil's education is measured. This measurement could be summative (recording overall attainment), formative (highlighting strengths and areas for improvement of pupils) or evaluative (informing decision making regarding curriculum provision and resources).

## **Aims and Objectives**

At Sinclair House School, we educate and nurture the whole pupil, providing opportunities for each pupil to discover and develop their talents and abilities. We create a culture of achievement within a vibrant and stimulating learning environment ensuring positive reinforcement at all levels of ability through appropriately differentiated expectations. Our vision is for Sinclair House pupils to stand on their own as lifelong learners, growing in confidence and independence, prepared to be major contributors to our global challenges.

## **What is the purpose of assessment?**

At Sinclair House, we believe the key purpose of assessment is to move pupils on in their learning. Continued monitoring of each pupil's progress gives a clear picture of what each pupil is doing. It is important that the teacher knows what information has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what pupils are doing and informs future planning. The outcomes of our assessments will help pupils become involved in raising their own expectations. The objectives of assessment in Sinclair House are:

- to enable our pupils to demonstrate what they know, understand and can do in their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents/guardian that enables them to support their child's learning;
- to provide the Headmistress with information that informs judgement about the effectiveness of the school.

## **Rationale**

Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying pupil's particular strengths and weaknesses through sensitive assessment. Sensitive assessment contributes towards a positive attitude, motivation and a desire to continue making progress.

We believe that effective assessment provides information to improve teaching and learning. We give our Sinclair House pupils regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their pupil's progress so that teachers, pupils and parents are all working together in an ecosystem of happiness to raise standards for all our pupils.

By concentrating on the individual the opportunity is taken to ensure that pupils experience success and can thereby build on their own self-esteem and motivation. Unless assessment is seen as an integral part of the teaching and learning process, it can easily become an appendage utilising only a fraction of the benefits to be gained. The purpose of this policy is to draw together the many aspects of good practice from both within and from outside of school in a coherent and practical framework. This will enable all assessment activities to have a direct impact on the foci of tracking progress, planning for improvement and raising attainment.

### **Aims and Objectives**

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This policy aims to ensure that we:

#### **Create a culture of achievement with positive reinforcement at all levels of ability;**

- to support learning by identifying pupil's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment
- to 'close the gap' between pupils between potential and actual performance
- to enable teachers to identify the needs of each pupil including additional support if required
- to allow teachers to plan work that accurately reflects the needs of each pupil

#### **Adopt a forward-thinking, innovative approach without sacrificing traditional strengths;**

- to provide information and guidance on the most up to date thinking and methods of assessing pupils
- to help prepare pupils for their future schools

#### **Provide high-calibre staff who themselves are life-long learners and who are given extensive training opportunities for continuing professional development;**

- to provide a method of monitoring and developing the curriculum
- to evaluate the success of the teaching

#### **Provide a high quality learning environment with a happy, vibrant atmosphere, a sense of purpose and a climate of open, friendly communication built through mutual trust and respect;**

- to provide meaningful communication between Sinclair House and its parents, that provides them with information about their pupil's achievements and progress on a regular basis
- to provide the Headmistress and SLT with information that allows judgements to be made about the effectiveness of the school.

#### **Educate the whole pupil by providing opportunities in breadth and depth for the concurrent development of all dimensions of school life;**

- to help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching.

#### **Discover and develop the unique talents and abilities of each individual, promoting all-round achievement.**

- to enable our pupils to demonstrate what they know, understand and can do in their work

- to help our pupils understand what they need to do next to improve their work

## Types of Assessment

Learning outcomes across the curriculum are demonstrated in different ways, depending on the individual child and the subject they are studying. Therefore, it is vital that a range of assessment methods are implemented to accurately and fairly assess a pupil's level of achievement. The development of new skills and the level of children's knowledge is evidenced through:

- Formative Assessment: to highlight the strengths and areas of improvement for pupils.
- Summative Assessment: to record overall attainment.
- Evaluative Assessment: to inform decision making regarding curriculum provision and resources.

## EYFS (CALL THIS SECTION RECEPTION AS IT DOES NOT APPLY TO PRE-RECEPTION?)

### **Early Years Foundation Stage: UPDATE ONCE CONFIRMED BY MELISSA. REMOVE NURSERY REFERENCES.**

- We adhere to the Childcare Act Section 39(1)(a) 2006 which stipulates that Early Years providers must ensure that their provision meets the learning and development requirements as specified in the EYFS (Learning and Development Requirements) Order 2007 (amended 2012 and 2017). We therefore assess each pupil at the end of the Reception Year against the 17 Early Learning Goals (ELGs) as set out in the Foundation Stage Profile Handbook 2013 (Standards & Testing Agency, 2012) and reviewed in EYFS Statutory Framework of April 2017. Assessment in the Early Years Foundation Stage is on-going and is an integral part of the learning and development process.
- At the Sinclair House School we collect evidence and knowledge throughout the year to enable us to be able to assess each pupil against the ELGs at the end of the Reception year. This evidence is used to produce an Early Years Profile for each pupil. A completed profile contains 20 items of information: the attainment of the pupil assessed in relation to the 17 ELG descriptors (i.e. whether they are meeting the expected outcome for the end of the EYFS, exceeding the expected outcome, or if the skill is emerging), together with a short narrative describing the pupil's three learning characteristics. The information in the EYFS profile is passed on to the Year One team at the end of the year to allow them to provide an easy transition into Key Stage One.

It is also shared with the parents/carers at our formal parent's evenings in Autumn and Spring, and also in our termly reports in December and July. In the Nursery setting, individual children's observations are also shared through the My Montessori Child secure portal.

- All assessment at Sinclair House School EYFS is on-going: we collect evidence throughout the year and use the descriptors listed in the document '*Development Matters in the Early Years Foundation Stage*' (British Association for Early Childhood Education, 2012, amended 2014 and 2017) to enable us to monitor and assess pupil's progress continuously throughout the year and best plan for the future learning and development of the pupils in our care.
- We use a range of methods to assess. In the Nursery, we capture spontaneous moments of learning using the Ipad based observations on My Montessori Child. In Reception, we complete

observations using Target Tracker. We also observe pupils using running observations, and complete more formal assessments such as practical Mathematics assessments, which are completed on a 1:1 basis with each pupil. Our assessments are always based on our knowledge of the pupils in our care.

- When pupils enter Sinclair House School Reception we assess their knowledge of letters and sounds. This enables us to teach each pupil to read in a way, which best suits their learning style and needs. We assess reading continuously, by reading with every pupil each 'reading' day (Monday-Thursday). This is recorded in a Reading Record, which each pupil takes home with them on a weekday evening. The pupil's parents may also then comment on their pupil's progress in reading, so as to better inform the teachers, and provide an alternate perspective on each pupil's abilities.
- At Sinclair House School we are mindful of the fact that the EYFS profile should not be completed solely with the knowledge of a single practitioner. As such we take into account a range of viewpoints when making our final judgements for the EYFS profile in order to build a more holistic view of each pupil's skills and achievements. This will include information from other adults who are in contact with the pupils: teaching assistants, peripatetic teachers and support staff (e.g. speech therapists) where applicable. Pupils are involved in their own assessment at Sinclair House. Children work with the EYFS Practitioners to select pieces of work, discuss and record goals achieved. They assess the week's learning by drawing, discussing or writing what they have enjoyed doing that week. At the end of each term they also complete a self-assessment sheet in which they identify areas that they feel they need extra help with, and areas, which they feel that they are progressing well in. In the Nursery, parents have direct and constant access to their child's online journal through the My Montessori Child secure portal. We are keen to welcome input from parents to add depth to the EYFS profile. This may be from sources such as the reading record, which charts informally achievements, which pupils make at home, or more formally, through parent meetings and parents' evening. All assessment at Sinclair House School is completed with a view to informing our future planning so that we may best meet the individual needs of each pupil in our care.
- In the Reception class, we have introduced a standardised testing at the start and end of the year., namely the CEM Baseline.

LOOK AT: <https://www.herries.org.uk/ckfinder/userfiles/files/policies/Teaching-Marking-And-Assessment-Policy.pdf>

## **KEY STAGES 1&2**

### **THE ASSESSMENT CYCLE AT SINCLAIR HOUSE SCHOOL**

#### **Short Term Assessment**

Assessment opportunities are a natural part of teaching and learning. They take place every day in the classroom through discussion, listening, observation and analysis of work. Short term assessment is particularly useful to identify whether the initial concepts have been understood before the pupils are further extended.

## Formative Assessment

It is essential that teachers use both the marking of work and verbal communication with pupils to judge their progress and to help them understand the next steps required for further improvement.

To achieve this we:

- Provide pupils with frequent, positive and constructive feedback (with an emphasis on verbal) about how well pupils are doing, in accordance with the marking policy, identifying strengths and what the pupil needs to do next to improve;
- Ensure opportunities for regular formative assessment in planning;
- Complete daily whole class feedforward forms, which will identify next steps and are used to adapt and change our planning accordingly;
- Identify pupils with special educational needs, including the most able pupils, to ensure that all children receive appropriate support and assistance;
- Encourage pupils to check their own performance through age-appropriate self-assessment, peer-marking, self-editing and discussion;
- Explore pupils' understanding through careful questioning, incorporating higher order questioning and allowing pupils enough time to formulate their answers;
- Set individual targets in English and Maths, discussing these with the pupils so they are involved in the process;
- Use assessment spreadsheets, trackers and pupil progress meetings to monitor individual progress and take appropriate action where required;
- Use the outcome of assessments to evaluate the effectiveness of teaching and learning strategies and adjust planning in response;
- Use analysis of assessment to consider overall cohort and school performance to set appropriate targets.

To support teachers' formative assessment, some short topic related tests may be carried out in subjects such as Humanities and Languages, to enable teachers to monitor progress and provide support where necessary.

In addition:

- Spelling tests are introduced in the Summer term of Reception and continue up to the end of Year 6.
- In EYFS and KS1, formative assessments in phonics take place every 8 or 9 lessons to assess the sounds covered.
- Timetables tests are conducted from Year 2 onwards.
- End of block tests happen at the end of each unit in Maths.
- Independent writing takes place at the beginning and end of each term ('Cold' and 'Hot' Writes) and at the end of each unit.

## SUMMATIVE ASSESSMENT AT KS1 AND KS2

Sinclair House School staff use Summative Assessment to:

- Make decisions regarding short term intervention programmes and Individual Education Plans;
- Support subject teachers in their overall judgement of pupil attainment and in the setting of individual pupil targets;
- Provide diagnostic information to inform future areas of focus and lesson planning;
- Inform our reporting to parents, including advising on potential destination schools;
- Inform school self-evaluation in analysing the effectiveness of teaching and learning.

### Medium Term Assessment

In all subjects apart from Computing, teaching staff use a variety of methods of assessment to make judgements as to whether a pupil is working towards, within, exceeding or significantly exceeding their subject's objectives. They can also flag where there is a concern against any of these objectives. Officially, this is done on a half-termly basis, but teachers are encouraged to update these trackers regularly to ensure they are fully reflective of where children are. This data is compiled on a shared spreadsheet, called our 'trackers', and tracks children as they progress throughout the school. The monitoring of pupil progress in KS1 and KS2

### Long Term Assessment and Academic Intervention Programmes

Children in KS1 and KS2 have two main summative assessment cycles: one in Autumn term and one in Summer term. They are assessed using GL'S CAT4, NGRT, PTE and PTM. (For more information on these assessments please see 'GL Assessments' section at the end of this policy.) In Spring term, the NGRT is repeated. In KS1, children are assessed regularly in phonics, with Year 1 pupils taking the phonics screening test. KS2 begin 7/8/10+ assessments in preparation for the 11+. The Summer Term of Year 5 and Autumn Term of Year 6 is focused heavily on 11+ past papers in English and Maths.

|                  | <b>Autumn</b>  | <b>Spring</b> | <b>Summer</b>   |
|------------------|--|---------------|---|
| <b>Reception</b> | CEM Baseline<br>TWINKLEYFS check                                     |               | CEM Baseline<br>TWINKLEYFS check  |
| <b>Year 1</b>    | PIE<br>PIM<br>NGRT<br>Monster Phonics<br>Assessment Form<br>Grapheme | NGRT          | PIE<br>PIM<br>NGRT<br>Monster Phonics<br>Assessment Form<br>Grapheme<br>Phonics Screening |
| <b>Year 2</b>    | PIE<br>PIM<br>NGRT   | NGRT          | PIE<br>PIM<br>NGRT  |

|                |  |  |   |
|----------------|--|--|---|
|                | CAT 4<br>Monster Phonics<br>Assessment Form<br>Grapheme<br>Phonics Screening<br>Check (for those<br>pupils who have not<br>passed in Year 1) |  | Monster Phonics<br>Assessment Form<br>Grapheme<br>Phonics Screening |
| <b>Year 3*</b> | PIE<br>PIM<br>NGRT<br>CAT 4<br>7+ English & Maths  | NGRT<br>7+ English & Maths                           | PIE<br>PIM<br>NGRT<br>7+ English & Maths                            |
| <b>Year 4</b>  | PIE<br>PIM<br>NGRT<br>CAT 4<br>8+ English & Maths  | NGRT<br>8+ English & Maths                           | PIE<br>PIM<br>NGRT<br>8+ English & Maths                            |
| <b>Year 5</b>  | PIE<br>PIM<br>NGRT<br>CAT 4<br>10+ English & Maths   | NGRT<br>10+ English & Maths                          | PIE<br>PIM<br>NGRT<br>11+ English & Maths                           |
| <b>Year 6</b>  | PIE<br>PIM<br>NGRT<br>CAT 4<br>11+ English & Maths   | NGRT<br>13+ English & Maths<br>(dependent on cohort) | PIE<br>PIM<br>NGRT<br>13+ English & Maths<br>(dependent on cohort)  |

*\*Years 3-6 also have end of topic Science assessments.*

CAT4, English, Reading, Maths and Phonics data is recorded to illustrate pupils' progress as well as results from 7/8/10/11+ assessments. From this, staff identify individuals and/or groups of children who would benefit from a tailored intervention programme. This system is designed to offer both support and extension.

The results of assessments and accompanying 'implications for teaching' are used to inform planning.

#### **Pupil Progress Meetings for KS1 and KS2 Pupils**

Staff meetings give staff weekly opportunities to raise any concerns around pupil progress and staff can speak to the Academic/Pastoral Deputies at any point during the week. Official pupil progress meetings are held termly. All staff (where practicable) who teach these year groups are required to attend. These meetings will be led by the Academic Deputy, with the SENDCo attending where



appropriate. Any relevant information and discussion points will be recorded on a Pupil Progress form. These meetings are scheduled so that the results from summative assessments inform these meetings. This information will be used to help identify pupils who need further intervention or those who would benefit from further challenge/enrichment.

### **Entrance Exam for Senior Schools**

The vast majority of Year 6 pupils will opt to sit entrance examinations in a variety of selective senior schools. These may include:

- The Independent Schools Examination Common Entrance at 11+ (English, Mathematics) in January;
- The Independent Schools Examination Board Common Pre -Tests;
- Entrance Examinations set by individual Independent Schools.

### **Pupil Assessment: Pupil Self Reflection Questionnaires**

At the end of each term, we give all pupils from Reception to Year 6 the chance to self-assess and reflect. Pupils think about how they feel they are doing in each subject, as well as outlining areas of achievement and areas for celebration. The format for these questionnaires varies between Key Stages (see 2d and 2e).

Add section about SEN

## **GL Assessments**

Sinclair House School uses the GL Assessments: Progress in Maths (PiM), Progress in English (PiE) and New Group Reading Test (NGRT) as a levelling and tracking assessment completed in the Autumn and Summer term of every year. These are linked to the NC Levels and can be tracked and monitored throughout the pupil's time at Sinclair House School. The GL CAT4 is tracked through each year group from Years 2-6 and provides teachers with an invaluable tool to assess potential and learning styles.

### **GL Assessment: Progress in Maths (PiM)**

Progress in Maths (PiM) tests a pupil's mathematical skills and concepts, and has become established as the standardised maths assessment of choice in many schools. The group test highlights pupils' strengths and weaknesses helping teachers and SENCOs to address areas of concern and build upon what pupils already know, in order to increase their understanding. The structure and content of the test allow for pupils to be tested annually, used summatively at the end of the year. Each test has been developed to be age-appropriate in both presentation and content. Those for the youngest pupils are administered in small groups (and may be given individually) and require very young learners to demonstrate their understanding of number and shape. Tests for 6 to 11-year-olds cover number, shape and data handling with algebra being introduced into the series in PiM 10. In the tests for 6 to 8-year-olds, all questions are given orally and throughout the series the amount of reading has been kept to a minimum.

### **GL Assessment: New Group Reading Test (NGRT)**

The NGRT allows the assessment of reading and comprehension in a single test, whilst providing a wealth of diagnostic information NGRT providing a comprehensive overview of a pupil's reading and comprehension ability whilst identifying areas where they may be experiencing difficulties, to better inform target-setting. The overall scores broken down into separate scale scores, showing how sentence completion scores compare to those for comprehension, allowing for the implementation of better intervention strategies. Using Test 1 through to Test 4B we are able to obtain data for the age range within the school 5 years to 14 years whilst at the same time obtaining scores for pupils whose results are equivalent to those pupils up to the age of 16 years. The added advantage is that in addition to the standard age scores and age equivalent scores the National Curriculum levels for reading can also be calculated.

### **GL Assessment: Progress in English (PiE)**

Progress in English (PiE) for pupils from age 5 right through to 14 years provides a continual assessment across the primary and lower secondary phases. It tests a pupil's reading and writing ability, and has become established as the standardised English assessment of choice in many schools.

The structure and content of the group test allow for pupils to be tested annually, used summatively at the end of the year. PiE comprises two forms. The Long Form includes open response comprehension questions and writing tasks. It is provided with detailed marking keys that have been rigorously moderated to guide teachers in the marking of their pupils' extended written work. There is a Teacher's Guide for each test, which includes useful curriculum links and offers guidance on administering and interpreting results.

### **GL Assessment: Cognitive Ability Test 4 (CAT4)**

CAT4 is the fourth edition of *GL Assessment's Cognitive Abilities Test*, the UK's most widely used test of reasoning abilities. Fully standardised on 25,000 UK pupils, the suite of tests has been developed to support schools in understanding pupils' developed abilities and likely academic potential. Results

from CAT4 can help in intervention, monitoring progress and setting targets for future attainment. Aimed at pupils between 7:06 to 17+ years, the test can be administered individually or in a group setting. CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and should be considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude

We use CAT4 at Sinclair House School because:

- CAT4 identifies a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning;
- CAT4 is unique in the way it can 'unlock potential' – that is, identify a pupil with high level ability who may have been overlooked or who is in danger of underachieving;
- results from CAT4 can help in intervention, monitoring progress and setting targets for future attainment.
- CAT4 has been newly standardised to provide accurate, up-to-date data;
- It can be used to inform appropriate target-setting, with indicators of attainment provided at KS2, KS3.