Policy No: 087

Policy and Procedure on

Assessment Policy

Cambian Tyldesley School

Policy Author / Reviewer	Matt Nicholls / Rebecca Smith
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1. Monitoring and Review

1.1. The Proprietor will undertake 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 three years from the date of approval shown above, or

earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

1.2. The local content of this document will be subject to continuous monitoring, refinement and audit by the Head of Service.

Signed:



Andrew Sutherland
Representative, Proprietor- Cambian Group
September 2026

Jemma Westby
Headteacher
September 2026

2. Terminology

2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location	this is a generic term which means the Children's Home/school/college. Tyldesley School is a school.
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At Chesham House, we have up to 20 attending and/or residing between the ages of 11-18.
Service Head / Head of Service	This is the senior person with overall responsibility for the Location. At Chesham House this is the headteacher who is Rebecca Smith. * *dual registered locations need to include Service Head and Registered Manager if they are not the same person.*
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent, Carer, Guardian	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Chesham House this is Ofsted.
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.

Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

3. Legal Status:

3.1. Regulatory Requirements, Part 1, paragraph 2(vii), Quality of Education Provided (curriculum) (teaching) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

4. Scope:

4.1. This policy applies to:

- the whole Establishment inclusive of activities outside of the normal Establishment hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the Establishment.

4.2. This policy is made available to parents, carers, staff and pupils from the Establishment office and website.

5. Introduction

What is assessment?

5.1. 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 Individual and teacher. Assessment refers to any situation in which some aspect of the Individual's education is in some way measured. This measurement could be by the teacher, an examiner (through standardised tests e.g. NFER) or by the Individual him or herself. 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 Establishment.

What is the purpose of assessment?

5.2. We believe the key purpose of assessment is to move Individuals on in their learning. Continued monitoring of each Individual's progress gives a clear picture of what each Individual 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 Individuals are doing and informs future planning. The outcomes of our assessments will help Individuals become involved in raising their own expectations.

5.3. Establishments' policy on assessment will guide practice in several areas:

- It will lead to successful personalisation, in that it will enable the Establishment to build up a unique picture of each learner's strengths and areas for development, enabling the Establishment to offer the right curriculum and the learner to make well informed choices.
- It will enrich classroom practice by ensuring that lessons, and the staff/learner interaction, are underpinned by a shared understanding of progression. It will support curriculum planning: in that awareness of what learners have achieved and are finding difficult should be the starting point for short- and medium-term plans; a broader sense of how learners are responding to what they are being taught should inform the way in which subject and curriculum leaders modify their longer-term plans.
- It will lead to sound pupil tracking, through which staff can form a view of both the general progress of individual learners, of their progress in relation to particular targets (for example in IEP or care plans), of their response to particular interventions. This can in turn inform future planning for the individual, as well as reporting to parents, carers, other professionals and Local Authorities.
- It will provide an evidence base for Establishment improvement, in that pupil progress in its widest sense should confirm the effectiveness of the curriculum, the impact of Establishment improvement priorities, the contribution of a member of staff.

Principles for good practice

5.4. Good assessment practice:

- is based upon clear curriculum intentions;
- plays an integral part in classroom activities;
- is appropriate to the task;
- focuses on learning processes as well as learning outcomes;
- draws on a wide range of evidence;
- involves pupils in reflection and review; • indicates strengths and identifies weaknesses;
- informs about individuals progress.

5.5. We will use its approach to assessment to:

- enable learners to understand their strengths and weaknesses, their achievements and their targets, and thus to be actively engaged in their own learning.
- enable staff to know their pupils well as learners, and to monitor progress and forward plan for both individual learners and groups.
- give staff the language they need to describe achievement and progress, and thus engage in a constructive dialogue with each other, with learners, and with parents and carers.
- give subject and whole-Establishment theme leaders a framework within which they can monitor and evaluate the impact of their schemes of work, the effectiveness of individual teachers that they line manage and the progress made in their subjects and themes.
- give Establishment leaders a comprehensive and accurate picture of achievement and progress across the Establishment, which can inform curriculum planning, self-evaluation and performance management.

5.6. As an independent special Establishment, we will also and particularly want our approach to assessment to:

- provide a transparent and evidence based picture of learner progress in relation to behaviour and personal development, which is often if not always the starting point for wider progress.
- describe comprehensively the "baseline" at which learners who join an Establishment start, and based on this chart and report, to parents, carers and Local Authority, the progress made by each learner. This will take into account literacy, numeracy, emotional and cognitive development.
- Help them to compare the progress of learners with their peers both within the Establishment and across Establishments, and thus form a view on what represents good progress.
- gather together and triangulate the diverse evidence available of learner development; ranging from external examinations to in-class observations; from data on attendance and physical interventions to pupil selfevaluations about attitudes and achievement.
- inform the process and show progress in relation to the statement of special educational need.
- create coherence by drawing together the threads of pupil progress across the "academic" curriculum and the 24 hour curriculum, and by enabling all staff to see academic and personal progress in relation to each other.
- enable all staff who engage with pupils to contribute to the learning and assessment process; recognising the influential role of care workers, education support staff and therapy staff alongside teachers.

Rationale

5.7. Assessment is an important link in the cycle of planned curricular experiences. Recording achievement is a positive way of identifying Individual'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 Individuals 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 Individual. We give parents regular reports on their Individual's progress so that teachers, Individuals and parents are all working together in an ecosystem of happiness to raise standards for all our Individuals.

5.8. By concentrating on the individual, the opportunity is taken to ensure that Individuals 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 Establishment 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.

6. Aims and Objectives

Vision Statement

6.1. At our Establishment, we educate and nurture the whole Individual, providing opportunities for each Individual to discover and develop their talents and abilities. Our Individuals work hard and play hard. 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 our Establishment Individuals to stand on

their own as lifelong learners, growing in confidence and independence, prepared to be major contributors to our global challenges. The assessment policy is informed by the aims and bears out the mission of the Establishment

How the Assessment Policy links to the Mission Statement

6.2. Create a culture of achievement with positive reinforcement at all levels of ability;

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

6.3. 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 Individuals;
- to help prepare Individuals for their future Establishments.

6.4. 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.

6.5. 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 Establishment and parents, that provides them with information about their Individual's achievements and progress, on a regular basis;
- to provide the Head of Service and SLT with information that allows judgements to be made about the effectiveness of the Establishment.

6.6. Educate the whole Individual by providing opportunities in breadth and depth for the concurrent development of all dimensions of Establishment 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.

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

- to enable our Individuals to demonstrate what they know, understand and can do in their work;
- to help our Individuals understand what they need to do next to improve their work.

7. Principles of Assessment:

7.1. In order to satisfy the above aims, the Assessment Policy is based on research-based guidelines for effective assessment.

- formal, summative assessment that is planned and conducted on a frequent and consistent basis as a reflective process after completion of a task;
- a shared understanding between Individuals and teachers of the criteria which will be used in the assessment of learning;
- Individuals being involved in this process as part of taking responsibility for their own learning, e.g. in developing their ability to be properly self-critical or in setting realistic targets for their subsequent work;
- teachers using the results of their assessment to set work which challenges and stretches their Individuals;
- effective planning for teaching and learning which recognises the full range of achievements of all Individuals by focusing on how Individuals learn;
- recognising assessment as central to classroom practice;
- assessment being regarded as a key professional skill for teachers;

- sensitive and constructive practices because any assessment has an emotional impact;
- taking account of the importance of learner motivation;
- promoting commitment to learning goals and a shared understanding of the criteria by which Individuals will be assessed;
- providing constructive guidance for Individuals about how to improve;
- developing the Individual's capacity for self-assessment and recognising their next steps and how to take them;
- formative assessment activities will be emphasised as part of Establishment routine; summative' activities will be undertaken termly in order to track progress.

8. Processes – What do we do and when do we do them?

Assessment – stage by stage, in relation to the learner's journey.

8.1. On entry to the Establishment and within 4 weeks, a baseline is established which takes into account and/or tests for:

- Education, social, medical history –including prior learning (SATs etc.), attendance, exclusions, emotional and social background, any safeguarding issues, agency involvement.
- Any statement of special educational needs
- Current attainment as a minimum in the core subjects of English (reading, writing, speaking and listening), Maths, ICT and Science.
- Cognitive ability (i.e. the "raw" ability of learners as assessed for example in non-verbal reasoning tests).
- The learner's own perceptions of their strengths and the barriers they need to overcome
- Any specialist testing suggested by a-c above

Targets and planning: once the baseline stage is complete…

8.2. Realistic targets are set for progress across the curriculum phase.

8.3. A plan or plans (IEP, IBP, positive handling and risk assessment) are established which identify priority development issues, sets targets for them and says how they will be addressed. These plans are interlinked. They are shared appropriately with parents/carers/LA.

8.4. all staff involved in teaching or support for a young person are made aware of the care and academic needs of that young person, and the targets set for them.

On an ongoing basis:

8.5. There is planning for progress that is aligned to the young person's ability

8.6. There are regular reviews of progress through timetabled tutor time, assemblies, circle time, and personal support meetings, in relation to targets set in terms of both behaviour and learning.

8.7. All staff involved will be expected to contribute. These will lead to either routine updates of plans and targets or, where necessary, further assessments and interventions **8.8.** a key principle for the ongoing assessment process will be the involvement of the young person.

8.9. There is regular communication to parents and carers of both successes and difficulties

At key moments of transition (end year/annual review, key stage)

8.10. There is a review of progress against targets set and in relation to pupils' ability.

8.11. The review will be comprehensive, covering both learning and behaviour and involving all key staff.

8.12. There is reporting to parents/carers/LA in terms of achievement, behaviour, and what has contributed to or impeded these; together with discussion and agreement about next steps.

Assessment Strategies

8.13. The type of assessment we choose to use depends very much on what we want to assess. Assessment will be most accurate where we use a range of approaches that allow us to "triangulate". Amongst the range at our disposal are:

- Observation of pupils engaged in a task
- Pupil self-assessment or peer-assessment: perhaps based on an assessment checklist or a "ladder" of progression.
- One-to-one questioning of individual learners either during the course of an activity or at the end of a period of learning (e.g. end of a module).
- Questioning of the class during an activity
- Review of learning with a class or group – for example in a plenary session at the end of a lesson
- Marking of pupils' ongoing work.
- Periodic tests or examinations.
- Electronic tests including on-line.

8.14. For assessment as outlined above to be successful and worthwhile certain other features need to be in play.

8.15. These include:

- Effective tracking of progress through subjects and personal development (taking account of classroom behaviour, response, attendance and punctuality).
- Planned opportunities for moderation within and across subjects and with partner Establishments, based on systematically collected evidence.
- Long-term planning for the subject or aspect of learning will be clear about what we are assessing against: what strands of progression or assessment focuses are there; what are the steps of progression in relation to those strands of focuses.
- Short- and medium-term planning will identify what aspects of learning are to be assessed in a particular lesson or group of lessons.
- Emotional, social and behavioural development will be a key focus, with a shared understanding of what this means. (The QCA document "Supporting Establishment Improvement: Emotional and Behavioural Development" will provide a model)

Teacher and Pupil Formative in-class assessment

8.16. As part of our on-going assessment in class, teachers and pupils self-assess their own learning against a set criterion for each lesson, with which the terminology stems from the Early Years Foundation Stage. Although we currently use Sub-Levels and APS points (2 APS points per Sub-level) to monitor Individual's summative progress, this new terminology has proved valuable to Individual's ability to independently self-reflect on each step of learning:

- **Emerging** – Beginning to show signs that basic concepts are understood although much more work is needed
- **Developing** – Basic concepts are understood although support may be needed
- **Securing** – Individuals have understood concept and are now ready for a new challenge
- **Showcasing** – Individuals can apply learning to new task and make connections to previous learning
- **Mastering** – The learning is very secure and Individuals can support others or use higher level skills within their work

Summative Assessment

8.17. Summative assessments will be undertaken and use the following tests:

- Years 1 to 2 – Phonics Screen tests and teacher developed assessments and SATs end of year tests for mathematics.
- Year 3 to 6 -. CAT 4 and NGRT testing at the start of every academic year. Pie and PiM tests at the start and end of every Academic Year (We will also use QCA end of year assessments to help triangulate Individuals progress)
- Year 7 to 9 – MidYIS and NGRT testing at the start of each academic year. 'End of Unit' or half term tests in all subject areas; regular vocabulary tests in Modern Languages, regular spelling tests in English, regular arithmetic tests.

- Years 10 to 11 – Regular 'End of Unit' tests to comply with the syllabus of the specific GCSE Examination Board being studied. GCSE examinations held in May/June of Year 11 or Year 10 as appropriate for individual pupils including ISAs, Assessed Practical or Controlled Assessments. Ye11IS and NGRT testing at the start of Year 10 and Year 11.
- Years 12 to 13 – Regular end of module tests in the curriculum areas being studied. AS or A2 module examinations in May/June as specified by the specific syllabus of the Examination Board being used. Other formal examinations or qualifications as outlined in our programme of enrichment activities or University courses being applied for. ALIS testing at the start of Year 12.

Baseline Assessment Systems

8.18. We use various assessment systems as part of our process of assessment.

CAT4 (Cognitive Ability Test)

8.19. is a standardised computer adaptive test for Individuals aged between 6 and 17 years old. It assesses verbal, non-verbal and quantitative reasoning as well as a spatial awareness. This test also provides gives indicators of likely outcomes for the End of Key Stages 2 to 4

PiE – Progress in English

8.20. Progress in English (PiE) is a standardised test for Individuals aged between 5 and 14 years of age. It measures a pupil's attainment and ability reading and writing in an accurate and realistic way. PiE is effective in monitoring progress over time, tailoring learning to individual pupil needs and assisting in appropriate target setting. PiE is an ideal assessment for monitoring progress over time and identifying the effectiveness of intervention strategies

PiM – Progress in Maths

8.21. Progress in Maths (PiM) is a standardised test for Individuals aged between 4 and 14 years of age. It provides a wealth of rich diagnostic information about the pupils' mathematical ability, providing an overview of individual pupil strengths and weaknesses in mathematics. PiM is effective in monitoring progress over time, tailoring learning to individual pupil needs and assisting in appropriate target setting. PiM is an ideal assessment for monitoring of progress and measuring the effectiveness of intervention strategies.

MidYIS (Middle Years Information System)

8.22. is a standardised computer adaptive test for Individuals in Years 7 to 9. It assesses mathematics, vocabulary, non-verbal and PSA skills. The test also provides indicators of likely outcomes at KS3 and GCSE.

Ye11IS (Year 11 Information System)

8.23. is a standardised computer adaptive test for Individuals in Year 10. It assesses mathematics, vocabulary, and patterns skills. The test also provides indicators of likely outcomes at GCSE.

8.24. Ye11IS, MidYIS, PiE, PiM and CAT 4 are nationally standardised tests that allows the Establishment to understand the strengths and weaknesses of its pupils in a national context and can aid in setting realistic Academic Targets

8.25. WIAT-IIUK-T (Wechsler Individual Achievement Test – Second UK Edition for Teachers) is an individually administered test for assessing reading and spelling achievement from ages for years and 0 months to 85 years and 11 months.

8.26. NGRT (New group Reading Test) is a computer adaptive test that assesses vocabulary, inference, deduction, authorial intent, ability to recognise and grammatical skills; the results are used to aid the Literacy Coordinator in developing an appropriate Literacy Strategy in every Academic Year.

Assessing pupil progress

8.27. In years 1-9 we continue to use a level based system as part of our reporting to parents, however this is also support by decimal scores within Establishment. We use GCSE grades for years 10-11 based on testing, interactions in class, and quality of work produced in class and at home in accordance with level or grade descriptors used by each department. Sublevels and split GCSE grades are permitted. Levels and GCSE grades show the level of attainment the pupil is currently achieving in each subject against the grade or level descriptors. Predicted outcomes for the end of the Junior and

secondary Establishments are generated from the MidYIS, CAT 4, and Ye11IS testing in conjunction with the classroom teachers. This data is analysed and pupils requiring extra support are identified.

8.28. Within the junior Establishment, assessment is based on achievement of a series of outcomes in various areas of learning throughout lessons during the academic term. Teachers can look back in pupil's books or reflect back to lessons on order to decide if a Individual has securely achieved an outcome. Only if an outcome has been securely achieved may it be marked off. Achieved outcomes are documented on each Individual's individual record generating an accurate overall level for Maths and English. These are then used in informing future planning, individual target setting and for tracking and monitoring purposes.

9. Roles and responsibilities

9.1. The Head of Service and senior leadership will:

- Have overall responsibility for the monitoring and evaluation of pupil progress and achievement
- Monitor regularly the Establishment processes for assessing pupil performance
- Ensure that judgements about assessment are regularly made, moderated and recorded, and that evidence of pupil achievement is kept both at the individual pupil and the subject level.
- Report regularly to Cambian Group Education Department on pupil performance
- Ensure that Local Authorities, parents and carers receive timely reports on pupil achievement
- Ensure that all pupils have identified tutor or mentors who can work with them on a timetabled basis to review progress and plan ahead. (see appendix 1 extract 4)
- Chair Annual Reviews

9.2. The SENCO (or senior leader with SENCo responsibilities) will:

- Carry out or arrange for an initial baseline assessment of all pupils, and for periodic objective assessments.
- based on that assessment and on subsequent reviews, work with education and care staff to develop IEPs and other plans that inform classroom teaching and interventions, and approaches to care.
- For pupils who require additional support, produce, disseminate and monitor the impact of a learning support plan.
- Enable regular reviews against targets set in IEPs and other plans, which take into account the range of evidence available of academic and personal progress, and which engage teachers, support staff and care staff.
- Arrange for regular reports on pupil progress, feeding into the statutory annual review process. This should include a pupil contribution.

9.3. Subject leaders will:

- Ensure baseline assessments are in place for all pupils in their subject areas.
- Build assessment into their schemes of work.
- Moderate teacher assessments where more than one member of staff is involved.
- Supervise the assessments of teachers (where more than one teacher is involved).
- Use subject assessments to inform their short-, medium- and long-term planning.
- Contribute to IEP reviews.
- Prepare an annual report on pupil progress across the subject

9.4. Class teachers will:

- Ensure assessment underpins all lessons, with transparent objectives, feedback to learners, and effective plenary review.
- Give pupils opportunities to reflect on their learning and understand what progression means in that subject.
- Offer regular written feedback which is positive, explicit about what has been achieved and about next steps.
- Monitor and evaluate pupil progress in their subject/class, using this as the basis for planning of future learning
- Monitor and evaluate pupil progress in the classes they are responsible for, working with subject leaders to use the findings to inform planning
- Be aware of and assess both academic and personal progress

- Report on pupil progress in IEP reviews or reports.

9.5. Support staff will:

- Be aware of the learning plan for the lesson and their specific role within the lesson, e.g. working with a target group or specific individuals.
- Be aware of the assessment objectives for the group or individual that they are working with.
- Record pupil performance in the lessons, as directed by the teacher, for later discussion and planning for learning.
- Be aware of and assess both academic progress and personal progress (including progress in relation to behavioural targets).
- Contribute actively to periodic reviews of progress for learners.

9.6. Key Stage Co-ordinators will:

- be responsible for the management of assessment activities;
- be responsible for the on-going monitoring of assessment and reporting activities to the SLT;
- work alongside Subject Co-ordinators in order that they have the information required in order to monitor their subject successfully;
- facilitate the exploitation of assessment data within the Establishment;

9.7. The Curriculum Co-ordinator will:

- ensure a consistent and continuous Establishment-wide focus on pupils' achievement, using data to monitor progress in pupil's learning (in discussion with Subject Co-ordinators and Key Stage Co-ordinators);
- be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- responsible for overseeing the collection and interpretation of assessment data;
- implement the Establishment's policy for the recording and reporting of pupil progress, based on regular assessments and reports;
- report to the Head of Service the outcomes of assessment activities.

9.8. External support staff will:

- Contribute to the baseline/admissions/referral process, and take the lead on diagnostic assessment in relation to any therapeutic matter
- Play a part in the target setting process, and offer guidance to other staff on how they can support any therapy related target.
- Conduct clinical interviews and assessments of pupils' presenting psychological problems and carry out psychological risk assessments as need arises
- Conduct appropriate observation assessments in class, house units, trips, gym and other living-learning settings and occasionally with primary caregivers
- Contribute to regular integrated reviews offering their perception of progress and associated evidence.
- Provide reports to, and be part of the annual review process.

9.9. Pupils will:

- Be able to offer their own views of progress when they join Establishment and at reviews.
- Know what their own targets for development are and understand how they are going to work towards them.
- Play an active part in assessing themselves and each other during lessons and at the end of modules of work.
- Be ready to discuss with identified staff their achievements, difficulties and attitudes to learning.
- Make their statutory contribution to the annual review process.

9.10. Parents and Carers will:

- Respond to periodic reports provided by the Establishment, sharing their perceptions of progress made and areas for development identified.

- Be aware of key targets for development set through the annual review process, and contribute as actively as possible.

9.11. Local Authorities should:

- Provide as much relevant information as possible of the learner's prior attainment, background, learning and behavioural difficulties, as they join the Establishment.
- Play an active part in periodic reviews of progress.
- Be ready to facilitate additional support (e.g. CAMHS) where this is called for by the review process.

10. Recording

10.1. At our Establishment we recognise that we are required to keep updated records of pupils' achievements. The primary purpose of record keeping is formative but it also provides the basis for report writing and parent consultation sessions.

10.2. Information tracking the Teacher Assessments and summative reports for each pupil are recorded and shared as appropriate with the Head of Service, Deputy Head of Service, relevant staff and parents.

10.3. Class teachers in the Prep School will keep weekly/half term test results in relation to spelling tests, times tables tests, end of unit tests etc.

10.4. Subject teachers in the Secondary school will keep regular results of tests and homework.

10.5. Teachers and parents use the Pupil Planner issued to every Individual at our Establishment from Years 3-11 (HomeEstablishment Diary for years 1-2), or the Sixth Form Diary, to liaise with each other concerning areas of difficulty. This is also a publication that pupils will use for recording homework, enabling parents to monitor work set.

10.6. Pupils' work is assessed in relation to the attainment targets in the GCSE and A Level subjects. All assessments should give a clear illustration of a teacher's decisions about the overall attainment. Teachers will review work done in a variety of contexts. It is unlikely that a statement of attainment will be reached during one piece of work. Where pupils' achievements have been demonstrated through discussion and other forms of oral work and other less tangible activity, teachers' notes will be evidence of attainment.

Feedback to Pupils

10.7. Our feedback to pupils tells them how well they have done and what they need to do next in order to improve their work. We give pupils verbal feedback on their work whenever possible. We do this when the pupils are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the pupils' work during marking. We give written comments to pupils of all ages. Pupils are encouraged to reflect and do discuss with subject teachers their subject specific 'Passport Targets'.

10.8. When we give written feedback to an Individual, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the Individual needs to do next in order to improve future work. We also grade the Individual's work in line with the marking criteria of the final assessment. Through the use of different coloured highlighters (Orange and Green) we identify where an Individual has met the learning objectives and which aspects of their work need to be focused on as a next step to progress learning. This visual aid makes it very clear for all what a Individual's next step in learning is.

10.9. Pupils with outstanding effort and achievement will be awarded certificates in assembly. Parents are encouraged to complete the reporting process by filling in feedback forms as they go through the reports with the Individual and this form is returned to the Form Tutors.

Feedback Reporting to Parents/guardian

10.10. We have a range of strategies that keep parents/guardian fully informed of their Individual's progress in Establishment which include:

- Termly Data reports
- Half term target reports (which include an effort grade)
- Phone calls to discuss excellent / low effort work

- Excellent work postcards
- Verbal comments to parents at the beginning and end of Establishment day.

10.11. We encourage parents/guardian to contact the Establishment if they have concerns about any aspect of their Individual's work. Parents/guardian need to feel involved and informed about their pupils' progress and to feel confident about the procedures established by the Establishment.

Written feedback to parents – outline of reporting procedures and how we report

10.12. There is a formal written report from each subject teacher to inform parents of their child's progress based on continuous formative assessment. The report will comprise constructive feedback indicating strengths and the way forward for any recognised weaknesses. Written Reports are phased across the academic year to tie in with key educational milestones.

Key Stage 1 and 2

10.13. In the Infants and Junior School (Years 1 to 6) parents receive each half term a 'Grade Card' that details an 'Effort Number' from 1 to 5 and an 'Attainment Grade' from letters A to C according to the following descriptors. This report is both accessible online and is posted in the Parent Portal as a pdf document.

Effort Numbers Years 1 to 6

1. An exceptional and reliable pupil
2. A pupil with a very positive approach who is making good use of the learning opportunities presented to him/her
3. A pupil who is making a reasonable effort but a greater commitment would improve learning and understanding
4. A pupil who needs to make more of a consistent effort and who needs to focus to a much greater extent on the learning opportunities in this subject
5. A pupil who has yet to understand the expectations of our Establishment and who needs to take immediate remedial action

Attainment Grades Years 1 to 6

- A . A pupil who is currently exceeding expectation taking into account prior achievement and assessments by the teacher
- B. A pupil who is currently meeting expectation taking into account prior achievement and assessments by the teacher
- C. A pupil who is failing to meet the expectation of him/her taking into account prior achievement and assessments by the teacher

Years 7-8

10.14. In Years 7 and 8, parents receive each half-term an 'Effort Summary' for each subject studied that details the strands 'Effort in Class', 'Homework', and 'Behaviour' according to the descriptors below. In addition to this, at the end of each term, parents receive a 'Level Summary' indicating the attained level (descriptors can be found in departmental handbooks), the Target Level and a traffic light indicator to show if the Individual is on or off target in that subject. These Summaries can be accessed online and is posted in the Parent Portal as a pdf document.

Years 9-11

10.15. In Years 9 to 11, parents receive each half-term an 'Effort Summary' for each subject studied that details the strands 'Effort in Class', 'Homework', and 'Behaviour' according to the descriptors below. In addition to this, at the end of each term, parents receive a 'Grade Summary' indicating the attained GCSE grade (descriptors can be found in departmental handbooks), the Target Grade and a traffic light indicator to show if the Individual is on or off target in that subject. These Summaries can be accessed online and is posted in the Parent Portal as a pdf document.

Post 16 Education

10.16. In post 16 Education parents receive each half-term an 'Effort Summary' for each subject studied that details the strands 'Effort in Class', 'Homework', and 'Behaviour' according to the descriptors below. In addition to this, at the end of each

term, parents receive a 'Grade Summary' indicating the attained GCSE grade (descriptors can be found in departmental handbooks), the Target Grade and a traffic light indicator to show if the student is on or off target in that subject. These Summaries can be accessed online and is posted in the Parent Portal as a pdf document.

Effort Numbers Years 7 to 11

Number	Effort in class	Homework	Behaviour
1	An **exceptional** and reliable pupil	Homework is always submitted on time. The pupil consistently sets out work to an exceptional standard and completes all sections to the best of their ability	The pupil consistently presents impeccable behaviour
2	A pupil with a very positive approach who is making good use of the learning opportunities presented to him/her	Homework is regularly submitted on time. The pupil consistently sets out work to a very high standard and completes all sections to the best of their ability	The pupil consistently presents very good behaviour
3	A pupil who is making a reasonable effort but a greater commitment would improve learning and understanding	Homework is usually submitted on time. The pupil consistently sets out work to a good standard and completes all sections to the best of their ability	The pupil presents satisfactory behaviour
4	A pupil who needs to make more of a consistent effort and who needs to focus to a much greater extent on the learning opportunities in this subject	Homework is submitted on an inconsistent basis. The pupil does not produce work that reflects their ability.	The pupils presents poor behaviour
5	A pupil who has yet to understand the expectations of the Establishment and who needs to take immediate remedial action	Homework is rarely submitted and of a poor standard	The pupil is actively disruptive

Special Educational Needs and Disabilities

10.17. Pupils who experience challenges in accessing the taught curriculum may have the assessment modified to accommodate their need. This will not affect the outcome or marking procedure. Accommodations will vary and be at the discretion of the class teacher. Where the pupil has an educational psychologist's evaluation, the recommendations may be followed in whole or in part with the full agreement of parents.

11. Standard Forms, Relevant Documents, Letters & References

This Policy

Other Cambian Policy

11.1. Personal, Social, Health and Economic (PSHE) education

11.2. Curriculum Policy, Vocational Policy

11.3. Gifted and Talented Policy

11.4. Special educational Needs and Disability (SEND) Policy

12. Appendix A – End of Term Academic Pupil SelfEvaluation

	Please answer these questions and tick the answer you prefer each time.	Yes	Mostly	Sometimes	No
1.	Have you enjoyed being at this school this term?				
2.	If you are stuck have you had help to find work easier?				
3.	Have your English lessons and targets been interesting and enjoyable?				
4.	Have you worked hard and tried your best in this subject?				
5.	Are your Maths lessons and targets been interesting and enjoyable?				
6.	Have you worked hard and tried your best in this subject?				
7.	Are your Science lessons interesting and enjoyable?				
8.	Have you worked hard and tried your best in this subject?				
9.	Are your French lessons interesting and enjoyable?				
10.	Have you worked hard and tried your best in this subject?				

11.	Are your Art, Design and Technology lessons interesting and enjoyable?				
12.	Have you worked hard and tried your best in this subject?				
13.	Are your Geography lessons interesting and enjoyable?				
14.	Have you worked hard and tried your best in this subject?				
15.	Are your PE lessons interesting and fun?				
16.	Have you worked hard and tried your best in this subject?				

17.	Are your Music lessons interesting and enjoyable?				
18.	Have you worked hard and tried your best in this subject?				
19.	Are your German lessons interesting and enjoyable?				
	Please answer these questions and tick the answer you prefer each time.	Yes	Mostly	Sometimes	No
20.	Have you worked hard and tried your best in this subject?				
21.	Are your Drama lessons interesting and enjoyable?				
22.	Have you worked hard and tried your best in this subject?				

23.	Are your ICT lessons interesting and enjoyable?				
24.	Have you worked hard and tried your best in this subject?				
25.	Are your RE lessons interesting and enjoyable?				
26.	Have you worked hard and tried your best in this subject?				
27.	Are your History lessons interesting and enjoyable?				
28.	Have you worked hard and tried your best in this subject?				
29.	Do teachers show you how to make your work better?				
30.	Have other Individuals behaved well in class this Term?				
31.	Have you behaved well this Term?				
32.	Are other Individuals friendly?				
33.	Is there an adult you would go to if you were worried at school?				

34.	Have the teachers been fair to you this Term?				

Pupil Comments:

12.1. How are you getting on in English? Write down things you do well in and things you find hard.

12.2. How are you getting on in Maths? Write down areas you do well in and areas you find hard.

12.3. Are there any subjects you are finding hard and need help with? Explain the parts you find hard and need help with.

12.4. Is there anything else you would like to say about your work at school?