

The King's School
Canterbury



V A T T A N A C V I L L E

Assessment and Reporting Policy 2023-2024

Reviewed: May 2024

Review Frequency: 1 years

Next Review: May 2025

Governor sign off: Yes/No

Introduction

This policy outlines the principles and practices of assessment and reporting at The King's School, Vattanacville (TKSV), in alignment with the English National Curriculum, International Primary Curriculum and the Khmer National Programme. It aims to ensure that all students receive the necessary support to achieve their full potential and that parents are kept informed of their child's progress.

Objectives

- To provide a clear framework for assessment that supports teaching and learning.
- To ensure consistent and accurate assessment across all year groups.
- To track and monitor student progress effectively.
- To report student achievement to parents in a meaningful and timely manner.
- To meet the statutory requirements of the National Curriculum.

Principles of Assessment

1. Purposeful: Assessment must serve the purpose of improving student learning.
2. Inclusive: It should be accessible to all students and provide opportunities for success.
3. Fair: Assessments must be unbiased and equitable.
4. Valid and Reliable: Assessments should accurately measure what they intend to and produce consistent results.
5. Integrated: Assessment should be an integral part of teaching and learning.
6. Continuous: It should provide an ongoing measure of student progress.
7. Transparent: Students and parents should understand the assessment criteria and processes.

Assessment Practices

1. Assessment and record keeping must be kept manageable and to the minimum necessary to be effective and should be contained within a teacher's normal working day.
2. Through formative, continuous assessment teachers must assess students' progress, attainment and achievement in lessons and provide them with constructive feedback.
3. Following the assessment calendar created by SLT, summative assessments and tests will be used to assess the progress that has been made by individual students and groups of students.
4. Assessment and recording should be of a positive nature and celebrate the achievements and progress made by students.
5. Assessment must be used effectively to show students what they next need to do to improve.
6. Students making little or no progress must be identified quickly and given immediate appropriate support.
7. Assessment should be used to underpin the planning of subsequent lessons.

8. Records should be clear, kept simple and easy to understand.
9. Records should present a broadly based picture of the student, involving all positive aspects of development.
10. Records should develop a profile of the student and might include samples of work and other evidence.
11. Teachers should involve students and parents in assessment and recording as appropriate.
12. Reports should give parents a clear and accurate picture of the students' progress, achievement and next steps in all areas based on the continuous assessment.

Types of Assessment

- **Formative Assessment:** Formative assessment is continuous and occurs during the learning process. It helps identify student strengths and areas for improvement, guiding future teaching.
 - **Techniques:** Observations, questioning, discussions, peer and self-assessment, quizzes and informal tests, classwork
- **Summative Assessment:** Summative assessment evaluates student learning at the end of an instructional period. It measures the extent to which curriculum objectives have been achieved.
 - **Examples:** End-of-unit tests, termly assessments, standardised tests
- **Diagnostic Assessment:** Diagnostic assessment identifies specific learning needs or difficulties. It is often used to inform intervention strategies.
 - **Methods:** Specialised tests, observations carried out by specialists, screeners

Planning and Implementation

Planning:

Teachers will plan assessments as part of their overall curriculum planning, ensuring alignment with learning objectives. Formative assessments will be ongoing throughout the year and may be evidenced in planning documents, works, displays and feedback provided to students. Teachers will follow the assessment calendar provided by SLT to plan their summative assessments.

Implementation:

Formative assessments will be carried out regularly each week across all subject areas to support and inform planning. Summative assessments will be carried out as per the planned schedule, using varied methods to cater to different learning styles and support provided where needed and approved.

Recording and Monitoring

Recording:

Teachers will maintain accurate records of all assessments. Grades will be recorded on iSams. Teacher assessments files will be at the discretion of the subject lead and/or class teacher.

EYFS Grades

| Emerging | Expected |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Working at the age appropriate curriculum but have not secured all of the expected learning for the year. | Learning is at expected level for the age appropriate curriculum. |

KS1/2 Grades

| Emerging | Developing | Expected | Greater depth |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Not yet working on objectives for the age-appropriate year group | Working at the age appropriate curriculum but have not secured all of the expected learning for the year | Learning is at expected level | Working beyond the standard expected for the year group through showing greater depth or understanding of objectives |

Monitoring:

The Senior Leadership Team (SLT) will review assessment records in termly student progress meetings to monitor student progress and identify any necessary interventions.

Moderation:

Regular moderation sessions (at least termly for core subject areas) will be held to ensure consistency and reliability of assessments across the school. Teachers will participate in internal and external (where possible) moderation activities. Moderations are carried out prior to finalizing grades for reports

Reporting

Reporting to parents:

Reporting will take place throughout the year. Class teachers will use their teacher judgement, formative assessments, summative assessments and collaboration with other members of staff to form judgements/grades for each student. Reports to parents will provide a holistic picture of the student.

Grades will be given for:

- Student's preparation for learning; attendance, punctuality and general behavior.

Preparation for Learning

| | Attendance | Punctuality | Behaviour |
|------------------|-----------------------------|-------------------------------|-----------------------------------------------------------------|
| Excellent | Attendance is 99% or higher | Always in school on time | A role model to other students due to their excellent behaviour |
| Good | Attendance is 96% or higher | Rarely late for school | Consistently good effort and kindness |
| Concern | Attendance falls below 96% | Is often late for school | Effort or kindness is good but not consistently applied |
| Poor | Attendance falls below 90% | Is frequently late for school | Shows a poor attitude to school and/or others |

- Students' ability to demonstrate each of TKS's values; respect, responsibility, resilience, readiness and on their attitude to learning in each subject area.

EYFS Attitude to Learning and Values

| | | |
|-------------------|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent | 1 | Excellent approach to learning. Student engages enthusiastically with all aspects of learning. Student presence in the classroom is very positive. |
| Good | 2 | A sound and admirable approach to learning. Class presence is very positive. Student is ready and keen to engage in their learning journey with little encouragement. |
| Reasonable | 3 | A satisfactory approach to learning. Student is often positive in their learning journey but may often require some encouragement to participate in the learning. |
| Concern | 4 | Student needs considerable support and direction to remain focused in this area of learning. Student shows an inconsistent positive attitude to learning. |
| Poor | 5 | Some serious concerns about approach to learning, motivation and/or behaviour in lessons. Student will not engage with learning even when support is given. |

KS1/2 Attitude to Learning and Values

| | | |
|-------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Excellent | 1 | Excellent approach to learning. Work goes above and beyond that expected; attention and participation in class is excellent; there is strong intellectual engagement. |
| Good | 2 | A sound and admirable approach to learning. Class presence is very positive. Organisation is good. Student is ready and keen to work efficiently in lessons with little encouragement. |
| Reasonable | 3 | A satisfactory approach to learning. Most work is complete and on time; class engagement is positive, and the pupil is prepared for lessons and gets down to work with some encouragement |
| Concern | 4 | Concern about some unsatisfactory aspects of the approach to learning. Work may not be completed on time or thoroughly completed; inattention or less than acceptable concentration in class. Frequent reminders to remain focused. |
| Poor | 5 | Some serious concern about approach to learning, motivation and/or behaviour in lessons. |

- Students will be graded in each subject area. Grade boundaries are TBD by each subject coordinator.

EYFS Grades

| Emerging | Expected |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Working at the age appropriate curriculum but have not secured all of the expected learning for the year. | Learning is at expected level for the age appropriate curriculum. |

KS1/2 Grades

| Emerging | Developing | Expected | Greater depth |
|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Not yet working on objectives for the age-appropriate year group | Working at the age appropriate curriculum but have not secured all of the expected learning for the year | Learning is at expected level | Working beyond the standard expected for the year group through showing greater depth or understanding of objectives |

Proposed Reporting and Assessment schedule for Primary:

| SY | EYFS | KS1 | KS2 |
|---------------------|------------------------------------|-----------------------------------------------------|-----------------------------------------------------|
| Autumn Term | | | |
| Week 1/2 | Baseline Assessment | Baseline Assessment | Baseline Assessment |
| Week 3 | Settling in parent meeting | Settling in parent meeting (new to school children) | Settling in parent meeting (new to school children) |
| Half term | | | |
| Week 3 | Parent meetings | Parent meetings | 3- way conferences |
| Week 4 (TBC) | Assessment- review | Assessments | Assessments |
| Week 6 (final week) | Summary reports | Summary reports | Summary reports |
| Spring Term | | | |
| Week 5/6 (TBC) | Assessment- review | Assessments | Assessments |
| Half term | | | |
| Week 2 | Parent meetings | Parent meetings | 3- way conferences |
| Summer term | | | |
| Week 6 | Parent meetings for chn of concern | Parent meetings for chn of concern | Parent meetings for chn of concern |
| Week 9 (final week) | Full reports | Full reports | Full reports |

Formal Reporting:

- Autumn Term reports: An overview of the child and a summary of student progress in key subjects; highlighting attitudes to learning, values and areas for improvement.
[EYFS](#)
[KS1/2](#)
- End of Year Reports: A comprehensive report covering all areas of the curriculum, attitudes and values shown in each subject area and next steps.
[EYFS](#)
[KS1/2](#)
- Parent-Teacher Meetings: Scheduled three times a year for EYFS and new to school students and twice a year for KS1/2 students prior to reports being released to discuss student progress. Additional meetings as needed will be scheduled at the teachers/IL's discretion.
- **Reports should not contain any information that may be of concern to parents that has not previously been raised with the parents.**

Informal Reporting:

Teachers will provide informal updates through communications such as tapestry, emails, phone calls where appropriate.

Half Term Overviews will be sent to parents for KS1 and KS2 outlining the main objectives for each area of the curriculum to be covered that half term and the IPC unit. Example: [Half Term Overview](#)

Tapestry observations are to be scheduled to send on a Friday afternoon once students have left the building. Observation schedules for each student will follow:

- EYFS: 2 x weekly
- KS1/KS2: 1 x literacy, 1 x maths, 1 x IPC weekly

Tapestry observations will be carried out by both the class teacher and the Learning Assistant. Class teachers can exercise discretion on how they share the observations between themselves and their LA providing there is an even mix of observations carried out by the class teacher and LA over the course of each term for each student. Observations should provide an accurate and positive overview of each student in all areas of their learning journey.

To Students:

Students will receive regular feedback on their progress. Feedback will be constructive with a positive focus, highlighting strengths and areas for improvement. Students will be involved in self-assessment and goal-setting.

To External Bodies:

The school will comply with statutory reporting requirements, including:

- Submission of end-of-key-stage assessments.
- Providing data to regulatory bodies as required, alongside publishing results on the website.

Parent Consultations

Parent meetings will take place at regularly scheduled times throughout the year. Parents can also request to meet the teacher as and when they feel they need to. Teachers may also request to meet parents more regularly than scheduled. All parent/teacher meetings require a log of the meeting. Teachers are required to complete the [Parent/Teacher Meeting form](#) to record key messages they wish to relay to parents. Notes are to be made on parents' input in the meeting. This document is to then be signed by all who attended the meeting. A copy is to be shared with parents and stored in the student's file. Uploads of these documents to iSams will be carried out by the secretary of the respective section of school.

3 Way conferences

In KS2 Parents evenings will be 3-way conferences that involve the student in the discussions. The teacher is to complete the [3-way conference form](#) which records the key messages of the teacher, parent and student. This document is to be signed by all who attend the meeting. It will then be shared with the parents, the

student and stored in the student's file. Uploads of these documents to iSams will be carried out by the secretary of the respective section of school.

Supporting Students

Differentiation: Assessment tasks will be differentiated, where applicable, to meet the needs of all students, ensuring accessibility and challenge for all.

Intervention: Students identified as needing additional support will receive targeted interventions. Progress of students receiving interventions will be monitored closely to evaluate effectiveness.

SEN and EAL Students: Specific strategies will be employed to support students with Special Educational Needs (SEN) and English as an Additional Language (EAL). Individual Education Plans (IEPs) and EAL plans will be incorporated into assessment and reporting practices.

Professional Development

Staff will receive ongoing training in assessment and reporting practices. Opportunities for professional development will include:

- In-house training sessions
- External courses and workshops
- Peer observations and collaborative planning

Roles and Responsibilities

Teachers:

- Plan and implement assessments.
- Record and analyse assessment data.
- Provide feedback to students and parents.
- Participate in moderation activities.

Senior Leadership Team (SLT):

- Oversee the implementation of the assessment policy.
- Monitor assessment data and student progress.
- Support teachers in the assessment process.
- Ensure statutory requirements are met.

Governors:

- Review the assessment policy regularly.
- Monitor its implementation and effectiveness.
- Provide strategic oversight and support.

Monitoring and Evaluation of the Policy

- The SLT will review the assessment and reporting policy biennially.
- Feedback from staff, students, and parents will be considered in the review process.
- Amendments will be made as necessary to improve the policy's effectiveness.

Conclusion

Effective assessment and reporting are crucial for student success and development. By adhering to this policy, TKSV ensures a consistent, fair, and transparent approach, aligning with the English National Curriculum, International Primary Curriculum and Khmer National Programme, and fostering a supportive learning environment for all students.