



## Assessment and Tracking Policy

We monitor pupil progress through use of standardised assessments and data in addition to internal assessments.

Our aims are:

- To track individual pupil progress in order to maximise attainment and fulfil the potential of all pupils.
- To recognise pupils who require additional support or extension in their learning.
- To monitor the effectiveness of our curriculum using cohort analysis of standardised data.
- To gain an insight into the academic profile of year groups as they progress through the school. This information will inform future planning of the curriculum and decisions regarding streaming.

Years 2 – 8 are monitored annually in reading and spelling using the NGRT reading scale and the NGST spelling test as a benchmark for essential literacy development.

### Lower School

Pupils in the Lower School are monitored in terms of their developed ability and attainment in reading and mathematics using CEM centre InCAS. These assessments are used to form a midyear review of pupil progress.

Data is discussed with form teachers, learning support colleagues and core subject set teachers. We focus upon analysing the attainment of children in relation to their developed ability. Of particular interest with this age group is the breakdown of reading skills shown with InCAS assessments. This is used to inform reading group work with pupils and to decide where additional support of individual pupils is required.

Year 2 pupils continue to be tracked in reading development using PM Benchmarking.

At the end of Year 2 the Progress in English and Maths tests are used to assist in judging the degree of progress made by each child from the end of Year 1.

## Year 2

Tests used:	Use of information	Sent to:	Action and follow up	Additional use for school
<p><b>Year 2 Autumn term</b> Suffolk and SWST</p> <p><b>Year 2 Spring term</b> InCAS.Midyear review of pupils</p> <p><b>Year 2 Summer Term</b> PM Benchmark assessment. Termly Internal assessment tests Progress in English and Maths</p>	<p>Year 1 InCAS /Progress in English and Maths data is reviewed and used to finalise setting in English and maths.</p> <p>Above standardised data also as benchmark for grouping for literacy groups. To check for pupil progress in literacy and maths development. Used to complement and enhance InCAS information.</p> <p>Midyear review of pupil progress with: Form and subject teachers, HOS, Head of LSC, Head of Assessment.</p>	<p>All subject teachers and form teachers of this year group.</p> <p>Form and subject teachers, HOS, Head of LSC, Assistant Head Academic.</p>	<p>Aims set for individual children in some cases. Look at both low attaining children and those not matching potential.</p>	<p>Provides review of Lower School curriculum in maths and reading.</p> <p>Monitor year group attainment and identify any weaknesses.</p>

## Year 3

Content	Use of information	Sent to	Action and follow up	Additional use for school
<p><b>Autumn Term</b></p> <p>Suffolk and SWST</p> <p><b>Spring term</b></p> <p>Midyear review of pupil ability and attainment using InCAS.</p> <p>Termly internal assessment tests.</p>	<p>Review of Year 2 data to confirm setting.</p> <p>Midyear review of children who were shown as underachieving/requiring extension by using InCAS in Feb/March.</p> <p>Follow up on children needing support</p>	<p>All Year 3 form teachers, set teachers.</p> <p>As above with Head of Assessment and Head of LSC, Assistant Head Academic.</p>	<p>Targets for maths and writing confirmed. Children of concern noted and monitored by HOY.</p>	<p>Provides review of Lower School curriculum in maths and reading.</p> <p>Monitor year group attainment and identify any weaknesses</p>

## Middle School

Year 5 are assessed using GL Assessment CAT4 in the Autumn Term. This forms a useful baseline for analysis of progress within the curriculum for each pupil by comparing these results with pupil performance in internal school assessment tasks. From this we are able to identify pupils who may not be performing to their best ability. The information from the cognitive tests is used to identify pupils who may benefit from a particular style of teaching and who need additional support.

<b>Year 4</b>				
<b>Content</b>	<b>Use of Information</b>	<b>Sent to</b>	<b>Action and follow up</b>	<b>Additional use for school</b>
<b>Autumn Term</b>  NGRT and SWST	Year 4 review of Year 3 InCAS/Suffolk and SWST data to see profile of classes and issues of differentiation for individual pupil needs. To identify pupils who need extension or support.	All subject teachers, HOS, Head of LSC, Assistant Head Academic, Head of Middle School.	Review data with regard to setting.	Monitor the standard of reading and maths. Develop any new pupil groupings or types of support if deemed of value to pupils from data provided.
<b>Spring Term</b>  InCAS	Midyear review of pupil progress with: Form and subject teachers, HOS, Head of LSC, Assistant Head Academic, Head of Middle School .	Form and subject teachers, HOS, Head of LSC.		
<b>Summer Term</b>  Termly internal subject				

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<b>Year 5</b>				
<b>Content</b>	<b>Use of Information</b>	<b>Sent to</b>	<b>Action and follow up</b>	<b>Additional use for school</b>
<b>Autumn Term</b> Cognitive tests – CAT4. NGRT and SWST.  Termly internal assessment tests,	Review of the progress of all pupils. Results Inform interviews with parents involving choice of senior school and progress at Danes Hill.	All HOD, Head of Middle School, Assistant Head Academic. Meeting with Year 5 form teachers, maths and English teachers.	Investigate individual pupil needs if a large discrepancy is found between verbal and non-verbal score. Identify gifted pupils and those requiring additional support. The learning profiles of children are noted.	Record academic profile of the year group. Used for future planning of streams and sets.

## Upper School

The Year 5 cognitive test data assists with the setting of pupils at the end of Year 5. It continues to form some basis for monitoring of achievement through Year 6. Analysis of performance in internal exams in relation to cognitive ability is passed to tutors in the Autumn term of Year 6.

Year 7 take the MidYIS baseline assessment in the Autumn Term. This information aids the evaluation of pupil progress. Particular aspects of the data such as the skills section assist us to identify pupils who have difficulty with the reading and proof reading aspect of tackling examination papers.

<b>Year 6</b>				
<b>Content</b>	<b>Use of Information</b>	<b>Sent to</b>	<b>Action and follow up</b>	<b>Additional use for school</b>
<b>Autumn Term</b> NGRT and NGST  Internal assessment tests in the Autumn and Summer terms.	Year 5 cognitive test data referred to in the Autumn term is used to evaluate end of term results and to brief tutors at the start of term.  Termly comparison of exams to see if cognitive test results are working in line with potential.	Used as baseline for analysis of termly progress in subjects using SIMS progression lines. Information used to inform tutors.	HOD maths and English, HOY, HOS, subject teachers, Head of Upper School, Assistant Head Academic.	Cognitive test results are sent to senior schools.  Generates discussion on ways to improve pupil attainment.

## Year 7

Content	Use of Information	Sent to	Action and follow up	Additional use for school
<p>Autumn term.</p> <p>NGRT and NGST</p> <p>Internal assessment tests in the Autumn and Summer terms.</p>	<p>Skills score is looked at to see if further help can be given to some pupils for proofreading work and reading questions.</p> <p>Vocabulary score is used to target children requiring further assistance with language.</p> <p>Used to see if discrepancy between internal exams results and MidYIS. ie is child not working as well as could at school.</p>	<p>HOD academic subjects.</p> <p>HOY, Assistant Head Academic, subject teachers English and Maths.</p> <p>This data is on sims for Year 7 subject teachers.</p>	<p>Pupils who may be underachieving in school are noted.</p> <p>Used for setting purposes for Year 8.</p>	<p>MidYIS included in senior school references.</p>

FER

**FULL Date of Policy: 10 February 2019**

To be reviewed: FEB 2019