Assessment Policy

This policy applies to the whole school, including the EYFS. It should be read in conjunction with the Marking and Feedback Policy and the appendices.

1   Introduction

1.1   *What is assessment?*
Assessment refers to any situation in which some aspect of the child's education is in some way measured. This measurement could be by the teacher, an examiner, through standardised tests e.g. CAT4, or by the child themself.

1.
At Knightsbridge School, we believe the key purpose of assessment is to move children on in their learning. Assessment has a major role to play in increasing levels of achievement. It is an integral part of teaching and is primarily used in an ongoing (formative) way to promote better learning as well as being a fundamental part of our curriculum planning. Continued monitoring of each child's progress gives a clear picture of what each child 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 children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations and setting their own targets.

1.3   **Principles for good practice**.

Assessment at Knightsbridge School:
● informs teaching staff about individual pupil's progress;
● indicates strengths and identifies weaknesses;
● 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.

1.4   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.

2   Rationale

2.1   Assessment is an important link in the cycle of planned curricular experience and recording achievement is a positive way of identifying children's particular strengths and weaknesses. This allows us to base our lesson plans on a detailed knowledge of each child. Sensitive assessment contributes towards good self-esteem and a constructive attitude which motivates the individual to continue making progress.

2.2   We give our children regular feedback on their learning so that they understand what it is that they need to do better. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2.3   Aims of Assessment at Knightsbridge School

Assessment at Knightsbridge School aims to:

● support learning by identifying children's strengths and weaknesses and encouraging them to evaluate their progress and reach their highest possible levels of attainment;
● 'close the gap' between pupils' potential and actual performance;
● enable teachers to identify the needs of each child including additional support if required;
● enable our children to demonstrate what they know, understand and can do in their work;
● help prepare children for their future schools;
● help staff evaluate their delivery of the curriculum and make any necessary adjustments to it in terms of curricular planning and approaches to teaching;
● enable HoDs to evaluate the success of the teaching;
● provide meaningful communication between school and parents, that provides them with information about their child's achievements and progress;
● provide SMT with information that allows judgements to be made about the effectiveness of the school.

3   Principles of Assessment

3.1   In order to satisfy the rationale above, the Assessment Policy is based on the following research-based guidelines for effective assessment.
● formal, summative assessment is conducted on a regular basis as a reflective process;
● children and teachers understand the criteria which will be used in the assessment of learning;
● children are involved in this process so that they take responsibility for their learning, through guided self-assessment and recognising their next steps and how to take them;

- teachers use the results of their assessment to set work which supports, challenges and stretches their children;
- all feedback of assessment should be sensitive and constructive because any assessment has an emotional impact;
- teachers take account of the importance of learner motivation by providing constructive guidance for children about how to improve; formative assessment activities will be emphasised as part of school routine; summative activities will be undertaken termly in order to track progress.

3.2 At Knightsbridge School we use a Learning Objective as the starting point for the planning and/or delivery of each lesson. This is often referred to as the WALT (We are learning to…) and it is followed up with a set of success criteria which are often differentiated. This forms the basis for Assessment for Learning. Where appropriate, a key question may replace the WALT.

Learning Objectives and the related success criteria should be based upon the skills statements for each year group set out by HoDs.

3.3 **Feedback and Target Setting**

Each child should know how to make progress in every subject. Teachers assist with this by setting targets. Targets make clear the next steps that they must take in order to progress.

Departments may vary in how they communicate these targets to each child, but one way might be through differentiated success criteria (e.g. all must, most should, some could) which the children write out/stick in at the start of the piece of work. Marking should refer to how well the child has met the target.

A short-term target or one which is broken down into small steps, is probably more accessible for the child, so 'in this/the next piece of work I would like to see…' may be more achievable than 'by the end of term/year….', but this may vary according to department /year group.

The target(s) could be subject-specific, or could be more general, relating, for example, to the school literacy policy, or presentation. Teachers may set the same target recurrently if necessary.

By agreement with the teacher, children could be involved in setting targets when they do their self-evaluation.

4 Types of Assessment

4.1 **Formative Assessment or Assessment FOR Learning**

Assessment for learning is the on-going day-to-day formative assessment that takes place to gather information on what a child or group of children understand or do not understand and how future teaching will be adapted to account for this. It is

integral to learning, and takes place throughout learning. It provides "feedback", i.e. whether learning objectives are being reached. It is diagnostic, giving information on areas of weakness but also on strengths and potential. For pupils, it is a form of individualised learning and encouragement, and an important ingredient of motivation.

These types of assessment are ongoing and regular and involve:
● effective questioning;
● observations of children during teaching and while they are working;
● holding discussions with children;
● analysing and marking work and feeding back to children;
● conducting tests and giving swift feedback;
● individual assessments;
● group assessments;
● class assessments;
● self-assessments - self assessment by children promotes motivation and makes children feel valued and involved in their own learning.

Evidence of formative assessment helps to support judgements made and may come from a variety of sources:
● annotations on weekly and half-termly planning documents;
● individual child's records;
● teacher's mark books/BAMEM tracker;
● teacher's planner (day book);
● children's books;
● tick lists;
● I.L.P.s;
● target setting and attainment;
● teachers' notes of observations.

4.2 **Summative Assessment or Assessment of Learning**
Assessment of learning is a summative assessment to ascertain the level a child has reached which could be termly or annually or at the end of a key stage. It is concerned with the final summing up of learning. The judgements it makes are also for the benefits of people other than the learner. Summative assessments usually come in the form of tests, assessments and exams. It is important to remember that they provide only a snapshot of that child's ability at that particular time.

Summative assessments are used to help teachers decide what a child can do at a particular time, and can be used as comparators. This is done through:
● Assessments for specific tasks – at the end of a topic or after teaching a specific skill or concept;
● Weekly/daily mental maths and spelling tests;
● Exams
● Cognitive Ability Tests – CAT Digital;
● Progress Test in Maths and English (PTM, PTE);

4.3 **BAMEM**

BAMEM stands for Beginning, Approaching, Meeting, Exceeding and Mastering. These are the words we use to report how children are progressing against expectations for their year group. Please see *Appendix 2- Reporting to Parents* for more detail.

Each department sets up a markbook to record how children are progressing against the key skills as set out by each subject's HoD.

Children's progress is monitored at least each half term when teachers are required to fill in a BAMEM grade on iSams using resources supplied by HoDs to support them in making their judgements.

4.4   Diagnostic Assessment

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, etc. We use a range of external tests and examinations that provide a considerable amount of detailed diagnostic material. This includes PTE, PTM, PASS, and CATs. Teachers are actively encouraged to engage with this data and make appropriate use of it in planning and teaching. SMT uses this data alongside teacher judgements to assess children's progress at termly Pupil Progress meetings.

4.5   Assessment in the EYFS (Please see the EYFS Policy for more detail)

- The Early Years Foundation Stage Profile is the national assessment framework against which teachers record their observations throughout the EYFS (Nursery and Reception classes) and is used to summarise their pupils' ongoing progress towards the Early Learning Goals. It covers each of the seven areas of learning contained in the curriculum guidance for the EYFS underpinned by the characteristics of effective learning. Teachers make regular assessments of children's learning through observation, involving both the teacher, child and other adults as appropriate (recording this through photos, narratives and anecdotal comments made during child initiated and adult focused activities) and direct assessments and this information is used to ensure that future planning reflects identified needs as well as adapting planning to match the children's interests. Each child has an online learning journey.

- On entry to the school, children will be informally assessed against the stage appropriate learning outcomes of the EYFS and a 'baseline' assessment will take place over 3-4 weeks. Results are used to inform planning, set targets and aid early identification of special educational needs. A summative assessment of children's progress will be made towards the end of each term where the Head of EYFS analyses data and uses this data to take learning forward across the cohort.

5   Learning Support

5.1   Beginner EAL pupils will not be assessed until they have progressed to intermediate. Their assessments may be modified in accordance with their level of English as determined by the Head of Learning Support. For example, a child's reading comprehension may be tested orally without the expectation of having to write the answers down.

5.2   Junior School - Pupils who experience challenges in accessing the taught curriculum may have the assessment/process 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 child has an educational psychologist's evaluation, the recommendations may be followed in whole or in part with the full agreement of parents.

5.3   Senior School - Pupils who experience challenges in accessing the taught curriculum may have the assessment process modified to accommodate their need. This will not affect the outcome or marking procedure.

5.4   Non-Standard Accommodations - In exceptional cases, designated pupils may be given the following non-standard accommodations, usually recommended in an educational psychologist's evaluation, or at the discretion of the subject teacher and Head of Learning Support.
●   Extra Time (25-50%)
●   Supervised rest breaks
●   Laptop for word processing only
●   A scribe
●   A reader
●   A dictionary
The choice of future school for the pupil will be considered when allocating non-standard recommendations for examinations.

6   Responsibilities

6.1   *Teaching staff*
●   To adhere to the requirements of this policy in planning the learning for the groups and individual children for whom they are responsible;
●   To involve and inform Teaching and Learning assistants, and others working with pupils, of the role they need to have in the assessment of children's learning;
●   To keep records of children's progress as defined by the Marking and Feedback Policy;
●   To keep other such records as to inform and contribute to the agreed curriculum plans, records and reports;
●   To report as required regarding the progress of their pupils.

6.2   *Teaching and Learning Assistants*
●   To be active in seeking out the expected learning objective for all pupil tasks;
●   To be aware of the teacher's expectations regarding specific assessment activities;
●   To contribute to the ongoing discussions regarding children's progress;

- To consider the next steps for children's learning and be proactive in discussion with teaching staff how they may best support the children with whom they work;
- To contribute to the assessment of the children with whom they work.

6.3 **Heads of Department**
- To know current levels of pupils' attainment in their subject;
- To know strengths and areas for improvement within their subject;
- To be responsible for the monitoring and identification of the above;
- To report the outcomes of monitoring activities to the SLT and Staff;
- To plan strategies for subject improvement and development to be contained in an action plan that is updated annually;
- To undertake termly monitoring activities to assess standards in their subject. This may include: Book scrutiny; Pupil interviews; Classroom observations; Data analysis meetings.

6.4 **Head of Junior School and Head of Senior School**
- To be responsible for the ongoing monitoring of assessment and reporting activities to SLT;
- To facilitate the effective dissemination and use of assessment data within the school;
- To liaise with any external agencies regarding the results of assessment activities when appropriate.

6.5 **Director of Learning and Head**
- To ensure a consistent and continuous school-wide focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning;
- To be able to demonstrate and articulate high expectations and set stretching targets for the whole community;
- To be able to determine, organise and implement a diverse, flexible curriculum and implement an effective assessment framework;
- To plan and organise the school's reporting system to parents, ensuring that school reports are of a high quality and informative to parents;
- Implement the school's policy for the recording and reporting of pupil progress, based on regular assessments and reports.
- To consult with and work alongside Heads of Department in order that they have the information required in order to monitor their subject successfully and that the result of their monitoring is shared successfully through data analysis meetings;

6.6 **Assessment and Exams Coordinator**
- To be responsible for overseeing the arrangements for Internal and External Examinations and assessments and the organising of students' exam timetabling;
- To liaise with the admissions staff when appropriate and be responsible for the arrangements for Entrance Examinations;
- To collect and interpret assessment data as requested by Director of Learning/Head
- To manage all baseline testing and ensure that this information instructs the further development of teaching and learning;
- To be responsible for the management of assessment and reporting activities.

6.7 *Parents*
- To participate in the opportunities offered by the school to be involved in discussions regarding their child's progress;
- To raise any concerns they may have about their child with the school at the earliest opportunity.

7   Monitoring

7.1   It is the responsibility of the Exams and Assessment Coordinator, in conjunction with the Heads of Departments and the Director of Learning, to ensure that this policy is adhered to. Effectiveness of the policy will be monitored and evaluated annually by the Director of Learning and Assessment Team.

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Reviewed by: Camellia Zarbhanelian (Director of Learning)   **Date**: June 2024

Approved by: Shona Colaço (Head)   **Date**: July 2024

This policy will be reviewed annually.

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Appendices

1. KS Assessment Overview
2. Reporting
3. Examinations

Assessment Policy - Appendix 1 - Assessment and Reporting Overview

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11
Au1	Baseline assessment on KS data form Start of the folder journey Baseline Data completed	Baseline assessment on KS data form RWI assessment Start of online learning journey Baseline Data completed	RWI assessment PTE (paper) PTM (paper)	RWI assessment PTE (paper) PTM (paper) CAT (paper)	PTE PTE CAT	PTE PTM CAT	PTE PTM CAT	PTE PTM CAT	PTE PTM CAT	PTE PTM CAT	PTE PTM CAT	CAT	CAT
To Parents	Curriculum morning with GXK and GMC	Curriculum morning with GXK EYFS Settling In Meetings - last week of term	-	-	PCCs with PTE, PTM and CAT Curriculum evening	PCCs with PTE, PTM and CAT Curriculum evening	PCCs with PTE, PTM and CAT Curriculum evening	PCCs with PTE, PTM and CAT Curriculum evening	PCCs with PTE, PTM and CAT Curriculum evening	PCCs with PTE, PTM and CAT Curriculum evening	PCCs with PTE, PTM and CAT Curriculum evening	PCCs with CAT Curriculum evening	PCCs with CAT Curriculum evening
Au2	KS Excel data Folder of work	KS Excel data Online learning journey Autumn Journals						ISEB Common Pre-test Consortium exam (girls applying)	ISEB Common Pre-tests (if req)				
To Parents	Learning Journey folder/work shared Parent meetings	Learning Journey shared Parent meetings - any follow ups from previous meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	PCC Short Report Book Look Optional parent meeting	GCSE Mock Grade Card Short Report Book Look Optional parent meeting	GCSE Mock Grace Card Short Report Book Look Optional parent meeting

Assessment Policy - Appendix 1 - Assessment and Reporting Overview

Sp 1	KS excel data Folder of work	KS excel data Online learning journey RWI Data					ISEB CE 11+ Exams (as req.)			ISEB CE 13+ Mocks			GCSE mocks
To Parents			-	-	PCC	PCC	PCC	PCC	PCC	PCC 13+ Mock Grade Card	PCC GCSE Options meetings	GCSE Mock Grade Card 16+ Options meetings	GCSE Mock Grade Card 16+ Options meetings
Sp2	KS excel data Folder of work	KS excel data Online learning Journey											
To Parents	Folder of work Parent meeting	Learning journey shared Parent meeting - first week of Spring 2	PCC Parent meetings	PCC Parent meetings	PCC Parent meetings	PCC Parent meetings	PCC Parent meetings	PCC Parent meetings	PCC Parent meetings	PCC Parent meetings	PCC Parent meetings	GCSE Mock Grade Card Parent meetings	GCSE Mock Grade Card Parent meetings
Su1	Folder of work KS excel data	KS excel data Online learning journey	PTE (paper) PTM (paper)	PTE (paper) PTM (paper)	PTE PTM	PTE PTM	PTE PTM	PTE PTM	PTE PTM	PTE PTM	PTE PTM	GCSE mocks	GCSE exams
To Parents					PCC	PCC	PCC	PCC	PCC	PCC	PCC	GCSE Mock Grade Card	
Su2	Folder of work KS excel data	KS excel data Online learning journey Read Write Inc Data								ISEB CE 13+ exams			

Assessment Policy Appendix 1 – Overview 2024-25

		End of EYFS Data										
To Parents	Learning Journey folder sent home Long Report Optional parent meetings for Reception transition	Learning Journey online shared with parents EYFS End of Year data shared with RBKC (GXK) Long Report Optional parent meetings for Year One Transition Any extra meetings for children needing support for Year One	Long Report PCC	Long Report PCC	Long Report PCC	Long Report PCC	Long Report PCC	Long Report PCC	Long Report PCC	Long Report PCC 13+ Exam Results Card	Long Report PCC	GCSE Mock Grade Card	Long Report GCSE results

Assessment Policy
Appendix 2 – Reporting Progress to Parents

At Knightsbridge School, our aim is to give a complete and thorough picture of each child's overall achievement including areas they need to develop and to offer advice on the way forward. Reports and Parents' Evenings are a crucial point of contact with parents.

We understand that it is our professional and legal responsibility to provide meaningful, worthwhile and accurate information of each individual child's progress.

The Head is responsible for ensuring that the school sends a written report to parents on their child's achievements at least once during the school year. The Education (Pupil Information) (England) Regulations 2005, prescribe the minimum content of pupils' reports. Schools may issue more than one report, provided that the minimum information is sent to parents by the end of the summer term. The following information must be sent to parents for all pupils:

● Brief comments of a pupil's progress in each subject and activity studied as part of the school curriculum. These should highlight strengths and development needs.
● The pupil's general progress.
● Arrangements for parents to discuss the report with a teacher at the school.
● A summary of the pupil's attendance is recorded on iSams and accessed by parents via the 'parent portal.'

Reports to Parents

Data Reports
　i. In first half of the Autumn Term, parents are given an initial set of baseline data for their children in Years 1 - 11. This will include PTM, PTE (Y1-Y9) and CAT(Y2 - Y11) results, as well as an overall BAMEM and effort grade. This indicates at what stage their child is in their learning at the very start of the year. BAMEM grades are issued based on the expectations of achievement at that point in time, relative to peers of that age group.
　ii. Every half term, parents (Y3 upwards) receive Progress Check Cards (PCCs) which allocate a BAMEM and effort grade.
　　　a. For Y10 and Y11 students, PCCs are replaced by a GCSE Mock Grade Card, showing current and predicted grades.

Written Reports

There are various written reports sent out to parents as detailed below.

　i)　　**EYFS Learning Journeys and EYFS Written Report**

Parents of children in Reception will receive an electronic copy of their child's learning journal at the end of the academic year. Parents will have a shared link sent to them at the end of every full term to see their child's work and progress. This could also be in PDF form depending on the simplest way for families.

Parents are invited to discuss class targets and progress through a 'Next Steps' meeting in the Autumn and Spring term. Parents are offered a 'Reception to Year One' transition meeting in the Summer term and any additional meetings about their child's progress if need be, for example SEND.

At the end of the Summer Term they receive a full written report which contains comments about the child's progress and learning in the three prime areas (Personal, Social and Emotional Development; Physical Development and Communication and Language) and the four specific areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) as well as Languages.

The class teacher also offers opportunities and recommendations for what their next steps in learning should be for transitioning into Key Stage One, some recommendations for how to help at home and some comments on the child's characteristics of effective learning.

### ii)	Autumn Term: Short Reports

This report is sent out once per year at the end of the Autumn Term and details how the child is progressing in their subjects. It also includes information about the child's effort and a report from their Class Teacher / Form Tutor.

### iii)	Summer Term: Full Written Reports

This extensive report is sent out once per year in the Summer Term. This report details how the child is progressing in all of their subjects. It includes information about their effort, and pastoral development in comments from their Class Teacher / Form Tutor. The Heads of Section and the Head also make comments.

Written reports are phrased positively and accurately. Members of staff are encouraged to meet with parents to discuss any problems prior to writing about it in a report. We ensure that nothing is flagged up for the first time in a report as it will come as a real shock to parents. Comments must be frank but fair, based on evidence collected and recorded during the course of the year.

Parents (and others, including any future schools) may judge, in part, the school and its teachers by the quality of the reports. We thus attach great importance to the reporting process.

The child's report is recorded in the school's MIS (iSAMS) and a PDF version of the child's report can be accessed via the Parent Portal.

Format for Reports

Reports are completed in four parts; however, the length of the personalised comment and targets will increase for the full report.

i)   **Content:** the teacher, in consultation with the Head of Department, writes a brief overview about what topics and skills have been covered over the reporting period. This will remain the same for all children in the year group (with some change perhaps for sets).

ii) **BAMEM grade:** using a set of statements pertaining to the knowledge and skills developed by each subject, the teacher then makes a judgement as to whether the child is: beginning, approaching, meeting, exceeding or mastering the expectations for their year group (see below) at that point in time. The teacher's judgement is made based on the child's performance throughout the period of reporting. Staff moderate judgements between different classes to ensure consistency and fairness. They will be linked to both time in class and homework.

Attainment	
Beginning	Refers to work which is working towards meeting the expectation for the year group.
Approaching	Refers to work which is starting to meet the expectation for the year group.
Meeting	Refers to work which meets the expectation for the year group.
Exceeding	Refers to work which exceeds the expectation for the year group.
Mastering	Refers to work which far exceeds the expectation for the year group.

iii) Effort

Effort & Attitude	
Excellent	Effort and attitude is consistently excellent in both classwork and homework. The child consistently takes responsibility for their learning by making appropriate contributions to class discussions.
Very good	Effort and attitude is frequently very good in both classwork and homework. Contributions to class discussions are frequent and appropriate.
Good	Effort and attitude is generally good in both classwork and homework. The child makes some good contributions to class discussions and answers questions.
Satisfactory	Effort and attitude is satisfactory in both classwork and homework. The child asks and answers questions when prompted.
Inconsistent	Effort and attitude is inconsistent in both classwork and homework.
Requires Improvement	Effort and attitude in both classwork and homework required immediate improvement.

iv) **Personalised comment:** The teacher writes a short paragraph that reflects on

the judgements made in the report and focuses on the child's attitude, strengths, particular areas for development and anything else that stands out about teaching the child. A judgement about the child's effort in each subject area is also made according to the criteria below. This comment will include areas that the child needs to work on (targets) and what they can do to improve in these areas.

Pastoral Reports
Each child's Class Teacher/Tutors are asked to write a pastoral report on each child in their care and their wider contributions to school life. This should include general remarks on academic work, observations on the sporting, social and welfare aspects of each child and comments on all his or her activities. There should be some element of 'dynamic profiling', i.e. details of where a child was, where he or she is now and where he or she is going. In addition, there should be 'a personal touch', to complement the professional analysis, and to reflect the special relationship between teacher and child. The Class Teacher/Form Tutor should mention particular interests of or achievements by each individual child. These might include: Eco committee, commitment to their house in terms of gathering supers or acquiring subs, house competitions, School Council, commendations, prizes, Knight of Knightsbridge, sport, creative arts, academics and assemblies. A short comment from the Head of Section and from the Head is included on the child's pastoral report.

The Reporting Schedule
A list of deadlines will be created and distributed in good time for all members of staff to follow. Dates for reporting for the forthcoming academic year will be agreed by the Head annually and given to staff in advance.

The dates will include:
a) Reports available to teaching staff
b) Reports to Head
c) Reports issued to Parents

Verbal Reports to Parents (Meetings)

a) Curriculum Evenings – Foundation Stage, Junior School and Senior School
These Curriculum Evenings occur during the first half of the Autumn Term and are the main opportunity for parents to familiarise themselves with the protocols of their child's new school year. The Head of Section will deliver a presentation which outlines all the key information including (but not restricted to):
- introducing members of staff
- outlining the curriculum
- information about school procedures
- homework expectations
- reading
- uniform and equipment e.g. homework diaries
- assessment and reporting

After the main presentation, parents are invited to a Q&A about curriculum and specific department or subjects.

In the Foundation Stage, the curriculum meeting is held during the 'Open Day' before the academic year starts.

b)   Settling-In Meetings with Parents
These meetings occur during the first half term of the new school year for parents of all children in Nursery to Year 11.

The school will invite parents to arrange a meeting with their child's Class Teacher/ Form Tutor. Class Teachers and Form Tutors are expected to manage their meeting schedule for the evening. Nursery, Reception and Junior School meetings will be held in the child's classroom and specific areas will be allocated to each Form Tutor.

It is intended that these are very much a two-way conversation whereby a class teacher/ tutor can find out a great deal about the child's home life and the parents' opinion about their progress in school so far. Always have something positive to say for each child, but at the same time use this as an opportunity to explore any concerns that may have arisen since school started. Do not enter into a discussion about an issue which you have not already brought to the attention of the Head of Junior or Head of Senior School. Ensure that you keep minutes of each meeting.

Settling-In Meetings are especially important regarding the pastoral elements of school. As it is at the start of the year, these meetings are primarily about how the child is settling into their new class and year group, and not about academic progress in various subjects. It is a good opportunity for parents to inform new teachers about their child.

c)   Book Looks / Parents Profiles Morning
These mornings are an opportunity for parents to come in and spend some time looking at the work that their child has been doing in recent weeks. In the Junior and Senior School, parents will be invited to look through their child's books during the second half of the Autumn term. In the EYFS, parents will have their child's online learning journey sent to them via a link at the end of the Autumn, Spring and Summer Terms. Parents are welcome to come into the classroom during the 'Open Day' before the academic year starts. Parents will be made aware of their child's next steps for learning at this point.

d)   Report Reviews
Parents will receive one short report and one full written report per year as outlined above. Each time any report is sent home parents are welcome to arrange a meeting with members of staff present to discuss any matters arising. No appointments are formally arranged. It should be noted that nothing that goes home in a report should be a surprise to a parent. Any concerns that a teacher may have must be flagged up early and the parent invited in for a meeting.

e)   Formal Parents' Evenings
We offer parents a formal opportunity to meet their child's teacher on an annual basis. However, if members of staff are concerned with the progress of any individual pupil, a proactive approach should be adopted. Contact the parent by telephone and if necessary arrange a mutually convenient appointment at school.

Parents' Evening is an opportunity for parents to discuss their child's progress against their personal targets with the teacher and for areas of strength and development to be acknowledged and addressed. It is arranged to enable staff to meet parents, report to them on pupil progress, enlist their support in improving their children's performance at school in all respects, and to learn from them more about the children's personalities and backgrounds. It also enables parents and teachers to put specific questions and requests to each other. An honest and open discussion about each individual child is essential; senior colleagues should be called upon for advice or assistance.

There may be times when further discussion is needed and we invite parents to make a longer appointment at a different time as appropriate. Parents are also welcome to make individual appointments.

Know exactly which parents you expect for each appointment, and have a thorough knowledge of the work of their child. Have your mark book at hand, and if appropriate the children's exercise books or exams. The impression given of your personal knowledge of each child is paramount. Please use an appropriate form to take notes. When an exam or assessment season precedes the Parents' Evening, it can be useful to show the parents the exam papers and talk them through areas of concern. However, formal assessment or exam papers must not be sent home or copied for parents.

As in report writing, always have something positive to say for every child, but at the same time be candid in your critical evaluation of the child's work, effort and attitude. Comments should focus on achievement and progress. Indicate how the child can improve, how the parent might help, what you have done or are doing to improve the child's learning, and what specific targets you have set. Remember that you are the teacher, and parents rely on you for reassurance that the learning needs of their children are being met.

If there was a major concern about any specific area, it should have been brought to the parents' attention long before Parents' Evening, our concerns expressed, and action taken explained. Parents are more receptive to less appetising sentiments if the scales have been balanced by positives and there are no surprises.

Do not say anything, which brings the school into disrepute or compromises the professional integrity or competence of any of your colleagues. Similarly, do not make negative or critical comments about other children, or about the academic standing or behaviour of particular groups. Ill-judged comments of this nature can cause considerable parental unease and disaffection.

Inform the appropriate member of staff of any matters arising from any appointments, which you consider merit their attention. Refer specific problems about individual children or subject curricula to your Department Head/Head of Section as appropriate.

f)   EYFS Next Steps Meeting
Parents of children in the EYFS are invited to meet their child's teacher in the Autumn and Spring Term to discuss their Learning Journeys and their next steps for learning. Teachers prepare a Next Steps form to guide the conversation. In the Summer Term, parents are given a chance to meet the class teacher to discuss the transition to Year One.

g)   GCSE Options Meeting

Parents of pupils in Y9 are invited to attend a meeting with the Director of Learning to discuss GCSE option choices. This is usually conducted alongside the pupil. Parents will have received the Options Booklet prior to the meeting and are encouraged to review the choices and discuss it with their child beforehand so that by the end of the meeting a firm decision has been made.

h)   16+ Future Schools Meeting

Parents of Y10 and Y11 students will be invited to meet with the Head of Seniors to discuss sixth form options.

Assessment Policy
Appendix 3 - Examinations

This appendix gives an overview of the examination process at Knightsbridge School. Further information regarding GCSEs specifically is detailed in the GCSE policies folder.

The Aim of School Exams:
School exams provide the following type of assessment:
i) Summative – whereby data can be recorded and reported (assessment of learning)
ii) Evaluative – whereby the performance of departments and year groups can be reviewed to improve the quality of learning and teaching

The aim of an assessment in any subject should be to measure a pupil's performance, and to check that the basic facts have been committed to memory and that essential skills have been acquired. From a teacher's point of view, an assessment gives essential feedback as to the effectiveness of what has been taught in order that modifications to the syllabus/teaching style can take place. From a child's point of view, an assessment can confirm and reward effort throughout the term/year. It will also, unfortunately, show up low ability and lack of effort. The communication of exam marks and grades to children should be done with care and consideration for those who may not have excelled (please see notes below). An exam also provides essential practice for 11+, 13+ C.E., Scholarship Exams and GCSE.

Before Exams:
● Make sure the syllabus material in the Long and Medium term planning has been covered;
● Give the children some practice of exam questions;
● Give some indication of how to answer exam questions – show some model answers;
● Give some guidance about time management in the exam;
● Inform the children of the topics that will be in the exam;
● Inform the children of the style of exam, e.g. length/type of questions, the number of questions etc.;
● Inform the children of the essential equipment that they must bring to the exam.

Setting Exams:
● Ensure that the exam reflects the children you have taught in that year and their ability as well as the curriculum content you have taught (this will mean revising exams every year);
● Invite all staff in the department/year to contribute questions, especially new staff with fresh ideas;
● All exams must be typed;
● It is essential that all exams are proofread by the Head of Department;

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- Make sure that the instructions on the exam are clear, e.g. length of exam, how many questions have to be answered, the style of answer expected, whether the children will answer on the exam paper or on separate lined A4 paper.
- If answering on the exam paper, make sure that there is enough space for the child to write his/her name and their full answers (or provide additional paper and ensure the children understand how to label their answers;
- Use a format that is familiar to the children;
- Make sure that copies of diagrams/photos are clear and legible;
- Ensure that sufficient questions are set to occupy the average pupil for the whole of the exam;
- Include data processing/analysis questions where appropriate;
- Set differentiated questions with some easier questions for the less able and some which are more open-ended to challenge stronger pupils;
- Aim to have a spread of marks approximately 30 – 80% with an average of 55-65% (commonly agreed pass mark at 13+ is 55-65%).
- Liaise with Head of Learning Support to ensure Access Arrangements have been accounted for

Marking Exams:
- Give credit for good answers where appropriate;
- Make sure that different staff marking the same exam/questions are moderated;
- Near to the top of the school, internal exam marks should be in line with the marks that children are likely to achieve at CE;
- All results should be input into the school's MIS by the date specified by the Assessment Coordinator.
- The Director of Learning and Heads of Section will call a moderation meeting after the end of exams to discuss the exam results before they are published to parents.

After the Exam:
- When marks have been analysed, SMT/Assessment Team will advise staff that marks are available to be reported to pupils and parents;
- The children should look at their marked scripts – they do not keep their scripts and they may only be shown to parents – these should be filed in their individual assessment hanging file;
- Go over the marked scripts indicating errors and/or omissions, showing where improvements could have been made. If appropriate, write model answers for the exam paper;
- Present the mark for the exam as a percentage and write this next to the pupil's name on the exam script;
- File an electronic copy of the exam paper on the school's server as advised by the Assessment Coordinator

Examination Arrangements

Revision Guides and Exam Timetables
A basic exam timetable should be published to children and parents during the middle of the first half of the term before their exams, along with a revision guide for each subject.

An invigilation timetable will also be issued to staff. The Assessment Coordinator will approach Heads of Department in the lead up to the exams for their exam requirements.

The exam timetable should also indicate arrangements for those children who require extra provision (see below).

Extra Provision
Some children are allowed extra time or modifications to successfully complete their exams. The Head of Learning Support will publish this list and make necessary arrangements prior to exam week.

Exam Procedure
Once you have written your exam and photocopied sufficient copies for the children plus spares (for the invigilator and Head of Learning Support), give the exams and all additional materials to the Assessment Coordinator. Please then save a scanned electronic copy into the relevant folder on the network.

Invigilation
The invigilator has a duty to examine the paper and its requirements before the exam starts to make sure that everything needed for the exam is available. Any queries about the exam should be addressed in good time to the setter. At the start of the exam, the invigilator should go through the instructions for completing the exam and make sure that every child understands what to do. There should be a clock in every exam room visible to all of the children. At the start of the exam, the invigilator should write the starting time, the ending time and the length of the exam on the board. During the exam, the invigilator should announce 'five minutes to go'.

Examinees are not allowed to read a book if they consider that they have finished except during the extra time allowed for specified pupils, and only once their script has been collected. Scripts and question papers should be returned to the marker as soon as possible. The invigilator should make a note of any absentees and the relevant Head of Department should ensure that the exam is caught up on the child's return. If there are any irregularities during the exam, e.g. talking or copying, this should be communicated to the marker by writing on the relevant scripts.

Children should be encouraged to go to the toilet before the exam starts as they are not allowed to go once the exam has started. In an emergency, the child should be taken to the loo by the second invigilator and a note should be made.

Communicating Results to Children and Parents – *see Appendix 2 Reporting to Parents*
Results will go home in a timely manner after exams have been taken, allowing for marking and moderation. Lists of exam marks/grades are not posted on notice boards to ensure privacy. Exam marks should not be communicated to children until SMT has advised and never before all children have sat their final exam. Should parents wish to meet about the exam papers, they may look at them on school premises but cannot take them home.

<u>Y11</u>
Mock examinations will be held in Spring. Mock results are tracked against predicted grades. GCSE results are released at the end of August.

Y8

Spring Term	Summer Term
Mock CE Exams as per ISEB timetable January In large space	Common Entrance Exams June as per ISEB timetable In large space

Y6

ISEB Pre-tests
Many schools opt for the Pre-Test data, rather than the 11+ exams set by the ISEB (as below). Parents register their children as candidates and we, as an exam centre, conduct the exams, generally in mid-Autumn term.

ISEB 11+ exams for 11+ candidates only
As per the ISEB timetable – 2 days at beginning of January. Only children who need the papers for their future schools will sit these papers.
2 days of exams in total (off timetable for 2 days). Normally these papers are for boarding school only.