



Heathside Preparatory School

16 New End Hampstead London NW3 1JA Tel: 020 7794 5857 Fax: 020 7435 6434

REPORTING ACADEMIC PROGRESS

Heathside School believe that children benefit greatly from knowing the purpose behind what they are learning and formative assessment is most effective when it is embedded in the teaching and learning process of the pupils. We believe that it is highly motivating for children to know where they are in their learning and how to move on. It also enhances their self-esteem. This is a key factor in raising children's standards of achievement. As part of this process we share learning goals with the children as a standard feature in the classroom routine.

Aims

Formative assessment will:

- Involve children in their own learning
- Provide effective feedback to children
- Adjust teaching as a result of assessment
- Share with children how they can assess their own progress
- Help children understand how to improve.

Teachers will devise their own methods and strategies according to the subject or age group of the pupils. However regular reviews of what children have learned will be held and the pupils will be encouraged to reflect on what they have done well and what they need to develop.

Summative assessment will:

be carried out periodically, for the example at the end of a unit of learning, or year, or key stage. We use the optional Tests and do SATS informally. These results help us assess our pupils against national standards. Results are kept and tracking records kept. Each term teachers from Years 3 upwards, assess their pupils against these standards. Terms One and Two are teacher assessed and Term 3 against Optional or Formal SAT criteria.

Records will be kept of all assessment and kept in individual pupil folders that follow them through the school. We are developing the use of Learning Journals. These are started in Reception and will progress through to Year 6, showing samples of work.

Results are tracked and kept by Curriculum Manager

We also use PIPs to assess children and we find this helpful when assessing children's progress and attending to their education needs.

Our reports on pupils aim to:

- Inform each pupil of the quality of his or her individual effort and achievement, in relation to examination criteria where appropriate
- Encourage and facilitate his or her progress
- Provide parents with an accurate reflection of their son's or daughter's work
- Assist in monitoring progress
- Enable pupils and parents to plan the next educational step sensibly.

Interim Grades

Teachers will assess their pupils each half term, awarding grades for each pupil's achievement in that period. Although each teacher may have a slightly different way of recording achievement, they will base their assessment on his or her classwork, homework and any tests. Grades will also be awarded for effort, reflecting involvement in lessons, commitment, organisation and punctuality. An explanation of what the grades mean is given to pupils (and class teachers will discuss them with them) and a copy is sent to the parent. Strategies for improvement will be agreed on with the pupil.

Reports

Parents will receive detailed reports on their son's or daughter's progress at the end of the year. These will include a report by each subject teacher, reports on individual lessons, sports reports and comments on overall academic progress by Class Teacher.

Reports should give parents an assessment of their son's or daughter's achievement, industry and progress, and a clear indication of anything that is preventing him or her from doing as well as he/she might. If a report gives parents any cause for concern, they should not hesitate to contact their son's or daughter's class teacher in the first instance.

INTERIM GRADES

Achievement

The purpose of these grades is to give you a clear idea of the standard of work in class, in homework, written or otherwise, and in tests. They reflect the teachers' judgements about the quality of the current work. If we have any cause for concern this will be indicated and we will discuss progress first with the pupil and then, if necessary, with parents.

E	Excellent	Work of excellent quality, making allowances for difference in age and tasks
VG	Very Good	strong work, reaching a high standard
G	Good	work of a good quality, well above average standard.
M	Moderate	work of a modest but satisfactory level
CC	Cause for Concern	this represents significant underachievement.

Effort and attitude

These grades indicate the amount of effort the teachers think the pupil is making, in class and in homework, and will also reflect conduct, co-operation and attention in lessons. We expect most pupils to receive grades 1 or 2. If any pupil receives grades 4 or 5 we will discuss this with the pupil first, and then with parents.

1. Excellent - this grade indicates that the pupil is making an excellent effort and showing a strong commitment to learning.
2. Working hard - this grade indicates that the pupil is putting plenty of thought and purpose into his or her work is actively and positively involved in lessons, and that his or her behaviour reflects this.
3. Adequate effort - this grade indicates that the pupil is doing what is necessary to fulfil requirements, but not more; and that effort and behaviour in lessons are acceptable.
4. Should make more effort. - This indicates areas of under-performance which should be remedied by the pupil promptly: late work, incomplete work, thin content or scruffy presentation, instances of poor classroom behaviour, inattentiveness in lessons. Teachers will set priorities for pupils with this grade and will indicate through a comment what improvements are needed, which the class teacher will summarise for parents.
5. Serious cause for concern - this indicates that the pupil has not managed to follow the teacher's advice

and that more serious steps to improve effort, attitude or behaviour must be taken. Teachers will indicate through a comment what improvements are needed, which the class teacher will summarise for parents

We will hold two Parents' Consultation Evenings a year. The first, for all Upper School classes, will be held in the Autumn Term. Years 3, 4 and 6 will then have a second during the Spring Term and Year 5 early in the Summer Term.

September 2009