

Bradford Grammar School

Monitoring, Evaluation and Assessment Policy

This policy applies to the Junior School and is published to parents, pupils and employees.

Updated 20 September 2017.

This policy complies with the Independent Schools Inspectorate (ISI) regulatory requirements. Any phrasing displayed in italics is ISI regulatory wording.

Bradford Grammar Junior School (the School) provides a broad and balanced curriculum which promotes deep understanding with fluent application in a wide range of subjects for all pupils as they develop and progress through the School. To ensure that all pupils achieve and make progress under the curriculum, the School monitors, evaluates and assesses the teaching and learning that takes place. This policy reflects the values, ethos and philosophy of the School in relation to teaching and learning. It gives a framework within which all governors, staff and pupils work together.

The School's values are:

- **Excellence**
- **Compassion**
- **Determination**
- **Opportunity**
- **Service**

Monitoring the Curriculum

The School's Junior Leadership Team, under the supervision of the Headmistress, constantly monitors and reviews the School curriculum and the School's academic policies. (See the Curriculum Policy.)

Monitoring Teaching

The School is committed to maintaining high standards of teaching and learning. The School promotes the professional development of its teaching staff and it has adopted a Personal Professional Development (PPD) process for all staff, which supports this. The process is led by the Headmistress and it follows a structure which will include:

- The teacher and the Headmistress agreeing a set of priorities for the teacher for the academic year.
- The teacher keeping a record of training undertaken during the academic year.
- The Headmistress observing the teacher delivering at least one lesson. The Headmistress will then produce a written record of the observed lesson which will be shared with the teacher and attached to the teacher's personal development record.
- PPD meetings between the teacher and the Headmistress.
- Work scrutiny meetings.
- Peer observations.

In addition to the monitoring that takes place under the PPD process, the Headmistress and other members of the Junior Leadership Team (JLT) may undertake such other observations of teaching as they deem necessary to monitor the standards of teaching and learning in the School and to develop the content of the School's curriculum.

Monitoring Teaching and Marking

The School monitors teaching and marking in the School through work scrutiny meetings which take place throughout the academic year. Dates for such meetings are arranged by the Deputy Head Academic. Each meeting focuses on an individual subject for a particular year group and all teachers who are involved in teaching that subject to that year group will attend the meeting along with members of the JLT. Teachers are required to bring to meetings all work produced by pupils in that subject up to the date of the meeting. The meetings focus on monitoring the quality of marking and feedback and the coverage of the curriculum. In addition to the organised work scrutiny meetings, the Headmistress and other members of the Junior Leadership Team (JLT) may scrutinise work as they deem necessary to monitor the standards of teaching and learning in the School and to develop the content of the School's curriculum.

Assessment

The formative and summative assessment of pupils are essential aspects of teaching and learning. Such assessments provide information through which learning can be monitored. Assessment of pupils at the School includes the following:

- Continuous teacher assessment (formative)
- Testing of pupils:
 - Baseline testing to inform planning(formative)
 - Progressive testing (formative)
 - End of topic testing (summative)

Continuous Teacher Assessment

Teachers at the school are continually assessing pupils' progress through their responses and the work that they produce (oral, written, design and practical), through the questions that pupils ask and through teachers' own observations. In Years 3 – 6, teachers award marks in most subjects for individual pieces of work (see the Presentation and Marking Policy) which are recorded in a mark book (either written or digital). At the end of the autumn and the summer term the individual subject marks are collated on a centrally stored mark sheet for the purpose of including such marks on the pupils' reports.

Testing of Pupils

The School carries out the formative and summative assessments of pupils:

- All pupils will be assessed for their spelling age at the beginning of the autumn term. The results of the tests are recorded on a spread sheet stored on the School's server.
- All pupils will undertake a baseline test in spelling, grammar and punctuation at the beginning of the autumn term. The results of the tests are recorded on spread sheets stored on the School's server.
- Pupils in Year 2 will undertake a standardised reading comprehension test in the autumn term to determine their reading ages. The results of these tests are recorded on spread sheets stored on the School's server.
- Pupils in Year 2 will undertake a standardised maths test in the autumn term to determine their maths ages. The results of these tests are recorded on spread sheets stored on the School's server.
- Pupils in Years 3 to 6 are examined in most subjects twice per year in the autumn and the summer terms. The results of such examinations are recorded on a spreadsheet stored on the School's server and are published on the pupils' reports. The School's JLT is responsible for monitoring and overseeing the content of such exams.

- All pupils will take standardised tests in maths and English during the autumn, spring and summer terms. These tests will produce standardised data, a reading and a maths age. The results of the tests are recorded on a spread sheet and stored on the School's server.
- All pupils will be assessed for their writing ability during the autumn, spring and summer terms. The writing tests are stored in individual pupil folders and stay with the pupil throughout their Junior School career. The marks for the autumn and the summer assessments will contribute to the marks for the English exam taken in those terms. The marks for the spring assessment will be recorded in the individual teachers' mark books. The writing is assessed against Year group level descriptors which reflect the demands of the curriculum.
- Pupils sit end of topic tests, weekly spelling and times table tests and such other tests as are deemed appropriate by their teachers for the purposes of teaching and learning at different times during the academic year.

Continuous teacher assessment and testing (as outlined above) allow teachers and members of the JLT to track pupils' progress and attainment through the curriculum. Test data is stored on the School's server and the Deputy Head Academic is responsible for overseeing, collating and evaluating of the assessment data throughout the School. The assessment of pupils informs the data that is input onto the School's online assessment tracking system (Incerts) managed by The Assessment Foundation. This system is used to track the individual progress of each pupil in all curriculum subjects. The assessment data is updated at the end of each term for every pupil in all areas of the curriculum (except art, games and PSHE). Art is tracked on a bespoke tracking system designed by the teacher.

During the academic year, the School holds academic tracking meetings. All Junior School teachers attend these meetings. The assessment and tracking of the pupils' progress allows teachers and the JLT to identify pupils who require intervention (either for support or for extension). Where necessary, the School's Learning Support Co-ordinator will support teachers in their teaching of pupils with Special Educational Needs and Disabilities (see the School's SEND policy).

The outcomes of this monitoring are shared with the Board of Governors.

Pastoral Monitoring

The attendance of pupils is monitored and tracked through the administration of the School's Management Information System (SIMS).

The behaviour of pupils is monitored and tracked by the School's teachers and the Deputy Head Pastoral, according to the School's Behaviour Policy. The School acknowledges that pupils learn best when they are happy, safe and secure in their learning environment. To that end, pastoral tracking meetings are held regularly during the academic year. These meetings, which are attended by all members of the School's teaching staff, provide for the pastoral needs of individual pupils to be communicated and discussed as appropriate. In addition, the School's teaching staff meets three times per week when matters of a pastoral nature are raised and addressed.

Monitoring Access to the Curriculum

Access to the curriculum is addressed in the School's Curriculum Policy. For pupils with SEND, form teachers work with the School's Learning Support Co-ordinator to ensure that all pupils have an equal opportunity to access the curriculum. Pupils may sit a cognitive ability test (CAT) to help determine the best way to meet that pupil's educational needs. The Junior School's Learning Support Co-ordinator oversees this area.