

## 3a Teaching, Marking, Assessment, Recording and Reporting Policy

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### Review Arrangements:

Date	October 2021
Review Date	October 2022

## 1. MISSION STATEMENT

Holland House is an academically selective school that provides a high-quality learning environment which aims to provide an opportunity for every child to reach their potential. We recognise each child to be unique with individual needs and talents. We support pupils' development in a stimulating and creative academic environment. Pupils are well prepared for their next school and for their future lives in a fast moving and challenging world.

## 2. AIMS

The aim of this policy is to outline the purpose and management of teaching, assessment and pupil feedback procedures to ensure consistency at Holland House School. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Headmistress.

## 3. TEACHING

At HHS, we believe that all pupils can succeed, given the right teaching, the right mindset and the right home support. As a school, we adopt a growth mindset – praising effort and achievement rather than brains and raw ability. Staff recognise that a child cannot do something YET and helps that child to achieve their potential using a variety of techniques. Regardless of the subject, we teach children to believe in themselves, to welcome challenge and seize opportunities. We teach children to become responsible for their own learning and their own behaviour, by getting them to understand that every piece of work they do is an investment in their future-self. Certificates, house points and words of praise are wonderful but a good education is its own reward.

Above everything else, the ethos behind our teaching is that **high academic achievement should not preclude enjoyment**. We differentiate between the playground and the classroom: the classroom is not a place of play. However, fun, enjoyment and learning should take place in both. At HHS we reject the notion that children can only learn if they are playing. Nevertheless, our teaching is aimed to foster a love of learning and children are encouraged to take responsibility for their learning and to value their education.

In line with the Growth Mindset approach, we encourage children to understand that enjoyment is linked to a sense of achievement. Again, this is not the same as coming first. It is about working hard and doing better than last time.

A philosophy of “whole class teaching” is adopted across the school. This is possible in our environment given the selective nature of the school, where children join us already at a certain level and with skills in English that permit them to access the curriculum. No child is denied the knowledge given to their peers and the same high-expectations (and not just high hopes) are held of all children. This comes with the understanding that each child is an individual and success is not as simple as always getting it all right and doesn't mean coming first. Lower ability pupils are given greater support as required. Teachers teach to the top of the class, recognising that this is not the same as teaching to the most able child. Targets are individually set.

We advocate that our whole class teaching is democratic, bringing together children regardless of their gender, ethnicity and religion. We focus on a sense of cohesion, not division to learning. Just as outside in PE, children of different abilities learn and compete together, so too in the classroom. Children learn from each other's mistakes and help enlighten each other.

Whole class teaching allows the teacher to stand at the front of the class and gives them the opportunity to "digress" (note that this is not to be confused with anecdote/gossip) – Digression forms an important part of teaching, allowing the teacher to highlight links and connections between ideas and subjects.

One does not teach by simply reading to the class what each child could perfectly well read for him/herself. Text-books and worksheets have their uses but are not a lesson plan. Lessons should be interesting and engaging, moving along at a brisk pace. With the teacher, like a musical conductor, using her knowledge of the subject and the abilities of the individuals in her classroom to bring certain pupils to the fore, quietening others, allowing for animated discussion etc. There should be no window for boredom. Teaching at HHS encourages children to constantly inquire, question, demand reasons and find proof.

A philosophy of "deep learning" is followed across the school. Within the spiralling curriculum, each topic is taught to a certain depth to ensure solid comprehension on the understanding that it will nevertheless be revisited in following years. Pupils who do not achieve mastery of a topic in one year-group can thus go onto developing it in later years. Teachers are given a certain flexibility within the curriculum and only move onto the next topic when they feel it is appropriate to do so. Occasionally, this might mean that a topic is not covered. In this case, the Class teacher will explain the circumstances to following year's teacher who will bridge the gap.

Children at HHS are taught not to shout out and interrupt but to raise their hands to indicate that they wish to contribute. This is polite classroom etiquette. However, teachers ask questions to all children in the class, regardless of the hands-up. Likewise, children are randomly selected to read or give explanations. This helps pupils to understand that they need to focus all lesson long, not just at one particular moment.

## **Outstanding Teaching**

### **1. High Expectations**

High expectations of all pupils with the intention of developing full potential

Understanding that this doesn't necessarily mean scoring full marks but each individual working to their best ability and showing improvement

Each child working to their own targets

### **2. Teachers:**

Should be Inspirational, Enthusiastic, Dynamic, Passionate and knowledgeable of the subject matter, Motivated and motivating

Involve all pupils

Set a variety of tasks for pupils that including creative and inspirational ones

Check progress

Teachers are reflective and evaluative practitioners, always reviewing their practice and openly asking for and giving support.

### **3. Questioning & listening**

Teachers use probing and challenging questions that:

- identify and address misconceptions
- encourage critical thinking and metacognition
- develop pupil's perseverance
- encourage children to respond positively to challenge

Teachers listen to their pupils, valuing their comments and teaching children to do the same

### **4. Positivism and Praise**

Classrooms are positive places where children feel happy, confident and safe.

Teachers praise effort (in line with our 6P's) and hardwork rather than brains/ raw ability.

All criticism is constructive and impartial.

### **5. Pupils are**

Enthusiastic and motivated

Engaged with and contributing to the lesson

Able to explain what they are doing and why

Know their next steps

### **6. Role Models**

We act as role models for all of our children in speech, behaviour, learning & presentation.

### **7. Literacy across the curriculum.**

Correct grammar and spelling regardless of the subject.

Correct spelling of specialized vocabulary to be expected.

Encourage the learning and use of specialized vocab in science, history, geography, maths

Don't shy away from ambitious vocabulary

### **8. Lessons should:**

- a) Be well-planned BUT flexible and shared in advance with your TA if you have one.
- b) Have a clear learning objective: think about what the children will have learnt/ improved upon/ understood/ consolidated by being in this lesson
- c) Recap what has been previously taught
- d) Move along at a brisk pace
- e) Link back to objectives
- f) Allow sufficient time for independent work (reading, writing, discussing issues)
- g) Provide feedback during the lesson
- h) Challenge the most able, be accessible to the weakest
- i) Prepare children for examinations

### **Lessons should not:**

- a) Be either totally unplanned nor too detailed.
- b) Adhere rigidly to the plan if you feel that, for whatever reason, it is no-longer appropriate.
- c) Have too much “going on” – too many different activities are counter-productive

## **4. ASSESSMENT**

**‘Assessment is, indeed, the bridge between teaching and learning.’ Dylan William**

Leaders at HHS acknowledge that input and output are not the same. A teacher is measured by what their pupils have learnt, not by the hours put into lesson preparation. The best measure of pupil learning is by objective testing. We maintain that regular, low-stake testing secures knowledge in the long-term memory and regular assessment of pupil learning forms an essential part of life at HHS. Teachers promote the idea that pupils should not fear testing, encouraging them to see it as a way of improving their learning. A “High-expectation: Low-threat” environment is created. A growth mindset is encouraged and fostered across the school. Pupils are encouraged to look at their mistakes as a learning opportunity.

Assessment is a complex process by which pupils, teachers and parents gain insight into learning. It complements and informs teaching and planning. At Holland House School our aim is to continuously assess evidence of children’s learning in order to:

- Help teachers to plan work matched to each child’s level of attainment;
- Assist in the systematic planning and recording of individual children’s progress, in order that they may reach their full potential;
- Enable teachers to identify any problems/difficulties/lack of progress and decide on action, where support or extension may be required;
- Aid in the selection of future schooling and giving information to third parties;
- Check that curriculum criteria are being met.

## **TYPES OF ASSESSMENT**

Assessment can be:

- **Formative** – providing information for the teacher to plan the next steps in a child’s learning;
- **Diagnostic** - providing detailed information about individual children’s strengths and weaknesses;
- **Summative** – summing up a pupil’s progress so far, in order to inform all interested parties.

Our assessment practice is structured to give all pupils the opportunity to demonstrate what they know, understand and can do. To that end, our assessments are:

**Formal** - based on written evidence. These range from established tests, including both standardised and in-house assessments. All are carried out on a regular basis to a prescribed schedule which is reviewed regularly to ensure tests provide relevant, useful information which can be used by staff to have a positive impact on pupil outcomes.

**Informal** - looking at a wider range of evidence for children's learning. Much will be easily retainable and may be placed in a portfolio. However, some will be ephemeral, producing no concrete evidence and forming part of a teacher's records based on their professional observations.

**Self-assessment and peer assessment** – throughout their time at school, pupils should be involved in the assessment process, either orally or in writing, taking part as critical evaluators of their own, and other pupils', work and practices.

## Implementation

We maintain that regular, low-stake testing secures knowledge in the long-term memory; regular assessment of pupil learning forms an essential part of life at HHS. Teachers promote the idea that pupils should not fear testing, encouraging them to see it as a way of improving their learning. A "High-expectation: Low-threat" environment is created. A growth mindset is encouraged and fostered across the school. Pupils are encouraged to look at getting things wrong as a learning opportunity. Pupils are taught from their first day with us that testing is part and parcel of everyday life and nothing of which to be worried or stressed.

Teachers are constantly assessing pupil work. This can be through the marking of books, verbal speech and tests.

All pupils sit Start of Academic Year Benchmarking Tests and End-of-term tests in English and Maths and then other tests throughout the year as detailed in the table below. Staff keep a record of results which are made available to the Head for the purposes of monitoring and tracking pupil progress.

Annual INCAS testing, provided by CEM, takes place for all pupils in Y1 –Y6 and annual BASE testing system, provided by CEM, provides a twice yearly assessment of Reception year pupils. Assessment informs future planning.

## Assessment schedule

R	<p>CEM BASE testing in within first few weeks of arrival</p> <p>HHS version of the EYFS standards test completed at the start of each term to show progress and ascertain when all standards are met in all fields</p> <p>Weekly spelling and arithmetic tests</p>
Y1	<p>Start of year baseline test in Maths and English.</p> <p>These tests go into the pupils' Green Folder</p> <p>Weekly tests in spelling and arithmetic</p> <p>End of term tests in Maths and English</p> <p>End of term/module short quiz for Topic subjects</p>
Y2	<p>Start of year baseline test in Maths and English.</p> <p>These tests go into the pupils' Green Folder</p> <p>Weekly tests in spelling and arithmetic</p> <p>End of term tests in all subjects</p>
Y3	<p>Start of year baseline test in Maths and English.</p> <p>These tests go into the pupils' Green Folder</p> <p>Weekly testing schedule in place on a Monday morning: Maths/Comprehension/Composition on a 3-weekly rota</p> <p>End-of-term tests in all subjects</p> <p>Ad hoc testing in place such as mini-maths quizzes, spelling tests, vocabulary etc.</p>
Y4	<p>Start of year baseline test in Maths and English.</p> <p>These tests go into the pupils' Green Folder</p> <p>Weekly testing schedule in place on a Monday morning: Maths/Comprehension+Composition on an alternating rota</p> <p>End-of-term tests in all subjects</p> <p>Ad hoc testing in place such as mini-maths quizzes, spelling tests, vocabulary etc.</p>
Y5	<p>Start of year baseline test in Maths and English.</p> <p>These tests go into the pupils' Green Folder</p> <p>Weekly test in Maths and Full English (comprehension, composition)</p> <p>Weekly Vocabulary test</p> <p>End of term tests in all subjects</p>
Y6	<p>Start of year baseline test in Maths and English.</p> <p>These tests go into the pupils' Green Folder</p> <p>Weekly test in Maths, Reasoning, and Full English (comprehension, composition) during 11+ priority term. After the 11+, testing is greatly reduced.</p> <p>End of term tests in all subjects</p>

## 5. RECORD KEEPING

### Aims of Record Keeping

The aim of record keeping at Holland House is to track pupils' progress and achievement throughout their time at the school, and identify levels of attainment reached. The records should also provide information regarding a child that may affect their learning. Teachers' records should:

- be based upon evidence;
- be ongoing and cumulative;
- be updated regularly;
- be accessible, useful and easy to manage;
- be easy to interpret;
- identify the progress and achievements of the pupil;
- provide the basis for reporting pupil progress in all subjects/activities provided by the school;
- provide pupil information on SEND referrals, assessment reports, medical information and Individual Care Plans;
- record extra-curricular achievements which are valued by pupils, parents and school.

### Types of Record Keeping

Teachers should maintain their assessment records in a format which can be easily accessed and passed on to the next teacher, as required. This may be handwritten or kept electronically.

- **Short term records** include information to be kept during the current academic year and should be handed on to the next teacher, who will remove them once they are no longer required. These are stored in the pupil working files.
- **Long term records** include all relevant information that should follow a child throughout their time at the school. These are recorded in the school's information system.

## 6. REPORTING

### Aims of reporting

The aim of reporting at Holland House School is to provide a narrative whereby pupils' academic and social progress and achievement is recognised. Pupil reports should:

- include descriptive assessment;
- refer to supportive evidence;
- use constructive statements which indicate strengths and weaknesses;
- place achievements in context;



- report against specific criteria;
- avoid speculation;
- identify targets for future learning;
- avoid jargon;
- target a specific audience: pupil, parent, teacher, employers and community.

## Types of Reporting

- **Written** – to include reports to parents, pupil notes for circulation to staff, references for transfer schools and information for external assessments.
- **Oral** – discussions with parents through: termly parent interviews (followed up with written notes); individual requests for meetings by staff or parents (where ‘pupil notes’ will be written as a follow-up); informal discussions with parents (as part of our ‘open door’ policy); and discussions with other members of staff.

## 7. MARKING AND PUPIL FEEDBACK

### Aims of marking

Marking and feedback is an integral part of learning at Holland House School. It celebrates and praises achievement as well as advancing pupil progress and outcomes. The aim of marking is to provide students with **clear, concise** and **consistent** feedback, which enables the learner to identify their success and understanding whilst providing them with next steps for their learning.

Marking – providing *written* feedback on pupils’ work - should be **meaningful, manageable** and **motivating**. The quantity of the feedback should not be confused with the quality: the quality of feedback, whether this is given in writing or verbally, will be seen in how a pupil is able to tackle subsequent work.

Marking should be **meaningful to the pupils**: this varies by age group, subject and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.

Marking should be **manageable for the teacher**: marking practice should be proportionate to the impact it will have on pupil progress and outcomes. Feedback can take the form of spoken or written marking, peer marking and self assessment. Written marking should be consistent with the marking codes as detailed at the end of this policy.

Marking should help to **motivate pupils to progress**. An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement and to celebrate their progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. Where verbal feedback occurs, a note is made recording this. If a teacher’s contribution to a piece of work exceeds the amount the pupil has done, this can become a disincentive for a pupil to accept further challenges and/or take responsibility for improving their work. Pupils should be taught and encouraged to check their own work by understanding

the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

### **Assessment for Learning**

Tasks other than low-level, quick response tasks should have a purpose clear to all and criteria that are understood by learner and assessor.

In some lessons the learning intentions can be agreed with the children after a brief discussion – this involves the children in their learning and ensures that they are clear about what they are aiming for.

Feedback/marking is most useful when it focuses specifically on the learning intention rather than on other aspects of the work. Its purpose is to give information to the children about how well they did against the learning intention. Marking should inform teaching and planning, and planning should be adjusted in order to ensure learning intentions have been successfully achieved.

Peer and self-assessment are valued for their contribution to learning. Peer assessment is particularly effective when pairs and groups are used to interacting in a positive and supportive manner. Using a structure helps model to the children the importance of positive and constructive feedback. The assessment criteria must be accessible and understood by the pupils

Teachers should:

- assess and mark all work regularly;
- mark with uniformity/consistency, applying the correct Marking Code for the age range;
- offer critiques or personalised comments to substantiate any mark;
- encourage discussion to promote student self-review;
- mark to established targets;
- ensure pupils understand the marking code for their age range;
- value the children's work;
- highlight achievements;
- acknowledge progress;
- identify next steps and improvement points.

## **8. Types of marking**

- **Written** – where specified marks/symbols (agreed in the marking code) are written on the work, with appropriate comments to encourage and advise the pupils.
- **Oral** – where informal discussions occur whilst teachers monitor pupils' work during a lesson and sometimes follow up with written comments in the book.
- **Graded** – where marks and levelling takes place for specific examinations and tests.

## SCHOOL MARKING CODE

<b>Whole school codes</b>	
✓	Correct response
✓✓	Excellent response / something particularly note-worthy
x	Incorrect response
Sp / sp <sup>x</sup> 3	Incorrect spelling – practise 3 times
CC	Careless Copying
G	Poor grammar
P      ○	Punctuation / Circle stands for space to fill in correct punctuation
?	unclear
^ ^	Omission / more detail needed
<b>Wiggly line</b>	Please make good this mistake / improve / rephrase
<b>Prep School additions</b>	
MMS /DMS	Must Make Sense / Doesn't make sense
R	Too much repetition
VSS	Vary sentence structure
//	New paragraph
T	Tense error
V	Vocabulary misuse (context etc)

### Consistency in Marking Codes

All members of staff should be familiar with the marking codes (included in the Appendix to this policy) and use the code consistently.

To be effective, teachers must provide time in the lesson for children to read their written comments and to respond to the focused feedback given.