

This Policy applies to all pupils in the school, including the EYFS

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## Introduction and Purpose

As professionals, we recognise the need for accurate and rigorous assessment of children's learning. High quality practice in assessment is the single most effective factor in supporting a child's progress. By applying rigorous assessment processes consistently, we help children develop a clear understanding of the expectations of learning as they move through the school. We recognise that assessment is a vital element of careful curriculum planning. The purpose of this policy is to make clear the process and expectations for staff at Edenhurst Preparatory School.

## Roles and responsibilities

Teachers are responsible for:

- ensuring that they are familiar with the content of this policy
- the standards for the assessment framework
- the implementation of the assessment framework
- the day to day learning needs of the children
- monitoring and evaluating the progress of the children they teach and care for

Subject leaders are responsible for:

- providing clarity in the use of the documentation providing the framework of progression
- ensuring that the monitoring of the cycle and quality of assessment in their area is carried out in an accurate and timely manner
- tracking the progress of children in their subject

Senior leaders are responsible for ensuring that there is:

- a clear cycle to ensure that staff are sufficiently trained
- time for subject leaders to monitor the quality and accuracy of assessment in their subject
- analysis of tracking data linking outcomes and areas of development to the school development plan
- providing feedback to subject leaders and teachers about overall progress and the school's next steps
- detailed evaluation about progress against pupil goals

## Forms of Assessment

It is critical that wherever assessment is undertaken the emphasis is on 'Assessment for Learning' rather than 'Assessment of Learning'. Assessments should be able to fulfil the various purposes which are decided on by the school and be manageable by the teachers in their workload. Assessments in the following four areas will be referenced against each other when making overall judgements: Potential, Attitude, Progress and Attainment (PAPA).

## **FORMATIVE**

Assessment for learning is the responsibility of all teachers and is the primary tool used for making judgements about the current proficiency of a learner, the next step needed by the learner and the planning required by them to ensure that progress is made.

Assessment for learning should:

- Inform planning
- Include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their work
- Identify the point of learning for children and thus make choices about the concepts they wish to teach children as their next steps, and communicate these intentions to children
- Promote commitment to learning goals by engaging students in understanding how they can improve through use of success criteria
- Motivate learners to improve by providing positive and constructive feedback and allowing opportunities for improvement
- Provide feedback to children as to their next steps thus making learning visible to the children in our schools, as well as to their parents
- Develop strategies for self- assessment so that students can become reflective, independent learners
- Create tasks and activities that will support children in advancing their learning
- Allow children to engage in and control the development of their own learning and self-regulate their own steps; the essence of lifelong learning
- Share their observations and experiences with colleagues to improve the impact of their practice as teachers on the learners in their classroom
- Inform Planning for Learning; a teacher's planning should be flexible to respond to initial and emerging ideas and skills consider the pathways through which each child will access their learning
- Ensure learners should receive constructive guidance about how to improve. Learners need information and guidance in order to plan the next steps in their learning.
- Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.

## **SUMMATIVE**

The means of discovering the proficiency of a student may be both formal and informal. Summative assessment is used to ensure that the relative strengths and weaknesses of the students are accurately and consistently assessed and to enable effective target setting and planning of next steps.

**Informal Summative Assessment** may take many and varied forms. Some examples include:

- plenary activities
- spelling /mental maths tests
- sports or music demonstrations
- oral discussion
- marking of books/work

**Formal Summative Assessment** is used at The School in accordance with the assessment schedule in appendix 1. It includes:

- internal testing at the end of a topic / period of learning
- the 2 year old check in EYFS
- Foundation Stage Profile (Reception)
- GL Assessment Complete Digital Solution: English, Maths, Cognitive Ability, Science, PASS

- Dyslexia and Dyscalculia Screening
- Accelerated Reader Programme
- Century Tech- Prep Forms

## Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs or who are gifted and talented, is the responsibility of the class teacher in conjunction with the **SENCO**. The SENCO and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential.

Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential. See *the separate Policy for Special Needs*.

## FRAMEWORK FOR ASSESSMENT

### Early Years

In the Nursery, staff make observations and record next steps using the 2Build and Profile platform. Using the app and management suite, staff can view and track the progress each child is making, allowing for any areas which need strengthening to be rectified. A progress report is sent out to parents by email. The Learning Journey is printed out for Reception parents at the end of the summer term.

In Reception, a baseline assessment is completed within the first 3 weeks of each child starting school. Parents are invited to discuss this with the class teacher within 3 weeks of completion.

The Reception profile is completed at the end of the Reception year and submitted to the Local Authority. Parents are provided with a report that includes their child's Early Learning Goal assessment information.

### Form 1 - Prep 6

Each lesson is framed with a Learning Intention and Success Criteria, which are clearly visible to children who can then use the information to carry out independent learning and self-assessment. This can be demonstrated in varying ways.

The Bellevue framework is based on the National Curriculum for:

- English (Reading and Writing, including spelling and grammar)
- Maths
- Science
- Computing

The school has clear procedures for recording assessment. They are designed to:

- Ensure that a clear picture of each student's progress is developed
- Limit administrative burden on staff
- Allow clear communication of progress to the students and their parents

The teachers record the progress of each student against age related expectations on Pupil Asset for: Maths, English, Science and IT (Computing).

**For other subjects** a set of age related subject expectations, developed in conjunction with other Bellevue schools by adapting the criteria laid out by NC 2014.

## RECORDING PROGRESS (Form 1 - Prep 6)

### Pupil Asset – Online Database

Along with some other Bellevue Schools, Edenhurst has chosen to use the online database known as Pupil Asset. Within the system, teachers can access the Bellevue Frameworks for English, Maths, Science and IT.

Pupils' progress in each of the National Curriculum Key Performance Indicators is recorded in the '**Multi-Tick**' section as follows:

Ability	Definition
Exceeding	The pupil has exceeded the expectation on the performance indicator, they are able to use the skills in a context beyond the lesson or to the extent where they are performing skills in the years above.
Achieved	The pupil fulfils all aspects of the criteria within their work, and is able to apply the concepts independently, confidently and consistently in the context of the lesson.
Improving	Although they can employ the skill independently, this is not consistent – the child needs some adult intervention to initiate or employ the skill, or does not perform some elements of the criteria.
Beginning	The skills, concept or body of knowledge has been taught but is not applied consistently or appropriately, without adult support; or the child is operating well below the targeted indicator.
Not Achieved	An area that has either not been covered in the curriculum, or in which the child has shown no evidence of the indicator.

At the end of each Half Term, teachers will 'Auto level' the objectives covered in that term to acquire an Attainment 'Band' in the '**DNA Ticks**' section. The algorithm within Pupil Asset uses the following thresholds:

Minimum Thresholds					
Score %	Exceeding	Achieved	Improving	Beginning	Not Achieved
<b>Exceeding</b>	15	85	0	0	0
<b>Achieved</b>	0	85	15	0	0
<b>Improving +</b>	0	45	45	10	0
<b>Improving</b>			85	15	0
<b>Beginning +</b>			25	50	25
<b>Beginning</b>			0	50	50

Methods for the collection and interpretation of data include the following:

- Agreed marking procedures that involve the pupil as much as age allows.
  - See *Appendix for the school's Marking Policy*
- Agreed and informed setting of Targets in key subjects
- Observation of work both in and out of the classroom, eg using the assessment of progress towards Learning Intentions
- Oral questioning and recording of responses
- Observations of problem solving and specific investigations.
- By application of specific tests

### **Allocating Points Scores to Progress in Pupil Asset**

Movement from one score to the next score, eg from Beginning to Beginning+, represents 1 point progress. The expectation is for 2 points progress in each term, 6 in the course of a school year.

### **Judging Attainment**

In order to make a judgement about a child's level of attainment, the following cycle would be typical:

- Teaching subject content
- Tracking using Targets and Success Criteria
- Informal and formal summative assessment
- Moderation of work
- Input of data to Pupil Asset

### **Moderation**

Prior to inputting data, moderation meetings take place termly on a formal basis in the core subjects. The purpose of these meetings is to:

- ensure consistency both between and across year groups on achievement, this requires all staff to have a thorough understanding of the framework and what constitutes 'Beginning' work against 'Secure' work
- support staff in developing high quality formative feedback
- generate professional conversations between class teachers and all levels of leadership.
- support staff in developing a thorough understanding of what the different standards of work, for example through regular sharing of expectations in planning meetings and the development of portfolios of exemplar work

### **Monitoring and review of assessments**

Leaders, managers and teachers are responsible for the monitoring and review of assessment processes and data. The monitoring timetable will include:

- Work and marking scrutiny by the subject leaders
- Lesson observation/ walks of teachers
- Moderation within a subject or department
- Moderation between schools and Local Authorities where possible or available
- Moderation of English and Maths standards across departments, subject areas and phases
- Line-management meetings between subject leaders, senior leaders and the Head
- Termly reviews with the School's Director
- Review meetings with staff from other schools

**Data reviews will consider:**

- Levels of Progress and Achievement for different groups
- Differences between target Progress and Achievement
- Reasons for greater than expected progress

**Reporting Progress to Parents**

1. School reports are issued in the Michaelmas, Hilary and Trinity terms. The Trinity term report will be a full detailed school report discussing children's strengths and areas for development and their next steps. The teachers have access to our custom-made online system to create reports: there are no pre-written phrases; rather, teachers are encouraged to write in their own style and to personalise their comments for each individual child. Pupil targets are communicated in subject reports to parents.
2. For **EYFS** children in Reception, the EYFS Profile is completed and parents are invited into School to discuss this with the class teacher.
3. **EYFS** Parents may join 'Evidence Me' and 'Family' to receive updates on progress. Reception parents are invited to a 'New Parents' meeting within 6 weeks of the child starting. Nursery parents receive regular updates and are invited to attend Open Weeks to view their children in class.
4. In Reception, a full-report is sent to parents termly. The Michaelmas and Hilary reports also inform the parents as to whether their child is 'Secure' or 'Emerging' within Development Matters Reception. The Trinity report also informs the parents as to whether their child is 'Secure' or 'Emerging' within the Early Learning Goals.
5. Parents in **Form 2- Prep 6** are sent copies of their child's reading age and reading level from Accelerated Reader Star Reader tests.
6. **Parents' Evenings** are held twice a school year: mid October and late March. Parents are invited for an appointment to discuss their child's progress with the Form Teacher and other subject teachers.
7. In **reporting achievement**, the following scale will be used within each year - these parallel the descriptions for Pupil Asset progress used internally

<b>Pupil Asset Band</b>	<b>Edenhurst Reporting based on National Expectations</b>
Exceeding	Exceeding
Achieved	Secure
Improving +	Secure
Improving	Developing
Beginning +	Developing
Beginning	Beginning

## **Reporting the Results of Standardised Tests**

The following scale is used to report results to parents:

<b>Standardised Score Range</b>	<b>Edenhurst Reporting</b>
112 and above	Exceeding
106-111	Secure
89-110	Secure
88 and below	Developing

## **Records and Information passed on from one year group to the next at the end of the Summer Term**

1. Test results
2. IEPs
3. Information on AG&T pupils
4. Information on pupils with SEN or Medical needs
5. Reading records

## APPENDIX

### 1.1. MARKING POLICY PRE-PREP

Prep-Prep includes Reception, Form 1 and Form 2.

#### a) Instant Feedback to Pupils – Response Marking

- Children's work will mostly be marked whilst they are working.
- A verbal dialogue between the teacher and pupil will be the main way in which children receive feedback. Where possible, this will actively take place whilst they are working.

#### b) Corrections

- Teachers use a green pen
- The extent of correction should be with reference to the individual child, for example, children with dyslexia should not be discouraged by over-emphasis on correction.
- Omissions may be marked with ^ and the word(s) inserted
- Grammatical errors will be underlined in green pen. Where appropriate, corrections will be written above in red pen by the child.
- In most instances the emphasis of correction will be in relation to the Learning Intention rather than grammar or spelling.
- All examples of a child's work are valued and should be marked or reviewed wherever appropriate.

#### c) Pupils' Correction of their Own Work

- Errors, when written in pencil, can be rubbed out
- Only school handwriting pens should be used
- Tippex liquid and pens are not permitted
- Pupils are not allowed to use Ink Correction Pens

#### d) Incentives and Rewards

- Marks are not generally given, except for tests or assessments of unaided work.
- Excellent pieces of work and / or effort may be awarded 1 Dojo.
- Good pieces of work may be awarded a 'Star'. The accumulation of 3 Stars equates to 1 Dojo.
- Outstanding pieces of work may be awarded a 'Headteacher's Commendation'.
- Consistently excellent work over a term may be awarded a 'Headteacher's Commendation'.

#### e) Feedback Through Written Comments On Children's Work (where appropriate)

- Teachers may write a comment relating to the quality of the work. Most feedback will be active feedback.
- A comment may be made concerning how the pupil has responded to the Learning Intention.
- A Learning Intention will be included for each lesson. This will be in the form of a question.
- Teachers may write a target for the pupil based on the evidence of the work being assessed

## **1.2 MARKING POLICY - PREP**

Prep includes Prep 3 to Prep 6.

### **Assessing Pupils' Written Work:**

#### **a) Corrections**

- Teachers use a green pen
- The extent of correction should be with reference to the individual child, for example, children with dyslexia should not be discouraged by over-emphasis on correction.
- Omissions and errors are highlighted in orange.
- Omissions are marked with <sup>^</sup> and the word(s) inserted.
- For errors, the correction is written above in red pen by child.
- Work lacking meaning is marked with a ? in both the text and the margin, with comments added where appropriate.
- In some instances the emphasis of correction will be in relation to the Learning Intention rather than grammar or spelling.
- All examples of a child's work are valued and should be marked or reviewed wherever appropriate. (*Work in General Work Books may not always need to be corrected*)
- Spellings - in English lessons, errors will be marked with *sp* in the margin and highlighted in orange. Children are to write the correct spelling three times below. Subject-specific vocabulary (e.g. *Tudors*) will be identified and corrected where appropriate.

#### **b) Pupils' Correction of their Own Work**

- Errors written in pen should be ruled through
- Errors when written in pencil can be rubbed out
- Tippex liquid and pens are not permitted
- Pupils are not allowed to use Ink Correction Pens
- Children should only use school handwriting pens.

#### **c) Incentives and Rewards**

- Marks are not generally given, except for tests or assessments of unaided work
- Good pieces of work may be awarded a 'Star'. The accumulation of 3 Stars equates to 1 Dojo.
- Excellent pieces of work and / or effort may be awarded 1 Dojo.
- Outstanding pieces of work may be awarded a 'Headteacher's Commendation' certificate.
- Consistently excellent work over a term may be awarded a 'Headteacher's Commendation'.

#### **d) Instant Feedback to Pupils – Response Marking**

- Children's work may be marked whilst they are working
- Teachers should respond to the child's response. In this way, a dialogue between the teacher and pupil is evident.

#### **e) Feedback Through Written Comments On Children's Work (*Where appropriate*)**

- Teachers may write a comment relating to the quality of the work
- Reference should be made to the amount of effort made by the pupil
- A comment may be made concerning how the pupil has responded to the Learning Intention if necessary.

- Use questions for Learning Intentions.
- Teachers may write a target for the pupil based on the evidence of the work being assessed
- Teachers to refer to the Learning Friends where possible

## 2. STANDARDISED TESTS USED

Class	Term 1 - Michaelmas	Term 3 – Trinity
<b>Form 1 (Y1)</b>	PTE (Progress Test in English) 5 PTM (Progress Test in Maths) 5	PTE (Progress Test in English) 6 PTM (Progress Test in Maths) 6
<b>Form 2 (Y2)</b>	PTE (Progress Test in English) 7A PTM (Progress Test in Maths) 7A Dyslexia Screening Test Accelerated Reader- Star Reader	PTE (Progress Test in English) 7B PTM (Progress Test in Maths) 7B Accelerated Reader- Star Reader
<b>Prep 3 (Y3)</b>	NGRT NGST PTE (Progress Test in English) 8A PTM (Progress Test in Maths) 8A PTS (Progress Test in Science) 8A PASS Dyslexia Screening Test CAT4 (Cognitive Ability) Pre A Accelerated Reader- Star Reader	NGRT NGST PTE (Progress Test in English) 8B PTM (Progress Test in Maths) 8B PTS (Progress Test in Science) 8B Accelerated Reader- Star Reader
<b>Prep 4 (Y4)</b>	NGRT NGST PASS PTE (Progress Test in English) 9A PTM (Progress Test in Maths) 9A PTS (Progress Test in Science) 9A Dyslexia Screening Test CAT4 (Cognitive Ability) A Accelerated Reader- Star Reader	NGRT NGST PTE (Progress Test in English) 9B PTM (Progress Test in Maths) 9B PTS (Progress Test in Science) 9B Accelerated Reader- Star Reader
<b>Prep 5 (Y5)</b>	NGRT NGST PTE (Progress Test in English) 10A PTM (Progress Test in Maths) 10A PTS (Progress Test in Science) 10A PASS Dyslexia Screening Test CAT4 (Cognitive Ability) B Accelerated Reader- Star Reader	NGRT NGST PTE (Progress Test in English) 10B PTM (Progress Test in Maths) 10B PTS (Progress Test in Science) 10B NGRT (Reading) B
<b>Prep 6 (Y6)</b>	NGRT NGST PTE (Progress Test in English) 11A PTM (Progress Test in Maths) 11A PTS (Progress Test in Science) 11A Dyslexia Screening Test PASS CAT4 (Cognitive Ability) C Accelerated Reader- Star Reader	NGRT NGST PTE (Progress Test in English) 11B PTM (Progress Test in Maths) 11B PTS (Progress Test in Science) 11B Accelerated Reader- Star Reader