



Assessment, Recording and Reporting (Prep. School)

Last updated by senior leaders

May 2023

**Last reviewed by external
consultant**

May 2023

Next review due

July 2024

POLICY FOR ASSESSMENT, RECORDING AND REPORTING

(To be read in conjunction with policies on Marking and Feedback, Target Setting and Teaching and Learning.)

“Assessment for learning is a powerful way of raising pupils’ achievementbased on the principle that pupils will improve most if they understand the aim of what they are learning, where they are in relation to this aim, and how they can achieve the aim (or close the gap in their knowledge) it is central to effective teaching and learning.”
The Assessment for Learning Strategy 2008.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where learners are in their learning, where they need to go, and how best to get there.” Assessment Reform Group (2002).

Our School believes that:

- The key purpose of assessment is to move children on in their learning and development and is an essential part of everyday classroom practice that involves both teachers and learners in reflection, dialogue and decision making;
- Children will become successful learners if they are given opportunities to explore, imagine, invent, play and take risks in a safe and happy environment, and know that all their efforts are recognised and valued;
- 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 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 their future planning. The outcomes of our assessments will help children become involved in raising their own expectations, celebrating their own achievement and increasing their self-motivation. Our assessments also provide information for others including:
 - Parents to show progress/concerns, and involve them in the teaching process
 - Other teachers help them to plan and gain informed views
 - Outside agencies to provide hard evidence of attainment

Summative Assessment

Assessment of learning refers to **summative** assessment and involves judging pupils' learning and attainment against national standards. Teachers may make these judgements at the end of each year, and at the end of a key stage.

Statutory Assessment Procedures:

- Completion of the EYFS Profile in accordance with statutory guidance
- Standardised Tests Reception -Y6

- CAT4 tests conducted in the Autumn and Summer Terms
- DATA from all statutory assessment is discussed with all staff, with progress monitored/regularly tracked and targets identified.

Non-Statutory Assessment Procedures:

- Ongoing formative assessment is deemed essential
- Unaided work will be assessed in English and Maths each half term providing opportunities for looking at progress across the year and updating our on-line records.
- Three Science assessments will be planned to take place across the year.
- Teachers may devise their own short tests for spelling, mental maths etc. as appropriate to the age/stage of the children.

We give our children regular feedback on their learning so that they understand what it is that they need to improve or to learn next. Such feedback will be both oral and written (marking). Research has shown that pupils' involvement in the process of assessing their own learning (self-assessment) raises standards and empowers pupils to take action towards improving their achievement.

Formative Assessment

Assessment *for* Learning (AfL) is a type of **formative** assessment, in that it involves a judgement about what the pupil has successfully learned and what the next developmental steps in their learning should be. It therefore informs and directs the teacher's planning, and is used in the classroom to raise pupils' achievement. The sharing of learning intentions and outcomes with pupils is an important part of AfL, and is based on the idea that pupils will learn most effectively if they understand the aim of their learning and know how success will be assessed or measured. This principle applies equally to the most able learners and those with additional needs. Assessment for Learning will be at the heart of classroom practice and will include: -

Day-to-day observations of learning

- **Effective feedback/comments** will help to identify what to do next, in discussion with the teacher or with talk partners/peer discussion
- **Self and peer assessment** opportunities and an emphasis on taking responsibility for/involvement in their own learning
- **Time to respond** to feedback/marking comments (see Marking and Feedback Policy)
- The use of effective questioning strategies to promote learning

- Sharing and explaining goals/**learning objectives** and success criteria in simple terms
- **Planning** for learning and teaching that takes account of the results of day-to-day and periodic assessment, with appropriate **adjustments**
- Specific identification within the planning for SEN and G&T
- Moderation and agreement trialling to ensure consistency in making assessment judgements
- **Tracking and recording** progress/data
- Information relating to opportunities for **reporting to parents** (both formally and informally)

Monitoring and review

Our Principal is responsible for monitoring the implementation of this policy, which is reviewed regularly.