

# Staines Preparatory School



## Assessment Policy

**September 2023**

**Introduction:**

This Assessment Policy incorporates Assessment, Recording, Reporting & Monitoring and should be read in conjunction with other policies with which it is closely linked, e.g. Curriculum, Learning and Teaching, Special Educational Needs, More Able Pupils and Marking Policy.

**Rationale**

At Staines Preparatory School (SPS) we aim for every child to achieve his or her potential. We believe this will be achieved through a close partnership with parents, pupils who take responsibility for their own learning and a committed and skilled team of teaching staff. Assessment serves a variety of purposes but the overriding aim of this policy is to help pupils recognise what they are doing well and be aware of what they need to do to make further progress.

**Aims:**

The Assessment Policy is based on a clear set of aims which reflect our educational philosophy, enabling standards to be improved and not merely measured, and support the overall aims of the school.

The Assessment Policy will help pupils to:

- recognise and celebrate a wide range of achievements;
- identify their strengths and areas for reinforcement and development;
- take responsibility for, and make informed judgements about, their future learning;
- be actively involved in their own learning through effective feedback which gives them an understanding of the learning requirements in different subjects and the routes to improvement.

The Assessment Policy will help teachers to:

- be aware of pupils' achievements in order to guide their future learning;
- evaluate the effectiveness of teaching strategies and materials in their curriculum planning;
- provide information which can help parents to understand their children's strengths, weaknesses and progress;
- track pupil performance and identify those pupils who are more able as well as those who are at risk of underperforming.

The Assessment Policy will help the school to:

- make informed judgements relating to the way the curriculum is planned and resourced;
- effectively communicate pupils' achievements and progress to parents, pupils, governors and other responsible parties;
- provide reliable and informed predictions towards the next stage in children's education.

**Objectives**

We will assess to:

- find out more about each child and to know the level they are working at;
- support and extend each child;
- highlight difficulties;
- obtain a baseline level;
- inform future planning;
- identify pupil progress
- ensure that planned work has met the aims set.

We will record to:

- provide evidence of the progress made and of the ability level of the child;
- give historical documentation of a child's progress through the school;
- provide information about which children have completed tasks set;
- inform that assessments made are accurate.

We will report to:

- provide feedback for parents;

- provide feedback to pupils;
- give transfer information (from class to class and from school to school);
- provide information about a child's development and achievements;
- satisfy legal requirements.

### **Types of Assessment**

At SPS we use a combination of formative and summative assessment as outlined below:

#### **Formative Assessment (Assessment for Learning – AfL)**

Assessment for Learning is “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”. Assessment for Learning emphasises the following:

- The active involvement of pupils in their own learning.
- The provision of effective feedback to pupils.
- A recognition of the profound influence assessment has on motivation and self-esteem of pupils, both of which are crucial influences on learning.
- The need for pupils to assess themselves and understand how to improve (including self-assessment and peer assessment).
- Adjusting teaching to take account of the results of assessment.

#### **Summative Assessment (Assessment of Learning)**

Summative assessment – Assessment of Learning – measures what has been achieved against specific criteria and essentially measures a child’s attainment and progress. Summative assessments emphasise the following:

- Identify attainment through standardised tests.
- Record performance in a specific area on a specific date.
- Provide age related standardised information.
- Provide data that can track progress termly.
- Provide termly and end of year data.
- Provide information about cohort areas of strength and weakness to build from in the future.

Both forms of assessment are essential parts of the learning process and are integral to this policy on assessment at SPS. (See Appendix 1 for School Assessment Schedule)

#### **Assessment In The Early Years Foundation Stage (Eyfs)**

Assessment in the Early Years Foundation Stage is supported by meaningful observations of child initiated activities where the skills and learning of that particular child can be clearly observed practically or in a piece of recorded work. These observations are used to aid planning and can lead to whole class, small group or individual support being given to deepen the learning or develop the skills that a child has shown they can already do independently.

On entry to the school children are informally assessed. These results are used to inform planning, set targets and aid the early identification of special needs. This baseline level is recorded on Insight, our whole school online assessment system. Progress is then recorded from this baseline using Insight each half term so that pupil progress can be analysed across a specific time frame. Staff make regular, meaningful observations electronically using the online learning journal ‘SeeSaw’. Parents are able to view their own child’s learning journal and have the opportunity to share photos of learning and skills acquisition from the home environment.

Children will be assessed regularly by Teachers and Practitioners to ensure that the next steps in learning are appropriately planned in order to help children make progress across the year. Each child’s progress is looked at individually by the Class Teacher and the skills they are acquiring are assessed regularly in each term. These skills support the children in achieving the intended Early Learning Goals outlined in the EYFS Statutory Framework (2023) by the end of the academic year in which they turn five. Progress in the EYFS is shared with parents via two progress summaries in the Autumn and Spring Terms, as well as a full academic report in the Summer Term.

The Department for Education’s Development Matters document (2021) supports our own judgements and the assessment of pupils. At the end of the Reception year, an Early Years Foundation Stage Profile (EYFSP) is created to be shared with parents and Year 1 staff. The EYFSP measures children’s progress against the Early Learning Goals

(ELGs) which is based on the Teacher's or Practitioner's ongoing observations and assessments in the following areas:

The prime areas of learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design
- For each of the Development Matters statements, practitioners identify and record whether a child is on track or not on track.
- For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year.
- In addition to the ELGs, teachers or key workers, also observe children in regards to each child's characteristics of effective learning which encompass:
  - Playing and Exploring
  - Active Learning
  - Creating and Thinking Critically
- Each child's developments and achievements are reported to parents via a progress summary in the Autumn and Spring terms as well as a full written report in the Summer Term.

### **Assessment In Key Stage 1**

- Those joining Key Stage 1 from another setting will sit a Pre-Entry Assessment. This will include a phonics assessment, a reading activity to link to the relevant book band level, a writing task to assess handwriting, spelling and punctuation, and an age-related Maths assessment. Where applicable, the assessments for Maths and Reading will be administered to gain a standardised score. This information will be shared with the child's new teacher to be used as a baseline.
- Teachers use AfL to provide on-going assessment, through the use of focussed marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives and to identify and set next steps for learning for each child.
- Teachers record formative assessments of each child onto Insight, the school's online assessment system against specific learning objectives for each subject. This is an on-going basis to record progress and to identify next steps for learning. Summative assessment records in the form of a level will also be added onto the school's online assessment system during the year to help monitor progress between year groups.
- Annotated plans and planning notes made by class teachers and additional adults involved (LSAs) record other important information about the progress of children in the class when relevant.
- The Special Education Needs (SEN) Register ensures that children with identified special education needs and those children not making expected progress are highlighted and supported appropriately and their needs assessed regularly.
- The More Able Pupils register ensures that children that have been identified as more able and making better than expected progress are highlighted and supported/challenged appropriately and assessed regularly.
- A variety of weekly and termly tests to identify progress and gaps in learning.
- Regular assessments are conducted in English using the Oxford writing framework, with scores recorded and progress and gaps in learning identified. These results will also be used to help inform teachers' future planning. Reading is assessed using the Oxford Levelling Criteria. The child's book band colour is used to assign an appropriate level which is tracked over the year.
- During the Autumn Term (September/October) Year 1 sit an initial phonics assessment. The data from this will be used by the teachers to track and monitor children's progress through the early identification of phonics and sounds. An Autumn Term examination for Reading and Maths and Maths and Reading will be sat after the Autumn half term.
- A Grade and Effort Card will be issued at the end of the Autumn Term.

- During the Summer Term (May) Years 1-2 will sit Standardised exams:
  - PUMA (Maths assessment)
  - PIRA (Reading comprehension)
  - A spelling test against the National Curriculum spellings will be used to generate a percentage.

Results of these exams and a full written report on the child's progress for the year is reported back to parents. A Parents' evening follows this to allow results and progress to be discussed in more detail.

### **Assessment In Key Stage 2**

- Those joining Key Stage 2 from another setting will sit a Pre-Entry Assessment. Assessments in Maths and Reading will be used and the standardised scores/percentages generated will determine into which ability set the child is placed.
- Teachers use AfL to provide on-going assessment, through the use of focussed marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning objectives and to identify and set next step targets for each child.
- Teachers record formative assessments of each child onto Insight, the school's online assessment system against specific learning objectives for each subject. This is an on-going basis to record progress and to identify next steps for learning. Summative assessment records in the form of a level will also be added onto the school's online assessment system during the year to help monitor progress between year groups.
- Annotated plans and planning notes made by class teachers and Learning Support Assistants (LSAs) record other important information about the progress of children in the class when relevant.
- A variety of weekly tests take place in lessons (including mental arithmetic) to identify progress and gaps in learning.
- Regular assessments are conducted in English using the Oxford writing framework, with scores recorded and progress and gaps in learning identified. These results will also be used to help inform teachers' future planning.
- The SEN Register ensures that children with identified special education needs and those children not making expected progress are highlighted and supported appropriately and their needs assessed regularly.
- The More Able Pupils register ensures that children that have been identified as more able and making better than expected progress are highlighted and supported/challenged appropriately and assessed regularly.
- During the Autumn Term Years 3-6 will sit examinations in the core subjects. Years 4-6 will also be assessed in French, History and Geography. These assessments will assess children's understanding of the learning so far in that subject. An End of Term level, as well as an effort grade for the term, will be reported back to parents via an Effort and Grade Card (Autumn Term) and Parents Evening (Spring Term). Effective feedback and suggested next steps for learning will also be reported to pupils in the Effort and Grade Card in the Autumn Term.
- During the Summer Term Years 3-6 will sit Standardised examinations:
  - PUMA (Maths Assessment) will be used for Years 3-6.
  - GL Assessments (Progress in Science) will be used for Years 3-6.
  - GL Assessments (VR and NVR) will be used for Years 4-5.
  - Verbal Abilities (VR and NVR) will be used for Year 3.
  - A spelling test against the National Curriculum spellings will be used to generate a percentage.
  - PIRA (reading comprehension test will be used for Years 3-6 to generate a reading standardised score and percentage).

Results of these examinations and a full written report on the child's progress for the year is reported back to parents in the Summer Term through the Academic Profile. A Parents' Evening follows this to allow results and progress to be discussed in more detail.

### **Records And Record Keeping**

Teachers use records to review pupil's progress through the school, set appropriate targets for the future and to form the basis of reports to parents.

When we record we will be looking at:

- Attendance and punctuality
- Spelling and tables scores

- Reading levels
- Standardised scores
- Achievement
- Behaviour
- Completed work (In class and for homework)
- National Curriculum standards
- The outcomes of completed work

When we record we will use:

- Annotated planning documents
- Reports
- Exams
- Standardised tests
- Mark books
- Reading record books
- House point charts
- Children's work/books
- Seesaw (online learning journal)
- The school's online assessment system

## **REPORTING**

Reports promote and provide good home/school relationships and allow teachers to share a pupil's progressions and next steps to learning.

When we report we will be looking at:

- All subjects
- Behaviour
- Social ability
- Attainment and effort
- Progress
- Curriculum objectives
- Exam results
- Performance in standardised tests

We will report through:

- Full written report (Summer Term)
- Parent's evenings (Once termly)
- Effort and Grade cards (Years 1-6 Autumn Term)
- Progress Summary (EYFS Autumn and Spring terms)
- Informal meetings with parents
- Records of Achievement
- Marked books
- Feedback to pupils
- SeeSaw (EYFS online learning journal)
- The school's online assessment system

## **RESPONSIBILITIES**

The Headmistress is responsible for ensuring that:

- There is a well-managed tutorial system that requires and enables form tutors to monitor the performance of the pupils in their class
- Marking of pupils' work complies with the school's overall marking guidelines as a means of assessing day-to-day performance and is used to motivate pupils and provide them with specific guidance on future targets
- A database of pupil attainment is used to track individual progress
- All pupils receive regular written reports for each subject as appropriate

- Parents are kept informed about their child's progress and attainment
- Relevant Continuing Professional Development is provided for staff when new developments in assessment arise
- A range of data is collated and analysed to be used as a baseline to monitor and review individual pupil progress; information from data is shared with all teachers to identify signs of under achievement or unusual potential and to help set targets for the pupils
- The School provides regular opportunities for informal and formal parent consultation

#### **Teachers:**

All teaching staff are expected to ensure that:

- Pupils are actively involved in their learning and self-assessment of progress
- Assessment builds pupils' motivation, confidence and self-esteem
- Lessons begin with clear expectations and learning objectives are shared with pupils. (These are reviewed at the end of the lesson or series of lessons)
- Each pupil receives feedback about the standards of their work, although this may not always be in writing
- When work is returned, pupils are given feedback in line with the School's Marking Policy
- They contribute to the development of literacy, numeracy and ICT as well as oral skills wherever possible through assessment within the teaching of their subject
- Feedback to children, from tests and exams should be positive, respecting the abilities of all pupils and aiming to build confidence as far as possible
- Where appropriate, they liaise with LSAs, on any intervention groups taken and progress made
- Assessment data is entered on Insight and used to inform planning to support/extend pupils

#### **Form Tutors, Middle Leaders and Subject Coordinators:**

Form Tutors and Middle Leaders are expected to ensure that:

- The performance of pupils in their class is effectively monitored
- Form tutors and subject specialist teachers work co-operatively to share and use information effectively
- There is liaison between subject specialist teachers, form tutors and middle leaders in the use of data and other assessment information to review the performance and expectations of pupils.
- A productive dialogue is maintained with the pupils about their progress
- Pupils have regular opportunities to discuss their academic progress and personal development with their form tutor and such dialogue helps them to maximise their potential
- There is a strong partnership with parents, based on regular communication which helps the pupils achieve their best
- The pupils in conjunction with the form tutor or subject specialist teachers will identify areas of particular focus from the subject targets

#### **Pupils:**

Pupils are encouraged to take responsibility for their own learning through:

- Assessing their own work in a way appropriate to their age
- When possible, increasingly setting targets for their own learning (age appropriate)

## Appendix 1: School Assessment Schedule

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• On entry data for Foundation Stage Profile in Nursery and Reception</li> <li>• Cognitive Ability Testing (CAT)</li> <li>• Class profiles updated on the school's online assessment system and end of year targets set</li> <li>• SEN register to be reviewed and needs of children assessed</li> <li>• Parents' Evening (October)</li> <li>• Phase group baseline assessment and target setting feedback meetings to Senior Leadership Team (SLT)</li> <li>• Year 1 Phonics Assessment</li> <li>• Years 1-6 Levelled Writing assessment</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Class profiles updated on the school's online assessment system (Formative)</li> <li>• Years 1-6 Levelled Writing assessment</li> <li>• SEN ISP's reviewed and agreed with teachers/parents</li> <li>Year 1 examination: Reading (PIRA Reading comprehension, PUMA Maths Assessment)</li> <li>Year 2 examinations: Reading, Maths (PIRA Reading comprehension, PUMA Maths Assessment)</li> <li>Years 3-6 examinations; Reading, Maths, Science (PIRA Reading comprehension, PUMA Maths Assessment, internal Science assessment)</li> <li>• Years 4-6 end of topic assessments; Geography, History, French</li> <li>• Years 1-6 Effort and Grade card recording effort and examination scores (where applicable)</li> <li>• Phase group assessment feedback meetings to SLT (progress and attainment )</li> <li>• EYFS Progress Summary written</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Class profiles updated on the school's online assessment system (Formative)</li> <li>• Years 1-6 Levelled Writing assessment</li> <li>• Phase group assessment meetings; review of children's progress towards end of year targets.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Class profiles updated on the school's online assessment system (Formative)</li> <li>• Years 1-6 Levelled Writing assessment</li> <li>• EYFS Progress Summary written</li> <li>• Parents' Evening (Optional)</li> <li>• SEN Reviews</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Class profiles updated on the school's online assessment system (Formative)</li> <li>• Years 1-6 Levelled Writing assessment</li> <li>• Years 1-2 Standardised exams: Assessments (PIRA Reading comprehension, PUMA Maths Assessment) National Curriculum Spelling test</li> <li>• Years 3-6 Standardised exams: Assessments (PIRA Reading comprehension, PUMA Maths Assessment and Progress in Science) Years 4-5 GL Assessments (VR and NVR) Year 3 Verbal Abilities (VR and NVR) Years 3-6 National Curriculum Spelling test</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Class profiles updated on the school's online assessment system (Formative)</li> <li>• Levelled Writing assessment Years 1-6</li> <li>• SEN ISP's reviewed and agreed with teachers/parents</li> <li>• Report EYFS Profile to Local Authority</li> <li>• Full written report to parents</li> <li>• Parents' Evening (following report)</li> <li>• Class profiles updated in preparation for class handover meeting (on-going)</li> <li>• Class handover meetings (current teacher meets receiving teacher to share information)</li> </ul>



## Appendix 2: School Assessment Overview

	Autumn Term	Spring Term	Summer Term
EYFS	<p><b>Baseline assessments on Insight</b>  <b>End of Term Progress Summary to parents</b></p>	<p><b>End of Term Progress Summary to parents</b></p>	<p><b>End of Term Full Report End of Term Card to parents</b>  <b>Foundation Stage Profile completed (Reception)</b></p>
Year 1	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Autumn Test (Y1)  <b>Maths:</b> End of topic reviews to inform level  PUMA Autumn Test (Y1)  Assessed level for all subjects  <b>End of Term Effort and Grade Card to parents</b></p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Spring Test (Y1)  <b>Maths:</b> End of topic reviews to inform level  PUMA Spring Test (Y1)  Assessed level for all subjects</p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Summer Test (Y1)  Single Word Spelling Test  <b>Maths:</b> End of topic reviews  PUMA Summer Test (Y1)  Assessed level  Assessed level for all subjects  <b>End of Term Full Report End of Term to parents</b></p>
Year 2	<p><b>Cognitive Ability Test</b>  <b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Autumn Test (Y2)  <b>Maths:</b> End of topic reviews  PUMA Autumn Test (Y2)  Assessed level  Assessed level for all subjects  <b>End of Term Effort and Grade Card to parents</b></p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Spring Test (Y2)  <b>Maths:</b> End of topic reviews to inform level  PUMA Spring Test (Y2)  Assessed level for all subjects</p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Summer Test (Y2)  Single Word Spelling Test  <b>Maths:</b> End of topic reviews  PUMA Summer Test (Y2)  Assessed level  Assessed level for all subjects  <b>End of Term Full Report End of Term to parents</b></p>
Year 3	<p><b>Cognitive Ability Test</b>  <b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Autumn Test (Y3)  <b>Maths:</b> PUMA Autumn Test (Y3)  Assessed level  <b>Science:</b> Internal exam  Assessed level for all subjects  <b>End of Term Effort and Grade Card to parents</b></p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading PIRA Spring Test (Y3)  <b>Maths:</b> End of topic reviews to inform assessed level  PUMA Spring Test (Y3)  Assessed level for all subjects</p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Summer Test (Y3)  Single Word Spelling Test  Verbal Reasoning Paper  <b>Maths:</b> End of topic reviews  PUMA Summer Test (Y3)  Assessed level  Non-Verbal Reasoning Paper  <b>Science:</b> Year 3 GL Science paper  Assessed level for all subjects  <b>End of Term Full Report End of Term to parents</b></p>

Year 4	<p><b>Cognitive Ability Test</b>  <b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Autumn Test (Y4)  <b>Maths:</b> PUMA Autumn Test (Y4)  Assessed level  <b>Internal end of topic assessments:</b>  Science, History, Geography,  Classics, MFL  Assessed level for all subjects  <b>End of Term Effort and Grade</b>  <b>Card to parents</b></p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Spring Test (Y4)  <b>Maths:</b> End of topic reviews to  inform level  PUMA Spring Test (Y4)  Assessed level for all subjects</p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Summer Test (Y4)  Single Word Spelling Test  Verbal Reasoning Paper  <b>Maths:</b> End of topic reviews  PUMA Summer Test (Y4)  Assessed level  Non-Verbal Reasoning Paper  <b>Science:</b> Year 4 GL Science paper  <b>Internal end of topic</b>  <b>assessments:</b> History, Geography,  Classics, MFL  Assessed level for all subjects  <b>End of Term Full Report End of</b>  <b>Term to parents</b></p>
Year 5	<p><b>Cognitive Ability Test</b>  <b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Autumn Test (Y5)  <b>Maths:</b> PUMA Autumn Test (Y5)  Assessed level  Assessed level for all subjects  <b>Internal end of topic assessments:</b>  Science, History, Geography,  Classics, MFL  Assessed level for all subjects  <b>End of Term Effort and Grade</b>  <b>Card to parents</b></p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Spring Test (Y5)  <b>Maths:</b> End of topic reviews to  inform level  PUMA Spring Test (Y5)  Assessed level for all subjects</p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Summer Test (Y5)  Single Word Spelling Test  Verbal Reasoning Paper  <b>Maths:</b> End of topic reviews  PUMA Summer Test (Y5)  Assessed level  Non-Verbal Reasoning Paper  <b>Science:</b> Year 5 GL Science paper  <b>Internal end of topic</b>  <b>assessments:</b> History, Geography,  Classics, MFL  Assessed level for all subjects  <b>End of Term Full Report End of</b>  <b>Term to parents</b></p>
Year 6	<p><b>Cognitive Ability Test</b>  <b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Autumn Test (Y6)  <b>Maths:</b> PUMA Autumn Test (Y6)  Assessed level  <b>Internal end of topic assessments:</b>  Science, History, Geography,  Classics, MFL  Assessed level for all subjects  <b>End of Term Effort and Grade</b>  <b>Card to parents</b></p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Spring Test (Y6)  <b>Maths:</b> End of topic reviews to  inform level  PUMA Spring Test (Y6)  Assessed level for all subjects</p>	<p><b>English:</b> Assessed Big Write  Oxford Level Reading  PIRA Summer Test (Y6)  Single Word Spelling Test  <b>Maths:</b> End of topic reviews  PUMA Summer Test (Y6)  Assessed level  <b>Science:</b> Year 6 GL Science paper  <b>Internal end of topic</b>  <b>assessments:</b> History, Geography,  Classics, MFL  Assessed level for all subjects  <b>End of Term Full Report End of</b>  <b>Term to parents</b></p>