



# Assessment Policy

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## Introduction

***Assessment for Learning is embedded in everyday practice and is used to inform teaching and learning at our School.***

This policy is for pupils in the Early Years Foundation Stage (EYFS) (Reception and Kindergarten) through to Year 6 at Hampton Pre-Prep & Prep School (the School). Assessment as an educational practice for all teaching staff working at our School includes the processes of generating, collecting, interpreting, recording and using information about our pupils' responses to all the work they are engaged in.

Assessment is one of our key tasks and underpins one of our School's stated aims, which is to develop in our pupils the desire to achieve their full academic potential.

As children are protean by their very nature, any decisions we make however big or small about their progress, achievements and attainment are not arrived at on the basis of one assessment only; we believe it is of critical importance to look at any data we hold about any pupil here in relation to our developing understanding of each child.

In order to support our pupils' progress through our Schemes of Work, assessment operates in two distinct but inter-related ways:

1. It provides information about our pupils' progress that teachers can use as a basis for decisions about the next steps in their learning. (**Formative assessment**)
2. It also provides information to parents and others about the progress and levels of attainment reached by children, especially at the end of the EYFS, Key Stages 1 and 2, and about the progress made since the last reported assessment. (**Summative assessment**)

At our School, we understand that there are various methods of assessing a child's learning. The types of summative assessments in particular that will be used will inevitably vary from subject to subject.

## Pre-Prep

### Early Years Foundation Stage

The statutory framework (2017) states 'Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting on those observations' (Statutory Framework for the Early Years Foundation Stage (2017) p.13).

## Recording Pupils' Achievement in Pre-Prep

In the Pre-Prep the following are used to record pupils' achievements in all areas of the curriculum:

- Kindergarten and Reception – Learning Journals record ongoing assessment of the pupils in the seven areas of learning. Such assessments are based on observations of what the pupils are doing on a day-to-day basis. In the final term of the year in which the pupil reaches age five, and no later than 30 June, the EYFS Profile must be completed for each pupil. The Profile should provide a well-rounded picture of a pupil's knowledge, understanding and abilities, their progress against expected level, and their readiness for Year 1. Each pupil's level of development is assessed against the early learning goals, and practitioners must indicate whether pupils are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

It is important to note that the EYFS places a strong emphasis on working with parents as partners. Parents and practitioners should reflect together on what:

- A pupil likes to do;
  - S/he is trying to master or has just learned;
  - New words/language structures are emerging; and
  - Particular interests or patterns in play and exploration are observed at the moment.
- Key Stage 1 (KS1) – Records are completed for reading, writing and mathematics in Years 1 and 2 on a regular basis, and in music annually.

We use the following colour coded system in our records:

Kindergarten	blue
Reception	red
Year 1	orange
Year 2	green

These records, along with the Pupil Profiles, are handed on from the Pre-Prep to the Prep Department at the end of KS1.

### Prep

In Prep, recording of pupils' day-to-day progress should be done in Form/Subject Teachers' mark/record books. It should emphasise effort as well as achievement. Noteworthy effort/achievement is rewarded by awarding House points, Headmaster's commendations, Star Awards and so on.

### Formal Programme of Assessment in both the Pre-Prep & Prep

*Kindergarten* – Grammar and Phonology Screening Tests take place in the Summer Term.

*Reception* – Phonological Abilities Test & Early Years Foundation Stage Profiles are completed in the Summer Term.

*Year 1* – 'Quest' and 'InCAS' assessments are carried out in the Summer Term.

Year 2 – ‘CAT4’ reasoning assessments take place in October and ‘Progress Tests in English’ and ‘Progress Tests in Mathematics’ in November. We ensure that the pupils in Year 2 are able to sit the same assessments as our external candidates for entry into Year 3 wherever this is appropriate. ‘InCAS’ assessments are carried out in the Summer Term. The ‘Single Word Spelling Test’ and the ‘Group Reading Test’ are also completed in the Summer Term.

Years 3 to 6 - ‘CAT4’ reasoning assessments take place in September, followed by ‘InCAS’ assessments in February. ‘Progress Tests in English’ and ‘Progress Tests in Mathematics’ take place in the Summer term as well as our own school-based exams. The ‘Single Word Spelling Test’ and the ‘New Group Reading Test’ for Years 3, 4 and 5 take place in the Autumn Term.

End of topic assessments take place in each term throughout the Prep Department. We analyse results from all assessments we carry out to enable us to target specific pupils and subject areas. Internal examinations are not set in the Pre-Prep.

Programme of assessments:

Year 3	Summer term (Maths, English & Reasoning)
Year 4	Summer term (Maths, English & Reasoning)
Year 5	Summer term (Maths, English & Reasoning VR/NVR)
Year 6	September & November 11+ Mocks (English, Maths, Reasoning VR/NVR)

The Deputy Head Academic has the overall responsibility for the conduct and administration of all examinations. Heads of Departments (HoDs) see to the production of internal examination papers.

## Target Setting

We believe all pupils need to be clear about how they need to improve. Regular individual targets are set as follows:

- English
- Mathematics
- A general target relating to the pupil’s personal development

In the Pre-Prep, the class teacher is responsible for all three targets. In the Prep, each pupil’s English and Maths teacher is responsible for generating the targets and then the Form Tutor will generate a general target, possibly following discussions with other members of staff. These targets are reviewed throughout each half term and are used as a focus for Parents’ Evenings.

In the Prep, the targets are included on the half termly Grade Sheets and are likely to be referenced in written reports. English and Maths targets are formulated with the pupil and pupils complete their target tracker slip (see Appendix 2) with their teacher. The target tracker allows each pupil to think carefully, with the support of their teacher, about how they are going to achieve their target. Handover meetings at the end of each academic year involve a review of each pupil’s targets. These meetings are recorded and the minutes are retained by the Deputy Head Academic and/or Head of Pre-Prep. The HoDs will also take a leading role in guiding and tracking pupil targets in the Pre-Prep & Prep. We ensure each pupil is aware of their targets and is encouraged to work towards meeting them.

## Academic Progress Meetings

Opportunities to informally discuss pupil progress are plentiful. Formal opportunities to do exist during Academic Progress meeting between the Deputy Head Academic and Form/subject teachers. These happen regularly throughout the year, outlined in the Academic Dates and Deadlines documents circulated by Deputy Head Academic, and allow time for all parties to discuss each pupil's progress, collaboratively formulate appropriate targets and agree future actions. Minutes and actions from these meetings are circulated and held by the Deputy Head Academic.

## Reporting to Parents

Please see **Appendix 1** for the yearly schedule.

We employ a range of strategies to ensure parents are fully informed of their child's progress at the School. We encourage and welcome parents to discuss their child's progress at any reasonable time with class/subject teachers. It is possible to speak to staff before and after school about immediate concerns; however, for longer discussions about progress and performance it is far better for appointments to be arranged at a mutually convenient time.

In the Autumn and Spring terms, we offer the opportunity for parents to meet with their child's Class Teacher in the Pre-Prep. Reception parents have an additional meeting in the Summer term to allow them to discuss their child's progress against the Early Learning Goals and Assessment scales should they wish to.

In the Prep, Parents' Meetings take place in October/November (Years 3 & 4 – Pastoral, Years 5 & 6 – Academic: Core Subjects) and June (Years 3, 4 & 5 – Academic).

Parents receive a comprehensive written report on their child's progress, attainment and effort following the half-term break in February.

Grade sheets are issued half-termly for Years 3, 4, 5 and 6. Year 6 receive Mock Exam results in the Autumn term and Year 3 only receive effort grades at the end of their first half term. During the Summer Term, Years 3, 4 and 5 receive their results on our internal exams in place of a grade sheet. Grades are given for Effort and Progress. The difference between these are made clear to pupils and parents alike. To ensure that the grades are a true and accurate reflection of each pupil's performance, moderation events take place before the grades are published. These are timetabled by the Deputy Head Academic. For the grades to be effective for our pupils, it is vital that staff, pupils and parents have a comprehensive understanding of the grade descriptors.

## Effort

We deliberately and consistently promote **effort** as the key factor for pupils to improve across all areas of school life. The effort descriptors that appear on the half termly grade sheets are set out in the table below and wherever possible we will adopt a 'best fit' approach when deciding upon the most relevant grade for each child. If any child is due to receive a '4' seeing it on their Grade Sheets will not be the first time their parents know this, as conversations between the School and parents must have taken place.

<b>Effort</b>	
<b>1</b>	This pupil is working extremely hard to improve in this subject. -His behaviour is consistently excellent -He asks for help -He demonstrates a very positive attitude towards learning -He collaborates extremely well with others and demonstrates plenty of initiative
<b>2</b>	This pupil working hard to improve in this subject. -He rarely misbehaves or becomes distracted -He usually asks for help -He sometimes demonstrates a positive attitude towards learning -He collaborates well with others and demonstrates some initiative
<b>3</b>	This pupil sometimes works hard to improve in this subject. -He sometimes misbehaves or becomes distracted -He rarely asks for help -He does not demonstrate a positive attitude towards learning -He is reluctant to collaborate with others and demonstrates limited initiative
<b>4</b>	This pupil is not working hard to improve in this subject. -He often misbehaves and is easily distracted -He avoids asking for help -He does not have a positive attitude towards learning -He refuses to collaborate with others and demonstrates no initiative

### **Progress**

The **progress** grades give teachers a chance to acknowledge those pupils who are exceeding expectations. If any child is due to receive a 'D' seeing it on their Grade Sheets will not be the first time their parents know this, as conversations between the School and parents must have taken place. There are no limits put on pupil numbers who receive each judgement. As a starting point, at our School we trust teachers to use their own individually generated assessment and tracking material to assist with the making of these judgments, in addition to their developing understanding of the following whole School material:

- The reservoir of scores retained from our suite of assessments of pupils' developing reasoning ability
- End of term topic tests in the relevant subject area for the class or set
- Progress against targets developed by the teaching staff
- Our collective scrutiny of pupils' exercise books and other classwork
- All the other types of formative assessment we are always in the process of undertaking

<b>Progress</b>	
<b>A</b>	This pupil is making far greater than expected progress in this subject.
<b>B</b>	This pupil is making greater than expected progress in this subject.
<b>C</b>	This pupil is making expected progress in this subject.
<b>D</b>	This pupil is making less than expected progress in this subject.

## Attainment

Information on pupil **attainment** is collected by teachers and used for internal purposes only.

**We do not routinely communicate attainment grades to parents and pupils and they do not appear on the half-termly grade sheets.**

On occasions, the Headmaster, Head of Pre-Prep or the Deputy Head Academic may communicate information regarding pupil attainment to parents during meetings, but this will not include where the pupil sits in a ranked order of their peers.

Our internal attainment grades are based entirely on formative and summative assessments and give information about pupil attainment in relation to their cohort. It is important that colleagues across each year group collaborate carefully when assigning attainment grades.

We use this information to set the standards of attainment in each year group for our School. Our spread of results should therefore by convention follow the bell curve pattern. This means, as with any statistical spread, there have to be limits to the numbers of pupils who achieve each grade.

At our School, we currently do not believe that routinely disclosing this sort of information about where a pupil sits in relation to their cohort has a positive impact on their progress. We are also acutely aware of the potentially detrimental impact this information could have on young children, particularly those who sit close to or indeed are at the bottom of the scale.

Attainment	
<b>A</b>	Relative to the attainment of his year group at our School, this child is in the top 20%
<b>B</b>	Relative to the attainment of his year group at our School, this child falls between the 50 <sup>th</sup> and 80 <sup>th</sup> percentile
<b>C</b>	Relative to the attainment of his year group at our School, this child falls between the 20 <sup>th</sup> and 50 <sup>th</sup> percentile
<b>D</b>	Relative to the attainment of his year group at our School, this child is in the bottom 20%

## Appendix 1 – Yearly Schedule

Prep	Pre-Prep
<b>September</b>	
-Year 3 & 4 Parents' Meetings -CAT4 Assessments -Year 3 Single Word Reading/Spelling Test -Year 6 Mock Exams	
<b>October</b>	
-Moderation Event -Grades and Targets	-Unaided writing (All) -Year 2 CAT4 -Pre-Prep Parents' Meetings -Targets Sent Home
<b>November</b>	
-Year 6 Mock Exams -Year 5 & 6 Parents' Meetings -Year 2 External Candidates Assessment Morning	-Year 2 Progress Tests in Maths and English
<b>December</b>	
-Moderation Event -Grades and Targets	
<b>January</b>	
<b>February</b>	
-Full Written Report -InCAS Assessments	- Unaided Writing (All) - Full Written Report
<b>March</b>	
--Moderation Events -Grades and Targets	-Pre-Prep Parents' Meetings
<b>April</b>	
<b>May</b>	
-School Exams (3-5) -Progress Tests English and Maths (3-5) -Exam Results (Year 3-5), Grades (Year 6) and Targets	- Unaided Writing (All) - InCAS Year 1 & 2 - Year Single Word Spelling Test & Group Reading Test
<b>June</b>	
-Year 3, 4 & 5 Parents' Meetings	- Year 1 Quest Tests in English and Mathematics -Reception Parents' Evening (to discuss EYFS Profile Scores) - Phonological Abilities Test -Early Years Foundation Stage Profiles -Targets Sent Home
<b>July</b>	
--Moderation Event -Grades and Targets -Handover Meetings -Prize Giving	-Handover Meetings - Prize Giving

## Appendix 2 – Targets



### Targets



Half Term: Autumn 1/Autumn 2/Spring 1/Spring 2/Summer 1/Summer 2

My target is:

.....

.....

Steps towards my target:

Steps towards my target are:	What can I use to help me achieve this?	✓ / X

Example of how I achieved my target (or how I am working towards it):

I have achieved my target!



Pupil initials: .....

Teacher initials: .....

I am still working towards my target!



I need to work on:

.....