

ASSESSMENT AND RECORDING POLICY

St Edward's Prep is an independent prep school that aims to provide a safe, happy environment in which children develop a love of learning and gain the confidence, character and the capability to fulfil their potential. A school in which pupils develop a passion for, and awareness of, the world that empowers them to act and make it a better place for all.

Our curriculum and co-curriculum inspire, engage, challenge, develop passions and interests and provide opportunities to work collaboratively or independently towards meaningful actions that help make the world a better and more peaceful place. We prepare and equip our children with the skills and character they need to face the challenges that life brings, whether that is at St Edward's, entry to their next school or in the workplace. Pupils learn to become more self-disciplined, reflective, adaptable, critical thinking learners and leaders who know how to succeed, but also persevere in the face of setbacks.

Philosophy of Assessment

We believe that assessment is critical and purposeful in evaluating, the understanding and the development of our pupils' knowledge and skills at different stages in their learning process. When used effectively, both pupils and teachers are involved in identifying what pupils understand, know, can do, and where they are in their learning process. Everyone involved in the learning process (pupils, teachers, parents, administrators) must have a clear understanding of the reasons for assessment; what is being assessed, the criteria for success and the method by which the assessment is made; and therefore, assessment is ongoing, authentic, varied, and purposeful.

The aims of this policy are:

To use assessment to...

- ✓ guide pupils through the learning process and the essential factors of our curriculum – knowledge, concepts, skills, attitudes, action and character
- ✓ analyse pupil learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice
- ✓ improve learner outcomes
- ✓ encourage reflective learners
- ✓ communicate pupils' progress to parents
- ✓ to engage pupils and parents in the learning process
- ✓ to support in the preparation of pupils to senior school
- ✓ to gradually build a profile of each pupil through the school

At St Edward's Prep, we assess performance and progress in all Themes of Investigation and in addition stand-alone skills that may be taught in Physical Education, Performing Arts, English, Mathematics, French and Computer Science. We also continue to incorporate pupil attitudes and pupil profile characteristics into everyday learning. The Curriculum Framework is detailed in the Curriculum Policy.

The assessment component of St Edward's Curriculum can be divided into three closely related areas:

- Assessing – How we discover what the pupils know and have learned.
- Recording – How we choose to collect and analyse data.
- Reporting – How we choose to communicate information.

Assessing

At St Edward's we believe timely, appropriate, and learner-focused feedback is one of the most significant things that we can provide our pupils to improve their learning outcomes (*Teaching 21st Century Skills to Modern Learners*, Crockett, Lee Watanabe; Churches, Andrew). Therefore, we place most emphasis on continuous teacher assessment. However, there is a place for all styles of assessment and diagnostic assessment, pre-assessment and summative assessment are used carefully in a way to enhance the learning process and achieve the best outcomes for our pupils.

Pre-Assessment

The purpose of this is to gain an understanding of a pupil's current situation and prior knowledge, skills and attitudes in order to focus teaching to achieve better learning outcomes.

Pre-assessments are completed prior to starting a new unit, or concept. This helps teachers and pupils find out what the pupil already knows and can do. It is not necessary to adhere to certain assessment tools or any specific criteria for this type of assessment.

Continuous Assessment (Formative Assessment)

Continuous assessment is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the pupil. It also gives pupils an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers are responsible to prepare different formative assessments with the use of various assessment tools to keep a record of pupil progress.

Continuous assessment can be formal or informal, spontaneous or scheduled. For example, pupils could offer examples of their work for critique to both teachers and peers to provide evaluation and feedback, which they could maintain within a portfolio. Similarly, teachers can implement it as an assessment against a criterion, with the teacher providing indications of how to improve against this descriptor. No matter how teachers implement formative assessment, it provides the learner with an opportunity to engage with feedback and make corrections as learning progresses.

High-quality feedback, verbal or written, is a crucial component of continuous assessment. A relationship must be established between the teacher and pupil to ensure pupils are receptive to feedback and use it to adjust their learning. This relationship should be based on trust, mutual goals and objectives and a shared purpose. See Marking and Feedback Policy.

Summative Assessment

Summative assessment is the culmination of the teaching and learning process and takes place at the end of a unit. It provides pupils with an opportunity to show what they have learned. It also shows how effectively pupils understand knowledge, key concepts, skills and attitudes.

Summative assessment is a more formal type of assessment. For example, a teacher may use an end-of-topic test or timed piece of writing. Year 5 and 6 exams and end-of-year assessments also form part of Summative Assessment.

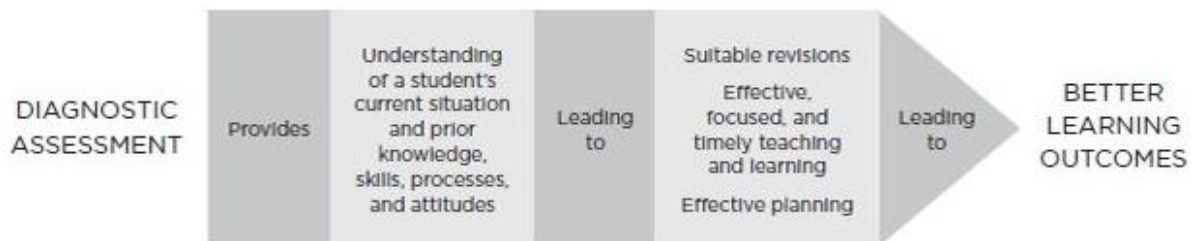
Diagnostic Assessment

Diagnostic assessments are used at St Edward's in the form of:

1. Ongoing class tests and tasks to assess the acquisition of skills and knowledge of a topic or theme
2. Beginning of the year standardised testing
3. When a pupil applies for a place at the school. These assessments help us form a picture of a pupil and enable us to best inform their new teacher of their skills in English and Maths. An application is not accepted or rejected based on these tests. Full information on the admissions process can be found in the admissions policy.

Standardised testing provides teachers with an age-standardised score and enable them to compare a pupil's progress in specific areas against other pupils of a similar age in a national context. These are a snap shot of a pupil's achievement and ability and should be considered alongside all types of assessment that build the full assessment picture.

All diagnostic assessment should be used as a tool to achieve better learning outcomes and can be seen clearly in the diagram below.



Crockett, Lee Watanabe; Churches, Andrew. *Mindful Assessment: The 6 Essential Fluencies of Innovative Learning (Teaching 21st Century Skills to Modern Learners)* (Kindle Location 507). Solution Tree Press.

Differentiation in Assessment

As with all aspects of the curriculum, teaching and learning, assessment can and will be differentiated to meet the needs of individuals. This will be balanced with the need to prepare pupils for the next step in their education, particularly in reference to senior school entry. The SENDCo will ensure that teachers, pupils and parents are aware of individual pupil needs, through a pupil's IEP, and will liaise with senior schools to support pupils with entrance exams where necessary. Please refer to our SEND Policy.

Attitudes and Approaches to Learning Assessment (AtLs)

Attitudes and ATL skills are explicitly taught and emphasised in all lessons and through the Themes of Investigation. Pupil reflections and teacher observations are documented. These records will show the development and demonstration of the targeted attitudes over time, for both spontaneous and planned activities. Reference to the AtLs will form part of our reports to parents.

The St Edward's Pupil Profile

The St Edward's Pupil Profile is visible in every classroom, and evident in the general language of the school. Teachers might use formal and informal observations to give feedback and pupils will regularly be given the opportunity to reflect and self-assess their progress in this area. The pupils should reflect on their development at the end of each term on targeted or selected aspects of the profile. This reflection will vary according to age-group. Reference to the St Edward's Pupil Profile will form part of our reports to parents.

Recording

Pre-Assessment and Continuous Assessment

Methods of Recording:

One single, prescriptive system for recording cannot be imposed on all teachers. Teachers should record attainment in all assessments, oral, written or practical, in their assessment folder or mark books, together with any other key progress indicators or weaknesses.

Teachers will utilise a range of informal and formal assessment techniques so that children are challenged to show the extent of their understanding. These may include oral questioning by the teacher on a whole-class, group, or individual basis, the discussion of individual responses to practical and creative tasks, and helping children over specific difficulties as exercises proceed.

Children should play a role in developing their own rubrics and assessment criteria and be continuously involved in the learning process and encouraged to reflect on their learning.

The recording of continuous assessment should encompass the whole curriculum, including the AtLs and the St Edward's Pupil Profile.

Summative Assessments

Teachers can use summative assessment as and when they need. The record of this will be kept in the assessment spreadsheet trackers on Sharepoint for Maths, English and Science.

In addition to this, summative assessments will be recorded five times a year at the end of each Theme of Investigation (TOI) and each half term for English, Maths and Science.

Diagnostic Testing

Diagnostic testing as part of the pupils' ongoing learning process will be recorded in the teacher's assessment file. Entry Assessments will be marked by the Deputy Head or Registrar and kept recorded by the Registrar in the pupils' files. Information will be designated to staff at staff meetings.

Standardised Assessments will be organised by the Deputy Head and monitored by the SLT. The information will be made available to staff and uploaded to the ISI Portal as required. The information will not be published to parents but is available in request.

Reporting

Please also refer to the Policy on [Reporting to Parents](#).

Statutory Requirements

St Edward's Prep aims to convey results of external examinations and internal to parents as soon as is administratively possible.

St Edward's will forward the following details to a new school (with the permission of the children's parents or guardian):

1. The last year's reports and grade card results.
2. A reference written by the tutor or Headteacher.
3. A summary of the children's extra-curricular achievements.

Written Reports

Written reports should be as constructive and specific as possible. They should report on the children's progress in English, Maths, the TOI and the essential factors of the curriculum. In addition, Physical Education, Performing Arts, Computer Science and French will also contribute to the report as subject specialists teach these. See also Reporting to Parents Policy. There are five written reports a year; four progress reports and one full end-of-year report.

See Report Writing Policy.

Parents' Evenings

Teachers give parents feedback about the students' progress and needs. Teachers highlight the pupils' strengths and weaknesses. They answer parents' questions during such conferences and guide them on how to help in their children's learning process.

ISI Portal

Pupils standardised testing is uploaded to the ISI portal in line with the ISI Compliance Standards.

Staff Responsibilities

Senior Leadership

- facilitate INSET/discussion opportunities for departments or teams of teachers to discuss assessment/recording/reporting;
- analyse and evaluate test/exam results and discuss implications of findings with Subject Co-ordinators and class teachers with respect to future developments in teaching and assessment;
- oversee the arrangements for public examinations and internal mock exams, e.g. construct the exam and invigilation timetables for mock and public examinations. Invigilation timetables should reflect the teaching commitments of the staff;
- keep up-to-date with local and national developments relating to assessment, disseminate relevant documentation to Subject Co-ordinators and advise other colleagues when necessary;
- support, monitor and evaluate assessment/recording/reporting within the school;
- facilitate Parents' Evenings

Subject Leaders

- monitor and evaluate teachers' marking and other assessment/recording/reporting practices within their department, e.g. they should ensure that the common grading policy is applied consistently across the subject;
- promote consistency in assessment/recording/reporting within their department;
- provide guidance on judgemental issues when assessment standards are being set;
- ensure that their staff have access to relevant publications;
- use the results of assessment to inform and direct future teaching and curriculum planning;
- undertake periodic examination of children's written work. Follow-up needs to take place where standards are poor or excellent;
- periodically meet with the Headteacher and/or Head of EYFS to discuss, amongst other issues, matters relating to assessment/recording/reporting;
- undertake periodic evaluation of children's work.

Class Teachers

- regularly monitor their pupils' progress through a variety of assessment methods;
- record pupil progress formally and informally;
- use assessment to impact their pupils' progress;
- report to parents via the organised means, parents' evenings and written reports, and, if required, unscheduled channels such as meetings, email and informal discussion;
- create a reflective environment that encourages peer and self-assessment;
- undertake initial examination of the quality of the comments made by staff on reports, returning errors for correction. If a tutor is concerned that the comment is insufficient or inappropriate, they should refer the matter to a member of SLT.

• SECTION 9 – THE ASSESSMENT AND REPORTING STRUCTURE:

| | | Assessments | | Reports | Parent Evenings |
|-------|--------|--|--|--|------------------|
| | | Standardised Assessment | Teacher Assessments | | |
| LG | Autumn | | Baseline assessment Foundation Stage Learning Journal -Tapestry | Termly reports | Parents' Evening |
| | Spring | | Foundation Stage Learning Journal -Tapestry | Termly reports | Parents' Evening |
| | Summer | | Foundation Stage Learning Journal -Tapestry | Termly reports | |
| Recep | Autumn | On-Entry Baseline PIPS | Foundation Stage Learning Journal -Tapestry | Half-termly Grade card and end-of-term report. | Parents' Evening |
| | Spring | Foundation Stage Learning Journal -Tapestry | | Half-termly Grade card and end-of-term report. | Parents' Evening |
| | Summer | PIPs Follow-Up Assessment Children assessed against EYFS goals. | | Full Academic Report | |
| Yr 1 | Autumn | None | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. TOI Assessment. | Half-termly Grade card and end of term report. | Parents' Evening |
| | Spring | None | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. TOI Assessment. | Half-termly Grade card and end of term report. | Parents' Evening |
| | Summer | GL, PT, English and Maths | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. TOI and Science Assessment. | Full Academic Report | |
| Yr 2 | Autumn | None | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. One assessed piece of Eng/Math/Sci work uploaded on Tapestry per half term. TOI Assessment. | Half-termly form tutor comment. | Parents' Evening |
| | Spring | CAT4 tests | Subject Assessments to be inputted on SharePoint | Half-termly form tutor comment. | Parents' Evening |

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|--|---------------|---------------------------|--|----------------------|--|
| | | | Eng/Maths/Sci – guidance given from Subject Coordinators. One assessed piece of Eng/Math/Sci work uploaded on Tapestry per half-term. TOI Assessment. | | |
| | Summer | GL, PT, English and Maths | Sci Assessment completed by teacher. Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. One assessed piece of Eng/Math/Sci work uploaded on Tapestry per half term. TOI and Science Assessment. | Full Academic Report | |

| | | Assessment | | Reports | Parent/ Social Evenings |
|-------------------|---------------|-----------------------------------|---|-------------------------|-------------------------------|
| | | Standardised Testing | Teacher Assessment | | |
| Yr 3 and 4 | Autumn | None | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. TOI Assessment. | Half-termly grade cards | Parents' Evening |
| | Spring | Year 4 CAT4 tests | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. TOI Assessment. | Half-termly grade cards | Parents' Evening |
| | Summer | GL, PT English, Maths and Science | Sci Assessment completed by teacher. TOI Assessment. Creative Writing Assessment | Full Academic Report | |
| Yr 5 and 6 | Autumn | None | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. TOI Assessment. | Half-termly grade cards | Parents' Evening |
| | Spring | None | Subject Assessments to be inputted on SharePoint. Eng/Maths/Sci – guidance given from Subject Coordinators. TOI Assessment. | Half-termly grade cards | Parents' Evening |
| | Summer | GL, PT English, Maths and Science | Sci Assessment completed by teacher. TOI Assessment. Creative writing Assessment. | Full Academic Report | |



SEE ALSO THE REPORTING TO PARENTS POLICY AND THE GUIDELINES FOR WRITING REPORTS.

Last reviewed: Sept 2023 by the Headteacher

Review date: Sept 2024

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE