

Assessment recording and reporting (Prep School)

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1 Policy Statement

1.1 Effective assessment is a key way in which the school can fulfil its aim of focussing on each individual pupil. HCS uses a number of internal and external assessments to inform teaching and learning and to facilitate pupil progress. We have a commitment to assessing pupils' work regularly and thoroughly. We regularly and systematically use assessment to plan and modify provision for pupils. We evaluate pupil performance against stated school aims and/or national norms. Each and every department and member of staff is required to implement this policy within their own area of the school.

1.2 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.3 Hampshire Collegiate School is fully committed to ensuring that the application of this Prep School Assessment, Reporting and Recording Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document.

1.4 Hampshire Collegiate Prep School seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.5 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

Curriculum (part 1 and 2)

Prep School Teaching and Learning

Prep School Feedback and Marking

Equal Opportunities

Able Gifted and Talented Provision

2 Definitions of assessment in the Prep School

2.1 **Assessment for learning** (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. Pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment for Learning is based on four principles:

- Making the learning clear by an objective success criterion;
- Peer/self-evaluation;
- Pupil feedback;
- Effective questioning.

2.2 **Assessment of learning** (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results describe pupil performance, using United Learning Key Performance Indicators (KPIs).

2.3 Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' attitudes to learning, attainment, progress and the next steps in their learning. Reporting to parents at parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our pupils.

3 Objectives

The objectives of assessment in the Prep School are:

- To enable our pupils to demonstrate what they know, understand and can do in their work;
- To ensure that all pupils make good progress according to their ability
- To ensure the teachers use assessment to effectively support pupil progress
- To help our pupils recognise the standards to aim for, and to understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide information for smooth transition between year groups or schools;
- To provide the Head of Prep School the governors and United Learning with information that allows them to make judgements about the effectiveness of the school.

4 Planning for assessment

- We use our school's curriculum plan to guide our teaching. In this plan, we give details of what is to be taught to each year group.
- We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected outcomes for each lesson.
- Sharing the lesson's KPIs with the pupils as the lesson begins; indicating the way in which the activity is linked to the KPI (How?), and the success criteria (remember to) against which the work will be judged.
- Asking differentiated questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.
- Providing regular opportunities to review learning against the success criteria throughout the lesson.
- Involving the pupils in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against KPIs in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focussed marking using KPIs and success criteria.
- Sampling pupils' work.

5 Summative Assessments

5.1 Assessments of pupils' levels are carried out on a termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

5.2 In KS1 and 2, Rising Stars assessments are carried out in reading, GPS and maths at the end of each academic term. Written assessments are also carried out by the class teacher on a termly basis. Pupils also take part in CAT testing at the beginning of Year 3 and Year 5.

5.3 Class teachers ensure that assessment information is recorded and available for the Head and Deputy Head of Prep School.

6 Assessment in the Foundation Stage

6.1 On entry to the school pupils will be informally assessed. Results are used to inform planning, set targets and aid early identification of special needs.

6.2 Pupils will be assessed each half term to ensure that the next steps in learning are appropriately planned in order to help pupils make progress.

6.3 During EYFS, pupils will be assessed using the Foundation Stage Profile which is based on the teacher's on going observations and assessments in the 7 areas of learning. Each child's typical developments and achievements are recorded in the Profile. The school follows the assessment arrangements of the EYFS Statutory Framework. There is a progress check of the prime areas for children between 2 and 3 years contained in a short written report sent to parents.

6.4 An EYFS profile is completed for all children in the final term of the year in which they reach 5. Each child's development is assessed against the Early Learning Goals and shared with parents at a parents' evening set aside specifically for this purpose.

7 Data Analysis

Assessment data (Standardised GL Assessments and Tracking Grades) is utilised to inform:

- Pupil Progress meeting discussions
- School Self Evaluation
- School Development Plan
- Subject Action Plans

8 Pupil Progress Meetings

These are held on a termly basis and are attended by the class teacher and the Head of Prep School. The focus of the pupil progress meetings is:

- To discuss attainment and progress generally within the class
- Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

9 End of Year Assessments

A summative assessment is made at the end of each year in Reading, Writing and Maths in all years and the parent reports indicate how well each pupil is attaining compared to the expected standard.

10 Assessment, Special Educational Needs and Pupil Passports

Assessment should reflect the school policy on SEN. Any pupils experiencing difficulty in making progress in line with expectations for their age will have a Pupil Passport. Pupil Passports are reviewed termly, to enable pupils to progress.

11 Recording

11.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. These include:

11.2 Teacher's plans; Pupils' work; Teachers' mark books and school tracking sheets; Classroom Monitor tracking sheets; National baseline, Early Learning Profile; written reports to parents.

11.3 Writing Standardisation/Moderation is carried out once a term. Class teachers meet the Head of Prep School and the SENCo to discuss any pupils who are failing to meet the KPIs in order to implement access to small group intervention. These pupils are identified through further assessments where age related attainment and standardised scores are considered.

12 Reporting to parents

Feedback to parents is given verbally at parents' evenings twice a year. Comprehensive written reports are provided to parents of all registered pupils at the end of the Autumn and Summer Terms unless otherwise agreed by the school. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Attitude to Learning.

13 Moderation of standards

13.1 All subject leaders study examples of pupils' work within their subject area. All Prep School staff assess pupils' work in English and maths using KPIs and use the national exemplification materials for Foundation Subjects to make judgements about the levels of the pupils' work. Moderation meetings using KPIs occur termly for English and maths.

13.2 It is each subject leader's responsibility to ensure that the samples that they keep of pupils' work reflect the full range of ability within each subject.

14 Monitoring and review

14.1 The Head of Prep School will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

14.2 Heads of English and Maths will carry out monitoring on a termly basis and will carry out assessment moderation, work sampling and pupil interviews as part of this process.

14.3 Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

14.4 This document should be considered as a developing document, constantly under review.

15 Appendix1: Assessment Calendar 2018-2019

	Term 1	Term 2	Term 3
Year 1	Autumn Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Vernon Spelling Test Star Reading	Spring Term Rising Stars (PIRA,PUMA & GAPs) Star Reading	Summer Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Phonics Assessment Star Reading
Year 2	Autumn Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Vernon Spelling Test Star Reading	Spring Term Rising Stars (PIRA,PUMA & GAPs) Star Reading	Summer Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Star Reading
Year 3	Autumn Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment CAT Level Pre A Vernon Spelling Test Star Reading	Spring Term Rising Stars (PIRA,PUMA & GAPs) Star Reading	Summer Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Star Reading
Year 4	Autumn Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Vernon Spelling Test Star Reading	Spring Term Rising Stars (PIRA,PUMA & GAPs) Star Reading	Summer Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Star Reading
Year 5	Autumn Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment CAT Level B Vernon Spelling Test Star Reading	Spring Term Rising Stars (PIRA,PUMA & GAPs) Star Reading	Summer Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Star Reading
Year 6	Autumn Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Vernon Spelling Test Star Reading	Spring Term Rising Stars (PIRA,PUMA & GAPs) Star Reading	Summer Term Rising Stars (PIRA,PUMA & GAPs) Writing Assessment Star Reading

16 Document Information

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