



## MANOR HOUSE SCHOOL ASSESSMENT POLICY (PREP SCHOOL incl. EYFS)

Date of Issue: **January 2019**

Date of Review: **January 2021**

Responsibility: **Head of Prep School**

**To be read in conjunction with the Marking and Feedback (Prep School) Policy**

---

### **Introduction**

At Manor House School, we aim for high quality teaching and learning, and at the heart of this is effective assessment, underpinned by the belief that all pupils can succeed. Much of what teachers do in classrooms can be described as assessment, from questioning the pupils to observing what they say and do. Assessment is important because it enables us to monitor and evaluate the progress of individual pupils, plan effectively and differentiate work accordingly.

### **Aims**

- To show development of the whole child.
- To monitor progress and support learning.
- To celebrate the achievements of pupils and identify areas for development.
- To provide information so that we can plan the next steps in pupils' education.
- Inform pupils of their progress and give guidance on how to improve.

### **Objectives**

- Provide a clear approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

Manor House acknowledges that assessment will take place in a range of different ways for different subjects. However, all assessment will embrace the principles outlined in this policy, and therefore, assessment in some form will be evident in every lesson.

### **Inclusion**

The principles of this policy apply to all pupils. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention. They will also aid in identifying pupils who are gifted and talented.

For pupils working below age related expectations, our assessment arrangements will consider progress relative to pupils' starting points, and take these into account alongside the nature of pupils' learning difficulties.

### **Assessment approaches**

We see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use three broad overarching forms of assessment: formative assessment, internal summative assessment and external summative assessment.

### **Formative assessment (Assessment for Learning)**

Effective formative assessment enables:

- School leaders to be confident that problems will be identified by staff at the individual level, and that every pupil will be appropriately supported to make progress and meet expectations.
- Teachers to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- Pupils to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- Parents to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

Formative teacher assessments are undertaken informally on a day-to-day basis, within normal planned classroom activities. Formative assessment involves dialogue between teachers and pupils about learning that is in progress or completed. It may take the form of open-ended questioning, dialogue focusing on learning objectives, a written record of observations or marking a pupil's piece of work. Essentially, it should provide clear and realistic feedback to pupils about their next steps.

Teachers use their daily assessments to inform their planning and to adjust their teaching to take into account the pupils' progress. The information gained forms or affects the next learning experience.

Regular opportunities are provided for pupils to reflect and evaluate their own work and that of their peers. The need for pupils to be able to assess themselves and understand how to improve is crucial to them becoming independent learners.

### **Internal summative assessment**

Effective internal summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- Teachers to evaluate learning at the end of a unit or period and the impact of their own teaching.
- Pupils to understand how well they have learned and understood a topic or course of work taught over a period of time.
- Parents to stay informed about the achievement, progress and wider outcomes of their child across a period.

Internal summative assessment at Manor House involves the testing and grading of pupils. This information is used in the planning of future teaching and in determining those children who may need extra support, either for the less able or for the more able.

The following assessments are administered and used to track progress towards meeting end of year expectations:

English (Y1-6)

- Rising Stars Progress Tests in Reading Comprehension and Grammar, Punctuation and Spelling at least once per term.
- Phonics Screening Check in the summer term for Year 1 pupils, and any Year 2 pupils who did not pass the Year 1 test.
- Independent pieces of creative writing, using the Standards for Writing Assessment (Ros Wilson), at least once per term.

Maths (Y1-6)

- Abacus assessments in Arithmetic, and Problem Solving and Reasoning at the end of each half term.

All assessments are marked, and percentage scores entered, into the relevant spreadsheets on Central, within 2 weeks of pupils sitting the tests. The scores are highlighted to show whether pupils are exceeding (blue: 85-100%), secure (green: 55-84%), working towards (orange: 26-54%) or below (red: <25%) national

expectations. The Rising Stars Reading and GPS trackers produce only three bands of attainment (blue, green and red) and these correlate with the bands above, except that the red band covers 0-54%.

In the summer term, pupils have Exam Week, where they sit more formal exams to demonstrate what they have learned over the year. English, Maths and Science are tested in Years 1-6, along with French and Spanish in Years 5 and 6, and Latin in Year 6.

### **External summative assessment**

External summative assessment enables:

- School leaders to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.
- Teachers to understand national expectations and assess their own performance in the broader national context.
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised external assessments administered at Manor House include:

- The GL Baseline test for Reception pupils is administered each September and gives standardised baseline results in the areas of Literacy, Language and Communication, and Mathematics.
- GL CAT4 digital tests are sat each September in Years 2-6. The Cat4 tests provide standardised data about pupils' developed abilities and likely academic potential.
- GL Progress Tests in English and Maths are sat during the summer term for pupils in Reception through to Year 6. These tests provide information about pupils' strengths and weaknesses, benchmark attainment against peers nationally, and allow the tracking of progress over time.

All new children in Y2-6 are tested (using CAT4) on entrance to Manor House, within their first term at the school.

To assist in guiding each pupil's learning journey, data analyses are undertaken three times a year, towards the end of each term.

### **Early Years Foundation Stage**

Manor House makes 'on-entry' judgements within the first six weeks of a pupil entering EYFS. These judgements are made within the context of gathering

information from observations and teacher-led activities; these are our base line assessments.

Each pupil's developments and achievements are recorded on Tapestry, which is an online learning journey system used to store and track observations and assessments made by staff and parents. Information gathered is used to inform teaching, planning and learning opportunities, so that any gaps in a pupils' learning can be addressed quickly and efficiently.

When evaluating progress, three steps are used within each age band: Beginning, Developing and Secure. Staff apply a 'best fit' principle. When analysing data over the year, if a child has made 2 steps of progress this is considered below the expected level of development; 3 steps of progress is the expected level; 4 steps and above is considered exceeding expectations.

An EYFS progress check is completed for every pupil between two and three years of age. This progress check will identify a child's strengths and areas where the child's progress is less than expected. The progress check is shared with parents in a written summary of their child's development in the three prime learning and development areas: Personal, Social and Emotional Development; Physical Development; and Communication and Language.

At the end of Reception, an EYFS Profile is completed for each pupil. The EYFSP summarises and describes pupil attainment at the end of the EYFS.

It reflects:

- Ongoing observations.
- All relevant records held by the setting.
- Discussions with parents.
- Discussions with any other adults whom the teacher or parents of the pupil judge to offer a useful contribution to a pupil's attainment.

Each child's level of development is assessed against the Early Learning Goals. For each Early Learning Goal (of which there are 17), the teacher decides which one of the following judgements is most accurate as a 'best fit':

- Emerging - The child has not yet achieved the ELG. However, they are working within one of the previous developmental bands of the EYFS framework e.g. 30-50 months.
- Expected - The child has achieved the ELG as a best-fit judgement.
- Exceeding - The child has gone beyond the ELG and is working at a greater depth of understanding.

This data is used to compare achievement across different groups and to national averages, and helps to inform a dialogue between Reception and Year 1 teachers regarding each pupil's stage of development.

Parents also receive the results of the EYFSP, and are given an opportunity to discuss any concerns with the teacher who completed the profile.

Early Years providers supply a copy of the EYFSP to the LA on request. LAs are required to return the profile to the relevant Government department.

### **Pupil Progress Meetings**

The aim of Pupil Progress Meetings is to provide an opportunity to discuss the academic attainment and progress of each child in the Prep School. Teachers meet termly with the Head of Prep School and SENCO to focus on:

- Reviewing the progress of all pupils using summative data.
- Identifying and monitoring pupils that are underperforming.
- Pinpointing barriers to learning that occur across classes, e.g. attendance, punctuality, behaviour, EAL and SEND factors.
- Selecting intervention strategies to implement as a team to tackle barriers to learning.
- Recording strategies for additional support in class provision maps.

### **Reporting to parents**

Reports promote and ensure the following:

- Positive home/school relationships.
- Information for parents.
- Opportunities for discussion with parents.
- In some cases, information for partnership agencies.

A written report for each pupil is sent to parents twice a year. Reports outline pupils' attainment, in terms of national age-related expectations, and pupils' efforts in the core and foundation subjects. Teachers make comments on the progress of each pupil.

Assessment results for English and Maths are included in reports for KS1 and KS2. In EYFS, autumn reports contain assessment results for attainment in Mathematics and Literacy, as well as the prime areas of learning from Development Matters: Communication and Language, Physical Development, and Personal, Social and Emotional Development. Summer reports show assessment results from all areas of learning from Development Matters for Nursery and Kindergarten, and from the Early Learning Goals for Reception. Both reports also show evidence of achievement from the Characteristics of Learning.

Individual pupil report summaries for the CAT Tests and Baseline Tests are given to parents during the autumn Parents' Evening, and those for the Progress Tests in Maths and English are sent out with pupils' end of year reports.

Parents are invited to attend formal consultations (Parent Evenings) with Form Teachers and some subject teachers during the autumn and spring terms. Parents are also welcome to discuss the progress of their child with Form Teachers or the Head of Prep School at other times.

### **Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for progress in the following ways:

- Collaboration with colleagues.
- Partnership with colleagues from other schools within the local area.
- Attendance at LA sessions to ensure judgements are in line with other schools/academies.
- Portfolios of moderated work.

In the EYFS, moderation of the different areas of learning takes place each half term and ELG's are moderated before the May half term. All staff are expected to contribute to the process.

Teachers in KS1 and KS2 take part in independent writing moderation sessions. This ensures judgements are accurate and consistent across the school, and that there is a common understanding of the expectations in each year group.

### **Roles and responsibilities**

The Head of Prep School is responsible for:

- The day-to-day implementation and management of the Assessment Policy and procedures.
- Monitoring standards in core and foundation subjects.
- Reporting to the proprietor on all key aspects of pupil progress and attainment, including current standards and trends over previous years.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Conducting pupil progress meetings.
- Prioritising key actions to address underachievement.

Teachers are responsible for:

- Setting individual targets.
- Maintaining accurate pupil records.
- Reporting progress to parents/carers.
- Preparing thoroughly for Pupil Progress Meetings and producing Class Provision Maps.

All teachers and support staff are responsible for following the Assessment Policy. They are also responsible for ensuring the policy is implemented fairly and consistently.

Pupils are expected to engage fully in the assessment process by always trying their hardest in both formative and summative assessments, and by following exam regulations.

Parents are expected to engage with the school in the assessment process by attending consultation evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

#### Overview of summative assessments for English and Maths

<b>Year Group</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring</b>	<b>Summer</b>
<b>R</b>	GL Baseline Test			GL PTE & PTM
<b>1</b>	RS Reading & GPS  Writing  Abacus Maths	RS Reading & GPS  Writing  Abacus Maths	RS Reading & GPS  Writing  Abacus Maths x2	PTE & PTM  Phonics Screening  Exam Week - to include: <ul style="list-style-type: none"> <li>• RS Reading &amp; GPS</li> <li>• Writing</li> <li>• Abacus Maths</li> <li>• RS Science</li> </ul>
<b>2 - 6</b>	RS Reading & GPS  Writing  Abacus Maths  CAT4	RS Reading & GPS  Writing  Abacus Maths	RS Reading & GPS  Writing  Abacus Maths x2	PTE & PTM  Exam Week - to include: <ul style="list-style-type: none"> <li>• RS Reading &amp; GPS</li> <li>• Writing</li> <li>• Abacus Maths</li> <li>• RS Science</li> </ul>

Date of Issue: January 2019  
Date of Review: January 2021  
Responsibility: Head of Prep School

**Head of Prep School**