



PRESTFELDE

Assessment and Reporting Policy

August 2019

Reviewed: August 2020

(or in the event of any changes to current practice.)

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Assessment

1. Why assess?

Pupil progress is closely monitored at Prestfelde in order to provide the best possible opportunities and highest levels of support for all pupils. Assessment provides the basis of informed teaching, ensuring teaching builds upon what has been learned and helping pupils to move on to their unique next stage in their learning. It is also the means by which pupils understand what they have achieved and what they need to work on. (Link to marking policy)

At Prestfelde, assessment aims to:

- Enable pupils to demonstrate what they know, understand and can do;
- Enable teachers to use assessment to plan work that accurately reflects the needs of each individual pupil;
- Help pupils to understand what they need to do next to improve their work;
- Raise the standards of achievement throughout the school;
- Maintain accurate records of the progress and attainment of individual pupils and cohorts;
- Ensure consistency in assessment and tracking throughout the school;
- Provide the information that allows school leaders and governors to make judgments about the effectiveness of the school and to evaluate the school's performance;
- Provide regular information to report to parents that enables them to support their child's learning at home.

Prestfelde School's values and expectations are.

- Sharing a common language across our community so that everyone benefits (SECRET)
- Working together with our community to develop its academic and pastoral links.
- Developing our qualities and skills needed for success in learning and life using a skills progression from 3-13 years.

The 3 C's - Common Sense, Courtesy, Consideration

We want to enable all boys and girls to develop their love of learning, academic potential and individual talents in a caring Christian community which fosters sensitivity, confidence, a sense of service and enthusiasm for life.

Overarching manners and learning behaviours	Learning power link	EYFS	KS1-2	KS2-3	Prestfeldian
Courtesy	Resilience	Tough Tortoise 1. Self manager	1. Self-manager	1. Self-manager	I am self-assured and proactive. I can articulate my own thoughts succinctly.
	Absorption Managing distractions Noticing Perseverance	- I find out by exploring and playing with what I know. I am willing to have a go.	- I can manage distractions and show perseverance to see a task through to its completion.	- I can become absorbed in my learning by managing my environment. I can notice patterns and details and I am able to channel the energy of frustration into effective learning.	
Consideration	Reciprocity	Team Ant 2. Effective Participator	2. Effective Participator	2. Effective Participator	I am a well-motivated and 'rounded' student, capable of achieving the best academic results possible.
	Interdependence Collaboration Empathy and listening Imitation	- I am keen to share my work with my teacher and my class.	- I listen to and value the ideas and suggestions of my classmates.	- I can collaborate effectively by showing empathy , adopting others methods and ideas.	I am judicious in research and have the ability to question, and to challenge, to form my own opinions.
	Resourcefulness	Sensible squirrel 3. Creative Thinker	3. Creative Thinker	3. Creative Thinker	I can take on new challenges tenaciously, without fear of failure.
	Questioning Making links Imagining Capitalising	- I have my own ideas, make links to what I already know and choose ways to do things.	- I can ask questions , starting to see links and patterns and imagining 'what if'?	- I can use reasoning and work methodically to construct arguments, drawing upon resources from the wider world, capitalising upon future opportunities.	I am an effective communicator.
Common sense	Reflectiveness	Wise Owl 4. Reflective Learner	4. Reflective Learner	4. Reflective Learner	I can relate to people from all backgrounds.
	Planning Revising Distilling Meta-learning	- I enjoy achieving what I set out to do and I am motivated to keep on trying.	I can plan activities considering action, time and obstacles. I can be flexible and revise plans responding to what you know.	- I can distil my learning, by pulling out essential features. I have a grasp of my own Meta-learning and can talk about the learning process.	I recognise my own potential and place within the community.
	Resourcefulness	Sensible squirrel 5. Enquiring Mind	5. Enquiring Mind	5. Enquiring Mind	I understand my strengths and areas of less strength. I am self-aware.
	Questioning Making links Imagining Capitalising	- I can plan and carry out a project.	- I can use my imagination to explore by asking questions showing curiosity to explore new possibilities.	- I can make links between events and experiences, weaving a web of understanding, being able to reason and capitalise upon a full range of resources.	I have a life-long ambition to better myself and to make a positive difference.
	Reciprocity	Team ant 6. Team Worker	6. Team Worker	6. Team Worker	
Interdependence Collaboration Empathy and listening Imitation	- I can work with others to achieve a common goal.	- I can recognise interdependence and understand the value and the strengths of everyone in my team, to be able to work collaboratively .	- I understand interdependence , being able to stand my ground in a debate, showing empathy and understanding of others' opinions, and at times, imitating by adopting others' methods, habits or values from whom I observe.		

At Prestfelde, a combination of formative and summative assessment is used in order to fulfil these aims. Formative assessment creates a learning environment where pupils can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the pupil's continuing progress. Summative assessment is important for accurate information regarding a pupil's attainment and progress. It informs target setting and prediction of a cohort's future attainment.

2. Prestfelde's Assessment and Tracking System

Prestfelde is in a unique position in needing to assess and track pupil progress from EYFS to Year 8 (key stage 3), taking into account preparation for Common Entrance exams. Staff at Prestfelde have worked to develop an assessment system that takes into account the criteria of the EYFS, National Curriculum for Key Stages 1 and 2, whilst also allowing for the needs of pupils and teachers in the Years 7 and 8 preparing for Common Entrance and the transition into their choice of Senior school.

iTrack is used as our main system of pupil tracking. This system allows us to track attainment and progress from Nursery to Year 8 in all subjects.

Assessing 'Without Levels' allows us to assess pupils against their year group expectations. Teachers then assess each child, judging the extent to which they have met these expectations.

They are then judged to be:

Entering
Developing
Expected
Exceeding
Deep

Expected progress would be to move 2 steps in an academic year (e.g. a pupil would be Year 2 Entering in Autumn term; Year 2 Secure by Summer term).

Progress meetings are held termly to discuss the progress and attainment of each pupil. These are also used to discuss any pupil concerns and to put in place any measures needed to either support or extend pupil learning.

3. Assessment in the EYFS (Early Years Foundation Stage)

As part of daily practice in the EYFS, pupils' development and learning is observed and assessed to inform planning. All adults'/ Key person in the EYFS are responsible for observing pupils and these observations are collated in an online learning journey on Tapestry, linked to attainment, Well-being and involvement levels. Parents have access to their child's learning journey on Tapestry via a secure log in.

Teachers in the EYFS make summative judgements four times a year to determine and evaluate the Characteristics of Learning and the age band that each pupil is working within, across the

seven areas of learning. A decision will then be made to determine whether they are entering, developing or secure in that developmental age band. These judgements will be recorded on iTrack.

At the end of FS2, pupils will be assessed against the EYFS Profile Early Learning Goals (ELG), stating whether they are:

- **Emerging** (working towards the ELG – Below (ARE) Age Related Expectations)
- **Expected** (have achieved the ELG – At ARE)
- **Exceeding** (working at a level beyond the ELG)

This data is reported to Shropshire Council in June of each academic year.

Assessment Cycle – FS1 (Nursery)

- A judgment of the seven areas of learning, with particular reference to the Prime Areas of Learning, will be made upon entry to FS1 within the first half term.
- A judgement will be made using evidence from home and school from each child's unique learning journeys of independent, consistent attainment at the end of every term.
- iTrack will be updated at four assessment points (AP) throughout the year. (On-entry, Autumn, Spring, Summer). This data will then be discussed at termly pupil progress meetings and used to write termly reports to parents.

Assessment Cycle – FS2 (Reception)

- Attainment upon entry to FS2 will be made within the first half term, using observational evidence of independent, consistent attainment of all areas of the EYFS. This will be used to inform a baseline judgement with reference to the on exit attainment from FS1. This will be used to plan each child's next steps.
- Summative assessment of the seven areas of learning will be made termly.
- iTrack will be updated at four assessment points (AP) throughout the year. (On-entry, Autumn, Spring, Summer). This data will then be discussed at termly pupil progress meetings.
- APs 1 to 3 – A judgment will be made against the age band that the pupil is working within. Pupils may be assessed against the ELG.
- AP 4 – A judgment will be made against the ELG.

4. Assessment in KS1 and Middle School

Teachers use 'assessment for learning' to provide on-going formative assessment, through the use of developmental marking and observations of pupils' work against learning objectives. This information is then used to assess progress and to identify and plan the next steps for each pupil.

Teachers use iTrack to make on-going, half-termly judgments on a pupil's attainment in reading, writing, SPAG, Maths and Science.

Teachers will use a range of assessment tools and materials (including analysis of pupil's work in books, guided reading records and results of internal and standardised tests) alongside on-going developmental marking and notes of pupil observations to inform their assessment of progress and attainment. Writing is assessed continually using independent pieces of writing in pupils' books. Evidence could include response writing tasks; invention writing; short burst writes; and cross-curricular writing.

Published Assessments (Currently GL) in Reading and Maths are taken before AP6 to provide a standardised assessment across the school. These may be another source of assessment information for teachers when making their final, end of year, judgement at AP6.

CAT (cognitive ability testing) is used in years' 2 and 4 to ascertain the children's innate learning profiles. This measures the four main types of ability known to make a difference to learning and achievement. This information is used by teachers to understand barriers and accelerate progress.

Progress is measured from AP1 to AP6. Expected progress would equate to two steps of progress (i.e. A pupil has made expected progress if they are Year 2 Entering at AP1 and Year 2 Expected by AP6).

5. Assessment in Senior School

A combination of teacher assessment and summative assessment is used in Senior School in order to track pupil progress and to prepare towards the CE (Common Entrance) examinations which are sat in the second half of the summer term of Year 8.

Teacher Assessment

Teachers use iTrack to make termly judgments (AP1 on-entry, AP2, AP4, AP6) upon a pupil's attainment. Teachers will use a range of assessment tools including performance in both class work and in more formal assessments in order to reach a teacher judgment.

The terminology of iTrack is used for teacher assessments. The measure of progress equates to two steps of progress from AP1 to AP6.

Summative Assessment

In order to prepare for CE examinations, assessment weeks start from Year 6, testing progress in English, Maths, Science, French, Latin, History, Geography and RS. In Years 6 and 7, there will be two assessment periods per year. In Year 8, there will be a mock CE examination before the final examinations in the second half of the summer term.

At the beginning of Year 6, these will be informal in-class assessments. From the summer of term of Year 6, assessments will be in a more formal setting.

In addition to CE style assessment papers, GL assessments in Reading and Maths are taken before AP6 to provide a standardised assessment across the school.

6. Planned standardised summative assessments throughout the year.

Year group	Autumn	Spring	Summer	
EYFS	Baseline			June EYFSP
Y1		Phonics		GL Maths + English
Y2		CAT 4 scholarship		GL Maths + English
Y3				GL Maths + English
Y4	CAT 4			GL Maths + English
Y5				GL Maths + English
Y6	CAT 4	Subject assessments in class	Subject assessments BC&T	GL Maths + English
Y7	MidYis			GL Maths + English

Y8		Mock exams	Scholarship exams	CE Exams GL Maths + English
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Reporting and Parent Consultation

1. Reporting to parents

At Prestfelde, reporting to parents on their child's progress is an essential part of the partnership and communication between home and school, ensuring that all parents feel informed and confident about their child's progress and attainment, within the ethos of Prestfelde. This partnership way of working plays a vital role in raising pupil attainment.

At Prestfelde, reporting aims to:

- Enhance the home/school partnership;
- Provide information about attainment and progress in a positive manner;
- Alert pupils and parents to areas of concern so that these can be quickly addressed;
- Provide a starting point for discussion at parent consultation.

Reports will be in one of two formats:

- Interim reports will give brief outline of pupil attainment and progress. They will also contain a target to inform parents and pupils of their next step in learning. A pastoral report will be provided by the form tutors.
- Full reports will give a detailed summative report of pupil attainment and progress. A pastoral report will be provided by the form tutors.
- Reports will indicate whether a child is Developing, Expected or Exceeding year group attainment and progress expectations at that point within the year.

Reports are sent termly and are generally followed by a parent consultation, allowing parents and teachers to discuss the report.

2. EYFS

Autumn Term

- Interim report – Form tutors will comment on how the pupil has settled into their class.
- A brief comment about their personal and social development which will focus upon their unique characteristics of learning (Learning behaviour characters)
- English comment which will include communication and language, physical development, reading and writing.
- Mathematics comment which will include both Number and Shape, Space and Measure.
- Individualised targets for Literacy and Maths will be set to support children's next steps.

- Each child will have the opportunity to make a comment on their own learning and what they would like to improve.
- Parent consultation meetings will take place following the report to elaborate and support parental involvement in their child's learning.

Spring Term

- Interim report – Form tutors will comment on the pupil's personal and social development attitude to learning so far, which could incorporate our learning behaviours and their contribution to school life, which may include clubs or participation in the den (socialisation across Little Prestfelde).
- A comment will be made on their progress in relation to their Autumn targets and attainment in Literacy, which will incorporate, Physical development, Communication and Language, Reading and Writing.
- Mathematics comment, which will include Number and Shape, Space and Measure.
- Individualised targets for both Literacy and Maths will be set to support children's next steps.
- Each child will have the opportunity to make a comment on their own learning and what they would like to improve.
- Parent consultation meetings will take place following the report to elaborate and support parental involvement in their child's learning.

Summer Term

- Full report – Form tutors will summarise the pupil's characteristics of learning (learning behaviours), values and achievements over the academic year and provide a full summative comment on each of the 7 areas of learning. A summative attainment grade will be given at the end of FS1 and EYFSP attainment, which has been input to the Local authority, as a statutory requirement for all FS2 children.
- Each child will have the opportunity to make a comment on their own learning and what they would like to improve.
- Parent consultation meetings will take place following the report to celebrate the year and discuss next steps.

3. KS1 and Middle School

Autumn Term - settling in report

- Interim report – Form tutors will comment on how the pupil has settled into their class.
- A brief comment about attainment in reading, writing and maths will be made.

- Specific individualised targets will be made for each of these areas of learning to support progress.
- Form tutors will communicate with all specialist teachers and include any particular celebrations or areas for development.
- Learning support teachers write a specific update upon intervention, progress and targets.
- Parent consultation meetings will take place following the report.
- Each child will make a comment upon their learning and what they would like to develop further.

Spring Term

- Interim report – Form tutors will comment on the pupil's attitude to learning which focus upon their learning behaviours (SECRET) and their contribution to school life.
- They will also comment on their progress and attainment with reference to the Autumn term target, in reading, writing, maths and science.
- New individualised targets will be made for those areas of learning.
- Topic and subject specialist teachers will provide an indication of the pupil's attainment and progress as grading (Inc. Effort for MS). Children below expected will be allocated specific targets to accelerate progress towards year expectations.
- Learning support teachers write a specific update upon intervention, progress and targets.
- Each child will make a comment upon their learning and what they would like to develop further.
- Parent consultation meetings will take place following the report.

Summer Term

- Full report – Form tutors will summarise the pupil's achievements over the year and provide a full summative comment on each subject area with an overview of the pupil's attitude to learning, attainment and progress.
- Subject specialist teachers will also provide comments on the pupil's attainment and progress.
- Learning support teachers write a report upon the children's specific intervention and attainment.
- Each child will make a comment upon their learning and what they would like to develop further.
- Parent consultation meetings will take place following the report to discuss the transition to the next year group. This can take place with the child's next teacher.

Grading descriptors

An accompanying letter will be sent out with the report explaining the report descriptors.

Little Prestfelde

Progress this term	Developing	Expected	Exceeding
	Making some progress	Making progress expected	Making progress excellent beyond expectations
Attainment	Developing	Expected	Exceeding
	Working towards the expected level of attainment at this point within the year.	Working at the expected level of attainment at this point within the year.	Attaining above the expected level at this point within the year.

Middle School

Effort/ learning behaviours	Inconsistent	Good	Excellent
Progress this term	Developing	Expected	Exceeding
	Making some progress	Making progress expected	Making progress excellent beyond expectations.
Attainment	Developing	Expected	Exceeding
	Working towards the expected level of attainment at this point within the year.	Working at the expected level of attainment at this point within the year.	Attaining above the expected level at this point within the year.

4. Senior School

Year 6

- Autumn Term – interim report which includes a form tutor comment focused upon settling in the school linked to the Prestfelde SECRET skills, individual grading for all subjects identifying effort, progress and attainment.

Children attaining below the expect level, at this point within the year, will be given targets to support their progress.

- Parent consultation to discuss settling into Senior School and children's targets.
- Spring Term – Interim report which includes a form tutor comment and subject grading and targets followed by parent consultation.
- Summer Term – Full report with targets.

Year 7

- Autumn Term – Interim report which includes a form tutor comment, linked to the Prestfelde SECRET skills and subject grading followed by parent consultation.

Children attaining below the expect level at this point within the year will be given targets to support their progress.

- Spring Term – Interim report (grading and targets) and form tutor report followed by parent consultation
- Summer Term – Full report with targets.

Year 8

- Autumn Term – interim report which includes a form tutor comment and grading of all subjects. Children attaining below the expect level at this point within the year will be given targets to support their progress followed by a Parent consultation.
- Spring Term – Full report with grading and targets in response to Mock exams to support CE and Scholarship exams, followed by a parent consultation.
- Summer Term – Form tutor summative report to be in Yearbook, along with CE / Scholarship exam results.

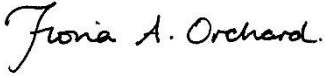

Senior School

Effort/ learning behaviours	Poor	Inconsistent	Good	Very Good	Excellent
	Lacks application and shows low involvement within lessons	Applies themselves to their learning at times showing varying levels of involvement.	Good application and involvement levels	High involvement with very good application within lessons	Very high involvement always displaying excellent application at all times.
Progress this term	Poor	Developing	Expected	Exceeding	Accelerated
	Making minimal progress	Making progress	Making expected progress for the year.	Making excellent progress beyond expectations	Making more than exceeding progress
Attainment At this point within the academic year	Entering	Developing	Expected	Exceeding	Deep

Target Setting

In addition to assessment and reporting, it is important that all children have ownership of their individual next steps in learning. Therefore, each child will be given on-going unique targets to

promote progress, challenge and ensure children understand how to improve, within each subject.

APPROVED DATE	September, 2019		
REVIEW DATE	September, 2020		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Stuart Hay