



# PRESTFELDE

## **Assessment and Reporting Policy**

**September 2021**

**Reviewed: August 2021**

(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	<b>Resilience</b>	<b>Tough Tortoise</b> 1. Self manager	<b>1. Self-manager</b>	<b>1. Self-manager</b>	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 <b>manage distractions</b> and show <b>perseverance</b> to see a task through to its completion.	- I can become <b>absorbed</b> in my learning by <b>managing</b> my environment. I can <b>notice</b> patterns and details and I am able to channel the energy of frustration into effective learning.	
Consideration	<b>Reciprocity</b>	<b>Team Ant</b> 2. Effective Participator	<b>2. Effective Participator</b>	<b>2. Effective Participator</b>	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 <b>listen</b> to and value the ideas and suggestions of my classmates.	- I can <b>collaborate</b> effectively by showing <b>empathy</b> , adopting others methods and ideas.	I am judicious in research and have the ability to question, and to challenge, to form my own opinions.
	<b>Resourcefulness</b>	<b>Sensible squirrel</b> 3. Creative Thinker	<b>3. Creative Thinker</b>	<b>3. Creative Thinker</b>	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 <b>questions</b> , starting to see <b>links</b> and patterns and <b>imagining</b> 'what if'?	- I can use <b>reasoning</b> and work methodically to construct arguments, drawing upon resources from the wider world, <b>capitalising</b> upon future opportunities.	I am an effective communicator.
Common sense	<b>Reflectiveness</b>	<b>Wise Owl</b> 4. Reflective Learner	<b>4. Reflective Learner</b>	<b>4. Reflective Learner</b>	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 <b>plan</b> activities considering action, time and obstacles. I can be <b>flexible</b> and revise plans responding to what you know.	- I can <b>distil</b> my learning, by pulling out essential features. I have a grasp of my own <b>Meta-learning</b> and can talk about the learning process.	I recognise my own potential and place within the community.
	<b>Resourcefulness</b>	<b>Sensible squirrel</b> 5. Enquiring Mind	<b>5. Enquiring Mind</b>	<b>5. Enquiring Mind</b>	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 <b>imagination</b> to explore by asking <b>questions</b> showing curiosity to explore new possibilities.	- I can <b>make links</b> between events and experiences, weaving a web of understanding, being able to <b>reason</b> and <b>capitalise</b> upon a full range of resources.	I have a life-long ambition to better myself and to make a positive difference.
	<b>Reciprocity</b>	<b>Team ant</b> 6. Team Worker	<b>6. Team Worker</b>	<b>6. Team Worker</b>	
Interdependence Collaboration Empathy and listening Imitation	- I can work with others to achieve a common goal.	- I can recognise <b>interdependence</b> and understand the value and the strengths of everyone in my team, to be able to work <b>collaboratively</b> .	- I understand <b>interdependence</b> , being able to stand my ground in a debate, showing <b>empathy</b> and understanding of others' opinions, and at times, <b>imitating</b> 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

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 holistically using practitioner's expert knowledge of child development to inform planning individual next steps. All adults'/ Key person in the EYFS are responsible for observing pupils and these observations are collated in an online learning journey on Tapestry, building a holistic view of the whole child in terms of knowledge, understanding, 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 formative judgements upon entry to Prestfelde called 'Baseline' which gives a snap shot of the child's developmental stage and areas for development. These are shared with parents and used to plan next steps to ensure progress.

Prestfelde tracks the progress of the children formally via iTrack, at four points throughout the year, this is to determine and evaluate the Characteristics of Learning developmental stage 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 (on-track) with reference to their age and developmental expectations.

Progress meetings throughout the year are organised to discuss each child and share expertise in how we can support their unique progress and ensure expectations are met and each child is on-track.

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 year/term expectations 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 (Little Prestfelde Year 1 and 2) and KS2 Middle School (Year 3-5)**

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.

Reading assessments to ascertain reading ages of each child are made twice each year to ensure focus for interventions and progress is made. (WRAT)

Published Assessments (Currently GL) in English 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.

In the Autumn term of Year 7 all children take a MiDYiS assessment. MidYiS is a computer-adaptive assessment for pupils aged 11 to 14, that provides information to help you identify pupils strengths and weaknesses, and predict how students are likely to perform at (I)GCSE (Scotland National 3, 4 and 5 qualifications).

## How it works

MidYIS assesses four key areas which research shows are linked to later academic outcomes:

- Vocabulary – word fluency and understanding
- Mathematics – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – recognising shapes, matching patterns, applying spatial awareness and visual intuition
- Skills - such as proofreading, perceptual speed and accuracy

This information is shared with your child's next school alongside their GL Assessments in Maths and English.

### 6. Planned standardised summative assessments throughout the year.

Due to the disruption to the Summer 2020 term we were not able to assess using GL across the school. Therefore, on entry baseline assessments will be implemented using the previous years' GL assessment for Maths and English.

e.g. current Year 8 will have the Y7 assessment administered as a baseline to year 8 then the Year 8 GL at the end of year 8 to measure progress.

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

# 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.
- This report will be shared via Tapestry.

### 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

<b>Progress this term</b>	<b>Developing</b>	<b>Expected</b>	<b>Exceeding</b>
	Making some progress	Making expected progress	Making excellent progress beyond expectations
<b>Attainment</b>	<b>Developing</b>	<b>Expected</b>	<b>Exceeding</b>
	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

<b>Effort/ learning behaviours</b>	<b>Inconsistent</b>	<b>Good</b>	<b>Excellent</b>
<b>Progress this term</b>	<b>Developing</b>	<b>Expected</b>	<b>Exceeding</b>
	Making some progress	Making expected progress.	Making excellent progress beyond expectations.
<b>Attainment</b>	<b>Developing</b>	<b>Expected</b>	<b>Exceeding</b>
	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

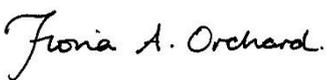
- Autumn Term – interim report which includes a form tutor comment and grading of all subjects.  
Children attaining below the expect level at this point within the year will be given targets to support their progress followed by a Parent consultation.
- Spring Term – Full report with grading and targets 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

<b>Effort/ learning behaviours</b>	<b>Poor</b>	<b>Inconsistent</b>	<b>Good</b>	<b>Very Good</b>	<b>Excellent</b>
	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.
<b>Progress this term</b>	<b>Poor</b>	<b>Developing</b>	<b>Expected</b>	<b>Exceeding</b>	<b>Accelerated</b>
	Making minimal progress	Making progress	Making expected progress for the year.	Making excellent progress beyond expectations	Making more than exceeding progress
<b>Attainment At this point within the academic year</b>	<b>Entering</b>	<b>Developing</b>	<b>Expected</b>	<b>Exceeding</b>	<b>Deep</b>

## 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, 2021		
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SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Rex Sartain