



ASSESSMENT and REPORTING POLICY	
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Policy Owner	Prep Deputy Head
Governor	N/A
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Assessment is viewed as an essential tool, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of stakeholders. Assessment at Sedbergh Prep School will be:

- Positive – this is achieved through building strong relationships
- Manageable – we work within an environment in which those assessing and those being assessed feel supported and empowered.
- Useful and used – we understand that everyone has a different set of strengths and areas for development. We use this information together to move forward and inform future learning. Professional dialogue will allow staff to ‘meet identified needs from assessment that takes place.
- Consistent – all staff understands and has clear expectations for receiving and understanding assessment of all pupils and professionally challenges along the way for best outcomes.

Principles

Assessment is first and foremost about helping children to learn and make progress. Whilst there is a strong emphasis on assessment of the core subjects of English and Mathematics, we also believe that assessment should recognise all educational achievement. Not all learning is assessed and recorded but assessment against key objectives is carefully tracked.

Aims

- To gather and track information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels. This should be an ongoing process.
- To ensure that children and staff supporting their learning are aware of their achievements and that they know what to do next.
- To ensure planning and teaching meets the needs of all children.
- To ensure that assessment and recording is an integral part of the school's performance management system.
- To provide information to inform the school's strategic planning.
- To give accurate information to parents on areas of strength and areas for development.

Assessment will be used in the following ways:

- **formative** - the day-to-day information gained 'forms' or affects the next learning experience.
- **summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.
- **tracking** - which involves a comparison of current and past attainment of a particular child and identifies whether they are below, in line or exceeding national expectations for their age.
- **evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Formative assessment

Assessment for Learning involves using assessment in the classroom to raise children's achievement. It is based on the idea that children will improve most when they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Effective Assessment for Learning happens all the time in the classroom and is supported by our teaching and learning policy as well as the marking and feedback policy.

In using Assessment **for** Learning strategies, our teachers:

- are clear about what all children know, understand and can do in all areas of learning
- ensure that children know what they are supposed to be learning, what they have achieved and how they can improve
- regularly provide children with the chance to reflect and talk about their learning and progress
- use a range of assessment methods when assessing learning e.g. direct observation, discussion with pupils, tests, self and peer assessment
- use the results and analysis of assessment to inform planning and lesson development

Summative Assessment

This is the regular assessment of knowledge and understanding of particular areas of the programme of study, perhaps through prep tasks or tests. Care should be taken to establish the criteria upon which an assessment mark or grade is awarded and that the children are aware of these criteria. The School uses summative assessments in maths, English and science as well as Accelerated Reader which measures children's ability in reading.

In addition, reading and spelling ages and progress in maths are separately monitored. Reading and spelling assessments are completed each term using a range of standardised tests. These assessments produce a standardised score referenced against a child's age. As these tests are carried out regularly, they are useful for identifying patterns in children's development and to modify planning and support.

Summative assessment of children in the Early Years Foundation Stage (EYFS) is currently provided through completion of the Early Years Foundation Stage profile. This provides information about children's attainment in relation to the seventeen Early Learning Goals (ELGs) and the 3 characteristics of effective learning.

For each ELG, we judge whether a pupil is meeting the level of development expected at the end of the reception year (expected) or not meeting a specific ELG.

EYFS profile data (the 17 ELGs) is reported to the LA for each pupil and parents are informed of these outcomes.

Internal Examinations

At the end of each academic year children complete standardised assessments to measure progress and gain a standardised score in English (reading and spelling), maths and science. In Reception, children complete a baseline assessment at the beginning and end of the academic year. In Years R – 8 children complete GL Assessments in maths and English assessments, with children from Y4 onwards also completing a science assessment. These summative assessments generate standardised scores which are used to inform learning, next steps and areas of development.

On entering Y7 children complete a MIDYIS assessment which assesses vocabulary, maths, non-verbal and skills as well as completing a science assessment as they enter Key Stage 3.

In Y7 and Y8 pupils take formal examinations in English, maths, science (biology, chemistry & physics), French, Latin, history, geography, DTE and religious studies in the Michaelmas and Summer Terms which assess the content covered throughout the term/year. These are completed to ensure pupils experience the examination process and learn the necessary revision skills, as well as build confidence, resilience and test techniques. Children on the Special Educational Needs (SEND) Register will have the extra time and necessary support allocated for every examination, as indicated by the IN Department.

All data is analysed by the Deputy Head Academic and Heads of Department. This analysis will include the achievement and attainment of pupils:

- from ethnic minorities
- with special educational needs;
- able children
- boys and girls;
- with English as an additional language.

Pupil Progress Meetings happen termly and take place with the Form Tutor/Subject Tutor, the Deputy Head Academic and HOD. This meeting will be for the Form Tutor/Subject Tutor to give detail of the provision needed for target groups/individuals to ensure that they are meeting expected standards and progress by the end of the year.

Evaluative

Assessment information will be used by the Form/Subject Tutor and the Senior Management Team in the following ways:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review targets so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the Education Committee of the school's standards and improvement

- To maintain confidentiality Individual Assessments will only be made available to the pupils parents and professionals who need to see them.
- To inform areas for inclusion on the School Improvement Plan (SIP).

Moderation of Judgments

In the interests of consistent judgments both across and within Key Stages there will be regular moderation of judgments each term. Where appropriate this will include cross phase moderation.

Year 8: SPACE Profile

Pupils in Y8 will complete their time at the Prep School with a comprehensive profile of their effort and ability in all walks of School life. The SPACE (Sedbergh Prep: Academic, Community, Extra-Curricular) Profile draws upon a range of sources through the final two years (or just Y8 for late joiners) to recognise academic, sporting, musical, dramatic and artistic endeavour as well as, their personal development.

Assessment at Sedbergh Prep School is enhanced by:

- Pupils' involvement in self-assessment in accordance with the principles of assessment for learning, developing children's capacity for self-assessment.
- Parents' involvement through regular discussions, about their children's progress and the results of assessments. Parents are given clear learning targets which will support their children's development at key points throughout the year.

Outcomes of Effective Assessment

Form/Subject Tutors will know:

- Where the pupils are starting from
- Has the class/group/individual learned what was planned?
- Are all the pupils making expected progress?
- Are they making sufficient progress?
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- How can the teacher do it better next time?

The Deputy Head Academic and Heads of Department will know:

- Are the pupils making progress in a specific subject?
- Are there any pupils who require targeted provision?
- Is the deployment of learning support across the school appropriate – does it meet the needs of the pupils?
- How does the school compare with national standardised scores?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:

- Is my child making good progress?
- Are there any key areas for development?
- How is my child doing compared with others of the same age?
- What can I do to help?

The Education Committee will know:

- How is the school progressing against their targets?
- What is the impact of the school improvement plan?
- How does the school compare with other similar schools?

Reporting

We believe that regular reporting to parents is an intrinsic part of home-school liaison.

Reports are produced termly (full reports at the end of the Michaelmas and Summer term) and will show a personal comment, target-setting and a plan of action for future progress. An effort grade and an attainment grade are given.

At the half term point in the Michaelmas Term there is an interim report where grades are given for effort and form tutor comments.

At the half term point in the Lent Term, there is an interim report where grades are given for effort in the and attainment and form tutor comments are also included.

Parents' Evenings

Parents' evenings are held during the year for all pupils. The dates are recorded in the school calendar for the Michaelmas and Lent terms.

We encourage parents to talk to their child's teacher at any time throughout the year if there are concerns or support is required.

Parents are offered a either a face to face meeting or appointments offered via TEAMS.