



Herries Preparatory School

Assessment Policy

With Pupil Tracking Policy and Marking Policy

The purpose of this document is, primarily, to provide information and guidance on Assessment, Tracking and Marking at Herries. It should be read in conjunction with the individual Subject Handbooks, 2a Curriculum Policy, 4a Pupil Performance, SEND Policy, Most Able and Talented Policy, EAL Policy and EHC Plan Policy.

Date of revision: September 2021 - Amanda Malins

AIMS

Pupil assessment at Herries is an integral part of teaching and learning and is regarded as a positive process. Children's progress is monitored through a programme of continual/regular assessment, both formative and summative. This information is used to drive forward the learning of all pupils and to actively target groups and individuals who require specific, additional support

Through this policy we aim to:

- help teachers ensure that each child is extended to reach his or her full potential, whilst working at a pace that he or she feels comfortable with;
- ensure that pupils' achievements are valued, and that pupils' efforts are praised;
- ensure that pupils learn to value their own work and recognise the progress they have made;
- teach pupils to respect each other's work and opinions and to understand that self and peer-assessment have a role to play in the learning process as well as assessment by teachers;
- foster the understanding that individual progress is the most important aspect of pupils' learning, whilst appreciating that healthy competition amongst peers can have a positive effect.

To accomplish these aims we:

- monitor and track individual progress throughout the school;
- share appropriate information/data with pupils and parents to show progress and plan targets;
- evaluate the effectiveness of teaching and learning strategies and overall school performance against a standardised benchmark sample spanning both independent and state schools;
- inform teaching approaches and planning;
- provide diagnostic information for our SENCo to help set targets and strategies and to tailor interventions for those with Special Educational Needs; • inform training and resourcing needs and decisions;
- inform transfer references to senior schools;
- inform reporting to parents;
- augment accountability to stakeholders.

ASSESSMENT METHODOLOGY

Learning outcomes across the curriculum are demonstrated in different ways, depending on the individual child and the subject they are studying. Therefore, it is vital that a range of assessment methods are implemented to accurately and fairly assess a pupil's level of achievement. The development of new skills and the level of children's knowledge and understanding is evidenced through formative, summative and evaluative assessments.

FORMATIVE ASSESSMENT

Formative Assessment is assessment for learning. It is ongoing and provides evidence for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

Formative Assessment in EYFS

On-going formative assessment is at the heart of effective early years practice. Assessment plays an important part in helping parents, carers and teachers to recognise progress, understand their children's needs and to plan activities and support.

At Herries, teachers:

- Observe children as they act and interact in their play, everyday activities and planned activities, as well as learn from parents about what the child does at home. Practitioners look, listen and note what they have observed about a child. (Observation)
- Consider the examples of development in the columns headed 'Unique Child: observing what children can do' to help identify where the child may be on their own developmental pathway. Practitioners analyse their observations and decide what they tell us about children. (Formative Assessment)
- Consider ways to support the child to strengthen and deepen their current learning and development, reflecting on guidance in columns headed 'Positive Relationships' and 'Enabling Environments'. In response to observations and

assessments, teachers plan experiences and opportunities, resources, routines and the practitioners' roles. (Planning)

- Where appropriate, identify possible areas in which to provide additional support or deepen and extend the child's current learning and development. (Planning)

Formative Assessment in KS1 and KS2

Examples include:

- Class work
- Home work
- Questioning
- Oral Discussion
- Presentation
- Short Recall Test
- Practical Project
- Research

To maximise the effectiveness of formative assessment, staff:

- provide pupils with frequent, positive and constructive feedback about how well pupils are doing, in accordance with the marking policy, identifying strengths and delivering good advice about what the pupil needs to do next to improve;
- incorporate both formative and summative assessment opportunities into medium and short-term planning;
- identify pupils with special educational needs, including the most able pupils, to ensure that all children receive appropriate support and assistance; • ensure pupils understand what they are learning by sharing clear learning objectives, either verbally, or in writing;
- encourage pupils to check their own performance through self-assessment, peer-marking, self-editing, discussion and circle time (these methods should be age appropriate);
- share examples of good work as models for success, for example, exploring the concept of 'What makes a good....?';
- explore pupils' understanding through careful questioning, incorporating higher order questioning and allowing pupils enough time to formulate their answers; • set individual targets and discuss these with the pupils so they are involved in the process;
- use assessment and tracking spreadsheets and pupil profiles to monitor individual progress and take appropriate action where required;
- use the outcome of assessments to evaluate the effectiveness of teaching and learning strategies and adjust planning in response;
- use analysis of assessment data to consider overall cohort and school performance to set appropriate targets.

SUMMATIVE ASSESSMENT

Summative Assessment is assessment of learning. It is used mainly to measure performance and clearly identifies a standard of pupil attainment. It is carried out at the end of a period of learning. This is an essential tool for identifying progress over time.

Summative Assessment in EYFS

The EYFS requires early years practitioners to review children's progress and share a summary with parents at two points:

- In the prime areas between the ages of 24 and 36 months
- At the end of the EYFS in the EYFS Profile.

Development is used at Herries throughout the EYFS as a guide to making best-fit judgements about whether a child is showing typical development for their age (EXPECTED) or may be at risk of delay (EMERGING).

- Summative Assessment: to record overall attainment.

Summative Assessment in KS1 and KS2

Examples include:

- End of Topic/Unit/Module tests
- Standardised tests

Teachers use Summative Assessment to:

- enable decisions regarding short term intervention programmes and Pupil Passports to be made;
- support subject teachers in their overall judgement of pupil attainment and in the setting of individual pupil targets;
- provide diagnostic information to inform future lesson planning;
- inform our reporting to parents, including advising on potential destination schools;
- inform school self-evaluation in analysing the effectiveness of teaching and learning.

EVALUATIVE ASSESSMENT

Evaluative Assessment informs the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Evaluative assessment takes place on a termly basis at Herries and feeds into subject and school development planning.

THE ASSESSMENT CYCLE AT HERRIES PREPARATORY SCHOOL

Short Term Assessment

Assessment opportunities are a natural part of teaching and learning. They take place every day in the classroom through discussion, listening, observation and analysis of work. Short term assessment is particularly useful to identify whether the initial concepts have been understood before the pupils are further extended. To support teachers' formative assessment, work is marked in accordance with the marking policy and some short topic related tests may be carried out. These marks are recorded in the teacher's records. These enable the teacher to monitor progress and provide support where necessary.

In addition, spelling tests are introduced in Year 1 and continue up to the end of Year 6. Mental Maths tests are conducted from Year 2 onwards.

Medium Term Assessment

In Years 1 to 6, half-termly assessment activities take place in Maths and English to demonstrate overall understanding of a mathematical unit / SPAG objectives. Teaching staff use a combination of the assessment tools implemented at Herries to make a termly judgment as to whether a pupil is working towards/at/beyond or significantly beyond the expected level for their age and stage in English, Maths and Science according to the requirements set out in the National Curriculum in England.

See Tracking Policy below, to see how this information is tracked.

This information is used to set targets. These documents are also a useful tool for recognising areas of learning where a cohort would benefit from additional reinforcement.

Pupils from Year 2 upwards are tested in English and Maths using the GL standardised testing suite. From Year 3 upwards children are tested on the CAT4 tests.

Long Term Assessment and Academic Intervention Programmes

Assessment data from annual and termly testing is recorded on Google Drive. This information is used as a visual aid to help ensure that appropriate challenges, support and intervention are put in place for all pupils, however, the most important role of this database is to highlight those pupils who are not making the expected level of progress and would benefit from a specific intervention programme. Pupils may take part in a short or medium-term intervention, planned and supervised by the SENCo, a Teaching Assistant or an external Learning Support Teacher (on-site, within school hours). Pupils will be assessed at their entry and exit point and possibly at a mid-point in a longer-term programme. Interventions may involve an individual or a group of children and are intended to support pupils from across the ability spectrum.

ENTRANCE EXAMINATIONS FOR SENIOR SCHOOLS

Year 6 pupils may opt to sit entrance examinations for a variety of selective senior schools. These include:

- The Buckinghamshire County Council Grammar School Transfer Test (11+) in September;
- Grammar School Transfer Tests for other English Counties;
- The Independent Schools Examination Board Common Entrance at 11+ (English, Mathematics and Science papers) in January;
- The Independent Schools Examination Board Common Pre-Tests • Entrance Examinations set by individual Independent Schools.



Herries Preparatory School

Pupil Tracking Policy

AIMS

The Pupil Tracking Policy ensures that the progress of pupils is closely monitored during their time at our school. The policy provides guidance on how tracking information is to be collated and used to plan and implement appropriate challenges, support and intervention for individual children.

This policy aims to ensure that:

- pupils are reaching their full potential so that their achievements, confidence and happiness can be maximised during their time at the school;
- assessment data is used to monitor academic progress, inform lesson planning, set personal targets and to identify individuals or groups which would benefit from a targeted academic intervention;
- any pastoral concerns are made known to relevant staff so that staff can offer appropriate support.

When pupils are to be taught by a new member of staff, the teacher may access the relevant assessment information. This can be found on the subject-based, whole school NC tracking spreadsheets, the individual Pupil Profiles on the shared Core Subject Tracking Spreadsheet and on the English, Maths and CAT4 Tracking and Presentation Databases. Staff will also discuss relevant information regarding the children so that pupils experience a smooth end of year transition to the next form.

SOURCES OF INFORMATION TO BE USED IN PUPIL TRACKING

Tracking in EYFS

Tracking learning is part of the assessment process. Through stopping at fixed points to review children's learning and development, practitioners are better able to support good outcomes. At Herries, children are given a DfE accredited baseline assessment within their first six weeks in the EYFS (EeXBA). Children are then tracked to best support their development using EeXAT during six assessment windows per year. If a child is working within an age band that is below their chronological age in months,

we think about what can be done in school to support this area and how parents can support learning at home.

Pupil Review Meetings for KS1 and KS2 Pupils

These are held regularly for each year group. All staff (where practicable) who teach these year groups are required to attend. The Designated Safeguarding Lead (Headmistress) will also attend. Any relevant information and discussion points will be recorded on the Pupil Profiles. Where no concerns are expressed this will be noted.

Where action is taken because of these meetings this will be recorded on the Pupil Profiles by the person concerned, usually the form teacher.

Phonics Tracking

All EYFS and KS1 children are assessed using the Monster Phonics programme. This assessment is ongoing throughout the term. This information is used to track progress and to re-structure the groupings to ensure that each child is challenged at a level which is right for them. and phonics reviews take place on a termly basis with the Deputy Headteacher.

Core Subject Assessment and Tracking

The monitoring of pupil progress in KS1 and KS2 in English, Mathematics, Science Humanities and PE is an ongoing process taking performance in lessons and (where appropriate) more formal testing into account. Pupil attainment is assessed against the requirements of the National Curriculum in England. Pupil achievement is recorded by subject on whole-school spreadsheets, highlighting the attainment criteria in which the individual pupil has demonstrated a secure level of knowledge, understanding and/or skill. This information is used to set targets. These documents are also a useful tool for recognising areas of learning where a cohort would benefit from additional reinforcement.

A judgment as to whether a child is working towards/at/beyond or significantly beyond the expectations of the National Curriculum in English, Maths and Science for their age and stage is recorded termly on a shared spreadsheet.

TRACKING DATA FOR THE PURPOSE OF ACADEMIC INTERVENTION

Data is compiled and presented using graphing software to illustrate pupils' progress in CAT4, Maths and English. Through this, staff identify individuals and/or groups of children who would benefit from a tailored intervention programme. This system is designed to offer both support and extension, where needed and to be able to quantify the impact of an intervention.

There may also be situations where a less formal approach is deemed appropriate and the relevant teacher(s) will meet with the pupil and/or parents and discuss concerns and strategies to alleviate concerns and/or promote improvement.

Where appropriate, discussions and actions will be noted on the Pupil Profiles.

REPORTING AND COMMUNICATION WITH PARENTS

In the EYFS

Parents receive a report twice a year. This document details the level at which their child is currently working and explains what the next milestones are in all seventeen areas of learning and development. Parents also receive their child's photographic learning journal three times a year. Parents are encouraged to upload their own comments and observations regularly so that they may contribute to the assessment process.

KS1 and KS2

Pupil progress through the NC Attainment Criteria is discussed at Parent-Teacher Meetings. When parents make comments or raise concerns these communications and any action taken will be noted on the Pupil Profiles. This is the responsibility of the member of staff concerned.

Pupils receive Effort and Attainment Grades at each half-term along with more detailed, written reports at the end of the academic year. E&A Grades are discussed with pupils and an action plan may be agreed with specific targets.

ASSESSMENT SCHEDULE

September	GL NGRT Tests in Reading CAT4 Tests Unaided Writing Teacher Assessment	Y3+ Y3+ Y1+
October	Maths Abacus Unit Test SPAG Test Effort and Attainment Grades	Y1+ Y1+
November	Unaided Writing Teacher Assessment	Y1+
December	Maths Abacus Unit Test SPAG Test	Y1+
January	Unaided Writing Teacher Assessment	Y1+
February	Maths Abacus Unit Test SPAG Test Effort and Attainment Grades	Y1+
March	Unaided Writing Teacher Assessment	Y1+
April	Maths Abacus Unit Test SPAG Test	Y1+

May	Unaided Writing Teacher Assessment Maths Abacus Unit Test SPAG Test Effort and Attainment Grades	Y1+ Y1+
June	Progress Test in English (PTE) Progress Test in Maths (PTM)	Year 2+
July	Unaided Writing Teacher Assessment Maths Abacus Unit Test SPAG Test End of Year NC Assessments	Y1+ Y1+

Herries

Marking Policy

AIMS

At Herries we believe that the marking of work is an essential part of the planning, teaching and learning process. Responding to pupils' work through constructive comments acknowledges achievement, promotes positive attitudes and behaviour and helps each child to gain the confidence and independence required to achieve and maintain their personal best.

Through this policy, we aim to:

- encourage, motivate, support and promote positive attitudes to learning; • recognise achievement, presentation and effort;
- show pupils that we value their work;
- correct errors and clarify anything that a pupil may have misunderstood; • provide constructive feedback and set individual targets;
- allow pupils to reflect on their past performance;
- promote good progress and higher standards of attainment;
- provide information for assessment and to inform planning.

KEY PRINCIPLES

At Herries marking should:

- be kept up to date;
- be constructive;
- relate to the needs, attainment and ability of the individual;
- relate to specific learning objectives and targets which the pupil is aware of; • be accompanied by verbal comments where possible;
- follow consistent practice throughout the school;
- ensure that pupils know how well they are doing and what they need to do to improve to make further progress;
- provide pupils with opportunities to assess their own work and that of others; • link with the House Point system.

GUIDELINES FOR THE MARKING OF WORK

- When marking work, staff will identify strengths in green ink and areas for improvement, next steps, points for consideration and/or additional information in pink ink in a style similar to the 'two stars and a wish' approach.
- In addition to using the agreed marking symbols (as set out in this policy), teachers may also use stars, praise stamps and stickers to reward effort or achievement.
- Whenever appropriate/possible, verbal feedback will be given to children. • Marking will be linked to the learning objective/pupil target as appropriate. • Work will be marked as soon as possible after completion and where appropriate in the presence of the child.

- Marking should reflect the amount of pupil input. Detailed written feedback from staff should be reserved for extended pieces of work where the impact of the recognition and advice will be of most value.
- Work may be self-marked or peer-marked in class. The expectation is that this should be kind, constructive and neat. Pupils may use class sets of green and pink pens for this task.

SELF AND PEER ASSESSMENT AND MARKING

Various methods of self and peer assessment/marking are used by teachers. At Herries we recognise the importance of giving our pupils the time to reflect on their own work and to think about its strengths and how they might improve it. It is also important for pupils to be able to look at each other's work and to reflect on the strengths and variety of work completed by peers.

THE GRADING OF WORK

Children receive Effort and Attainment Grades in each subject just before each half term break. These grades are directly linked to their performance in lessons and the work which they have produced. All children in KS2 have access to the grade descriptors (Appendix A) so that they are aware of what is required to achieve their target grade. Teachers will not regularly grade individual pieces of work as we do not wish to draw attention away from written comments. However, if a teacher feels that grading work would be of value, they may, on occasion, choose to use the system.

CORRECTING WORK

Professional Judgment

Corrections should support the child's learning and it should be remembered that too much criticism is likely to overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be the primary consideration when giving feedback. Teachers must use their professional judgment when deciding how many corrections to mark.

Correcting Written Work for Children with SEND

If a child has a specific difficulty with regards to writing, this need will be identified and addressed with extra support. For example, spellings may not be corrected/corrected in the same way.

Guidance on the Marking of English

- The teacher should mark a piece of work against the learning objective of the lesson and, where appropriate, set a target/next step. In KS1 targets may be communicated verbally.
- Examples of good features within the child's writing should be highlighted.
- Professional judgement should be used to decide how many spellings to identify for correction. Three spellings is the suggested maximum.

- The teacher should also use professional judgement to decide where to use the other marking symbols to maintain the balance between highlighting mistakes and maintaining pupil confidence.
- In creative writing, the focus of the marking should always be the content.
- Pupils should mark and edit their own and others work in PURPLE pen, to distinguish this marking from their initial work and from teacher marking.

Additional Guidance on Correcting Spellings

In writing for subjects other than English, e.g. History, RS, Geography, Science; attention to spelling will be directed at subject specific vocabulary only.

In Reception and Key Stage 1 (and where appropriate in KS2) the correct spelling may be written above the incorrect word. At Key Stage 2 **Sp** may be written in the margin and the misspelt word will be underlined. The correct spelling will be indicated. In general, a maximum of three words should be written out at the end of the piece of work. These words should then be learned, using the 'Look, Say, Cover, Write, Check' method.

Guidance on the Marking of Punctuation Errors at KS2

A letter **P** in the margin can be used for missing/incorrect punctuation e.g. capital letters, full stops, commas, speech marks etc. Correct punctuation should be added in pink. Teachers should use professional judgement as it may be too daunting for a pupil to have too many punctuation corrections.

Guidance on Marking the Incorrect use of Grammar KS2

A word (or words) can be underlined and **Gr** written in the margin where the teacher feels that this is appropriate. Teachers should use professional judgement as to where they wish to draw a pupil's attention to their incorrect use of grammar so as not to overwhelm the child with corrections.

Herries' English marking symbols should be used where appropriate and these are to be found at the back of this policy (Appendix B). These will be glued into each pupil's English exercise book.

NUMERACY

Herries' Numeracy marking symbols should be used where appropriate and these are to be found at the back of this policy (Appendix C). These will be stuck into each pupil's Mathematics exercise book.

When marking numerical work in both Key Stages the following guidance should be followed.

- No crosses are to be used.
- A dot should be used to highlight an incorrect answer.
- When the mistake has been corrected, a tick ✓ and a **c** to denote a correction will be put next to the correct answer.

✓ c

- Where possible, incorrect answers should be addressed in either the main teaching part of the lesson or the plenary, when the class gathers at the end of a lesson to review learning.
- Where appropriate, marking may be carried out during lesson time.

SUCCESS CRITERIA

We know our policy is working if:

- there is evidence that work is being marked regularly;
- marking conforms to the policy guidelines;
- pupils gain confidence from their achievements;
- pupils understand what they need to do to improve, strive to take those steps and make good progress;
- marking informs future planning.

Appendix A

Effort and Attainment Grade Criteria

Effort Grades



1 Exemplary	You have taken an active part in lessons, shown personal responsibility, listened attentively, followed advice, worked independently and persevered with challenges, consistently putting in an exemplary level of effort.
2 Very Good	You are interested and active during lessons, listening to others and offering your ideas. You have many strengths but know that there are a few areas in which you could improve. It has been recognised that you are working hard to make good progress.
3 Good	You are trying harder and have made a satisfactory effort to listen in class, work effectively with your peers and take an active part in lessons. You follow guidance to improve your efforts and are becoming more independent, however, there is still room to improve your work.
4 Inconsistent	You have made some effort to listen in lessons and to take part in discussions. You are becoming more independent and have begun to take some personal responsibility, however, you need to ensure that your level of effort is maintained in every lesson.
5 Not Satisfactory	You can do much better than this and you need to improve your level of effort. You have not fully listened to your teachers and peers and you need to take greater responsibility for your work. You must persevere when things go wrong, to achieve a better standard.
6 Requires Intervention	You will now need to take part in a significant programme of support to help you recognise the importance of self-motivated effort if you are to make a meaningful improvement in your work.

Attainment Grades

A	Your work is excellent. It is accurate and reflects a high level of understanding. I can see that you are taking your pink feedback on board; keep it up!
B	Your work is good. It is mainly accurate and reflects a sound level of understanding. Using the pink feedback from your teacher would make your work even better.
C	Your work is inconsistent. It shows that you have understood some of the lesson content. You need to read the pink feedback you get from your teacher so that you know what to do to improve.
D	Your work is not quite satisfactory. It shows that your level of understanding needs to be improved. Your teacher can help you with this.
E	Your work is unacceptable. Your teacher will have already spoken to you about this.

Appendix B

English Marking Symbols

	A good bit
Crossing out with a single line or (...)	An unnecessary bit
?	This doesn't make sense
^	Missing word(s)
//	New paragraph required
Sp	Spelling mistake
Gr	Grammar mistake
P	Punctuation mistake
VF	Verbal feedback from teacher
	Good work
1HP	1 House Point awarded
R	Remember!

Appendix C

Numeracy Marking Symbols

•	Correction Required
✓ c	Correction Completed
VF	Verbal Feedback Given
©	Calculator Used to Check Work (Children may use this symbol)
☺	Good Work
1HP	1 House Point Awarded