



| ASSESSMENT and REPORTING POLICY | |
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| Policy Owner | Prep Deputy Head |
| Governor | Richard Biggs |
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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 Y3 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, 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:

- 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. We have several formal touch points over the course of an academic year. Equally, we pride ourselves in the informal and ongoing communications we have with our parents. Reports are delivered via our Parent Portal.

Michaelmas Term

Within the first three week of term, parents will have the opportunity to meet with form tutors face to face or via TEAMS. This is the opportunity for parents and form tutors to discuss how pupils are settling in. Subject Tutors will provide information to the form tutor that can be shared with the parent.

We have a Half Term report (effort grades and a tutor report) and then an End of Term report.

This End of Term report is fuller and contains subject reports, instrumental reports, SEN reports, Tutor Reports, Boarding reports and a Head’s Report. We report on effort and attainment. (see below)

Year 1 – Year 6

Both effort and attainment will be reported to parents

| Subject | Effort | Attainment |
|---------|--------|------------|
| | | |

Year 7- Year 8

The school will report: effort, attainment for those non examined subjects exam % and quartile ranking for those examined subjects

| Subject | Effort | Attainment (non examined subjects) | Exam % | Quartile Position |
|---------|--------|--|--------|-------------------|
| | | | | |

Lent Term

During the Lent Term, the written reports are predominantly replaced by parent-teacher consultations.

At Half Term, there are effort and attainment grades and tutor reports. These will form the basis for parent-subject tutor consultations

Year 1 – Year 8

Both effort and attainment will be reported to parents

| Subject | Effort | Attainment |
|---------|--------|------------|
| | | |

Summer Term

In the final term, there are End of Year reports.

There are whole school examinations after Half Term, and these are reported upon, likewise GL Assessment Data. (see below)

Year 1 – Year 6

| Subject | Effort | Attainment (GL Assessment bracket for Maths, English and Science) | Quartile Ranking for GL Maths, English and Science |
|---------|--------|--|--|
| | | | |

Year 7- Year 8

The school will report: effort, attainment for those non examined subjects exam % and quartile ranking for those examined subjects

| Subject | Effort | Attainment (non examined subjects) | Exam % | Quartile | GL Standardised Assessment Bracket | GL Quartile Position |
|---------|--------|--|--------|----------|---|-------------------------|
| | | | | | | |

Effort Grades

The effort of each pupil is assessed, focusing on the individual's personal profile and past performance and we apply numbers in the report to express this.

Years 1 – 8

The grading for effort will be as follows;

| | | |
|---|-------------------|---|
| 3 | Outstanding | <ul style="list-style-type: none">• Is curious and enthusiastic about learning and always wants to do their best.• Has lots of ideas to share and listens to others well too.• When working independently, they always try their best.• Wants to know how to improve.• Never disruptive in the lesson. |
| 2 | Good | <ul style="list-style-type: none">• Has a positive approach to almost all lessons.• Often actively engages in all lessons.• Is becoming more independent.• Shows interest in class work and usually focused.• Usually listens well to peers, responding appropriately.• Is engaged in nearly every lesson and does not usually disrupt the lessons |
| 1 | Needs to improve. | <ul style="list-style-type: none">• Usually on task although more effort in some lessons than others.• Usually listens to what is being said and sometimes gives opinions. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • When completing independent work, reminders are required to focus • Can disrupt the learning of others |
|--|---|

Attainment Reporting

The ‘expectations’ are measured against both standardised chronological age profiles and ongoing classroom assessments. It is hoped that this very visual feedback will allow our younger children to more easily understand how well they are doing, or otherwise, without the labelling of a letter grade. + and – can be used within grading, for example a child who is meeting some to most of the objectives would be a 1+ or a child who is beginning to show mastery within objectives but still needs confidence would be measured as a 3-.

Attainment Descriptors (Year 1-8)

The grading for attainment will be as follows;

| | | Teacher Assessment of Class Work | GL Assessment Outcomes (Summer Term Only) Maths, English (Reading Comprehension/Grammar), Science |
|---|------------------------------|---|--|
| 3 | Exceeding expectations | Attainment significantly beyond chronological age where pupil is showing mastery level and exceeding beyond year group objectives. | 3 Standardised Score of > 126. Attainment is “very high” |
| | | | 3- Standardised Score of 112-126. Attainment is “above average” |
| 2 | Meeting expectations | Attainment in line with chronological age and meeting objectives within year group. | 2+ Standardised Score of 104-111. Attainment is “high average” |
| | | | 2 Standardised Score of 97-103. Attainment is “average” |
| | | | 2- Standardised Score of 89-96. Attainment is “low average” |
| 1 | Working towards expectations | Attainment below chronological age and not accessing year group objectives. | 1+ Standardised Score of 74-88 Attainment is “below average” |
| | | | 1 Standardised Score of <74 Attainment is “low” |

Quartile Ranking

Michaelmas Term (Year 7/8)

All subjects where pupils sit an exam, the school will report pupils exam %. We will also provide each pupils relative quartile position in their taught group or year group.

- 1st quartile position
- 2nd quartile position
- 3rd quartile position
- 4th quartile position

If a pupil attained in the 3rd quartile, parents will know that in a class of 12 pupils, they will have been placed 7th-9th in their class. If they are attaining in the 1st quartile in the same class, parents will know that they came 1st-3rd.

It must be noted that the quartile system is not an expression of ability on a standardised scale; it is relative to the class in question.

Summer Term

The Michaelmas quartile position will be added to the summer quartiles position to provide an overall attainment position.

It must be noted that the quartiles system is not an expression of ability on a standardised scale; it is relative to the class in question.

Parents' Evenings and Events

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

Any parents who have concerns about their child's progress, or who would like to meet the teaching staff for any reason, are welcome to arrange a meeting by contacting the relevant form tutor.

Parents may also contact the Academic Deputy Head, Mrs Charlton, if they have any questions or concerns that the form tutor may not be best placed to deal with.

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