



# Caversham Preparatory School

## Policies and Procedures

### 102 Assessment and Reporting Policy

## Assessment and Reporting Policy

Including those in the EYFS (Early Years Foundation Stage)

### Introduction

Effective assessment provides information to improve teaching and learning and requires a systematic whole-school approach. From the EYFS to Year 6, we conduct regular formative and summative assessments and give our pupils regular feedback on their learning. The information we gather from our assessments allow us to base our lesson plans on detailed knowledge of each pupil. We give parents/guardians regular updates on their pupil's attainment and progress so that we can work together and support our pupils in their learning.

### Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our pupils to demonstrate what they know, understand and can do in their work.
- to help our pupils understand what they need to do next to improve their work.
- to allow teachers to plan work that accurately reflects the needs of each pupil.
- to provide regular information for parents/guardians that enables them to support their child's learning.
- to provide the Proprietors, Governors and SMT of the Caversham Prep School with information from formative and summative assessment tracking that allows them to make judgements about the effectiveness of the school.

### Planning for assessment

We call our curriculum, the National Curriculum plus as we include elements of 11+ content to support our teaching. The EYFS follows the Early Years Foundation Stage Statutory Framework (2021). In our plans we set out the aims and objectives and give details of what is to be taught to each year group.

We plan our lessons with clear learning objectives and success criteria. We base these upon the teacher's detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each pupil's level of ability.

We use Class Tracker spreadsheets to keep a record of all objectives for each subject taught half termly. Colour-coded judgement descriptions demonstrate the level of understanding achieved by the majority of the class.

The regular formal assessments (see appendix 1) throughout the year link to the National Curriculum.

### Assessment

We systematically and continually assess throughout the EYFS and each key stage. We allow all pupils to demonstrate what they understand, know, and can do. We use a variety of formative



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and summative assessment techniques, and this is carried out as part of the regular classroom activities. Results of formal assessments including Cognitive Ability Tests, EYFS profiles, and summative English and Mathematics assessments are passed on to the next teacher at the time of transfer and are available on our CEM database and Classroom Tracker.

## Formative Assessment

In Reception, teachers use observations, written work and parent feedback to inform next steps. Each Reception pupil has a Learning Journey electronically stored using Evidence Me, which is a record of their learning that is shared with parents/guardians.

Pupils also have English and maths books to evidence adult led activities and a paper Learning Journey for any evidence produced on paper.

Currently, in year 1 to 6, we use Classroom Monitor to track progress of each individual child. The tracker allows our teachers to make judgements about individual pupils' progress on their way towards mastery of taught objectives. Colour-coded judgement descriptions demonstrate the level of understanding achieved and allow for suitable remediation to be planned for if necessary.

These tracking data bases are then used by the class teacher to inform their summative assessments and to inform the SMT of Caversham Prep School and Subject Coordinators on the individual progress of pupils.

## inCAS

InCAS is a computer-adaptive assessment that helps you identify and diagnose learning needs. It helps you measure progress in key developmental areas, which research shows are important to later academic success, across the primary phase. These tests take place from year 1-6 at the end of the academic year in June. We use the data from these assessments to identify pupils who are not reaching their potential and to plan intervention where necessary. INCAS data is used by the SMT, SENDCo and class teachers. The data can be shared with parents/guardians on request, or if a class teacher thinks necessary.

## Summative Assessment

On entry to the EYFS, teachers complete a baseline assessment across the Prime areas of Communication and Language, Physical Development and Personal Social and Emotional Development, and in the Specific areas of Literacy, Mathematics, Understanding the World, and Expressive Arts and Design which is then used to track their progress throughout the school.

Pupil progress is assessed termly in line with the EYFS Statutory Framework (2021) and Development Matters (2021) non-statutory guidance and levelled as "working towards", "working at" or "working beyond". This assessment provides essential information to teachers about the current needs of each pupil in order for teachers to plan activities that are matched to each individual.



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In addition, Reception pupils also complete an online assessment 'BASE' which provides insight that can be acted upon to support the development of every child. It allows you to quickly identify what children know and can do at the start of the school year, and helps you see what support they need to help them progress. Used again at the end of the same year, detailed reports help to demonstrate the progress children have made.

In line with the 2021 Assessment and Reporting Arrangements (ARA) for the EYFS, Reception teachers complete the EYFS Profile by 30 June indicating whether a pupil is at the "emerging" (1) or "expected" (2) level of development and is submitted to Reading Brough Council when requested.

Termly assessments take place in Years 1 to 6 (see appendix 1). Individual pupil attainment data is stored on Microsoft Teams and Classroom Monitor. This data is used to inform differentiation measures, Learning Support, EAL, More Able provision and school reports.

### Progress in Reading Assessment (PIRA)

Administered in autumn and spring, in Years 1 to 6. The PIRA assessment provides a diagnostic profile for each pupil - including an age-related standardised score and a reading age. We use PIRA to reliably assess and track pupil progress in reading across the school.

### National Curriculum Spelling

Administered in autumn and spring in Years 1 to 6, pupils are tested on their spelling ability. Year 3-6 are tested on the statutory spelling lists in the National Curriculum. Year 1-2 are tested on the common exception words.

### Phonics

Year 1 are assessed using the National Phonics Screening Check in June. They are also set weekly spellings linked the new sounds they are learning each week and are assessed weekly. If a child does not pass the Phonics Screening in year 1, they will repeat the assessment in Year 2.

### Science

All pupils take Rising Stars, End of Unit Assessments, in Years 1 to 6 to assess their knowledge and scientific enquiry skills.

### Independent Computer Adapted Assessment (InCAS)

Administered in summer in Year 1 to 6. The results provide a diagnostic profile for each pupil - including an age-related standardised score. We use these scores to reliably assess and track pupil progress in pupil's achievement.

Our pupils are assessed in these six key developmental areas which research shows are linked to later academic outcomes:



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- Reading- word recognition, decoding, and comprehension
- Spelling
- Mathematics - including counting, arithmetic, fractions, patterns, algebra, measures, shape and space, and data handling
- Mental Arithmetic - addition, subtraction, multiplication, and division
- Developed Ability – verbal and non-verbal reasoning
- Attitudes - pupils' attitudes to reading, maths, and school

The test provides a reliable range of information that supports and guides the management of effective learning. The tests are also designed for use year on year to support our teachers in benchmarking our pupil's knowledge and measuring progress over time.

Standardised Scores from INCAS Testing Categorisation:

| Age Related Standardised Scoring Classification for INCAS |            |
|---|------------|
| >130  | Well Above |
| 115-130   | Above      |
| 85-114  | Average    |

## Writing Assessment

To track progress termly within the year, and from year to year, we use Classroom Monitor tracking. We assess writing standards using only independent written work, in English lessons and foundation subjects. Pupils are expected to exhibit any particular objective at least three times to prove that they have embedded to the objective. Writing evidence is moderated termly. Standards for each year group are characterised by a variety of criteria using Classroom Monitor. Using this assessment process, a statement of emerging, secure or exceeding can be ascertained.

## Recording

We recognise various methods of assessing a pupil's learning. The type of assessment that we make varies from subject to subject. The Subject Co-Ordinator's in foundation subjects are responsible for developing and supporting teachers with assessment methods within their subject but all subjects use Classroom Monitor to track pupil progress.

Teachers take the learning objectives for individual lessons from the broad learning objectives within the National Curriculum and EYFS Statutory Framework. Our teachers record the progress of each pupil against these broad objectives. This enables them to make a judgement about the work of each pupil in relation to the National Curriculum end of key stage descriptors and the Early Learning Goals. This allows us to monitor the progress of each pupil. Each teacher passes this information on to the next teacher at the end of each year and is shared in the final end of year report to parents.

## Short Term Placements

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if a child comes to us for one year only, they will be treated as a short-term placement and their end of year report will be based on teacher assessment. Progress will be measured from their baseline. They will not sit summative assessment tests nor be recorded in the school data.

Any child joining us in Year 6 will not be recorded as an 11+ candidate as they will have had less than a term with us, before applying for Senior School. They will sit the summative assessment tests and be added to the school data. Progress will be measured from their baseline and will be reported to parents but will not form part of the progress data of the school.

### English as Another Language

EAL children will not sit a summative assessment at the end of their first year, instead attainment and progress will be teacher assessed, and reported to parents in the usual way.

EAL children who stay with us and go into their second year will be assessed in the same assessment cycle as the rest of the children.

### Reporting to parents

We have a range of strategies that keep parents/guardians fully informed of their pupil's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their pupil's learning.

In Reception, pupils are able to share their work with their parents/guardians using the Evidence Me App at home. Teachers can receive feedback from parents about learning achievements at home, too.

From Reception – Year 6, pupils are able to share their work with their parents/guardian's half termly with 'sharing mornings' in school.

In the autumn and spring term we offer parents the opportunity to meet their pupil's teacher formally. At the first meeting of the school year, we discuss targets that we have identified for their pupil and report and discuss how their pupil is settling in. At the second meeting of the year (which we hold at the end of the spring term for EYFS to year 6), we evaluate their pupil's progress as measured against the targets and assessment data.

At the end of the autumn term and spring term, parents/guardians receive an interim report which provides summaries of progress in the curriculum covered in all areas in the EYFS and English, mathematics and science in Years 1 to 6.

We look at three different levels when reporting attainment:

- Working towards age related expectations: not yet reaching the standard expected for their year group
- Working at age related expectations: at the level expected for their year group
- Working at greater depth: working more deeply at the 'higher standard' within the expectations for their year group



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At the end of the summer term, parents/guardians receive a full written report of their pupil's progress and achievements during the year. The report provides summaries of the curriculum covered in all subjects. Each summary is followed by a teacher comment relating to the individual pupil's attitude to learning and attainment. In this report, we also identify target areas for the next school year in English and Mathematics. The class teacher and Head Teacher write a general pastoral comment. From Years 1-6 an attainment grade is given in English, Maths and Science. In this written report, we provide a space for parental/guardian feedback.

## 11+ Preparation Programme

We are committed to delivering a robust and systematic preparation programme for all our pupils, but particularly when they reach years 5 and 6. Our preparation process is a supportive and positive one, which places our knowledge of the individual pupils at the core. Parents/guardians are informed about the 11+ process during an information evening and are invited in to discuss the transition period with the Head Teacher when their child is in Year 4.

Considerable time is invested in devising a preparation schedule which ensures pupils cover the required 11+ examination curriculum, master requisite examination techniques and practice to a variety of practice papers, alongside the development of a growth mindset which fosters a sense of resilience and confidence to deal with the process in a realistic and composed manner. While achievement and performance in the 11+ process is valued and wholeheartedly encouraged, it is but one element of a broad and balanced curriculum. We believe that by the January of Year 6, our pupils are more than ready to meet the high and demanding standard of the 11+ process from all perspectives: academically, emotionally and socially.

Our 11+ Preparation Programme commences in Year 5 and runs through to the end of the autumn term of Year 6 and follows the schedule outlined below:

|  |   |
|--|---|
| <p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• Baseline 11+ Assessments (results are shared as a percentage score with parents)</li> <li>• Weekly 11+ comprehension exercises</li> <li>• Weekly verbal and non-verbal reasoning</li> <li>• Weekly 11+ maths exercises</li> <li>• Weekly extended writing opportunities</li> </ul> | <p><b>Year 6 Autumn term only:</b></p> <ul style="list-style-type: none"> <li>• Baseline 11+ Assessments (results are shared as a percentage score with parents)</li> <li>• Weekly 11+ comprehension exercises</li> <li>• Weekly verbal and non-verbal reasoning</li> <li>• Weekly 11+ maths</li> <li>• Weekly extended writing opportunities</li> <li>• Mock examinations</li> <li>• Mock interviews (feedback is shared with parents in the autumn interim report)</li> </ul> |
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## Appendix 1: Assessment Timetable

| Term   | Assessment Week<br>2021/2022                            | Assessments to complete   |
|--------|---|---|
| Autumn | 30 <sup>th</sup> November - 4 <sup>th</sup><br>December | (YN/R) Nursery/Reception Baseline<br>Writing<br>Spelling Words<br>Reading Words<br>Rising Stars SPaG<br>White Rose Maths<br>Rising Stars End of Unit Science<br>Pira Reading  |
| Spring | 17 <sup>th</sup> March – 24 <sup>th</sup>               | Writing<br>Spelling Words<br>Reading Words<br>Rising Stars SPaG<br>White Rose Maths<br>Rising Stars End of Unit Science<br>Pira Reading   |
| Summer | 28 <sup>th</sup> June – 2 <sup>nd</sup> July            | Year 1 Phonics Screening Test Week<br>Rising Stars SPaG<br>White Rose Maths<br>Rising Stars End of Unit Science<br>Pira Reading<br>Years 1-6 InCAS Tests<br>(YR) End of Year Base<br>(Y1/2) Phonics Screening Test Week<br>(Y1-6) – Incas Tests |



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## Policy Administration

### Linked Policies

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Curriculum Policy
- Marking and Feedback policy

### Quoted Legislation and Guidance

### Review Schedule

This policy is the responsibility of the Head Teacher and will be reviewed annually and as required.

### Update and Review Log

| Updated/<br>Reviewed By | Date      | Notes  |
|-------------------------|-----------|--|
| J Lawson                | 2010-2021 | Written with various updates and changes over the years, especially with the introduction of InCAS |
| Andrea Hutchison        | 14.1.21   | Update Formatting and change to our 11+ procedures   |
| Andrea Hutchison        | 8.11.21   | Update reference to EYFS stat framework 2021   |
| J Lawson                | Sept 2022 | Update to include assessment on short term placements  |
|                         |           |  |
|                         |           |  |