



Brentwood School

PREPARATORY

ASSESSMENT, RECORDING & REPORTING POLICY

This policy is applicable to Preparatory pupils including those in the EYFS.

Introduction and aims

Assessment is the process by which pupils and teachers gain insight into learning. It is distinct from **recording**, which involves selecting and retaining what is significant in learning, and **reporting**, which involves informing others about the learning.

At Brentwood Preparatory School we aim to use assessment to:

- inform learning and teaching and modify short term planning
- involve pupils, so that their learning is personalised
- keep an accurate account of pupils' academic achievements, and attainments in other skills and abilities, so a picture of 'the whole child' is obtained
- plot progress of individual pupils
- plot progress of differing groups
- establish trends and inform curriculum planning
- compare progress across subjects, year groups
- inform grouping/setting
- inform summative records
- inform reports to pupils/parents and transfer proceedings to other schools

Types of assessment

In practice, we aim to combine the following types of assessment to achieve a balance between, and an integration of, assessment **for** learning and assessment **of** learning:

Formative – whereby on-going achievements and successes can be recognised and targets determined (assessment **for** learning); i.e. the process of teaching and learning

Summative - whereby data can be recorded and reported (assessment **of** learning); i.e. what takes place after the teaching and learning

Diagnostic - whereby strengths and weaknesses can be identified and pupils supported to understand how they are progressing and how improvements can be made

Evaluative - whereby the performance of departments and year groups can be reviewed to improve the quality of learning and teaching

Strategies and procedures for assessment

Summative:

● **Entrance Assessments**

There is selective entry into the school whereby pupils must pass age-related assessments. At Nursery level, this is by informal interview and interactivity between the child, their parents and the Head of KS1/EYFS. By KS2, more formal assessments are undertaken in Reading, Writing, Mathematics and Non-verbal Reasoning Skills. This also acts as a baseline assessment for entrants into the school. (See separate document on Admissions Procedures for more details).

Entrance into Brentwood Senior School is determined by an entrance exam, taken at the end of January by year 6 pupils. The written exam consists of papers in Maths, English and Verbal Reasoning. In the Trinity term, year 5 pupils take 'mock' exams in preparation for the Entrance Exam, and similar 'mocks' are repeated in the Michaelmas term for year 6 pupils. This is followed by a parents' evening to discuss predicted outcomes.

- **Internal Assessments**

In EYFS/KS1, the first and primary method of assessment is the observation of children. A profile of children regarding their personal, social and emotional development is part of the settling in process and then continues. Within the EYFS these observations are stored in the child's individual online learning journal and are regularly shared with the parents. This is called "Tapestry" and is also used for recording EYFS assessments. Observations on all other aspects of development and learning are the core to assessment and are brought to review meetings each half term. Some observations will need to be shared actively with parents at the time and some will form part of a fuller picture reported through organised meetings with parents and the formal consultation sessions. Management and recording of observations is teacher led in each year group. The teacher (key person) will collect observations from all staff who have contact with the children. Many of the observations are through oral exchanges.

From KS2, there are more formal exams set, in English and maths, which are taken towards the end of the Michaelmas and Trinity terms. Each year group in KS2 takes a common paper in each of these subjects. Other subjects have end of topic assessments, which are taken as appropriate to the subject throughout the year. All these marks help to inform reports to parents and pupils.

- **Standardised assessments (GL assessment/CEM)**

In Reception, the children sit a formal test at the beginning and end of the year (CEM). This is a computerised assessment which the children complete one to one with their teacher. The results of this are standardised. This supports the tracking process.

Assessments are also recorded on Tapestry which relate to the Early Years Outcomes (a guide to making best-fit judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.) The progress towards the Early Learning Goals is also recorded, although we are exempt from the National monitoring and reporting of this data.

In KS1 and KS2, pupils also undergo formal tests in literacy and mathematics appropriate to age group. GL assessments are used for this. In KS2, pupils also sit formal assessments in Science.

CEM (Centre for Evaluation and Monitoring) assessments are used at the end of EYFS and at the beginning of year 3, and end of year 6, in KS2. The results help to inform maths setting in KS2 and to support tracking progress and trends across the whole Prep School.

At the beginning of the academic year, each pupil in KS1/KS2 is given a standardised test to determine reading age and spelling age. This can indicate their general progress in these areas and also helps to determine those pupils with specific learning difficulties.

- **Value Added**

We are able to determine the extent to which pupils have made expected progress over a specified period in English and Maths using CEM/GL assessment data. Value added analysis is used as one of the tools to establish individual and general trends in progress and to help identify pupils with specific learning difficulties.

Formative:

- **Informal teacher assessment**

Individual teachers assess pupils on a regular basis during lessons through observation, effective dialogue/questioning and marking of products (see separate document on Marking Policy). Teachers use this information to give feedback to pupils so they know how they can progress and to inform subsequent planning. It is important that staff make explicit the learning intentions and the success criteria for assessing work so that pupils are clear about what they need to do to be successful.

● **Pupil Self-assessment/Ipsative assessment**

A significant attribute for all learners is the ability to recognise their own achievements. Without this, learning will always be dependent on someone else's view. Independent learners are able to judge their own learning needs and set targets for themselves. We aim to promote these self-assessment skills through encouraging pupils to review their own work and the work of their peers. This may be through discussion, using talk partners, questionnaire-type assessment sheets or pupils editing and marking their own work against the agreed success criteria. Pupils can then compare their current performance to their own previous performance, rather than comparing themselves solely to others. We promote a growth mind-set approach (pioneered by Dr Carol Dweck) where pupils use their mistakes to help them improve. They are encouraged to focus on the next steps for learning, rather than just focusing on a grade or rank order.

Recording Assessment information

It is important that information recorded is:

- significant - it ensures a record is kept of significant achievements or problems
- about achievement - what was learnt rather than simply what was covered
- developmental - it gives a real sense of what needs to happen next
- accessible - is in a form that is easily read and understood by all who have contact with the pupil
- meets requirements at the end of the key stage and on pupil transfer
- precise - general comments are less helpful than precise, detailed notes
- manageable – using administrative support where appropriate

Pupil Profiles

Results from summative assessments are recorded digitally for each child, so that progress can be tracked in the core subjects of literacy and numeracy. Hard copies of completed exams or examples of work are kept in a wallet for each child, which is passed onto the next teacher, when transfer meetings take place. Results and relevant reports or notes are uploaded onto SIMS, so that there is a digital profile for each child.

The recording of assessments needs to take different forms to reflect the needs and audiences at each stage. The following chart aims to promote consistent practice:

stage	record kept
end of key stage	Tapestry / CEM/GL assessment results; summative comments to inform next key stage - as appropriate to KS1, KS2 and KS3 requirements
½ year or end of year	Summative comments to inform the next teacher, pupil profiles, exam folders - all to be passed on to next form teacher; full written report to parents;
Appropriate to term	Assessment results recorded onto computer; notes from review meetings; summative comments from maths and English teacher to be given to form tutors for parents' evenings; other subject teachers to comment as appropriate; written reports to parents;
daily/weekly	Significant points noted on relevant children, e.g. those requiring further support or greater challenge - notes made in Home-school books/Prep Diaries/teachers' own notebooks/year group meetings/staff meetings/Tapestry;
lesson by lesson	Teachers' (and pupils' own) written comments on work completed, in accordance with Brentwood Preparatory School marking policy.

Reporting to Pupils

As mentioned above, it is important that pupils are involved in the processes of assessment, where Learning Intentions and Success Criteria are made explicit to them and they are encouraged to think

about their own progress and adopt a growth mindset. Reports sent home in KS1 and KS2 are accompanied by a form for pupils to sign and make a written comment on their own report. (Detailed policy can be found in the documents relating to marking, the reward system and in the staff handbook.)

Reporting to Parents

• Written Reports

In EYFS/KS1 pupils and parents receive a computerised written report once a year. This report includes written comments from class teachers, which outlines achievements and areas for improvement and comments on personal and social issues. Children in the EYFS Reception Class will receive a report in June that includes reference to the 17 early learning goals.

In KS2, there are computerised written reports sent home to parents in the Lent term and the end of Trinity term. In the Lent term, reports are given in all academic subjects indicating how attainment and effort match school expectations through the phrases: 'Working Towards School Expectations', 'Meeting School Expectations' and 'Exceeding School Expectations'; formative comments are included on each subject, with next steps/targets identified to show each pupil how to progress. In Trinity, the attainment and effort phrases are given in line with school expectations (as explained above). Each report includes comments from form tutors and details of House Points awarded. Pupils and their parents are asked to comment upon their report in writing.

• Home-School Diary and Prep Diaries

The Home-School Diary is used from Reception as a means of communication between home and school, which class teachers and parents review on a daily basis and pupils use to record their reading.

From KS2, each pupil has a Prep Diary to record: prep given, reading and special notices for each day. This book is taken home and signed by their parent/guardian each week. Teachers may use this book to communicate significant points to home as appropriate, and vice versa.

• Verbal Reports/Parents' Evenings

There are official parents' meetings for each year group in EYFS/KS1 each term and in Michaelmas and Trinity terms for KS2 (see reporting and assessment timetable/communications with parents). Here, form tutors are available to discuss each pupil's progress and attainment across the curriculum, having been briefed by each subject teacher. Appointments can be made at other times to see individual teachers throughout the school year.

• Digital communication

In EYFS/KS1, we use Tapestry as a means of two-way communication between school and home. Parents can respond to observations done in school and also upload their own photographs, comments and observations. The Prep School also has a Twitter account which we use to upload photos and comments about the pupils' learning whenever anything noteworthy takes place.

In KS2, we use Google classroom to set homework and as a means of two-way communication between school and home. Pupils can respond to tasks set and upload their own work. Staff can also mark this work digitally or comment on responses.

Audit/Review

• Review meetings/moderations

It is important that staff meet to agree consistent standards for assessing pupils' work. Regular year group and/or subject meetings are scheduled to discuss common policy and criteria for marks leading to assessment results, particularly in English and Maths where several members of staff may be involved. In KS1/EYFS, formal academic review meetings take place each half term where teachers communicate pupils who are a cause for concern and those deserving of special praise in PSEHCE, English and Maths. In KS2, formal review meetings take place each term, usually after moderation of

assessments, involving form teachers, English/maths staff and the Deputy Head with academic responsibility (Kerry Cooke).

- **Lesson observations**

Subject Coordinators use classroom observation to monitor formative assessment, teachers' use of strategies and the quality of feedback. The SMT follow a timetable of formal lesson observations throughout the year. Results are analysed and feed into the School Development Plan.

- **Review of pupils' work**

The quality and consistency of marking and written feedback is monitored through regular review of pupils' written work (work scrutiny), as set out in our Curriculum Management Matrix.

Responsibilities

- **Form Teachers** - monitoring of individual pupil progress; liaison with subject teachers and parents; collating of exam papers/work examples into exam folder, completion of electronic pupil profiles and the transfer of this information to the next teacher.
- **Subject Co-ordinators/Heads of Department** - advising colleagues on effective approaches to assessment for their particular subject and creating subject policy; monitoring the quality and consistency in marking in their subject area by carrying out a regular work scrutiny; monitoring teaching and learning through lesson observations.
- **Deputy Head (Kerry Cooke)/Head of EYFS/KS1 (Vanessa Audas)** - liaising with colleagues in previous/next key stage to ensure the smooth transfer of information, arrangements for Entrance exams; all examinations and teacher assessments; agreeing school practice in a regularly reviewed policy; regularly reviewing pupils' work to monitor practice in marking; summarising and evaluating information from baseline assessment, national tests and assessments and the school's own assessments to use as the basis for improvement plans and target setting; liaising with colleagues in following key stage to ensure the smooth transfer of information; advising colleagues on new initiatives and offering training to enhance teachers' skills and knowledge further; advising colleagues on effective approaches to assessment in different subjects; monitoring and evaluating all aspects of assessment, recording and reporting at Brentwood Preparatory School.

Review of this document

This is intended to be a working document and should be reviewed, at least annually, by the SMT.

(Please also refer to the current cycle of academic communications with parents in the Prep School which is available from Deputy Head, Kerry Cooke, and Head of EYFS/KS1, Vanessa Audas.)