



ASSESSMENT RECORDING AND REPORTING POLICY

This policy refers to Wellington Prep School

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This policy should be read in conjunction with Wellington Prep School's Curriculum Policy.

1. Introduction

Our curriculum content is based on guidance provided by IAPS (Independent Association of Preparatory Schools), the National Curriculum regulatory requirements and professional judgement. This policy should be read in conjunction with the Curriculum outline, which is a working document, found on our website as well as other published School policies. Our forward-thinking, outward-looking curriculum delivery is based on the needs of our children. We offer a broad and balanced range of academic, artistic, creative and physical learning for all children. While the National Curriculum has been fully considered in each subject, we have chosen to pursue a variety of curricula in order to support, extend and enrich our children's education, and to prepare them for successful and smooth transition to the Senior School and beyond.

The teaching and learning of all Wellington Prep School pupils, including those in the Early Years Foundation Stage (EYFS), will be of the highest quality and this will be achieved by:

- employing and engaging staff of the highest calibre;
- appropriate accountability to all those involved in our School;
- rigorous monitoring and evaluation systems;
- fostering a school spirit and ethos which encourage all in school to aspire to the highest of ideals.

Regular feedback is given to pupils about their learning, which helps them to understand how to be successful, recognise what they have achieved and know what they need to do to improve further.

Assessment information is used to track the progress of individuals and groups of pupils, with teachers, Head of Section, SENCo and Head using it to monitor outcomes and the implementation and impact of the curriculum.

2 Feedback and marking

At WPS we believe that effective feedback and marking contribute to all children being active participants in their learning and striving to achieve "their" best in all that they do.

Effective feedback given to children through marking, reviewing and provision of their "next steps" provides constructive guidance to ensure progress.

Our shared principles of feedback

Feedback includes marking, but feedback is more than marking. While marking is the written notation in children's books, feedback is the entire range of communication that we use to explain what each child has done well as well as how each child can improve. This is

important in all areas of the curriculum and wider school life, but in subjects such as Art, Drama, Wellbeing and Games, effective verbal feedback is critical.

Our shared principles of feedback are that it:

- Provides opportunity to celebrate and acknowledge achievement, attainment, progress and effort
- Focuses on the activity's learning intentions or objectives as the criteria for success
- Scaffolds and supports children's next steps
- Provides children with the opportunity to respond
- Is regular and frequent
- Should be meaningful, age appropriate and readily understandable.

Our shared principles of marking

At WPS, all marking follows these principles:

- All marking is done using green pen
- Work is marked frequently and regularly
- The agreed marking code is followed
- All marking is to be done in a clear legible hand
- A learning objective toolkit is used to introduce a set of objectives for each child in English lessons. Children and teachers then assess against these bite-sized objectives.
- Children will also highlight objectives in their writing using colour-coding.


Forms of marking

There are various ways of 'marking' children's work in their books, each with its own benefits and limitations. The most commonly used forms of marking at WPS are:

- Peer marking and self-assessment – These forms are used to assess achievement against a given learning objective or success criteria. The traffic light system might be used or 1=working towards, 2=meeting expectation and 3=working at greater depth. All pupils in Year 3 and above will use a colour-coding system to self-assess their work against a toolkit.
- Verbal feedback aims to encourage a learning conversation between students and teachers about achievement, effort and progress. Verbal feedback can be direct (targeted at an individual) or indirect (learning points shared with a group, team, class, etc.).


Responses from children allow for the next steps to be identified by teacher and pupil.

Our Marking Code

For Years 1 and 2	
	Correct
X	Incorrect (Only in Maths)
CL	Capital Letter
P	Punctuation (Usually corrected in verbal feedback)
NS	Next Step
SP	Incorrect spelling (child corrects)
VF	Verbal feedback given
For Years 3 to 6 (in addition to above)	
G	Grammar
?	Check this

Learning Objective Toolkits (English)

Learning objective toolkits are primarily used in English. These will consist of a list of learning objectives suitable for that unit of work, which are differentiated accordingly by the teacher. Children are required to self-assess against their own work using a colour-code underlining system. This will provide evidence to the teacher, who then uses the following mark scheme on the toolkit:

<u>Mark Scheme for Toolkits</u>	
1	.
à 2	+
2	

3



A child will then self-assess and will use the following colours (or numbers) to show their level of the work:

Amber (1) – *I am working towards achieving the skills in this lesson (working towards).*

Green (2) – *I understand and can do this on my own (meeting expectations).*

Blue (3) – *I have demonstrated a secure knowledge of the skills and can extend myself to include other writing skills suitable for the task.*

The class teacher will then give an overall mark at the end of their work (using the same scoring system), with opportunities given to allow children to edit and improve their work via their purple polishing pen.

All children in Year 3 and above will be using this system, along with Pre-prep using their own, modified version of the toolkit to suit the needs of their pupils. Year 2 will begin to colour-code and self-assess their work in this way at the discretion of the class teacher, with the aim of all Year 2 pupils using this by the end of the summer term.

Responsibilities

Class teachers ensure that this policy is consistently carried out, including enabling children to respond to feedback tasks.

3. Monitoring and Evaluation

Monitoring of this policy is done through work scrutinies led by the Prep School Management Team and Subject Leads as appropriate. This policy will be triangulated with learning walks and child interviews as required.

The process of monitoring teaching and learning is carried out to ensure that the best possible standards are maintained for staff and children at Wellington Prep School. Monitoring is carried out by the Head, Heads of Section and Subject Leaders. This helps to ensure that:

- Staff are teaching to the schemes of work
- Departmental/Year group planning is being followed
- The classroom atmosphere is appropriate
- A range of teaching strategies and styles are used
- Classroom discipline is consistent and appropriate for the age group
- Classrooms are suitably equipped for the subject
- Staff are fully aware of departmental procedures
- Marking is kept up to date and follows the Marking Policy set out in the Staff Handbook
- Written comments are suitable for the age group
- Appropriate targets are set.

As part of the monitoring process, there is an ongoing structure of professional development.

Quality of learning is good where most pupils

- Respond well to challenge of task
- Are willing to concentrate
- Make good progress
- Adjust well to working in different contexts
- Select appropriate methods
- Organise the resources they need effectively
- Work is sustained with commitment and enjoyment
- Are confident to raise questions and persevere when task is challenging
- Evaluate own work, come to realistic judgements.
- Where appropriate, help each other.

Quality of teaching is good where

- Pupils learn progressively
- Lessons have clear objectives and purposes
- They cater for the differing abilities and interests
- They ensure participation for all, whether through individual, group or class activities
- Teaching methods suit topic as well as pupils
- There are high expectations with high but attainable challenges
- There is regular feedback, thoughtful marking and discussions of work with pupils
- Relationships are positive, promoting motivation
- Wellington Prep School subject documentation is taken into account
- Homework extends or complements lessons.

For monitoring purposes, we also pay due regard to guidance for the identification of unsatisfactory quality of teaching and learning.

Quality of learning is unsatisfactory where pupils

- Are insufficiently engaged
- Are unduly dependent on the teacher
- Use resources uncritically
- Reluctant to take initiative
- Reluctant to accept responsibility
- Find difficulty in concentrating
- Are unable to apply learning in new contexts

Quality of teaching is unsatisfactory where

- Pupils fail to reach their potential
- Teaching is ill-prepared or unclear
- Pupils are unable to see the point of what they are doing
- They are not appropriately challenged
- They are not helped to form assessments of their attainment, or what needs to be done to improve it
- Specific learning goals of individuals are not sufficiently recognised
- Relationships are insecure and inhibit learning

4. Assessment

Assessment is an integral and vital part of teaching and learning as it informs planning and individual next steps. Assessment for learning strategies are embedded in our practice. Regular summative assessments are carried out to establish level of attainment, which also inform future planning.

Teachers use assessment information to track the progress of individuals and groups of pupils and the Management Team use it to monitor outcomes and the implementation and impact of the curriculum.

Reports to parents give clear and accurate information on children's progress. Effort is commented on within the body of the reports and attainment given on a three-point scale: working towards expectation, meeting expectation and demonstrating a greater depth of understanding.

Assessments take place in line with our annual assessment grid (below). Each child's individual progress in Maths, Spelling, reading comprehension and writing are monitored by class teachers.

The Maths – No Problem! Insights Package allows teachers to review achievement reports. When testing is complete teachers can get instant achievement reports for individual learners and the class as a whole. With precise, detailed knowledge of the children's strengths and weaknesses, teachers can quickly decide where to focus time and energy to move the children forward.

Reading comprehension is tracked on MARK, a program designed by Rising Stars. This provides standardised scores, analysis by gender and individual tracking data. It also provides information on specific areas of weakness to allow targeted support and interventions by teachers and the learning success team.

Spelling is tracked on NGST and Spelling Shed which provides very detailed analysis of which patterns and blends need to be addressed for each child. Regular weekly spelling tests are done through the website, Spellzone. Teachers group their pupils accordingly.

In individual lessons, teachers use formative assessment to monitor progress. Here, assessment is used as a guide for future learning as opposed to tracking what they have learnt so far.

All the above shape effort and attainment grades that are reported to parents twice yearly in the autumn and the summer.

In Early Years we consistently have a large percentage of children who have PSED, Physical Development, Communication and Language, Literacy and Mathematics at the expected level.

WPS Assessment Calendar

	Assessment	When?
Autumn Term	Read, Write Inc. phonics assessment Years R-2	September
	Informal writing assessments are made by class teacher. Bookmark targets are created by comparing end-of-summer assessments to their latest piece of independent writing. The first Writing Retreat could be used to do this.	September
	Y4 dyslexia screener	Early October
Half Term		
	PIRA Reading assessment (Paper Copy) Y1-6 NGST Spelling assessment (Digital test) Y3-6	October/November
	Writing Assessment 1 – completely independent piece of writing by children. Focus is chosen by class teacher. Assessment grids filled out and work organised into blue folders.	November
Spring Term	Read, Write Inc. phonics assessment Years R-2	In the first 3 weeks of term.
	MATHS – No Problem! assessment paper A Y1 – Y6	When Book 1 has been completed
	CAT tests for Year 4	February
	Writing assessment 2. Same as above, ready for parents' evening.	February
Summer Term	Read, Write Inc. phonics assessment Years R-2	In the first 2 weeks of term.
	PIRA Reading assessment (Paper Copy) Y1-6 NGST Spelling assessment (Digital test) Y2-6	All 3 assessments to be completed by the end of May.
	MATHS – No Problem! assessment paper B Y1 – Y6	When book 2 has been completed.
	Writing Assessment 3. Final assessments made to include in reports.	June
	Year 1 dyslexia screener	May

Each child's individual progress in maths, spelling, reading comprehension and writing are monitored by our Assessment Manager, teachers, Heads of Section and the Head of Prep School.

Staff meet with the Learning Success team as needed to analyse data, discuss children with SEND, and target children who need support or different methods of teaching. These 'red flag' pupils are recorded by the LS Department and IEP's and Pupil Passports are updated accordingly with the class teacher. Having a Learning Success Practitioner in every Section means that the children have one member of staff who oversees their LS interventions. Year group feedback is noted and specific groups, such as 'the middle child' are recorded and tracked in Section Meetings.

CAT tests in Year 4 are used as a basis for underlying ability. These results are then compared to standardised scores in English and Maths. Any discrepancies are highlighted to teachers by the assessment manager and Head of Section. Measures are put in place to address the situation and this process is applicable for the most able as well as less able.

When reporting, teachers give a comment about the effort of the child within the body of the report for each subject. Attainment is given for each subject on a three-point scale: working towards expectations, meeting expectations and demonstrating greater depth of understanding.

An Enrichment Calendar displayed in School shows over the whole Academic Year the opportunities for each class to experience Enrichment.

The EYFS profile at the end of their Reception Year for children gives the child's attainment in relation to the 17 early learning goal descriptors as well as a short narrative describing the child's three characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.

5. Reporting Procedures

Reporting for EYFS the evidence is constantly updated through the year using the 'Evidence Me' package which parents can access. In December and July there is a written report, based on the 17 Early Learning Goal descriptors as well as a short narrative describing the child's three characteristics of effective learning: playing and exploring, active learning and creating and thinking critically.

The Early Learning Goals are assessed as: working towards age-appropriate level or working at expected level.

There are two reporting cycles for WPS children in Years 1 to 6, as well as two Parents' Meetings.

In the December Report the children have comments on Maths, English, Class teacher and a Head of Prep School Comment. In the July Report there are comments from all subject teachers as well as a class teacher comment and one from the Head of Prep School. Children's effort is commented on in the body of the report and attainment graded on a scale of three: working towards expectations, meeting expectations and demonstrating a greater depth of understanding.

The children from Year 1 to 6 also complete a 'Reflection' document that accompanies their report. This document enables the children to think about how they learn, their strengths and weaknesses as well as to set their own targets for the term ahead. These documents are age

appropriate and use a range of techniques, ranging from the traffic light system to specific comments on their achievement.