



GIGGLESWICK SCHOOL

Prep School Assessment, Recording and Reporting Policy

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1 INTRODUCTION

Assessment is a vital, continuous process integral to teaching and learning. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for **every** child, including those with an EHC plan.

The outcomes are important for pupils to fully understand and become involved in raising their own expectations. Assessments will also be used to evaluate whether extra support or provision is required for a pupil (see SEND policy and 'More Able' Policy).

2 EFFECTIVE ASSESSMENT AND FORMS

2.1 Effective Assessment will be used:

- To help all pupils to demonstrate what they know, understand and are able to do
- To include reliable judgements about how learners are performing, related, where appropriate, to national standards
- To involve both teacher and pupils reviewing and reflecting upon assessment information
- To enable 'next steps' for pupils in their learning and how they can work towards achieving these, which could include further stretch or intervention
- To provide staff with information to evaluate their work, and set appropriate targets at whole-school, class and individual pupil levels, raising standards of learning
- To track pupil progress and enable parents to be involved in their child's progress, as well as additional monitoring on SEND or More Able registers if required

We recognise the importance of assessment in raising academic achievement because assessment can:

- Motivate students to work hard
- Give students confidence by recognising their efforts
- Judge the effectiveness of the teacher and the school

2.2 Forms of Assessment used:

- Formative Assessment – Assessment For Learning
- Summative Assessment
- Standardised Assessment



2.3 Formative (day-to-day) Teacher Assessment: Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in classrooms via discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve. Formative assessment informs teaching on an ongoing basis.

Teachers may not be able to provide a full TA judgement for some pupils – for example, if they have arrived from overseas or another school within the last 12 weeks, or because of long periods of absence.

Formative Assessment is based on a broad range of evidence from across the curriculum and knowledge of how a pupil has performed over time and in a variety of contexts. It is carried out as part of teaching and learning. Teachers must consider the pupil's written, practical and oral classwork.

To achieve this, we will:

- Evaluate pupils' learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed/supported
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective/success criteria, and encourage them to evaluate their own progress/understanding so that they are involved in the process
- Set targets, as appropriate, and discuss these with the pupils
- Encourage pupils to evaluate their own work, individually and in pairs, against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative, ensuring it highlights both strengths and areas for improvement (see GPS Marking Policy).
- Incorporate both formative and summative assessment opportunities in plans/schemes of work
- Assess all subjects regularly and record comments about pupils' progress, especially those working below or above the national average/expected standard
- Pass on assessment information to the next teacher (when this occurs) so a pupil's progress can be tracked as they move through the school.

We will use Assessment For Learning strategies such as:

- Working walls
- Targets
- Sharing success criteria
- Self and peer evaluation/markings
- Discussion, talk and modelling

The Prep School Deputy Head is responsible for ensuring that the Curriculum Lead teachers are monitoring and moderating progress in their subject area, and that appropriate records are being kept.

2.4 Summative (In-school) Assessment



Across a range of subjects, summative end of topic/term/module assessments are carried out in a variety of ways. These are recorded on various platforms, including on Juniper (online mark book) to ensure there is a holistic view of the child's achievement across the range of subjects and styles of assessment.

These may include more observational assessments in subjects such as sports, drama, art etc. These will be recorded where appropriate and when progress has been made, using Juniper online mark books (based on NC 2014 and bespoke assessment criteria).

In core subjects, such as Maths, English and Science, End of Module/Half Term tests are administered to aid teachers in making their professional judgements on Juniper. Oxford Criterion Scale is used to support assessing pupils progress in English.

EYFS:

Practitioner observation across all 7 Areas of Learning and Characteristics of Learning will support tracking using Sonar. In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile (EYFSP) must be completed for each child (applies only to children who reach five in their final term of the year). The profile will provide parents/carers and staff with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile will reflect ongoing observations, all relevant records, discussions with parents. Each child's level of development will be assessed against the ELG. Parents EYFSP meetings will take place at the end of the summer term. The Year 1 class teacher will be given a copy of the EYFSP detailing assessment against ELG plus a commentary on each child's skills and ability in relation to the three key characteristics of effective learning. Reception class teacher and Year 1 teacher (unless the role is being covered by the same teacher, i.e. a mixed Reception/Year 1 class) meet to discuss each child's assessment, including characteristics of effective learning.

2.5 Standardised Assessment

The school will administer Standardised tests (GL PTM/PTE/NGST/NGRT, Rising Stars Optional), to measure pupils' performance against national standards. The results of these will be shared with parents and will aid teachers in their professional judgements.

Schedule:

- Years 1-6 – English – GL Assessment Progress Test in English (PTE) twice a year
- Years 1-6 – Maths – GL Assessment Progress Test in Maths (PTM) twice a year
- Years R-6 – Reading – GL Assessment New Group Reading Test (NGRT) Termly
- Years R-6 – English – GL Assessment New Group Spelling Test (NGST) Termly
- Years 2 and 6 – English – Rising Stars Optional SATS end of year (Multiple papers)
- Years 2 and 6 – Maths – Rising Stars Optional SATS end of year (Multiple papers)
- Year 6 – Science – GL Assessment in Science (end of summer term)

All new pupils to the school will be baselined using an assessment above on entry to the school, as well as by using the data transferred from previous settings. All pupils from Year 1-6 undertake a baseline assessment early in the autumn term.



3 REPORTING

3.1 Assessment Reporting

The school will report to parents throughout the year to ensure that they are kept fully abreast of the progress of their children, the curriculum opportunities available, and to support parents in ensuring their children reach their full potential.

These may include:

- Informally – meeting with tutors is encouraged at collection times.
- Curriculum overviews (Padlets) provided at the beginning of each term in all subjects.
- Pupil Progress Reports (Half-Termly) – Current attainment grades, target grades and subject/form comments reported at the end of the autumn and summer term. Comments refer to strengths and weaknesses as well as targets for improvement, comments may include reference to national/age-related expectations or progress in each end of term PPR.

The following abbreviations will be used in reports in relation to attainment based on the end of year national expectations@

WB – Working Below/Beginning the Expected Standard;

WT – Working Towards the Expected Standard;

WE – Working At the Expected Standard;

WA – Working Above the Expected Standard/Greater Depth.

Gradings are not given for Reception pupils, but they will be made aware of their child's developmental stages.

- PPR's will work on a grading system form 1-5, 5 being the greatest level and 1 being the least. These are linked to the areas of assessment which reflect our school values (Courage, Compassion, Curiosity, Commitment and Integrity). PPR gradings also help inform staff when adjudicating subject prizes for Speech Day.
 - Attitude to Learning: Engagement 1-5 (linking to value of curiosity)
 - Attitude to Learning: Behaviour 1-5 (linking to values of compassion and integrity)
 - Attitude to Learning: Application 1-5 (linking to value of commitment and courage)

Engagement descriptor:

Level to which pupils display **curiosity**: have a desire to discover and develop their skills, understanding and knowledge.

Behaviour descriptor:

Level to which pupils display **compassion & integrity**: acting with empathy, kindness, honesty and respect; displaying positive interactions with others.

Application descriptor:

Level to which pupils display **commitment & courage**: they persevere and challenge themselves in order to improve and become independent in their learning, as well as displaying a willingness to try new experiences and develop resilience.



- Parent/Carers Meetings for all pupils in Spring Term, and a form tutor meeting in the first Autumn half-term enables verbal feedback from teachers. In addition, Reception children's parents/carers will be invited to attend a meeting at the end of the school year to discuss their child's achievements with regards to the EYFS profile. Meetings may also be arranged for pupils moving from Reception to Year 1, and from Year 2 into Year 3 as per the school's Transition Policy
- Information evenings/parent workshops/Coffee with the Head

4 ROLES AND RESPONSIBILITIES

4.1 The Role of the Teaching Staff

Teachers and Teaching Assistants are responsible for carrying out summative and formative assessments with individual pupils, small groups and whole classes, depending on the context. In core subjects the teacher uses assessments to analyse and track the performance of individuals and vulnerable groups, and then set an individual pupil progress target. In foundation subjects, assessments and tracking will also occur. Teachers will attend and feedback information at termly pupil progress meetings where targets will be shared and discussed.

4.2 The Role of the Prep School SLT

The Head will take overall responsibility for ensuring that the Reporting and Assessment Policy is put into practice in the school. Policy and practice will be reviewed regularly with staff.

The Deputy Head (Learning) is responsible for overall tracking of pupil progress in core subjects and analysing progress and attainment.

With the Learning Support Co-ordinator/SENCo, the Deputy Head will identify pupils or groups who are vulnerable to underachievement in relation to age expectations and prior attainment; identifying key actions to address underachievement; and reporting to Governors on pupil progress and attainment (via the Academic and Co-curricular Committee).

'More able' pupils progress and SEND pupils will be monitored.

An environment based around supporting each child and challenging all to reach their full potential, through depth, breadth and experience will ensure all have the opportunity to make excellent progress and transferrable skills enhance learning in all areas. Whole school Pupil Progress meetings will be held termly with GPS staff in staff INSET sessions to report on PPR results, Assessment results and cohort trends, following individual Pupil Progress meetings with form tutors.

4.4 The Role of Subject Leaders

Subject Leaders are responsible for ensuring assessments are being carried out and recorded in their particular subject in accordance with the Assessment, Recording, and Reporting Policy (and other related policies); information is being shared to pupils and parents; and for monitoring standards in their subject. All subject leaders will create subject development plans to aid raising standards of learning.



New strategies will be implemented, as appropriate, because of moderations and reviews and in response to statutory requirements.

5 MODERATION SYSTEMS

Moderation is important to ensure a consistent approach to assessment throughout the school. and it will be co-ordinated by the GPS SLT. It is important that wherever possible, teacher assessments are carried out with evidence recorded to justify judgements made. Evidence can be collected online or hardcopy mark books/assessment sheets used in school.

Moderation in Literacy will occur using all Literacy staff in Rec/KS1 and KS2, and the school participates in Literacy moderation sessions with NYCC schools in the area where appropriate.

6 PASTORAL AND WELFARE ASSESSMENTS

The welfare and happiness of the pupils in the school is of utmost importance. For pupils to thrive, it is imperative that we consider and nurture their emotional and social intelligence, and that this is aligned with their academic ability.

- Staff will always be making continuous, ongoing judgements on the welfare of the pupils.
- If staff feel that the welfare of any pupil is deteriorating or is a cause for concern, then the issues must be raised via CPOMS or iSAMS Wellbeing Manager (monitored by the Head), the staff briefings, or through form tutors
- If welfare issues are sensitive, please report to the DSL immediately and ensure, where necessary, that Child Protection Policy and procedures are followed. The Designated Safeguard Lead is the Head of the Prep School.
- A range of standardised assessments are available to support staff and pupils in targeted intervention where required (PASS – GL Assessments) which are analysed by the Prep SLT and reported to governors via the Safeguarding and Wellbeing Committee, as well as shared within staff INSET sessions.