



PRESTFELDE



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Executive summary

The purpose of this policy is to ensure that the different types of assessment used at Prestfelde are clear. Through reading this policy the purpose of different assessments and the way in which the data is used should be understood. The frequency and type of reporting to parents is also outlined.

This policy should be read in conjunction with the Marking and Feedback policy.

Assessment

1. Why assess?

Pupil progress is closely monitored at Prestfelde in order to provide the best possible opportunities and highest levels of support for all pupils. Assessment provides the basis of informed teaching, ensuring teaching builds upon what has been learned and helping pupils to move on to their unique next stage in their learning. It is also the means by which pupils understand what they have achieved and what they need to work on.

At Prestfelde, assessment aims to:

- Enable pupils to demonstrate what they know, understand and can do;
- Enable teachers to plan work that accurately reflects the needs of each individual pupil;
- Help pupils to understand what they need to do next to improve their work;
- Raise the standards of achievement throughout the school;
- Maintain accurate records of the progress and attainment of individual pupils and cohorts;
- Ensure consistency in assessment and tracking throughout the school;
- Provide the information that allows school leaders and governors to make judgments about the effectiveness of the school and to evaluate the school's performance;
- Provide regular information to report to parents that enables them to support their child's learning at home.

At Prestfelde, a combination of formative and summative assessment is used in order to fulfil these aims.



Formative assessment creates a learning environment where pupils and staff can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the pupil's continuing progress.

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learning environment where pupils and staff can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the pupil's continuing progress.

Summative assessment is important for accurate information regarding children's attainment and progress. This information supports understanding of wider trends and therefore areas for improvement and provides data on individual performance.

2. Prestfelde's Assessment and Tracking System

Prestfelde is in a unique position in needing to assess and track pupil progress from EYFS to Year 8 (Key Stage 3), taking into account preparation for Common Entrance and Scholarship exams. We have developed an assessment system that takes into account the criteria of the EYFS, National Curriculum for Key Stages 1 and 2, whilst also allowing for the needs of pupils and teachers in Years 7 and 8 preparing for the specific assessment route that is stipulated by their chosen future school(s).

iTrack is used as our main system of pupil tracking. This system allows us to track attainment and progress from Nursery to Year 8 in all subjects.

How do we assess?

Assessing 'Without Levels' allows us to assess pupils against their year group KPI expectations. Teachers then assess each child, judging the extent to which they have met these expectations. They are then judged to be:

- Entering
- Developing
- Expected
- Exceeding
- Deep

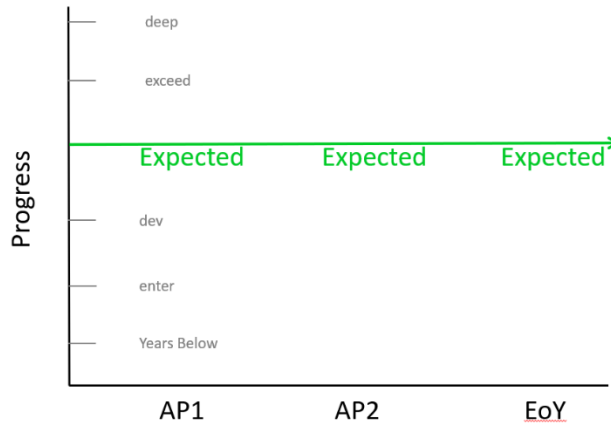
Assessment judgements are made using a non-linear approach e.g. where are the children attaining at this point within the year. This is then directly transferable into the termly reporting.



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Non-Linear / 'On-Track'

iTRACK^{LCP}



Expected progress is where pupils maintain their level throughout the year.

Progress meetings are held at least termly to discuss the progress and attainment of each pupil. These are also used to discuss any pupil concerns and to put in place any measures needed to either support or extend pupil learning.

3. Assessment in the EYFS (Early Years Foundation Stage)

As part of daily practice in the EYFS, pupils' development and learning is observed and assessed holistically using practitioner's expert knowledge of child development to inform planning individual next steps. All adults'/ Key person in the EYFS are responsible for observing pupils and these observations are collated in an online learning journey on Sea Saw, building a holistic view of the whole child in terms of knowledge, understanding, well-being and involvement levels. Parents have access to their child's learning journey on Sea Saw via a secure log in.

Teachers in the EYFS make formative judgements upon entry to Prestfelde called 'Baseline' which gives a snapshot of the child's developmental stage and areas for development. These are shared with parents and used to plan next steps to ensure progress.

Prestfelde tracks the progress of the children formally via iTrack, at four points throughout the year, this is to determine and evaluate the Characteristics of Learning developmental stage that each pupil is working within, across the seven areas of learning. A decision will then be made to determine whether



they are entering, developing or secure with reference to their age and developmental expectations.

At the end of Reception, pupils will be assessed against the EYFS Profile Early Learning Goals (ELG), stating whether they are:

- **Emerging** (working towards the ELG – Below (ARE) Age Related Expectations)
- **Expected** (have achieved the ELG – At ARE)
- **Exceeding** (working at a level beyond the ELG)

This data is reported to Shropshire Council in June of each academic year.

Assessment Cycle – FS1 (Nursery)

- A judgment of the seven areas of learning, with particular reference to the Prime Areas of Learning, will be made upon entry to FS1 within the first half term.
- A judgement will be made using evidence from home and school from each child's unique learning journeys of independent, consistent attainment at the end of every term.
- iTrack will be updated at four assessment points (AP) throughout the year. (On-entry, Autumn, Spring, Summer). This data will then be discussed at termly pupil progress meetings and used to write termly reports to parents.

Assessment Cycle – (Reception)

- Attainment upon entry to Reception will be made within the first half term, using observational evidence of independent, consistent attainment of all areas of the EYFS. This will be used to inform a baseline judgement with reference to the on-exit attainment from FS1. This will be used to plan each child's next steps and to assess progress from.
- Summative assessment of the seven areas of learning will be made termly.
- iTrack will be updated at four assessment points (AP) throughout the year. (On-entry, Autumn, Spring, Summer). This data will then be discussed at pupil progress meetings.
- EOY– A judgment will be made against the ELG.



4. Assessment in KS1 (Little **PRESTFELDE** Prestfelde Year 1 and 2)

Teachers use assessment for learning to continually through the use of developmental marking and observations of pupils' work against learning objectives (KPIs). This information is then used to assess progress and to identify and plan the next steps for each pupil.

Teachers use iTrack to make on-going, termly judgments on a pupil's attainment in reading, writing, SPAG, Maths and Science.

Teachers will use a range of assessment tools and materials (including analysis of pupil's work in books, guided reading records and results of internal and standardised tests) alongside on-going developmental marking and notes of pupil observations to inform their assessment of progress and attainment. Writing is assessed continually using independent pieces of writing in pupils' books. Evidence could include response writing tasks; invention writing; short burst writes; and cross-curricular writing.

Published standardised Assessments (Currently GL) in Reading and Maths are taken before the end of Year (EOY) data entry point to provide a standardized assessment across the school. These are another source of assessment information for teachers when making their final, end of year, judgement.

CAT (cognitive ability testing) is used in years 2 to 7 to ascertain the children's innate learning profiles. This measures the four main types of ability known to make a difference to learning and achievement. This information is used by teachers to understand barriers and accelerate progress.

5. Assessment in Middle School

A combination of formative and summative assessment will be used throughout Middle School. Examples include

- Standardised Assessments for end of year summative (Currently GL) in Reading and Maths assessment
- Maths, reading and SPAG assessments to inform planning, progress meetings and iTrack data entry. This also provides information on gaps in learning and trends for classes and cohorts
- Mini end of unit quizzes for topic, to inform planning, progress meetings and iTrack data entry



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6. Assessment in Senior School

A combination of teacher assessment and summative assessment is used in Senior School in order to track pupil progress and to prepare towards the terminal examinations which are taken in the Summer Term of Year 8.

Examples include

- Standardised Assessments (Currently GL) in Reading and Maths for end of year summative assessment
- Internal assessment weeks, with subject specific exams, to inform planning, progress meetings, iTrack data entry and support decisions around the best fit future class
- In class assessment; performance in class work or class assessments

Teacher Assessment

The terminology of iTrack is used for teacher assessments. The measure of expected progress equates to 0 steps of progress from AP1 to EOY. (Expected to Expected shows expected yearly progress).

Feedback and marking of internal formal assessments

The process of feeding back assessment fact that the grades establish a starting point by listening to and acting on the subject



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results to children must focus upon the point from which pupils can improve specialist advice provided by parents.

Once children have taken the assessments there is a process to support the children's understanding of the results, what they have done well and areas for further development/next steps.

1. Marking of assessments will be completed by drawing out the celebrations and next steps – this will be shared either verbally and or written form with children.
2. The academic achievements of each child are shared with parents usually via a report or parent consultation.
3. Subject teachers support the children in common misconceptions and model answers to gain the maximum marks focusing upon
 - a. Subject Knowledge
 - b. Understanding
 - c. Applying knowledge
 - d. Exam technique
4. If appropriate, then model papers are given to the children alongside their own paper to support their understanding of how they can improve.
5. Children who have achieved below expectations are in progress meetings and appropriate action is agreed.
6. Where appropriate children may complete a self-evaluation form to review the process from subject knowledge, revision, challenges, time to what they believe they could improve next time.



Grading of papers

Grades are not always necessary. They **PRESTFELDE** can for example be meaningless given the age of the pupil, size/nature of the task, and distract from comments made. Grades can undermine confidence in some pupils and result in complacency for others. However, it is important for teachers, parents and pupils to know how well the learning is going and what still need to be done.

For Common Entrance (CE), in the standard level 2 paper they are graded as follows: 70% being an A, 60% B then 50% C and so on. Where Past Papers are sat, these grade boundaries will be used.

When marking internal papers, a normal distribution of the results will be used, as these assessments are not standardised papers. Therefore, there may be variation in the grade boundaries between subjects and exam sessions, dependent on the content of the paper.

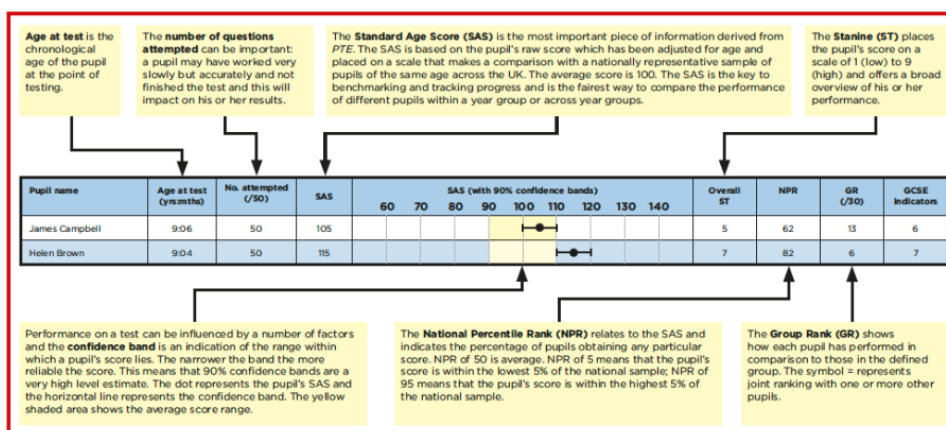
Marks should be used to form a current attainment and a prediction of future attainment.

Standardised Assessments

In addition to CE/Scholarship style assessment papers, GL assessments in Reading and Maths are taken before EOY to provide a standardised assessment across the school.

These assessments provide a standardised result which is utilised to moderate teacher assessments and identify gaps in understanding. GL assessments compare results with a National average.

A road map to Common Entrance C is usually at a higher trajectory than the National average. This is considered when reporting outcomes and teacher assessment for each child.





1. Reporting to parents

At Prestfelde, reporting to parents on their child's progress is an essential part of the partnership and communication between home and school, ensuring that all parents are informed and confident about their child's progress and attainment. This partnership way of working plays a vital role in raising pupil attainment.

At Prestfelde, reporting aims to:

- Enhance the home/school partnership;
- Provide information about attainment and progress in a positive manner;
- Communicate areas for development

Reports formats include :

- Interim reports : a brief outline of pupil attainment and progress. They will also contain a target for any subjects in which a child is developing, to inform parents and pupils of their next step in learning. A pastoral report will be provided by the form tutors.
- Full reports: give a detailed report of pupil attainment and progress. A pastoral report will be provided by the form tutors.
- Reports will indicate whether a child is Developing, Expected or Exceeding year group attainment and progress expectations at that point within the year. This judgement is made with reference to formative in class assessments, exams, standardised assessments such as GL and on-going teacher assessments with reference to classroom observations and marking. This is linked directly to the iTrack attainment.

In Senior School children may also receive a grade sheet following mock examinations.

Parents will receive one full written report each academic year with at least one interim or grade sheet too.



Grading descriptors

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Attainment		
Developing	Expected	Exceeding
Working towards the expected level of attainment at this point within the year.	Working at the expected level of attainment at this point within the year.	Attaining above the expected level at this point within the year.

Learning behavior			
Cause for concern	Room for improvement	Good	Exceptional
the child is not meeting Prestfelde's expectations and this is impacting on their performance and progress. If a child is a cause for concern, the class or form teacher will have already been in communication with home to notify them.	the child is sometimes not ready to learn, or does not make the most of all of the learning opportunities presented to them which limits their progress., engage in activities or make the most of each lesson. Classwork or prep is not completed to the child's potential. It is important that they listen to instructions and information, engage in all activities and respond to guidance and feedback.	the child attempts all tasks in a way that enables them to make good progress; they pay attention to instructions, engage in activities positively and complete work to a high standard. The child is fully equipped and takes responsibility for their work and their learning materials. They strive to improve their work and act on teacher feedback.	the child consistently approaches lessons with their best focus and applies themselves fully to all tasks and activities with the aim of completing work to an exceptional standard. They independently complete extension and challenge materials and seek out opportunities to further their learning. The child wants to learn from their mistakes, showing resilience and proactively making use of teacher feedback.

Target Setting

In addition to assessment and reporting, it is important that all children have ownership of their individual next steps in learning. Therefore, each child will be given on-going unique targets to promote progress, challenge and ensure children understand how to improve, within each subject. This is linked to the Marking and Feedback policy.

APPROVED DATE	September 2025		
REVIEW DATE	September 2026		
SIGNED HEAD		PRINT NAME	



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SIGNED
CHAIR OF GOVERNORS

A handwritten signature in blue ink, appearing to read 'Rex Sartain'.

PRINT NAME

Rex Sartain