Felsted

ASSESSMENT, TRACKING AND REPORTING POLICY

INCLUDING EYFS AND BOARDING

Committee normally reviewing:	Senior Leadership Team
Date last formally approved by the Committee:	Summer Term 2024 (Interim changes Autumn 2026)

Period of Review:	3 Yearly
Next Review Date:	Summer Term 2027

Person responsible for implementation and monitoring:	Assistant Head (Academic) Senior Assistant Head (Academic) - Prep
Other relevant policies:	• Curriculum Policy • Support for Learning Policy • English as a Second Language Policy

The following Policy encompasses the Aims and Ethos of the Preparatory School and the Senior School

Aims and Ethos

SAFEGUARDING STATEMENT
Felsted is committed to maintaining a safe and secure environment for all pupils and a 'culture of vigilance' to safeguard and protect all in its care, and to all aspects of its Safeguarding and Child Protection Policy.

EQUAL OPPORTUNITIES STATEMENT
The aims of the School and the principles of excellent pastoral care will be applied to all children irrespective of their characteristics and the School will aim to provide a positive culture of tolerance, equality and mutual respect.

FELSTED ASSESSMENT, TRACKING & REPORTING POLICY

1. RATIONALE & CORE PRINCIPLES

Assessment has been shown through research to be a fundamental requirement of supporting pupil progress, as well as measuring attainment. Assessment is vital to enable teachers to establish that teaching and learning has been effective, and identify and address gaps in pupil understanding[1]. It is vital also to enabling teachers to provide personalised as well as general feedback to pupils and classes about how students can develop or change their actions to improve learning[2]. It is vital to inform teacher planning and preparation for subsequent lessons so that resources and strategies are suitably challenging and address the needs of learners. Moreover, making this cycle of learning, in which assessment plays a key part, visible and explicit to pupils, parents and to teachers themselves is considered to be essential for maximum impact of teaching on pupil progress[3].

Tracking of attainment data arising from pupil assessment is an essential function of both departments and academic leadership of the school. Through tracking of pupil progress, the school is able to ensure that all pupils experience high quality learning and teaching, and that all groups of pupils within the school are appropriately supported and developed so as to achieve as highly as possible for each individual child and young adult.

Reporting to parents is recognised in research as a vital component of enabling pupils to learn, develop and achieve[4]. Such studies have shown that active parent involvement with school and their child's learning, specifically in having high expectations, being aware of tackling problems sooner rather than later, and supporting independent study, have a significant positive impact on pupil outcomes. Reporting (as a key form of communication between school and home) is therefore vitally important in supporting pupil progress.

This rationale and the following Core Principles form the agreed whole-school Policy Assessment, Tracking and Reporting, and encompasses a considered and evidence-informed approach to feedback according to the age and need of pupils. All Departments ensure that these principles are carried out; but each Phase, Department or subject area may interpret the detail of the application of these principles differently, in an appropriate subject-specific manner.

The Core Principles are:

a) The key purpose of assessment is to promote pupil learning and development.
b) There are many different ways in which assessment takes place, but there should be regular formative assessment that supports frequent formative feedback, as well as summative assessment that informs tracking and reporting
c) Assessment is central to the learning cycle, and is necessary for effective planning and delivery of lessons[5]

[1] See for example, B Rosenshine's *Principles of Instruction*, 2012, published in 'American Educator. Can be viewed here

[2] See for example the meta analysis of the effectiveness of feedback interventions, by Kulger & Densi (1996), quoted in *The Science of Learning*, by B Busch & E Watson (Eds), David Fulton press, 2019

[3] John Hattie & Shirely Carke, *Visible Learning: Feedback*, 2019

[4] Castro et al, *Infant & Child Development*, 2015, a meta analysis of 37 separate studies on the effects of parental behaviours and attitudes on children's grades. Reported in Busch & Watson, 2019

[5] See 10 *Mindframes for Visible Learning* - Hattie & Zierer, 2018

d) Assessment criteria should be shared with, and understood by, all individual students. Students should be supported to assess their own work in order to be able to see where they might improve.
e) Feedback to pupils should build a 'growth mindset' and provide feedback using language that celebrates achievement and identifies specific action, focused targets for improvement[6].
f)
g) Feedback should be information - based, and should enable pupils to see how they can improve in future tasks and provide more effective responses. Marking should therefore support short-term target setting that students can immediately act upon.

2. RIGHTS, RESPONSIBILITIES AND ROLES

2.1. Students

The involvement of students in the assessment process is important. Pupils should

a) Be prepared and ready for their involvement in the process;
b) Bring appropriate resources to lessons including a charged device and necessary stationary or personal equipment such as calculators
c) Prepare for assessments to the best of their ability, taking active steps to manage their time and workload, as appropriate to their age and stage in the school
d) Demonstrate and understand the necessary responsibility & maturity required in self and peer assessment;
e) Reflect on their performance to implement the recommended improvements;
f) When undertaking a task, build the habit of looking at prior tasks and feedback to remind them of key targets to address in the current task.
g) Be undertaking ongoing consolidation and retrieval of prior learning as part of independent study activities

In the Pre Prep marking symbols are used to enable pupils to understand feedback and action to be taken. Pupils are encouraged to begin to develop the habit of responding to these forms of feedback in their next task.

2.2 Teachers

Teachers are responsible for ensuring that there is ongoing assessment through a variety of formats and associated activities in all teaching groups. Teachers are expected to:

a) Plan and deliver lessons in accordance with schemes of work, assessment schedules, and where appropriate, exam syllabuses, that make use of formative assessment on a regular basis, and summative assessment as directed by the Head of Department and set out in the assessment schedule.
b) As Assessment for Learning demands, teachers should ensure that all lessons are structured to enable teachers to assess frequently and in a 'low-stakes' way what students know. This should inform formative feedback within the lesson, as well as future planning
c) Use a variety of forms of assessment (see below) to ensure that they are accurately informed of the progress and understanding of all pupils.
d) Use assessment insight in planning lessons (both in terms of specific activities as well as sequences of lessons) to ensure that teaching addresses pupils' learning need (see below).
e) Ensure that assessment informs their planning, adaptations and interventions to enable pupils to make further progress
f) Acknowledge and reward approach to learning and personal development as

well as attainment through learning activities

[6] See *Mindset*, Dweck, 2017

2.3 Heads of Department

Heads of Department are responsible for ensuring that:

a) Departments have a clear assessment schedule and feedback guidelines in place to ensure consistency for students and that teachers in the department follow this policy
b) Schemes of work and assessment schedules identify what specific knowledge or skills are being assessed in any specific task, and that summative assessments are valid and fair, reflecting the expected progress and content covered
c) Assessments are planned to support a 'spiral curriculum' of learning with key concepts, techniques or skills from prior learning explicitly revisited and developed
d) Assessment points in each year group are planned and that assessment data arising from these are collated centrally and reviewed frequently
e)
f) Analysis of department data is undertaken to monitor pupil progress to ensure that all pupils and all groups of pupils are achieving in line with expectations
g) Analysis of data is shared with the department line manager and appropriate action identified which should then be shared with members of the department as appropriate.

3. NATURE & PURPOSE OF ASSESSMENT & FEEDBACK

Assessment is the process by which teachers probe and review pupils' understanding and proficiency in using a specific set of subject concepts, theories, skills or processes. Assessment can be designed to be summative or formative, and to support either summative or formative feedback. Summative assessment should, wherever possible, be accompanied by formative feedback either to pupils or to the teacher for the purpose of evaluation and future planning.

Research evidence has shown that the key component of the learning cycle is the feedback that pupils receive in relation to specific tasks or examples of work, based on teachers' assessment[1]. Moreover, research has shown that feedback can take a variety of forms, but is considered to be most effective when it is 'live' or as immediate as possible, and when it is provided in such a way that enables pupils to take specific steps to change their next piece of work[2]. Feedback also flows from students to teachers - assessments should be viewed by teachers as an opportunity to gauge the impact and effectiveness of chosen classroom strategies, and should inform future planning for either retrieval or revision, as required.

"Marking" is understood to be the process in which a teacher assesses a pupil's work and then provides feedback in some form. Marking could lead to the following (but is not limited to these) types of feedback:

I. "Live marking" where teachers read over, watch or visually assess tasks and provide verbal feedback to be acted on immediately
II. Codes that relate to a specific action (for example the need to proof-read, give a supporting example, or to write out the working more carefully)
III. Whole-class feedback picking up on common misconceptions with guidance on improvement

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[1] Education Endowment Foundation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback

[2] Ibid

IV. Data-based marking that identifies areas of individual or whole-class gaps in knowledge to be reviewed and revisited. For example, online multiple choice questionnaires or quizzes can provide individual summative scores, but should also inform teachers of trends and gaps in the learning of the group
V. Detailed comments on individual work against exam-board mark schemes
VI. Digital comments made in google classroom through the 'private comments'
VII. Written in exercise books to acknowledge and encourage approaches to learning

Marking should always be completed in accordance with the departmental or phase feedback guidelines as appropriate to the age and subject. Effective marking supports pupil progress, and therefore is not a matter of a teacher reviewing every page of an exercise book or worksheet. Teachers are not expected to mark in this way, as there is little evidence that this supports pupil progress[3]. Instead, effective feedback is likely to be seen in concise and specific target-setting for each pupil and for classes, further evidenced through responsive lesson planning and effective teacher interactions with pupils**.**

3.1. Assessment, marking and feedback

- It is expected that teachers should be continuously assessing pupils, both within lessons and through tasks set for prep
  - Teachers are expected to use verbal questioning to assess pupil understanding in every lesson (except where the task, such as a silent, timed assessment, precludes this).
- Teachers should use "cold-calling" wherever possible, though it is recognised that there are sometimes circumstances where calling upon volunteers may be a more suitable approach, for example where subject content is sensitive
  - Teachers should aim to assess the understanding of all, or as many pupils as possible in every lesson. This could be through a variety of means, including the use of mini whiteboards, verbal questioning, written tasks, or observation of actions that demonstrate knowledge and understanding.
- Teachers might increasingly use digital means of assessment such as MCQs or similar digital strategies. Such approaches should still support formative feedback to pupils or to teachers for the purpose of evaluation and planning, even where automated marking produces numerical results. Teachers must therefore set up such assessments in such a way that meaningful feedback can emerge from the data generated.
  - Teachers should be clear in their planning of what they are looking for that would demonstrate knowledge and understanding of the topic, material, concept or skill being taught, and use suitable assessment techniques to test this Consideration of the validity and reliability of assessments, especially summative assessments for tracking and reporting purposes is a key responsibility of the HoD.

It is expected that all teachers will check that tasks have been done and to a satisfactory standard (see Academic Sanctions in Behaviour Policy).
In the senior school, each teacher must set and mark at least one piece of formally marked work every 2-3 weeks. For younger years the requirement is varied, but regular setting and marking of assessed work is required.

[3] See EEF report

Year / Phase	Lessons per fortnight	Expected marking cycle
EYFS	**Prime Areas** Integrated **continuously every single day** through daily routines, outdoor play, social interactions, and ongoing teacher framing. **Specific Areas** Delivered through daily, explicit short sessions,typically **5 Phonics/ Literacy sessions**, **5 Mathematics sessions**, and **2–4 adult-led sessions** across Understanding the World and Expressive Arts per week, with concepts reinforced daily through surrounding child-led play.	Daily adult/child interactions. Assessment 'in the moment' Observations and tracking on Tapestry and teacher's own mark book Reception pupils are tracked against ELGs
R - 2	1.5 hours of English per day. English is also taught through topic work (e.g. Samuel Pepys' diary through The Great Fire of London). 1 hour of maths per day.	Daily live marking - both written and verbal. Instant feedback so that the child can respond in the moment. One example of writing per half term used as an exemplar of attainment.
3 - 4	2-5	At least once per three weeks
3 - 4	6-10	At least once every two weeks
5 - 8	2-5	At least once per three weeks
5-8	6-10	At least once every two weeks
Y 9 - 11	6	At least once every two weeks
Y9	3 or 4	At least once per three weeks
6F	6 -12	At least once every two weeks

It is the responsibility of each teacher to give effective formative feedback. Teachers must:

- Undertake 'live marking', assessment and feedback wherever this is possible
- Provide feedback to students as quickly as possible. As far as possible, work should be marked for the next lesson.
- Give effective feedback on student work covering the strengths of work, areas in which improvements can be made and specific ways in which they can develop in the future.
- Record their marks in a central department mark book
- Use a range of assessment strategies to develop pupils' understanding of the success/exam criteria. There should be some element of Assessment for Learning in every lesson.

- Departments have developed their own strategies for engaging pupils with the feedback provided and these should be used consistently within the department.
- Some form of common assessment (i.e. an assessment across a year group within a subject) should take place sufficiently often to inform department and year group tracking to track pupil progress and highlight areas of concern. It is the responsibility of the Head of Department to: ensure that provision for these has been made in the Scheme of Work and assessment schedule and that they take place in a timely way so as to support the data collection and reporting cycles.
- Internal summative assessments should be accompanied with formative feedback to pupils. It would be appropriate for pupils who have performed poorly to have the opportunity to re-do some specific section of the

- assessment task or activity in order to demonstrate that they have engaged with formative feedback and been able to action the required changes.

- Marks from common assessments are collated, and highlighted pupils causing concern are discussed with the relevant HM/tutor or line manager; who much state what will be done to support those pupils.
- Heads of Department should be regularly monitoring the assessment and subsequent planning and adaptations within their department.

4. MONITORING & TRACKING

<u>EYFS</u>

Early Years pupils are tracked against Development Matters working towards Early Learning Goals by the end of the Reception year.

The School's system of grades, improvement codes and written reports provides a formal framework for communication between teachers, parents and pupils regarding a pupil's attainment, progress against baseline metrics and approaches to learning inside and beyond the classroom. This provides a focus for discussion between a pupil, his/her Tutor and HM and his/her parents and is complemented by the annual Parents' Meeting for each year group.

5. REPORTING

The reporting cycle has been designed so that there are a number of information points (Interim, Subject & Exam reports and parents' meetings), spread throughout the year to allow the school to monitor pupil progress and to give pupils and parents a clear picture of how the pupil is progressing and how they might improve further. The reporting cycle is reviewed by the Academic Office yearly, to ensure that information provided to parents is timely and can effectively enable parents to support their children in making progress with learning.

EYFS

By the end of the Reception year, children are assessed against the 17 Early Learning Goals (ELGs) across both the Prime and Specific areas of learning. Each goal is reported as either **'Expected'** (meeting the level of development expected at the end of the EYFS) or **'Emerging'** (working towards the expected level). These assessments reflect a holistic view of your child's development gathered through daily observations, adult-led learning, and independent play throughout the year, supporting a smooth transition into Key Stage 1.