



St David's Prep Assessment and Marking Policy

Aims and Objectives:

Assessment

- To inform **pupils** and their **parents** about progress and achievements made and to take ownership of the next steps required to develop further.
- To inform **teachers** about gaps in pupils' knowledge and understanding and skills that need to be taught.
- To inform the **Senior Leadership Team** about individual pupil and whole cohort progress and to monitor school improvement and consistency of teaching. To help inform teacher performance management. To allocate extra resources and put intervention strategies in place.

Marking

- Marking serves to motivate and inform **pupils** of achievement and steps required to make further improvement. Marking comments should make every child feel valued and confident to progress in their learning.

Continuous Assessment:

Pupils are continually assessed in their written work, as well as from their responses during lessons. Teachers monitor the work that individual pupils produce, modifying plans and setting strategies to meet each child's needs and overall progress.

Formal Assessment Methods:

Standardised Assessment Tests (SATs)

- Pupils in Year 2 sit Key Stage 1 tests (un-moderated).
- Pupils in Year 6 sit Key Stage 2 tests (moderated). The results of the Key Stage 2 tests are given to parents with the annual school report.

Other Standardised Assessments

- Teachers in Reception complete the Early Years Foundation Stage Profiles for each pupil.
- Pupils in Reception take part in the computerised University of Durham Baseline Assessment



- Pupils in Years 1-6 take part in the University of Durham Interactive Computerised Assessment (InCAS) project. (Autumn Term)
- Years 4 and 5 pupils take the NFER verbal and non-verbal reasoning tests. (Summer Term)
- Pupils in Years 1-6 are tested on a regular basis for Mathematics using the Rising Stars Assessment series. (Arithmetic Tests and Half-Termly Tests)
- Years 2-6 are tested regularly in Reading comprehension, using Rising Stars Assessments and in Grammar, Spelling and Punctuation half-termly
- Years 2-6 are tested on a regular basis for Science, using Rising Stars Assessments
- Pupils in Years 3-6 are assessed to establish standardised reading ages.
- Years 3-6 take part in the annual UK Bebras Computational Thinking Challenge.
- Pupils in Years 2-6 undertake a range of practice SATs papers in Maths and English throughout the year.
- Years 1-6 pupils have regular tests in Spelling and Mental Maths
- Selected pupils in UKS2 sit example Independent School Assessment papers

Record Keeping and Marking:

Class teachers and subject leaders are responsible for keeping records to track the progress made by all the pupils they teach. The purpose of effective marking is to motivate children in a meaningful way, encourage interaction between the child and the teacher and generally raise standards. All pupils are encouraged to respond to teacher's marking and comments and work towards achieving any targets set.

All work is to be marked and corrected promptly with positive comments where applicable. Good work and effort will be awarded stars at the marker's discretion and each teacher will keep his/her own record of a pupil's progress and understanding.

- **English** - A whole school trial is currently being undertaken (2016) to assess pupil progress, in line with the government's 'assessment without levels' system. A folder for each child is being kept and will contain writing assessments from each year and will follow pupils and track their progress throughout the school.
- Reading record books are kept for Reception-Year 4 where books read are listed and comments made between home and school.
- **Maths** - Class teachers monitor day to day work completed and mastered for individual pupils from the main schemes (Target Your Maths - Prep and



Hamilton Trust - Pre-Prep) These main schemes are supplemented by a range of other resources, as required

- Rising Stars assessment scores are recorded half-termly and monitored by class teachers, subject leaders and SLT.
- The Highway Maths scheme is used from the end of Year 2 and throughout Years 3-6 on a weekly basis with a test paper taken every 5 weeks. Pupils are able to progress at their own rate and class teachers monitor weekly progress.
- **Science** - Rising Stars short assessments are taken by pupils at the start and finish of each unit of science taught and progress recorded. End of year tests are administered

Records of pupil progress are passed on to the next class teacher during a handover session at the end of the Summer Term to inform planning for the coming year.

Individual pupil progress is monitored throughout the year and reviewed by relevant staff members. Concerns and achievements, strengths and weaknesses are shared on a regular basis with all staff.

The Head, Deputy Head Teachers and subject leaders undertake book scrutinies when appropriate to monitor pupil progress and to check that marking procedures are robust



Reporting to Parents:

At St David's we traditionally promote good and open dialogue with parents, who are encouraged to discuss any problems with the Class Tutor or the Head Teacher as soon as they arise.

All parents are invited to Parents' Evenings in the Autumn and Spring Terms when they have a one to one interview with the class teacher. Other subject specific staff are also available to speak to more informally.

An additional consultation is offered to Year 5 parents after Easter assessments to discuss levels of achievement in relation to forthcoming 11+ and Independent senior school considerations.

Class teachers also see a number of parents during the year as individual needs arise.

A more informal Open Evening is held at the end of the Summer Term for all families and prospective parents.

Formal written reports are sent to parents at the end of the academic year and include comments from all subject and peripatetic teachers.

This policy was reviewed in October 2016. It will be updated annually.