



# ASSESSMENT AND REPORTING POLICY

## Why We Assess and Report:

- To inform **pupils** and enable them 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, as well as implementing any intervention strategies that may be requested
- 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 provide information to **parents** about progress and achievements made and help inform them when considering secondary education options

## Continuous Formative Assessment:

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

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

Formative assessment may be based upon some or all of the following: marking, pupil feedback, classroom observations, questioning, attitude towards learning and general behaviour and demeanor in and around school.

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, groupings and interventions for the coming year.

## Summative Assessment:

Summative assessment will involve formal testing and examination and, in some instances, measure pupils against National Standards. It may be internally or externally moderated.

The school aims to make any form of testing a positive experience for pupils and will be mindful of causing any undue stress or placing pressure upon individual children that may affect their wellbeing.

We aim to prepare our pupils for the next stage of their education and by introducing the process of regular assessment in a relaxed and supportive environment from early on, we believe any undue concerns will be alleviated. Examination techniques and revision skills are taught as pupils progress throughout the school.

**At St David's Prep, we currently undertake the following summative assessments:**

### **Standardised Assessment Tests (SATs)**

- Pupils in Year 6 sit Key Stage 2 tests (moderated). Individual pupil scores of the Key Stage 2 tests are given to parents with the annual school report and the year group results published on the school website

### **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 Arithmetic Tests and White Rose Hub Termly Tests
- Years 2-6 are tested regularly in Reading comprehension, using termly 'Twinkle' comprehension tests, covering fiction, non-fiction and poetry. Rising Stars Assessments are used for Grammar, Spelling and Punctuation half-termly. Spellings are tested weekly. Years 1-6 pupils are set an independent writing task each half-term
- Years 2-6 are tested for Science, using Rising Stars Assessment Diagnostic and end of topic tests
- Pupils in Years 3-6 are assessed to establish standardised reading ages
- Years 2-6 take part in the annual UK Bebras Computational Thinking Challenge
- Years 1-6 pupils have regular tests in Spelling and Mental Maths
- Selected pupils in UKS2 sit example Independent School Assessment papers

Assessment and test results are recorded and stored on Sharepoint by class teachers. Results are monitored by SLT, Wishford Advisory Board, SENDco and subject leaders on a regular basis. Trends and any areas of concern are considered and analysed with interventions, support or challenge implemented as required.

### **Reporting to Parents:**

At St David's, we traditionally promote good and open dialogue with parents, who are encouraged to discuss any concerns with the Class Tutor or the Head Teacher as soon as they arise. The school will contact and arrange a meeting with parents, this may include the class teacher, SENDco or member of SLT if it is felt extra support of any kind is necessary. Regular review and monitoring meetings may follow.

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.

An additional consultation is offered to Year 5 parents after Easter assessments to discuss levels of achievement in relation to forthcoming senior school transition options.

Class teachers are always available to see or speak to parents during the year as individual needs arise. Appointments in person or by phone should be arranged through the school office.

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

An interim written report is sent to parents in February to inform discussion at the Spring Parents' Evening. A full, formal written report is sent home at the end of the academic year which incorporates comments from all subject and peripatetic teachers.