



AVONDALE PREPARATORY SCHOOL

Assessment Policy

1 Introduction

- 1.1** We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

2 Aims and objectives

- 2.1** The aims and objectives of assessment in our school are:
- to enable our children to demonstrate what they know, understand and can do in their work;
 - to help our children understand what they need to do next to improve their work;
 - to allow teachers to plan work that accurately reflects the needs of each child;
 - to provide regular information for parents that enables them to support their child's learning;
 - to provide the headmaster with information that allows him to make judgements about the effectiveness of the school.

3 Planning for assessment

- 3.1** We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group.
- 3.2** We use the National Curriculum 2014 document (and the ISEB common entrance at 11+ syllabus 2012 for English and Mathematic when appropriate for specific pupils); and we adapt these to meet the needs of our children. We use the assessment guidance in these schemes to help us identify each child's level of attainment.
- 3.3** We plan our learning pathways with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that tasks are appropriate to each child's level of ability. Our learning pathways make clear the expected outcomes. We take note of those individual children who do not achieve at the expected level for the learning journey, and we use this information when planning for next steps.

4. Target setting

- 4.1** At the start of the academic year we use Age Standardised Scores from PIRA, PUMA and GAPS baseline assessments, as well as staff's knowledge about the child, to set Minimum Expected Grades for each subsequent assessment point (AP) during that year. These are expressed both as a Standardised Age Score (SAS) and Attainment Band (AB) We use 3 Attainment Bands: WTS – working towards age related expectations (ARE), EXP - working at ARE and GDS - Working at greater depth than ARE .
(SAS and AB are the scores used to report to parents).
In addition to SAS and AB staff use other data including the Hodder Score to help identify any pupils who may be not showing expected progress. This additional data is not routinely reported to parents to avoid confusion.
- 4.2** We also set more informal targets for other areas of work in school. We encourage the children to set targets that are linked to their individual working habits. The children and staff record and use these targets in a way that is meaningful and purposeful to them and they review these regularly as part of the learning journeys.
- 4.3** At times we ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents in this process.

5 Recording and Tracking

- 5.1** We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning. Whilst some on-line data is in summative format (PIRA, PUMA, GAPS and spelling ages and reading ages), the bulk of tracking throughout the school is formative and informs future planning.
- 5.2** We plan our learning journeys with clear learning objectives based on previous learning and the ability of children. The needs of these pupils are taken into account when planning for the next steps.
- 5.3** We take the objectives for learning journeys from the broad learning objectives within the school's curriculum plan. These in turn reflect the demands of the National Curriculum (and for some pupils, the 11+ curriculum). At three assessment points during the year (towards the end of each term) our teachers use the PIRA, PUMA and GAPS assessments, alongside their own judgement of the child to record the progress of each child in Core Areas of learning, enabling them to make a judgement about the work of each child in relation to the National Curriculum level of attainment (and ESEB 11+ English and Maths where appropriate).
This allows teaching staff to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year.
- 5.4** Throughout a child's time at Avondale our online system for data entry records the following:
Progress in understanding of Maths (PUMA)
Progress in Reading (PIRA)

Progress in Grammar Punctuation and Spelling (GAPS)

CENTURY Tech – Maths, Science, SPaG

Science Tracker – ExCel on SharePoint

End of Year reports – all subjects – Report Template

6 Reporting to parents

- 6.1** We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.
- 6.2** As well as having an open-door policy, we offer parents formal opportunities to meet their child's teacher. In the Autumn and Spring term meetings take place the week after each Pupil Progress Report is sent out. Next steps and ways to best support the child on their learning journeys are discussed. In the Summer Term, parents are invited to make an appointment **IF** they feel they would like to discuss the content of the longer annual report.
- 6.3** By the penultimate week of the Autumn and Spring Term, short Pupil Progress Reports are sent home. These short reports focus on reviewing levels of performance in English and Mathematics as well as the attitude to learning in general. Additional notes, based on Teacher Assessment and other ongoing assessments, may be included if there is a discrepancy between the attainment in the test and ongoing attainment in the classroom.
- 6.4** In the Summer term we give all parents a longer report of their child's progress and achievements during the year. Attainment against age related expectations for each subject is recorded. For core subjects, progress across the past year is recorded and key next steps for the following school year are identified. Together, with this written report, we include an opportunity for parental feedback for those children in Reception and Nursery. There is also an opportunity for a child's voice.
- 6.5** During the Summer term we invite parents of pupils in Reception to meet to discuss the results of the EYFS Profile with their child's teacher. Should a child be underachieving in any area, contact with that particular parent will have been made beforehand.
- 6.6** Within the first couple of weeks of each term, our teachers provide parents with a termly overview. This identifies the main areas of study for that particular class during the term so that parents can support any elements of the work at home.

7 Feedback to pupils

- 7.1** We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. For Years 1-6 we have an agreed code for marking, available to all children; this ensures that we all mark in the same way and that children understand how their work is marked. In the Pre- Prep, this is displayed on the wall. Green pen is used to comment on aspects of work which are good and pink pen is used to show the next steps in a child's development or areas for the child to focus further upon: 'Green for Go' and 'Pink for Think'. In the Prep department pupils self-mark, respond to feedback or edit or correct using a purple pen: 'Purple Perfection'.

- 7.2** We give children verbal feedback on their work whenever possible and this will be recorded with VF is appropriate. We usually do this when the children are working during lessons although we sometimes give feedback on a particular lesson at the beginning of the next one. Written feedback is only to be given if VF cannot be given, to support children's understanding of their next steps. All feedback is responded to immediately in purple pen.
- 7.3** We identify whether the child has met the criteria using LOA (KS2) or 😊 (KS1). By doing so, we make clear whether the objective has been met. If we consider that the objective has not been met, we work with the child in the next lesson to identify what the child needs to do next in order to improve future work.
- 7.4** We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of many pieces of work.

Assessment across the EYFS

In the EYFS, assessment is a collaborative process between teachers, key workers, parents and children. This enables us to personalise each child's learning experiences and focus on their achievements, progress, their strengths and areas of interest and the next steps in their learning to enable them to reach their full potential.

Assessment in EYFS is carried out through observations and interactions that form part of each child's Learning Journey. We use the Development Matters document as a guide to identify a 'best fit' judgment for each area of learning for each child's starting points and on-going development. A summative assessment is formally recorded using the Wiltshire MAIT (Monitoring Assessment Information tool) each term, and children that require extra support will have a more detailed assessment to pinpoint areas of need. Formative assessment is on-going through our daily interactions with the children and informs planning, activities and provision.

Sharing information with parents

Staff in the EYFS will share observations and information via the Tapestry app. This is where children's next in steps in learning will also be shared with parents. Families are also welcome to share "wow" moments via the app which can also help to inform our assessment.

We have an open-door policy and will discuss any concerns as or when they arise with parents as well as inform parents of their children's successes. We provide opportunity for parents to formally discuss their children's learning and development, three times a year at parents' evenings.

All children in the EYFS will receive a written report summarising their key strengths and level of development at the end of each academic year.

At around two years of age, a child will receive a two-year check. This is in conjunction with the child's health visitor and parents and will provide an assessment of the child's key learning in the prime areas, as well as pinpointing any areas for concern.

At the end of Reception, each child will be assessed using the EYFS Profile. The EYFS Profile data is used to inform parents about their child's development against the ELGs and

Assessment Policy

the Characteristics of Effective Learning. It supports a smooth transition to Key Stage 1 and helps Year 1 teachers plan an effective, responsive and appropriate curriculum to meet the needs of all children. This data is used to set goals for the following academic year.

8 Consistency

- 8.1** Children's work is moderated on a regular basis across the school to ensure consistency in terms of approach and expectation. This also ensures consistently high standards in subject areas across the school.
- 8.2** It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

9 Monitoring and review

- 9.1** The Co-Headteachers are responsible for monitoring the implementation of this policy and is supported by SLT in monitoring its effectiveness. We allocate special time for this vital task. Co-Headteachers and ST members use this time to inspect samples of the children's work and to carry out learning walks to observe the policy being implemented in the classroom.

Review Date: October 2024

Signed: G Barrington-Tolan

Date: October 2024