



Assessment Policy

Aims and Objectives

Assessment is an integral part of the learning process and acts as a bridge between teaching and learning. It is a continuous process involving all pupils, teachers and parents/guardians with the aim that each pupil develops to their full potential. Assessment should, therefore: recognise pupils' achievement and effort; inform planning for their learning; and allow learners to improve their work and understanding. It should be fair, accurate and consistent.

In order for these aims to be realised, learners must be aware of what they need to do to show understanding and progress, whilst teachers need to be clear as to whether or not progress has been made to provide reliable grades which can track learner progress. This clarification is intended to help improve both the reliability and consistency of the grades provided, as well increase the opportunity for teachers to successfully implement Formative Assessment strategies.

The school values a range of strategies to collect evidence from everyday informal discussions and exam results to digital testing. From the data collected, it should be possible to make a value-added evaluation of the curriculum we provide which in turn will enable us to become an even more efficient and enjoyable school.

A range of data is collected in each year group from Nursery through to Year 8. There is a cohesive approach, from EYFS to Year 8, that allows data to be compared within and between years and is used throughout the transition process within the School and in association with Senior Schools' entry processes. It allows for identification and follows on intervention to support individuals whether that is curriculum enrichment or modification.

A Whole School Assessment Programme is in place for each year group. Data generated is recorded through iSAMS together with additional data generated from school examinations and termly subject assessments for effort and attainment. This summative information provides further tracking at individual, class, year group and whole school level led by the Director of Teaching and Learning, the Head of Middle School, Head of Pre-Prep, Heads of Year and Heads of Department. This data allows for whole school evaluation of value added, individual progress, whole school progression and generally monitors the effectiveness of the teaching and learning.

Record Keeping and Moderation

Continuous record keeping is important in order to inform future planning, ensure continuity and differentiation and to provide evidence of achievement and effort. To ensure consistency between teaching groups, departments should discuss the outcomes expected and carry out moderation where necessary.

Admissions Process

The School is non-selective however, pupils must be able to access and thrive within the normal academic day here. To that end, a range of summative data is collated to ensure that the School is a correct fit and can fully meet the emotional and academic needs of that individual within the current profile of any given year group.

WHOLE SCHOOL ASSESSMENT/FEEDBACK CALENDAR

The table below sets out the approximate timings in the year of the assessment for all year groups.

	Autumn term		Spring term		Summer term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
R	<ul style="list-style-type: none"> • Early Years Baseline • Phonics check 	<ul style="list-style-type: none"> • Phonics check • Independent Write 	<ul style="list-style-type: none"> • Early Years Assessment and Reporting System Progress check 	<ul style="list-style-type: none"> • Phonics check 	<ul style="list-style-type: none"> • Phonics check 	<ul style="list-style-type: none"> • Early Years Reporting and Assessment System Final assessment • EYFS Profiles
1	<ul style="list-style-type: none"> • Phonics check • High Frequency Words spelling check • Internal maths assessment 	<ul style="list-style-type: none"> • Phonics check • York Assessment of Reading for Comprehension (YARC) Single word reading test • Internal White Rose maths assessment • Independent Write 	<ul style="list-style-type: none"> • Phonics check • HFW spelling check • Internal White Rose maths assessment 	<ul style="list-style-type: none"> • Helen Arkell Spelling Test (HAST) • Phonics check • Internal White Rose maths assessment • Independent Write 	<ul style="list-style-type: none"> • Phonics check • HFW spelling check • Internal White Rose maths assessment 	<ul style="list-style-type: none"> • Phonics check • YARC Sentence reading • HAST Spelling • Internal White Rose maths assessment • Independent Write
2	<ul style="list-style-type: none"> • Phonics check • Hast Spelling • PTE level 6a • PTM level 6a • STAR Reader (Accelerated reader) • Internal White Rose maths assessment 	<ul style="list-style-type: none"> • Internal White Rose maths assessment • Independent Write 	<ul style="list-style-type: none"> • Cognitive Ability Tests (CAT) Level X • Internal White Rose maths assessment • STAR Reader (Accelerated reader) 	<ul style="list-style-type: none"> • Internal White Rose maths assessment • Independent Write 	<ul style="list-style-type: none"> • Internal White Rose maths assessment • PTE level 6b • PTM level 6b • STAR Reader (Accelerated reader) 	<ul style="list-style-type: none"> • Parent Teacher Meetings • Internal White Rose maths assessment • Independent Write

3	<ul style="list-style-type: none"> • Cognitive Ability Tests (CAT) Level Y • PTE Level 7a • PTM Level 7a • STAR Reader • Internal effort grade • External effort grade 	<ul style="list-style-type: none"> • External effort grade • Parents' Form Tutor meeting • Form Tutor report 	<ul style="list-style-type: none"> • External effort grade • STAR Reader 	<ul style="list-style-type: none"> • Full assessment grade • Full reports 	<ul style="list-style-type: none"> • Full assessment grade • PTE level 7b • PTM level 7b • STAR Reader • Book of Brilliance 	<ul style="list-style-type: none"> • Results for internal exams in core subjects • Full reports
4	<ul style="list-style-type: none"> • CAT Level A • PTE level 8a • PTM level 8a • STAR Reader • Internal effort grade • Full assessment grade 	<ul style="list-style-type: none"> • Full assessment grade • Results for internal exams in core subjects • Parents' meeting • Form Tutor report 	<ul style="list-style-type: none"> • External effort grade • STAR Reader 	<ul style="list-style-type: none"> • Full assessment grade • Full reports 	<ul style="list-style-type: none"> • Full assessment grade • PTE level 8b • PTM level 8b • STAR Reader • Book of Brilliance 	<ul style="list-style-type: none"> • Results for internal exams in core subjects • Full reports
5	<ul style="list-style-type: none"> • CAT Level B • PTE level 9a • PTM level 9a • STAR Reader • Internal effort grade • Full assessment grade 	<ul style="list-style-type: none"> • Full assessment grade • Results for internal exams in core subjects • Full reports 	<ul style="list-style-type: none"> • External effort grade • STAR Reader 	<ul style="list-style-type: none"> • Parents' meeting • Full assessment grade • Form Tutor report 	<ul style="list-style-type: none"> • Full assessment grade • PTE level 9b • PTM level 9b • STAR Reader 	<ul style="list-style-type: none"> • Results for internal exams in all examined subjects • Full reports
6	<ul style="list-style-type: none"> • CAT Level C • PTE level 10a • PTM level 10a • STAR Reader • Internal effort grade • Full assessment grade 	<ul style="list-style-type: none"> • Full assessment grade • Results for internal exams in all examined subjects • Full reports 	<ul style="list-style-type: none"> • External effort grade • STAR Reader • Parents' meeting 	<ul style="list-style-type: none"> • Full assessment grade • Form Tutor report 	<ul style="list-style-type: none"> • Full assessment grade • PTE level 10b • PTM level 10b • STAR Reader 	<ul style="list-style-type: none"> • Results for internal exams in all examined subjects • Full reports

7	<ul style="list-style-type: none"> • CAT Level D • PTE level 11a • PTM level 11a • STAR Reader • Internal effort grade • Full assessment grade 	<ul style="list-style-type: none"> • Full assessment grade • Results for internal exams in all examined subjects • Full reports 	<ul style="list-style-type: none"> • External effort grade • Parents' meeting • STAR Reader 	<ul style="list-style-type: none"> • Full assessment grade • Full reports 	<ul style="list-style-type: none"> • Full assessment grade • PTE level 11b • PTM level 11b • STAR Reader 	<ul style="list-style-type: none"> • Results for internal exams in all examined subjects • Full reports
8	<ul style="list-style-type: none"> • CAT Level E • PTE level 12a • PTM level 12a • STAR Reader • Internal effort grade • Full assessment grade 	<ul style="list-style-type: none"> • Full assessment grade • Results for mock exams in all examined subjects • Parents' meeting • Short, target based report from examined subjects 	<ul style="list-style-type: none"> • External effort grade • STAR Reader 	<ul style="list-style-type: none"> • Full assessment grade • Mock exams • Full reports 	<ul style="list-style-type: none"> • Full assessment grade • PTE level 12b • PTM level 12b • STAR Reader 	<ul style="list-style-type: none"> • External entrance exams • Full reports

N.B.

Examined subjects – English, Maths, Science, French, Latin, Geography, History, Philosophy and Ethics

Non-examined subjects – P.E., Drama, Art, DT, ICT, Music

Prep School Assessment

Digital Testing

Ability and aspects of attainment are assessed using a range of on-line testing tools. This data is held on file to allow the Director of Teaching and Learning and Head of Middle School to analyse and respond to, where necessary. The data is used to inform teaching staff of pupils' potential and expected performance. In addition, they provide an opportunity for pupils to establish familiarity with on-line testing in readiness for Pre-Testing tools used by Senior Schools in their selection process.

Feedback to Parents

Parents are encouraged to take an active interest in their children's progress through the school. All members of staff are readily available to discuss pupil/school matters with parents.

The school acknowledges the importance of keeping parents informed on a regular basis through a well planned reporting system comprised of the following elements:

- Internal effort grade – a grade awarded for effort between A* and D based upon the assessed of pupil work section below, used only internally to see how the children start the academic year
- External effort grade - a grade awarded for effort between A* and D based upon the assessed of pupil work section below
- Full assessment grade – a grade awarded for effort between A* and D, and an average taken of scores in assessed work compared to the class/set average, both are based upon the assessed of pupil work section below
- Full report – a paragraph written in good English concerning the overall progress of the child in a subject, the minimum length of the report is dependent upon the amount of curriculum time given to that subject
- Short, target based report – targets written in bullet point format focusing only on how the child can improve

Tests and Examinations

Formal tests and examinations help to measure attainment. They test knowledge, understanding and subject specific skills. Internal school tests and exams can be used diagnostically for departmental and whole school monitoring and planning. In addition, they provide practice for the pupils and help build confidence for public examinations.

The staff body will meet after each set of assessment grades and exams to discuss the children's progress and set out any targets to ensure that potential is met in all cases.

Assessment of Pupil Work

Aims

- To provide consistent feedback to learners on their progress and how best to meet their next target
- To inform planning and reporting
- To motivate the learners to further develop understanding and skills across the curriculum
- To be as clear and consistent as possible
- To be as efficient as possible for both teacher and pupil

Formalities

- Feedback is expected on every formal piece of work, therefore there is no expectation to feedback on collaborative work, rough work etc.

- A formal piece of work constitutes a piece of work that is completed independently and is presented according to the guidelines below
- Feedback should be target driven and linked to the success criteria for the task so that learners should be given opportunity to respond to their targets
 - This does not necessarily need to be in writing i.e. it could be audio through OneNote
- Each formally assessed piece of work should receive an effort grade following the guidelines cited below to assist with clarification of effort grades
- A mark book should be kept detailing effort grades and any assessment data
- Subject specific spellings i.e. terminology, should be highlighted and corrected
- Learners should be encouraged to use correct punctuation and grammar rules
- Self and peer assessment should be used where appropriate
 - In cases when these methods are used the learners should understand fully the marking criteria
- Heads of department should be scrutinising work on a termly basis to ensure that the assessment policy is being closely followed.

Assessment data is stored internally for use by all teachers on Teams/PrepTeacher/Assessment Data. The data is split into the following sections:

1. Half termly assessment grades, with minutes from assessment meetings and notes made by Form Tutor
2. Exam Results, with minutes from meetings where results are discussed
3. Assessment Profile – a single sheet on every child in the Prep school for each academic year which includes LS status, concessions, CAT scores and standardised data, sets, assessment grades (including abridged comments from assessment meetings) and exam results (including ranking within form/set and year group)
4. Standardised Data – Year group excel sheets including all standardised data from 2019 to present. Averages calculated on LS status, gender and relative age within year group.
5. Assessment Tracker – a single sheet on every child in the Prep school which includes LS status, concessions, CAT scores and all standardised data (Reading, Spelling, Progress tests) from Year 1 to Year 8

This data is discussed during assessment meetings which follow every set of assessment grades and exam sessions. The Head of Learning Support liaises regularly with Heads of Years, Form Tutors and members of the academic committee in relation to the information and patterns which are identified by teachers.

Rules for Neatness and Presentation of Written Work

Responsibility of the presentation lies with the learners and they should be expected to rewrite any work that is not deemed to be presented well. This should be done within a reasonable window and ideally before the next lesson.

1. Take pride in your work.
2. Use fountain pen or roller ball in blue ink as instructed by your teacher. Children in Year 3 to use pencil.
3. Cursive (joined up) handwriting is encouraged at all times
4. Start each new piece of with the date and heading, underlined with a ruler.
5. Always set your work out in a neat and tidy fashion, well-spaced out. If we can't read it or follow it, we can't give you marks!
6. In some subjects you will need to underline answers using pencil and ruler.
7. NEVER SCRIBBLE OUT MISTAKES – cross out with a pencil and ruler and write the correct answer where appropriate. Tipex should not be in school
8. All drawings should be in pencil, and in Maths, this includes graphs, bar charts, etc., using a ruler wherever possible.
9. Cheam's Educational Toolkit: fountain pen and cartridges, pencils, coloured pencils, pencil sharper, rubber, ruler, protractor, pair of compasses, highlighter, and calculator (if appropriate).

Effort grades

Effort grades should be given as feedback to the learners for formally assessed pieces of work, but the 'best fit' policy should be applied to how well the learner has worked throughout the whole assessment period (this will take into account the effort grades awarded for the formally assessed pieces of work).

The effort grade criteria have been broken down into 5 aspects:

- Learning behaviour
- Peer interaction
- Engagement
- Organisation
- Presentation

A best fit policy should be applied to the descriptors below as learners may not fulfil each aspect of the descriptor for that piece of work. These effort descriptors are consistent across the whole school.

Effort Grades	
A+	<ul style="list-style-type: none"> • I learn independently and have an open mind. I enjoy taking risks and try to extend my learning. I regularly change how I approach work after receiving feedback on it. • I lead and organise my team. I am always looking to help my classmates. I can also follow my classmates' direction. • I listen and participate actively and contribute consistently. I am also very motivated. • I always have the correct equipment. I always complete prep and turn up to lessons on time. I organise myself to do catch up and inform teacher of an absence. • I always follow the rules on neatness and presentation to a high standard for me.
A	<ul style="list-style-type: none"> • I learn independently and have an open mind. I am enthusiastic about my lessons. I sometimes change how I approach work after receiving feedback on it. • I sometimes lead my group in activities and help my classmates. • I listen and participate actively and I am motivated. • I always have the correct equipment. I always complete prep and turn up to lessons on time. I organise myself to do catch up and inform teacher of an absence. • I always follow the rules on neatness and presentation to a high standard for me.
B+	<ul style="list-style-type: none"> • I try to work independently. I try to change how I approach work after receiving feedback on it • I work well with my classmates. • I listen actively and I am motivated. • I always have the correct equipment. I always complete prep and turn up to lessons on time. I catch up when prompted and occasionally inform the teacher of an absence. • I always follow the rules on neatness and presentation.
B	<ul style="list-style-type: none"> • I attempt any work. I respond to feedback by correcting my work. • I work with my classmates. • I listen actively and I am motivated. • I always have the correct equipment. I always complete prep and turn up to lessons on time. I catch up when prompted. • I always follow the rules on neatness and presentation.
C	<ul style="list-style-type: none"> • I sometimes choose not to try the work. I sometimes disturb my classmates' learning. I sometimes respond to feedback by correcting my work. • I don't work well as part of a team. • I occasionally listen actively. Sometimes I am not motivated. • I am occasionally missing equipment or the start of lessons. Sometimes I hand my prep in late. I make little effort to catch up work. • I try to follow some of the rules on neatness and presentation.

D	<ul style="list-style-type: none"> • I regularly choose not to try the work. I regularly disturb my classmates' learning. I don't respond to any feedback on my work. • I disturb my teammates' work when part of a team. • I am often not listening and am not motivated. • I am regularly missing equipment or the start of lessons. I regularly hand in my prep late. I actively avoid catching up work. • I do not try to follow the rules on neatness and presentation.
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Attainment grades

Attainment grades are given as an average percentage of each piece of formally assessed work and any other work done in class e.g. spelling/vocabulary tests, exercises, quizzes etc. during an assessment period. The learners should certainly be given their raw scores for a task, but they should also be given a grade for formally assessed pieces of work. The grade awarded should be based upon the descriptors below, which demonstrate how well the learner has engaged with the Success Criteria (detailed further below), and will be consistent across the whole school. In the case of a task not including a set of raw data, the numerical value given to the grade should be used when working out the average for the assessment period.

Grade	Descriptor
A+	I regularly demonstrate that I am fully capable of meeting and exceeding all parts of the Success Criteria.
A	I demonstrate that I am fully capable of meeting all parts of the Success Criteria.
B+	I demonstrate that I am capable of meeting most parts of the Success Criteria, but I could improve on others.
B	I demonstrate that I am capable of meeting the key parts of the Success Criteria, but I could improve in others.
C	I sometimes demonstrate that I am able to meet the main parts of the Success Criteria. Or I demonstrate that I can meet some of the success criteria.
D	I have not yet demonstrated that I have met any of the Success Criteria.

Success Criteria can be created by individual teachers for individual tasks, or they can be implemented by HoDs for specific tasks. The Success Criteria can also be created as part of the learning process, with learners taking an active role in thinking about what they need to do in order to succeed in a task.

Pre Prep and Early Years Assessment

Assessment at Cheam School Pre-Prep is part of the effective planning of teaching and learning. It is recognised by staff as being central to classroom practice and recognises the full range of achievements of all children. Staff take account of the importance of pupil motivation and are sensitive and constructive when giving guidance about how work can be improved. Opportunities are created to develop pupils' capacity for self-assessment and reflection. Staff assess children's progress through clear curriculum intentions, by drawing on a wide range of evidence and focussing on learning processes as well as learning outcomes. Through assessment, staff are able to identify what a pupil can or cannot do and use this to decide what the next steps in learning should be.

Implementation

Methods of assessment, curriculum planning, annotation, marking and general recording are reviewed annually to enable the department to fulfil these guidelines.

- a. Each term's work is planned to ensure that it will build upon the children's previous experiences and attainments.
- b. Weekly planning is guided by continuous assessment and will include differentiated activities and experiences.

- c. Key Stage 1 termly evaluations are monitored by the Head of Pre-Prep and Deputy Head and reveal progress of all children.
- d. Marking is used as an opportunity to assess children's understanding of their work, to recognise misconceptions and to link with different learning objectives. A scrutiny of work is carried out termly by the Head of Pre-Prep to ensure practice is consistent and in staff meetings staff moderate and share their books to ensure consistency across the subjects and year groups.
- e. Staff will, as far as is practicable, mark work alongside the children and use these opportunities to agree appropriate targets for improvement.
- f. Children are encouraged to use self and peer assessment through discussion to improve their work.
- g. Children's work will have a WALT and WILF (“We Are Learning To...” and “What I’m Looking For”) and include the date when the work was completed.
- h. Photographic evidence will be kept, particularly in the Foundation Stage and of maths work and topic work in Key Stage 1.

Standardised Assessments

Throughout the year the children are continually assessed by the class teacher and Literacy and Maths lessons are differentiated to meet the needs of the children. Standardised scores are recorded throughout Key Stage 1 on a class record sheet which is updated throughout the year and then passed onto the Head of Year 3 when the children move out of the Pre-Prep, along with samples of independent writing and class results. (See Appendix A for the complete assessment timetable for Pre-Prep).

Pre-Prep Parent Consultations and Reports

	First few weeks	Autumn	Spring after half term	Summer end of term		Summer before end of term
Year 2	Welcome Party Evening in Year Groups	Parents Evening (after half term) Long reports	Parents Evening	Full Report Parents Meeting at end of term		Year 3 Information Meeting
Year 1	Welcome Party Evening in Year Groups	Parents Evening (after half term) Long reports	Parents Evening	Full Report Parents Meeting at end of term		
Reception	Welcome Party Evening in Year Groups	Parents Evening (before half term) Long reports	Parents Evening	Full Report	Profile meeting	
Nursery	Welcome Party Evening	Parents Evening (before half term) Long reports	Parents Evening	Full Report	Profile meeting	

Key Stage 1

Literacy and Maths Targets

In each child's book there is a target sheet for the teacher to fill in, giving details of the children's progress and three opportunities for assessing. These are filled in regularly throughout the year and provide a record of each child's individual progress.

Phonics and Reading are constantly assessed and children are moved through, or up, the various levelled book bands. Children who have moved off our banded reading scheme move onto a scheme called Accelerated Reader which tests reading and comprehension. This then follows into the Prep School.

Writing is assessed termly according to Cheam descriptors and samples are kept in a central file in the Head of Pre-prep's office and in the children's exercise books.

Spellings are tested weekly in class using the RWI spelling list. Where appropriate, higher achieving pupils in year 2 are set topic related spellings or words based on Appendix 1 of the National Curriculum and children are encouraged to learn the spelling of them as well as exploring definitions for them. Rainbow (high frequency) Words are taught to the children in flash card sessions and phonics sessions.

Individual Progress across the curriculum is monitored each half term during a review of the evaluations with the Head of Pre-Prep. This includes a record of book band level, handwriting/spelling/creative writing, maths progress and the monitoring of general progress/behaviour/attitude to school. This is shared with the Learning Support department to ensure all children are receiving the correct support.




Children who are not making expected progress

Children who are not making the expected progress are monitored and assessed according to the guidelines laid down in the SEN Policy. Parents will be kept informed of the child's difficulties. These children may be placed on the Special Needs register and will have an IIP prepared by the Learning Support and Pre-Prep Extended Learning Teams alongside the class teacher. The IIP is shared with parents and reviewed half termly. Termly meetings are held with Learning Support, including the Head of Learning Support to discuss all children on the 'radar'.

Marking

For pupils to benefit from their studies, they need to be set regular tasks and be provided with prompt and frequent feedback on their performance. In year 2 pupils should be encouraged to analyse and evaluate their own and their peers' work, to appraise and offer ways to improve it.

Marking Guidelines: Literacy and Maths

- **Teacher assessment:** Triangle approach:
 = Covered but not secure
With support
 = Almost secure with a little help
-  = Secure and independent
- **Teacher assessment:** High level of support Medium support
Independent (HMI)

When marking work for the teacher, please include these symbols so that the teacher can see how the child performed.

- Self assessment: Children to traffic light selected pieces of work to show levels of understanding, where appropriate. The teacher will initiate this and include in the lesson. This is particularly appropriate in maths and should be used at least at the end of each topic.

Literacy:

- Self assessment: Children to complete simple tick charts to show that they have checked their work for focussed grammar or punctuation eg:

I have used full stops in my work	√
I have put capital letters at the start of my sentences	√
I have used finger spaces	√

These should be stuck in books before or after piece of work – it does not have to be every piece of work, but where appropriate. If it is put before the piece of work then the children can check whilst working to see if they are remembering the objectives. Again, the teacher will initiate this.

- **Sp:** Pick out 3 misspelt HFW in a piece of writing for the children to practise spelling them. Copy out three times. Put **Sp** beside the word so that the children know what to expect.

Self Assessment for Literacy and Maths:

Traffic Lights: Children self assess on understanding for individual lessons:

Red: I don't get this and this was tricky

Yellow: I needed a bit of help and I might need to go over it again

Green: I get, I understand and I love doing this.

Focused assessment:

Children check objectives and tick when they have fulfilled them.

Teacher assesses on effort:

E = Excellent: I've concentrated, answered questions, focused and my behaviour was excellent. I completed my work to a high standard

G = Good: I sat and listened. I took part in the discussion. I tried hard to stay on task. I finished most of my work to a good standard.

P = Poor: I didn't concentrate and I didn't try my best. I think I could have done better.

Target sheet at start of books:

Filled in by the teacher and dated when covered

Teacher Comments (points to consider)

- This is what you are trying to do:
 - Praise
 - Indicate whether independent or with support
 - Next steps
 - How could you improve?

Types of marking

Summative marking/feedback

• Usually consists of ticks and other simple marks associated with closed tasks where the answer is either right or wrong. This can also be marked by the children as a class or in groups.

Oral Feedback

• Recognises the importance of children receiving regular oral feedback. This is particularly important in the Early Years and KS1 where children may be unable to read a written comment.

Formative marking/feedback

• This is used for a more substantial piece of work that is marked in the absence of the child, such as a piece of writing.

In the Early Years, feedback to the children about their work will be generally verbal, positive and offer suggestions for improvement. It may be appropriate to annotate work to advise next steps and also to note what support has been given eg. Teacher/Teaching Assistant; assisted or independent. Comments should also reflect individual targets.

In Key Stage 1 more formal marking will occur but verbal feedback is still encouraged wherever possible or appropriate. All work should be dated and be annotated appropriately so that it is clear that the teacher has given feedback.

Marking should:

- Acknowledge each piece of work.
- Take account of individual ability and effort.
- Be constructive. A constructive statement shows how to improve so that the child is clear on what they need to do to improve further. Good presentation is expected and may be commented on after the learning intentions have been considered.
- Wherever possible, work should be marked in the presence of the child and feedback given verbally. Children should be given plenty of praise and encouragement. Where work is not up to standard, comments will be constructive and suggest ways to improve it.
- While children should be encouraged to use correct spelling, punctuation and grammar in literacy work, it is not always appropriate to mark every mistake but will be noted as a future teaching point. Teachers use their professional judgement when deciding how many corrections to mark. Children will often be encouraged to learn the correct spelling of high frequency words.
- The “WALT” (We Are Learning To) and “WILF” (What I am Looking For) will be clearly identified on the board and on the children’s work. It will also be referred to in the marking.
- Maths work should never be left with incorrect answers. Corrections should be clearly marked so that it is clear when the child has had difficulties.
- When the child has had trouble grasping a new concept or has required intervention to get the correct answer, this should be noted on the page so that this is apparent to other adults. The agreed code for marking is HMI (H = high support, M=medium support, and I for independent work).
- Children should be encouraged to discuss and evaluate their work and suggest their own ideas for improvement both in their own work and that of others.
- Good work should be shown to the Head of Pre-Prep, for praise. It can also be shown to other pupils as an opportunity for peer review.
- Teachers should keep a record of marks/comments/targets and assessments which will help inform them of progress and support Reports and Parents Evening Consultations.
- Staff meet regularly to examine and moderate samples of work in their year groups.

Pupils with Special Educational Needs (including Gifted and Talented) (*See policies for SEND, LDD and Exceptionally Able and Talented*)

We have a duty to satisfy the educational needs of all pupils regardless of ability. As part of this responsibility we identify and extend children who are particularly gifted academically, athletically, creatively, or in any single field. These children are identified and added to the ‘More Able’ list. Where appropriate, tasks are differentiated in planning to enable pupils to broaden and extend their understanding.

Every member of staff is acquainted with the *Exceptionally Able and Talented* policy and feels able to contribute and recommend appropriate additions to it.

Wherever possible, a child’s academic needs are met within the normal timetabled curriculum. However, some pupils benefit from receiving extra individual tuition. This may mean that they receive one to one or small group teaching inside or outside of the classroom. These children are identified and added to the Learning Support list. Individual Intervention Plans are written by the Learning Support and Pre-Prep Extended Learning Teams and are used within lessons to meet specific needs.

Appendix A

PRE-PREP ASSESSMENT 2021-2022

	AUTUMN TERM	SPRING TERM	SUMMER TERM	ADDITIONAL ASSESSMENT
NURSERY	<i>Beg of term:</i> All about me information Nursery baseline		<i>End of term:</i> Early Learning Goals check.	Half term whole staff meeting with LS
	<i>End of term:</i> Early Learning Goals check (Tapestry)	<i>End of term:</i> Early Learning Goals check	<i>End of term:</i> Early Learning Goals check. All about me now information	
RECEPTION	EYFS baseline: <i>Early Excellence</i> Essential Letters & Sounds phonics check	EYFS progress check (ExAAT)	Half term: Reading level Essential Letters & Sounds check	Hearing / Sight checks Half term whole staff meeting with LS
	<i>Second Half of Term</i> Essential Letters & Sounds phonics check Reading level	Essential Letters & Sounds phonics check Reading level	EYFS Profiles Reading level ExAAT Final assessment	

	AUTUMN TERM	SPRING TERM	SUMMER TERM	ADDITIONAL ASSESSMENT	ASSESSMENTS / TESTS
YEAR 1	<i>Within first three weeks:</i> Letters & Sounds phonics check			Hearing / Sight checks	Reading Record: to run through Pre-Prep
	Hamilton Maths Assessment Tracker		Reading Record level	Any late ELG pupils signed off	Letters & Sounds phonics check Single word reading test: YARC
	HFW spelling check Phonic spelling check	HFW spelling check Phonic spelling check	HFW spelling check Phonic spelling check	Half term whole staff meeting with SENCo	HAST Spelling A&B Independent writing
	<i>Second Half of Term:</i> Letters & Sounds phonics check	Letters & Sounds phonics check	Independent writing YARC Sentence reading		Headstart Maths Assessment A,B,C

	Single word reading test: YARC (Early word recognition test: SS) Reading Record level Independent Writing Headstart Maths assessment: Yr1A	HAST Spelling (Form A: SS) Headstart Maths assessment: Yr1B	HAST Spelling (Form B:SS) Headstart Maths assessment: Yr1C		
	AUTUMN TERM	SPRING TERM	SUMMER TERM	ADDITIONAL ASSESSMENT	ASSESSMENTS / TESTS
YEAR 2	<i>Within first three weeks:</i> Letters & Sounds phonics check for remaining emergent readers.			Hearing / Sight checks Half term whole staff meeting with SENCo	Reading Record: to run through Pre-Prep Letters & Sounds phonics check
	<i>By Half Term:</i> NGRT Lower level booklet 1 Middle level booklet 1B Able booklet 2A NGST spelling HFW spelling check Phonic spelling check	 HFW spelling check Phonic spelling check	NGST spelling CAT Young Learners (paper X or Y -SS) HFW spelling check Phonic spelling check	 Handover Data: Standard Scores for: Reading Spelling Maths VR NVR Spatial Quantitative (PT info)	NGRT Booklet 1/1B/2A/2B HAST Spelling A&B Independent writing CAT Young Learners CDS PTE & PTM paper versions levels 5& 6 (possible trial?)
	<i>Second Half of Term:</i> Independent writing Letters & Sounds phonics check Headstart Maths assessment: Yr2A	Independent writing Headstart Maths assessment: Yr2B	Independent writing CDS PTM paper version level 7 CDS PTE paper version level 7		

HAST, YARC, NGRT and CAT all provide a Standardised Score (SS)

4 Groupings can then be identified:

1. **Below SS 90** This group need careful monitoring to decide if SpLD apparent or whether maturity / developmental / behavioural reasons for under-performance
2. **SS 91 – 110**
3. **SS 111 – 129**
4. **Above SS 130**

Policy Owners

Staff: Deputy Head Academic and Head of Pre Prep

Latest Reviews

Staff Policy Owners: November 2024

Compliance: