

# Assessment, Recording, and Reporting Policy

# Why assess?

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At Eaton House the Manor (EHTM) Pre-Prep, assessment is central to the process of supporting pupils' learning and ensuring progress within a nurturing environment. It facilitates effective planning of teaching and learning. All assessments may provide important information about individual pupil's strengths and weaknesses.

Careful monitoring of the boys' progress throughout their educational journey helps teachers to ensure they are making progress and maximising their experience of the curriculum. It is important that a teacher knows what a pupil has retained, what skills he has acquired and what concepts he has understood. This information enables a teacher to reflect on what his or her pupils are learning, which in turn, informs planning.

Teachers administer two different but complementary forms of assessment, namely assessment *for* learning (formative assessment) and assessment *of* learning (summative assessment).

The outcomes of both forms of assessment help pupils become involved in raising their own expectations, celebrating their own achievement and developing their determination.

Our assessments provide information for others including:

- Parents: to report on progress / concerns, and involve them in the teaching and learning journey of their son(s);
- Other teachers: to plan work that accurately reflects the needs of each pupil;
- Outside agencies: to provide hard evidence of attainment and areas requiring support;
- Head of learning enrichment: to provide information which enables him or her to support the boys' individual learning requirements;
- Head, SLT, and directors: to provide information that allows them to make judgements about the effectiveness of the school.

# Planning assessments

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The school ethos recognises the individuality of each pupil; the pupil is at the centre of the assessment policy.

There is no formal assessment for entry into the Nursery and Kindergarten but baseline assessment occurs at the beginning of the first half term when they start Kindergarten. Boys wishing to join the school in Year 1 or above are invited to spend a morning in school and are given tests to complete in English and mathematics. The decision to offer a place is at the discretion of the head.

At EHTM Pre-Prep, assessment opportunities are planned to encompass:

- What the pupils know;
- What they understand;
- What they can do.

Assessment opportunities aim to recognise achievements in all aspects of school life, seeing the pupil as an individual with unique qualities to be celebrated. Boys, together with their teachers and parents, are able to review their progress through oral feedback, marked work, parents' evenings and termly reports.

Progress is assessed by formal testing as described in the table below, as well as through the routine recording of performance in lessons, homework etc. Non-academic data is also recorded to build a full picture of each pupil.

Boys may be screened for dyslexia, after their parents have been informed, by the Learning Enrichment department (see SEND Policy).

# Principles of assessment and feedback

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At EHTM Pre-Prep, all teachers assess pupils in their form on a regular basis so that they can plan the next stage in each pupil's learning. By thorough marking, focused, quality verbal or written feedback and target setting, pupils will be able to know if they have met the requirements of the task and to identify the next steps they need to take in order to develop their learning and skills.

Feedback must first and foremost value the effort and motivation in a piece of work and then set clear, personalised targets which will aid further progress thereby helping pupils to fulfil their potential. Formative assessment is therefore integrated into the teaching and learning process. It helps teachers monitor progress, provides motivation for the pupils and helps inform planning.

Every teacher has a responsibility to assess pupils, record assessment data and report attainment and progress to interested parties.

In each subject area there should be:

- The identification of opportunities to assess skills and understanding through a variety of techniques including written work, oral presentations, displays, etc;
- The promotion of pupil self-assessment, whereby pupils are encouraged to reflect on their progress;
- Recording and rewarding pupils, eg through house points or sending work to be seen by the head;
- Reporting back to pupils to ensure that each pupil is aware of his own standards and the steps necessary to make progress.

# Programme of assessment (Revised September 2022)

## Standardised assessments

|                     | Autumn   | Spring   | Summer  |
|---------------------|--|--|---|
| <b>Kindergarten</b> | Arc Pathway baseline   | Phonics assessment<br>PASS   | Ros Wilson Writing<br>EYFS Assessment Profile   |
| <b>Year 1</b>       | NGRT Form A<br>SWST<br>Ros Wilson Writing<br>Phonics Assessment<br>Progress Test in Maths<br>Progress Test in English                      | PASS<br>Ros Wilson Writing<br>MaLT 6                               | NGRT Form B<br>SWST<br>Ros Wilson Writing<br>Phonics Assessment<br>Progress Test in Maths<br>Progress Test in English |
| <b>Year 2</b>       | Phonics Screening Check<br>CAT 4<br>NGRT Form A<br>NGST Form A<br>Ros Wilson Writing<br>Progress Test in Maths<br>Progress Test in English | NGRT Form B<br>NGST Form B<br>PASS<br>Ros Wilson Writing<br>MaLT 7 | NGRT Form C<br>NGST Form C<br>Ros Wilson Writing<br>Progress Test in Maths<br>Progress Test in English                |
| <b>Year 3</b>       | CAT 4<br>NGRT Form A<br>NGST Form A<br>Ros Wilson Writing<br>Progress Test in Maths<br>Progress Test in English                            | NGRT Form B<br>NGST Form B<br>PASS<br>Ros Wilson Writing<br>MaLT 8 | NGRT Form C<br>NGST Form C<br>Ros Wilson Writing<br>Progress Test in Maths<br>Progress Test in English                |

# Recording and monitoring

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- Summative assessment scores for each pupil are entered electronically onto academic trackers (spreadsheets) as a pupil progresses through the school.
- The progress of pupils may be tracked both termly and yearly throughout their school career.
- The head, deputy head, assistant head and head of learning enrichment are aware of the progress of individual pupils, classes and year groups and will discuss results and progress being made across the school termly, completing the **first stage** of an assessment data review. Effective tracking of each pupil's progress will highlight strong or weak areas and help identify possible more able and talented (MA&T) pupils or those who would benefit from additional support. The effectiveness of the teaching and the appropriateness of the curriculum for individuals, groups, forms and year groups can be monitored.
- The findings of the assessment data review are then passed onto year coordinators who complete the **second stage** of an assessment data review in order to add any relevant information as required.
- At the end of each academic year, during a handover meeting, each class teacher meets with the prospective class teacher, detailing the academic achievement, personal and social development of each pupil in the class. All other relevant data and records are also passed on to the next class teacher.

## Quality assurance

- Processes, eg moderation, to ensure that standards are consistent across the year group;
- Processes to ensure that the progress of individual pupils and year groups is appropriately monitored and any concern is notified to the head of learning enrichment, class teacher or the head;
- Processes to ensure that data is recorded accurately;
- Training / support for staff on assessment procedures, recording and reporting;
- Processes to ensure that accurate and complete records are passed to those requiring them;
- Monitoring subject performance and development throughout the school;
- Regular and informal monitoring of pupils' work.

Subject coordinators are responsible for monitoring assessment in their subject and reporting back to the head after 'learning walks' and 'book looks' have occurred.

# Information sharing

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The school's policy is to be proactive in informing parents of any concerns and advising them of any remedial action being taken. If there is persistent cause for concern in relation to academic attainment and / or progress, a pupil may be referred to the head of learning enrichment for further intervention.

# Report writing

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## Why do we write reports?

A pupil's report is probably the most eagerly-awaited document that the school sends to a parent. It will be read and re-read and scrutinised by friends and proud family members and, of course, the child too.

The report is an official communication from the school and presents its judgement upon the progress, academic or otherwise, of a pupil. For the parents it is their main means of finding out exactly how their son is doing. It is **imperative**, therefore, that **great care** is taken to write reports to a **high standard**.

## Reports at Eaton House The Manor Pre-Prep

EHTM Pre-Prep produces full written reports at the end of the autumn and summer terms. An interim report is produced in the spring term. The report requires a teacher to make a **reasoned judgement** about the pupil's **effort** and **attainment** during the period covered by the report as well as setting **targets** for future improvement.

A major tool for gauging ability is the standardised score. A UK wide average score for any pupil is 100. At EHTM Pre-Prep, the school average is approximately 110. Scores below this level may require additional investigation.

## How may we write effective reports?

The report should be **clear**, **straightforward** and **jargon-free**. Comments should be succinct, precise and appropriate, including details of the boy's general progress, linked to end of term examination results, if appropriate; whether the boy is happy, settled, and behaving well.

The acronym **EAT** (for **Effort**, **Attainment** and **Targets**) supports good report writing, as described below:

**Effort** - teachers should consider:

- Attitude
- Concentration
- Diligence in class
- Personal organisation
- Consistency of approach

**Attainment** is again a composite judgement and should focus on the new skills that have been acquired and the level at which they have been acquired ie – Emerging, Expected and Exceeding. Some explanation of that level of attainment is explained in the report. If a boy has made specific progress in a particular area, it should be noted. Strengths and areas for improvement should be included.

**Targets:** In this section there should be advice on how to improve. Even the highest achieving pupil still has room for improvement. Targets should be realistic and pupil-friendly.

# Report writing (cntd)

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Ideally, anyone reading the report should be able to recognise every pupil from the words they have in front of them; it should include:

- A description in each curriculum area of where the pupil is now;
- Clear and specific guidance as to what that pupil needs to do to keep improving (which may very well be 'keep on as you are', with an explanation as to what 'as you are' means);
- A recognition in every line that the reader of the report may be both parent *and* the boy. Even though boys may not read the reports themselves, their parents may well read it to them.