

# **EHTM Pre-Prep Assessment, Recording and Reporting; Marking and Feedback Policy**

# Contents

---

|                                             |    |
|---------------------------------------------|----|
| Why assess? .....                           | 3  |
| Planning assessments .....                  | 4  |
| Principles of assessment and feedback ..... | 5  |
| Assessment data tracking .....              | 7  |
| Assessment quality assurance .....          | 8  |
| Information sharing .....                   | 8  |
| Report writing .....                        | 9  |
| Marking and feedback .....                  | 11 |
| Principles of marking and feedback.....     | 12 |
| Success criteria.....                       | 14 |

## Why assess?

---

At Eaton House The Manor 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

---

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.

In the 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

---

In the Pre-Prep, all teachers assess pupils in their class 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 2024)

## Standardised assessments

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

# Assessment data tracking

---

- Effective tracking of each pupil's progress will highlight strong or weak areas and help identify more able and talented (MA&T) pupils or those who would benefit from additional support (SEND).
- Tracking pupil progress enables the effectiveness of the teaching and the appropriateness of the curriculum for individuals, groups, classes and year groups to be monitored.
- 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.
- Year coordinators complete the **first stage** of the termly assessment data review, analysing and reflecting on pupil data, and adding any relevant information as required.
- 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 analyse and discuss data in order to complete the **second stage** of an assessment data review.
- 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.

# Assessment quality assurance

---

The following exercises provide the Head, Deputy Head and Assistant Head with information in relation to the quality of assessment practices in the Pre-Prep:

- 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 concerns are 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.

# Information sharing

---

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

---

## Why do we write reports?

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

THE Pre-Prep produces full written reports at the end of the autumn and summer terms. 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. In the Pre-Prep, the average standardised score 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

# Report writing (cntd)

---

## How may we write effective reports? (cntd)

**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. In the Pre-Prep, targets are set in English, mathematics and science, as a minimum expectation.

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.

# Marking and feedback

---

At Eaton House The Manor Pre-Prep, a consistent approach is taken to the tasks of marking work and providing feedback. All boys receive regular and helpful feedback on their learning, with consideration given to their age. All teachers mark pupil work and provide feedback.

## Aims

Teachers mark boys' work and offer feedback in order to:

- show that they value pupils' work, and encourage them to do the same;
- boost their self-esteem and aspirations, through use of praise and encouragement;
- give them a clear general picture of how far they have come in their learning, and where the way ahead lies;
- offer them specific information on the extent to which they have met the lesson objective, and/or the individual targets set for them;
- promote self-assessment, whereby they recognise their difficulties and are encouraged to accept guidance from others;
- share expectations;
- gauge their understanding, and identify any misconceptions;
- provide a basis both for summative and for formative assessment;
- provide qualitative ongoing assessment data to inform our future lesson-planning.

## High-Five marking and feedback

The Eaton House Values may feature as stamps in marking and feedback as prompts to facilitate metacognitive thinking.

The Eaton House Values are:

- We are curious and brave
- We act with kindness and respect
- We seek adventure and fun
- We value ourselves and each other
- We are determined and bounce back

# Principles of marking and feedback

---

Marking is teacher's response to pupils' work and, as such, it should motivate and encourage pupils and enable their individual progress to be monitored. It is expected that all pieces of work will be marked supportively, following the principles outlined below.

- All written marking is completed in blue ink: a **tick** indicates correct work; a **dot** indicates incorrect work.
- All pupils' written work is to be marked; discretion may be exercised in relation to marking notes;
- Marking will normally be completed before the next lesson;
- Oral or written comments should be appropriate to the age and understanding of the pupil;
  - The pupil must be able to read and / or respond to the age appropriate comments made;
  - Where the pupil is not able to read and respond to written feedback, other arrangements for communication must be made, such as verbal or pictorial feedback.
- Wherever possible, assessment, marking and feedback should involve the pupil directly, on the basis that research suggests the best feedback is verbal and immediate:

*'Verbal feedback, when applied well, has a positive impact on the engagement of all students (including those who are disadvantaged.) It may also lead to gains in progress and achievement and – at the least – appears to have no detrimental effects. When teachers learn to apply verbal feedback strategies consistently and with confidence it has a marked positive effect on their overall practice and on the time they have available for other teaching tasks such as planning.'*

UCL Verbal Feedback Project Report, Quinn, 2019

- A teacher may ask questions and analyse pupils' responses to assess their attainment and to reveal misconceptions;
- Verbal or written feedback may be given by a teaching assistant, who initials the piece that he or she has marked;

# Principles of marking and feedback (cntd)

---

- Whole-class verbal feedback, including addressing general misconceptions, may be provided through mini plenaries, plenaries, and during small-group sessions.
  - Teachers should aim to promote self- or peer-assessment by linking marking and feedback with a wider process of engaging pupils their learning, including sharing the learning objective and the success criteria for the task at the outset. Boys' self-assessment in exercise books is reviewed / commented on by the teacher as appropriate.
  - Pupils and staff do not erase pupil mistakes. Their presence is helpful to indicate misconceptions and highlight future progress by comparison; errors are expected to be annulled by pupils with a **single line**;
  - If a piece of work is considered by a teacher to have been completed to an unacceptable standard, in discussion with the pupil, that piece of work will be reattempted;
- The regular use of stickers, stamps and house points to reward effort and progress made by the boys is encouraged in order to promote a culture of praise and positive feedback;
- Year coordinators, subject coordinators, the deputy head and the assistant head are collectively responsible for monitoring the quality and consistency of marking in their respective areas of oversight, through 'book looks' (scrutinies of pupils' work) and moderating activities.

## The following should be corrected in written work:

- Subject-specific vocabulary;
- Significant / recurring punctuation and grammar errors.

## Misspellings – Years 1, 2 and 3

- Spelling mistakes, including high-frequency or common-exception words are identified using a pink highlighter, with the correct spelling written below the work for the pupil to copy once;
- A **maximum of three misspellings** are identified in any one piece of written work.

# Success criteria

---

## Introduction and general principles

Teachers share the lesson's learning objective with the pupils. They should also indicate the way in which the learning experiences are linked to the learning objective, and the success criteria against which the work will be judged.

Success criteria, which are the basis of daily formative assessments, are introduced at the beginning of the lesson. They enable boys to take ownership of their learning, and to be engaged, from the outset, with the learning process as follows:

- thinking about what they will be learning and its outcomes;
- reflecting how they will approach their learning;
- considering what they may contribute to their own learning.

Success criteria are used as evidence of assessment for all learning experiences and they are displayed clearly within the pupils' exercise books, and they may be referenced throughout the lesson.

Success criteria are differentiated and may be open-ended - 'low threshold, high ceiling' – a graduated series of success criteria are formulated in relation to a specific learning objective. The series should promote progression within the learning experience in order to ensure pupils are challenged and motivated.

Success criteria are phrased as questions in the first person: 'Can I...?'

# Success criteria (cntd)

## Success criteria grid

| LO:       |                                                                 |                   |
|-----------|-----------------------------------------------------------------|-------------------|
| Can I...  | I think...                                                      | Teacher thinks... |
|           |                                                                 |                   |
|           |                                                                 |                   |
|           |                                                                 |                   |
| Challenge | Independent work<br>Teacher-supported work<br>TA-supported work |                   |
| Great!    | <ul style="list-style-type: none"> <li></li> <li></li> </ul>    |                   |
| Think!    |                                                                 |                   |

## Self-assessment and teacher-assessment – ‘I think...’, ‘Teacher thinks...’

There are boxes in the success criteria grid for pupils and teaching staff to assess attainment against each success criterion, using a two-tier grading system:

|             |             |
|-------------|-------------|
| Great! (G!) | Think! (T!) |
|-------------|-------------|

A pupil’s successes and areas for development in relation to the learning experience should be identified at this point and remembered to effect follow-up, for example, a discussion with the pupil, a small group or the whole class, or written feedback.

The success criteria grid includes an option for the teacher to identify, by circling the appropriate term, whether a pupil has completed:

- Independent work
- Teacher-supported work
- Teaching-assistant (TA) supported work

## Success criteria (cntd)

---

### Written feedback – ‘Great!’ and ‘Think!’

In Year 2 and Year 3, and in the summer term of Year 1, there are two spaces at the bottom of the success criteria grid for the teacher or teaching assistant to provide formative written feedback, organised under the headings ‘Great!’ and ‘Think!’.

- **‘Great!’** comments outline strengths of the piece of work, celebrating a pupil’s effort, achievement and progress.
- **‘Think!’** comments outline one area for improvement. The teacher may address misconceptions, identify challenges or provide next steps aligned to the learning objectives in order to consolidate and deepen a pupil’s learning.

### Identifying ‘Great!’ and ‘Think!’ within pupils’ written work

Green and pink highlighters are used to identify elements of a pupil’s written work that correspond with **Great!** or **Think!** in relation to success criteria.