Kew Green Preparatory School

Assessment, Recording and Reporting Policy (including EYFS)

Introduction

"Assessment which is explicitly designed to promote learning is the simple, most powerful tool we have for both raising standards and empowering lifelong learners."[1]

The aim of this policy is to outline the purpose and management of assessment and reporting procedures to ensure consistency at Kew Green Preparatory School. The implementation of the policy is the responsibility of all teaching staff and will be monitored by the Middle Leaders in conjunction with the Head of Data, 11+ and DDSL and other members of the Senior Leadership Team.

It is the responsibility of the Head of Data, 11+ and DDSL to ensure there is a regular review of all aspects of this policy, to ensure the school is maintaining its high standards and following the best practice.

We are clear that, in line with our ethos and the aims of Kew Green, our first priority is to provide a stimulating and challenging all-round education whilst taking care to nurture each individual in order to maximise their learning potential. We pride ourselves on allowing children the freedom to discover and explore their own strengths and talents whilst guiding them towards excellent academic achievement and ultimately, entry into a range of first-class senior schools.

We monitor each child's progress throughout the year using a range of assessments, the results of which are used to add clarity to our understanding of their progress and attainment. It is important to bear in mind that whilst assessment data gives an indication of progress, the data is just one snapshot in a child's Kew Green journey; assessment data should be viewed in the context of the 'whole child' and as a starting point for discussion.

Objectives

We assess children's attainment in order to:

- Help teachers to plan work matched to each child's level of attainment;
- Assist in the systematic planning and recording of individual children's progress, in order that they may reach their full potential;
- Enable teachers to identify any problems/difficulties/lack of progress and decide on action, where special help is required of the Progress Centre (SEND) and from the Leader of provision for highly able children);
- Aid in the selection of future schooling and giving information to third parties;
- Check that curriculum criteria are being met.

(ISI Handbook 2020 Paragraph 3 (g)).

As per ISI Framework 2024, we commit to assessment that:

- enables all pupils to acquire new knowledge and make good progress according to their ability and does not discriminate against pupils or promote partisan political views
- does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- A framework is in place to evaluate pupils' work and performance regularly and thoroughly, which refers to:
  - the school's aims as provided to parents, and
  - national norms

[1] *Beyond the Black Box, Assessment Reform Group, 1999*

- Particulars of the school's academic performance during the preceding school year, including the results of any public examinations, are made available to parents of pupils and prospective pupils.

Systematic assessment practices make tracking children's progress possible. They also allow the curriculum to evolve.

Types of Assessment

Assessment can be:

- **Formative –** providing information for the teacher to plan the next steps in a child's learning;
- **Diagnostic -** providing detailed information about individual children's strengths and weaknesses;
- **Summative –** summing up a pupil's progress so far, in order to inform all interested parties.

Our assessment practice is structured to give all pupils the opportunity to demonstrate what they know, understand and can do. To that end, our assessments are:

Formal - based on written evidence. These range from established tests, including both standardised and in-house assessments. All are carried out on a regular basis to a prescribed schedule (see Appendix 1) which is reviewed regularly to ensure tests provide relevant, useful information which can be used by staff to have a positive impact on pupil outcomes.

Informal - looking at a wider range of evidence for children's learning. Much will be easily retainable in pupils' books. However, some will be ephemeral, producing no concrete evidence and forming part of a teacher's records based on their professional observations.

Self-assessment and peer assessment – throughout their time at KGPS, pupils should be involved in the assessment process, either orally or in writing, taking part as critical evaluators of their own, and other pupils', work and practices.

Formative Assessment (Assessment for Learning and Assessing Pupils' Progress)

Assessment for learning is the process of identifying where the learner has or has not achieved in order to plan the next steps in teaching or learning. It involves the idea of formative assessment in the classroom to raise pupils' attainment based on the idea that pupils will improve if they understand the aim of their learning and what they have to do in order to be successful. This adopts an approach that encourages children to achieve their full potential, promoting self-esteem and confidence.

Assessing pupils' progress is based on a rich and varied range of evidence, which is generated by day-to-day teaching and learning. Important features of this evidence are independence, choice, and creativity. Assessing pupils' progress enables teachers to make reliable judgements about pupils' attainment in different aspects (or assessment-focuses) of each subject. Teachers can then arrive at an overall judgement.

Principles of Assessment for Learning

Effective assessment for learning involves:

- Sharing the learning objectives with pupils through learning questions, relating to the planning.
- Helping pupils know and recognize clearly the success criteria (written or verbal), allowing, where appropriate, pupils to suggest success criteria.
- Provide feedback and marking that helps pupils to identify how to improve with techniques such as two stars and a wish.
- Self-assessment and peer assessment techniques should be used to discover areas of success and areas for improvement.
- Effective questioning should be used to assess progress.
- Both the teacher and pupils should be reviewing and reflecting on pupils' performance and progress, setting targets for improvement.

Methods of formative assessment which may be used include observation, questioning, analysing errors, collecting evidence from books through work sampling, pupil tracking, problem solving activities, analysis of written work, and testing using diagnostic materials.

1. Sharing the learning question and objective

Pupils will be taught to recognize the difference between the learning question and the success criteria, separating what they have to do from what they will learn. To involve pupils fully in understanding the learning objectives teacher will use questions using child friendly vocabulary so that learners understand what they will learn.

2. Clear success criteria

Success criteria may be evident in planning, within a child's book, visually on the whiteboard or there may be a verbal explanation. Success criteria will link directly with the learning objective, relating to the skills, concepts, knowledge of an activity. They enable progress to be seen within a lesson and link to differentiation.

3. Effective feedback

Pupils will benefit from opportunities for formal feedback through group and plenary sessions. Giving feedback involves:

- Verbal discussions when pupils and teachers discuss the work, reflecting on the learning objectives about their work and responses.
- Self-marking – pupils will be encouraged to see for themselves what they need to do to improve and discuss it with the teacher.
- Peer assessment – focusing on the learning intention of the task and success criteria.

Feedback enables pupils to understand their strengths and areas for development, explaining the next steps, building on previous performance.

We follow the School's marking policy, which is appropriate to the nature of the subject and year group being taught. Pupils are made aware of how their work will be marked and the expectations of the teacher setting the work.

4 Self-assessment, peer assessment and reflection

Pupils should be encouraged to make self-assessment and peer-assessment in the drive to strive for improvement. Teachers should encourage and trust pupils to take responsibility for their own learning e.g. through guided study, self-assessment and small-scale opportunities for them to teach the rest of a class.

Peer assessment and self-assessment will be used when relevant. Pupils will be encouraged to clarify their own ideas and understanding of both the learning intention and the assessment criteria while marking other pupils' work.

Pupils will be given opportunities to reflect on their learning at the start, during and end of topics in a variety of ways, including and not limited to self-assessment marking sheets, title pages and games.

5 Effective questioning

Teachers may use a range of open-ended questions to find out what pupils know, understand and can do. Teachers may use 'think-pair-share' to help pupils feel more confident to put forward new ideas, think out loud, explain their reasons and explore their understanding.

Types of questions may include;

- How can we be sure that...?
- What is the same and what is different about...?
- Is it ever/always true/false that...?
- How do you...?
- How would you explain...?
- What does that tell us about...?
- What is wrong with...?
- Why is...true?

6 Target Setting

Through teacher assessment and pupil self-assessment, targets are identified. Individual targets are recorded by the children. General targets should be incorporated in short term planning.
This will be adapted to ensure it is age appropriate and user-friendly.

7 Effective Planning

Assessment and differentiation are two key elements that help the teacher to know about the pupil's progress and potential and to set expectations which are achievable and challenging. Accurate assessment of children's current strengths may stretch over several levels and, in order for more able children to be challenged and less able children to be supported, differentiation is essential.

Diagnostic Assessment

Cognitive Ability Testing (CAT4) – Autumn Term

Cognitive Ability Testing gives an indication of each child's innate ability and the way in which they are able to think in areas that are known to make a difference to achievement. It can be thought of as a blue-print of their current cognitive profile – their strengths and weaknesses and how their minds are hardwired to think. Cognitive Ability Testing takes place annually in Years 2 - 6 within the first half of the Autumn Term and results in Years 3-6 are shared with parents.

Cognitive ability is tested using four short tests in the following key areas:
Words / Verbal Reasoning - *the ability to think with words, to classify words and to find connections between them.*

Numbers / Quantitative (or Numerical) Reasoning - *the ability to think with numbers, to find patterns and connections.*

Figures / Non-Verbal Reasoning - *the ability to think with shapes and patterns.*

Shapes / Spatial Reasoning - *the ability to think with shape and space together and to visualise transformations.*

An Overall Mean Score is also provided, which is an average of the four areas.

Cognitive Ability Tests do not require any prior knowledge and a child cannot 'learn' how to answer the questions. The scores from these tests lead to a Standard Age Score which makes a comparison with a nationally representative sample of children of the same age in years and months. The average score is 100 and the maximum possible score is 141. Results from these tests, as well as the learning profiles they provide, help teachers, parents and pupils to consider how best to help each child to learn and reach their potential in school.

In Year 1, the children undertake short GL reasoning assessments at the beginning of the year in place of the CAT4 tests. These are used to a similar purpose as the CAT4 results and are not reported to parents.

Summative Assessment

Within KGPS this includes:

- Phonics testing in Lower School
- Baseline Assessment takes place on the children's arrival in Reception.
- Reading Age tests (NGRT) – Y1-6
- Spelling Age tests (Single Word Spelling Test) – Y1-6
- Grammar Age tests (GAPS) – Y1-6
- Termly English writing tests. These assessments are for internal checks on the level of the child's achievement and to ensure progression is monitored. Y1-6
- Maths Age tests (PUMA) – Y1-6
- Progress in English tests Autumn and Summer (PTE) – R-Y6
- Progress in Maths tests Autumn and Summer (PTM) – R-Y6
- Ongoing reading/spelling high frequency words assessment.
- CAT4 Administered to all Year 2 - 6 children **(Diagnostic assessment)**
- A Foundation Stage Profile assessment for each child in Reception, with reference to the Early Learning Goals.
- Non-verbal Reasoning test (GL Assessment) – Year 1 **(Diagnostic assessment)**
- Verbal Reasoning test (GL Assessment) – Year 1 **(Diagnostic assessment)**
- 11+ Practice Examinations (weekly in English and maths) – Spring and Summer Terms of Year 5 and Autumn Term of Year 6
- Entrance Examination - Year 6 will try for examinations for a range of London Day Schools and some boarding Schools

Preparation for External Examinations

KGPS does not support the children leaving at 7 or 8 years of age and will not tutor or encourage these examinations.

Management of Assessment Procedures

- Teachers will have writing moderating meetings in which levels of achievement are agreed.
- Subject leaders are responsible for monitoring planning and teaching within their subject areas. Teachers should be observed regularly – at least once a year – by their subject coordinator or a member of the SLT.
- The feedback will be used to ensure that the best learning occurs in KGPS, suitable to the children's needs.
- Staff will analyse results across classes within their year groups in relation to statistical national data, and set targets accordingly. This process includes liaison with Subject Coordinators, the Director of Studies and the Head of Data, 11+ and DDSL.
- Assessment is used to identify children with Specific Educational Needs (refer to SEN). This will identify children who are under-achieving and those who need further enriching. It also allows us to monitor their progress.
- Assessment results should be analysed by the Head of Data, 11+ and DDSL in consultation with the Director of Studies, subject coordinators and teachers. The implications of the analysis for individual children, classes, vulnerable groups (Summer Born, SEND, EAL) or year groups should be presented and discussed at year group meetings.
- Class teachers will carry out assessments according to the agreed calendar of assessments throughout the year.
- Regular on-going assessment of pupils' progress from teacher observations will be included in all discussions between class teachers, subject leaders and SLT.

Record Keeping

Aims of Record Keeping

The aim of record keeping at KGPS is to track pupils' progress and achievement throughout their time at the school, and identify levels of attainment reached. The records should also provide information regarding a child that may affect their learning. Records should:

- be based upon evidence;
- be ongoing and cumulative;
- be updated regularly;
- be accessible, useful and easy to manage;
- be easy to interpret;
- identify the progress and achievements of the pupil;
- provide the basis for reporting pupil progress in all subjects/activities provided by the school;
- provide pupil information on SEND referrals, assessment reports, medical information and Individual Education Plans (IEPs);
- record extra-curricular achievements which are valued by pupils, parents and school.

Types of Record Keeping

Teachers should maintain their assessment records in a format which can be easily accessed and passed on to the next teacher, as required.

- Short term records include information to be kept during the current academic year and should be handed on to the next teacher, who will remove them once they are no longer required.

- Long term records include all relevant information that should follow a child throughout their time at the school. These are recorded in the school's information system. Summative assessment scores are recorded on Tracking Manager in iSAMS, where they can be used to track a child's progress throughout the school.

Reporting

Aim

Reporting at KGPS is to provide a narrative whereby pupils' academic and social progress and achievement is recognised. Pupil reports should:

- Include descriptive assessment
- Refer to supportive evidence
- Use constructive statements which indicate strengths and weaknesses
- Place achievements in context
- Report on specific objectives/achievements where appropriate
- Avoid speculation
- Identify targets for future learning
- Avoid jargon
- Target a specific audience: pupil, parent, teacher, employers and community

Reporting to parents is done on a termly basis. This is done verbally in Autumn and Spring Terms through Parents' evenings. Formal written reports are sent to parents in the Summer Term.

Types of Reporting

- Written – to include annual reports to parents, assessment grades, pupil notes for circulation to staff, references for transfer schools and information for Progress Centre assessments.

- Oral – discussions with parents through: parents' evenings; individual requests for meetings by staff or parents (where 'pupil notes' will be written as a follow-up); informal discussions with parents (as part of our 'open door' policy); and discussions with other members of staff.

Assessment Grades

Assessment grades are sent to parents at the end of each term. These include standardised scores in PTE and PTM and spelling ages (Autumn and Summer Terms), Reading ages and grammar ages (Spring Term). KGPS Effort Levels in English, maths, Science MFL, Humanities, Art, Computing, Music, PSHEE and Physical Education. At the end of the Autumn Term, CAT4 results are sent home (Y3-6).

Summer Term Reports

Full written reports by each subject teacher, as well as comments from the class teacher and Headteacher are issued at the end of the Summer Term.

The subject teacher's report should comment on progress and attainment. There should be some formative assessment, indicating a clear target for the pupil, to enable them to progress to the next stage of learning.

The class teacher will summarise the subject reports, highlighting key factors in his/her report. The class teacher should also comment on social development and organisational skills. The class teacher should report on any extracurricular activities and achievements, such as performance in the school play, if it has not been mentioned by the subject teacher.

Parents' Evening

KGPS expect parents and teachers to work closely with each other throughout the year and it is important to regularly communicate about achievements, weaknesses and any other issues concerning their child.

The school has an 'open door' policy and teachers are always available to meet at the end of the school day by appointment to discuss any issues.

Also, there are two formal designated evenings each year for parents to talk about academic and social matters regarding their child, with an extra Summer Term Parents' Evening for Y5 and Autumn Term Parents' Evening for Y6. Ten-minute appointments are usually made with the class teacher and parents can discuss the progress their child has achieved so far. In Years 4, 5 and Year 6, parents are able to meet with their child's English and maths set teachers on a rotational basis. Parents also have the opportunity to meet with specialist teachers.

The class teacher records any issues on CPOMS, which are discussed with the Head of Section. Targets are agreed prior to Parents' Evening and communicated to parents.

Parents are made aware that:

- Parent interviews may be held immediately after school and/or early evening
- They may meet their child's teacher or the Head or the Head of section by appointment at any other time, to discuss particular issues or concerns
- Parents of children that have been identified as having SEN are invited to take part in their reviews by the Progress Centre.

Written by: Managing Director GSG Ltd. (September 2013)

Agreed by the Board of Directors and made available to parents on the website.
This policy is available in large print format on request to the School Office.

Updated by: Head of Data, 11+ and DDSL (August 2022)
Last Reviewed: September 2025 (Head of Data, 11+ and DDSL)
Next Review: September 2026