



Northbourne Park School (including EYFS)

# Assessment and Reporting Policy

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## **ASSESSMENT**

Effective assessment is an essential part of the learning process. At Northbourne Park School, assessment is used to ensure all pupils are making the progress of which they are capable. It also serves to enable teachers to plan and deliver lessons that cater to the needs of all pupils.

There is a common language and framework for assessing pupils shared clearly between staff, parents/carers and pupils, so that:

- Assessment drives learning, rather than being a tool for measurement, and informs teachers' planning
- Teachers have ownership of data analysis and use this to maximise pupil learning
- Teachers can have reliable conversations with pupils, parents, colleagues about each pupil's learning
- Parents/carers gain clear understanding of where their child is in their learning and progress they have made
- Pupils know where they are in their learning and where they need to go next
- The school can make key strategic decisions about curriculum design and support/extension for effective learning

In order for us to gain a full picture of each child's learning profile, the school uses a number of indicators, and these are gathered consistently through our diagnostic, formative and summative assessment processes. This enables teachers to make the most informed and impactful decisions about:

- where each pupil is in their learning,
- where they need to go next in their learning
- what they will need in order to get there
- what the best pathway is for the learning

### **Data Collection**

The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence-based decisions about next steps and interventions that will lead to the best outcomes for those pupils. Data sets can be compared to ensure these have had the desired impact, supporting in signposting what further action is needed.

### **Digital Assessments Years 7 & 8**

Pupils in Years 7 & 8 sit MidYIS tests at the beginning of each academic year or very soon after entry if they arrive mid-year.

MidYIS is a computer-adaptive assessment for pupils 11 – 14, that provided information to help identify pupils' strengths and weaknesses and predict how they are likely to perform at

GCSE. Value-added data shows the progress children are making and helps teachers to see the impact of their teaching.

Being adaptive, each pupil sees a unique assessment and is challenged at a level suitable for them.

### **Digital Assessments Years 1 – 6**

Pupils in Year 1 – Year 6 sit INCAS tests at the beginning of each academic year or very soon after entry if they arrive mid-year.

These tests are computer-adaptive and help us to identify and diagnose learning needs. They help us measure progress in key developmental areas, which research shows are important to later academic success.

The tests provide:

- Age-standardised and equivalent scores
- Diagnostic information on pupils' strengths and weaknesses in Reading (including word recognition, word decoding, comprehension and spelling); and Maths (including Number, Measure, Shape and space, data handling)
- Diagnostic reports on class and individuals which indicate which pupils need extra support
- Comparison charts showing the range of scores within a year group or across the school. This helps identify areas that may require intervention within a year group
- Progress charts and Longitude charts linking INCAS assessments over the years to show full progress

The tests assess in 4 key areas which are linked to later outcomes:

- Vocabulary – word fluency and understanding
- Maths – logical thinking, manipulating numbers and numerical concepts
- Non-verbal ability – recognising shapes, matching patterns, applying spatial awareness and visual intuition
- Skills – such as proofreading, perceptual speed and accuracy

### **Other assessments Years 3 – 8**

#### **Single Word Spelling Test (SWST)**

Pupils in Years 3 – 8 sit the SWST in the Autumn and Spring terms. The SWST score gives an indication of a pupil's spelling ability and the results may also be used to help teachers and the Learning Support Department identify pupils who need additional diagnostic testing for specific learning difficulties.

### **Group Reading Test (GRT)**

Pupils in Years 3 – 8 sit the GRT in the Autumn and Spring terms. The score provides a means of measuring reading attainment and the results may also be used to help teachers and the Learning Support Department identify pupils who need additional diagnostic testing for specific learning difficulties.

### **Reviewing Learning**

In the prep-school, half-termly Review Weeks provide an opportunity for pupils and teachers to review recent learning. The style of these reviews will differ according to age-group but will range from informal quizzes and activities for junior pupils to more formal tests for seniors.

### **Mock Exams**

Mock exams take place in March each year for Year 8 pupils. The week is organised as far as possible to match the Common Entrance exams week in June and allows pupils to practice and develop their skills and familiarise themselves with the process before they sit CE, Scholarship and/or other entry exams for senior schools.

### **Whole School Exams Week – Summer term**

All pupils in Years 3 – 8 take part in Exams Week in the summer term. Years 3 & 4 complete quizzes and mini-tests which evaluate their learning from the year. For Years 5, 6 & 7, their exams require revision and are more formal.

Year 8 sit Common Entrance exams in English, Maths, Sciences, History, Geography, Theology, Philosophy and Religion, French and Spanish.

### **Year One and Year Two**

In Year One and Two the children complete InCAS assessments in early September to identify their current levels and highlight areas where the children may need further support.

RAT grids are completed four times a year assessing English – reading and writing and Mathematics.

PiRA and Puma assessment tests are completed in December and March.

White Rose tests are used to assess Mathematical knowledge and skills at the end of each unit.

The Year One and Two high frequency words are assessed termly, in relation to reading, comprehension and writing.

## **Ongoing Formative Assessment**

It is expected that individual teachers also assess their pupils on an ongoing basis, both formally and informally, primarily to inform their teaching and planning or as the culmination of a block of learning. Ongoing teacher assessment informs and supports standardised digital assessments, as well as reporting to parents and pupils. From Years 1 to 8, teachers evaluate pupil attainment against the following end-of-year criteria:

- Working Towards the Expected Level (Working Towards Expected)
- Working at the Expected Level (Working At Expected)
- Working at Greater Depth (Working Above Expected)

## **Moderation and Pupil Progress Meetings**

Teachers meet regularly to moderate assessment judgements, track pupil progress and ensure learning is tailored to meet the needs of individuals.

## **Section Français Bilingue**

Pupils in the Section Français Bilingue follow the CNED programme, with regular formal assessments every 3 weeks. Teachers track pupil progress and attainment via these regular CNED assessments in French, Maths, History, Geography and EMC. Pupils also sit termly exams and LFL/Cambridge exams in English language.

## **Assessment in the Early Years**

### **Nursery**

On entry to the Nursery, initial observations, together with information from parents, are used to assess the developmental stage of the child with reference to the Early Years Foundation Stage Framework (EYFS), ensuring planning and activities are appropriate for the cohort of children.

Tapestry, an online learning journal, is used to share the learning that takes place with parents. Ongoing observations of teacher directed and child initiated activities continue to inform the Nursery teacher of a child's progress in relation to the EYFS curriculum. Parents also have the opportunity to post achievements of their child on Tapestry.

A tracking grid for each cohort are completed four times a year to assess progress in all seven areas of the EYFS curriculum - Communication and Language, Personal, Social and Emotional Development, Physical development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Each child's Tapestry account will be transferred to the Reception class teacher to support transition.

## **Reception**

On entry into Reception class, the Class teacher will use initial observations and assessments from the Nursery or other pre-schools alongside information from parents to aid planning.

As in the Nursery, Tapestry is used to record evidence of learning and progress in relation to the EYFS curriculum.

A tracking grid for the cohort is completed four times a year to assess the progress in all seven areas of the EYFS curriculum. RAT grids are also completed four times a year assessing English – reading and writing and Mathematics.

Children with speech needs identified will be assessed using the 'Speech Link' Baseline programme.

## **Roles and responsibilities**

### Teachers are responsible for:

- ensuring that they are familiar with and consistently implement the content of this policy
- the day to day learning needs of the children, ensuring that they make use of all forms of data to design learning experiences that maximise opportunity for developing each individual's skills and knowledge.
- monitoring and evaluating the progress of the children they teach and care for
- equipping children to have cogent conversations about where they are in their learning and next steps
- reporting clearly and accurately to parents, heads of department and senior leaders

### Heads of Department are responsible for:

- having the strategic overview of their subject driven by data evidence
- providing the framework of progression for their subject
- ensuring that the monitoring of the cycle and the quality of assessment in their area is carried out in an accurate and timely manner so that it can be used to inform learning for individuals and cohorts for maximum impact on outcomes
- providing support and training to teachers to enable them to teach and assess their impact and pupils individual needs effectively
- leading the development and reliability of assessment within their subject through regular and effective moderation

### Senior leaders are responsible for ensuring that there is:

- a consistent understanding of the framework and implementation of the assessment strategy

- quality assurance around the processes surrounding learning and assessment across the school
- time to effectively evaluate and refine assessment processes so that they remain fit for purpose
- a clear cycle of CPD to ensure that staff are sufficiently equipped
- time for leaders to monitor their subject, train staff and evaluate impact
- time for teachers to reflect on formative assessment, analyse summative assessments and calibrate judgements with colleagues/ moderate
- continual raising of standards through the use of data analysis to target groups of and individual pupils and that there is a culture of individualised approach to learning
- visibility for parents on their child’s learning and that this is communicated clearly

### **REPORTING (Prep School)**

Northbourne Park School has a range of strategies to keep parents informed of their child’s progress.

Teachers and/or tutors concerned about a child’s academic progress may contact parents to arrange a meeting to discuss the matter. Parents are also encouraged to contact the school if they have concerns about any aspect of their child’s work or well-being.

A written Report is an official communication from the school and contains judgements upon a child’s progress. For parents, it is their main means of finding out how their child is doing. Parents and children receive 5 written reports per year. Half term reports offer a snapshot of a pupil’s effort and attainment expressed in grades, as outlined below, and End of Term reports have the same grades but are accompanied by teachers’ comments for each subject. End of Year reports are substantially detailed and may also contain exam results.

All reports are written on ISAMS and sent home with pupils.

Additional termly reports are provided by peripatetic music and drama teachers, and all Boarders receive a Boarding Report at the end of each term.

### **Report Descriptors**

<b>Effort Grades</b>	
A	Outstanding attitude and motivation
B	High motivation and highly commendable attitude
C	Competent attitude and motivation
D	Unsatisfactory attitude and motivation

E	significant cause for concern
<b>Attainment Grades</b>	
1	Outstanding attainment
2	Ranges from proficiency to high proficiency
3	Basic competence to competence
4	Working towards expected level
5	Working well below the expected level

### Report Schedule

In the prep-school, reports are produced according to this schedule:

October Half term	December End of term	February Half term	March End of term	June End of term
Years 3 - 8	Year 3 - 8	Years 3 - 8	Year 8	Years 3 - 7
Half term Progress report with Subject Grades and Tutor comment	Written End of Term report with Subject Grades, Subject Comments and Tutor Comment	Half term Progress report with Subject Grades and Tutor comment	Extensive written End of Year report with Subject Grades, Subject Comments and tutor Comment	Extensive written End of Year report with Subject Grades, Subject Comments and Tutor Comment
			Years 3 - 7	
			Written End of Term report with Subject Grades, Subject Comments and Tutor comment	

### Guidance for Staff

**Reports should adopt a positive tone and ideally include:**

1. Positive information linked to achievements & progress



2. Constructive commentary
3. SMART targets (*specific, measurable, achievable, realistic and time-related*) where possible

The tone should display the teacher's interest in, and care for, the child concerned and the report should be honest about a pupil's shortcomings but highlight their strengths.

Any comments on poor behaviour should be related to achievement, progress and its impact on learning.

Reports should be clear and focused, avoiding the use of non-specifics such as 'good' 'poor' 'average'.

Tutors should use Form Tutor periods to understand better their pupils' individual experiences at school and out of school and, included in tutor comments, should be references to all aspects of the tutee's personality, achievements, aspirations etc. and how their term has been going.

### **Parents' Evenings**

Parents' evenings are offered for all classes. In the prep-school, teachers meet to discuss the class beforehand and then appointments are made from the school office and parents invited to attend. Each subject teacher for that class is present and samples of work may be available for perusal.

Senior pupils attend parents' evenings where possible.

Parents of Boarders who cannot attend Parents' Evenings are kept informed via Tutors and boarding staff.

Any major issues should be dealt with as and when they occur so that they do not come as a complete surprise to parents during Parents' Evening meetings.

Additional meetings/presentations are offered throughout the year for specific purposes such as transition from Year 6, information meetings regarding residential trips and so on.

### **REPORTING (Pre-Prep)**

In the autumn (October) and spring terms (March) teachers will invite parents to discuss their child's progress at a parents' evening. At this meeting parents have the opportunity to look at their child's books and discuss their child's progress. Parents' evenings are held for children in Nursery (school starter cohort only), Reception, Year One and Year Two. If parents fail to book an appointment, teachers encourage parents to attend.

Class teachers write a report for parents at the end of every academic year, commenting on all areas of the EYFS/Key Stage One curriculum. Specialist teachers for Music including peripatetic lessons, French and Physical Education also contribute to the report. Parents are requested to comment on their child's report and are given the opportunity to discuss the report further if requested.

The Nursery teacher will write a two-year-old check in the month prior to a child turning three. The report format provides an overview on the child including links to the Characteristics of Effective Teaching and Learning document, Communication and Language, Personal, Social and Emotional Development, Physical Development, strengths, interests and strategies for future development. Parents are asked to comment on the report and return a signed copy.

Open house is held once a term where parents have the opportunity to look around the Pre-Prep and see displays of the children’s work and talk to all staff members at the Pre-Prep.

### Overview of assessment and reporting

Nursery	Reception	Year One	Year Two
Tapestry - Initial observations on entry to support to assess the development stage of the child and support them in this transition and ongoing observations and informs planning	Tapestry - initial and ongoing observations		
Parents evening 2 x a year	Parents evening 2 x a year	Parents evening 2 x a year	Parents evening 2 x a year
A written report for School Starters at the end of the year	A written report at the end of the year	A written report at the end of the year	A written report at the end of the year
2-year-old checks			
Tracking grid – assessing progress in all 7 learning areas	Tracking grid – assessing progress in all 7 learning areas		
	RAT grids Reading, Writing and Mathematics 4x a year	RAT grids Reading, Writing and Mathematics 4x a year	RAT grids Reading, Writing and Mathematics 4x a year
	Early Learning Goals end of year assessment – information now also shared with KCC.		
	Speech link – children with needs identified		
		InCAS assessments – September	InCAS assessments – September

		PiRA assessment tests –	PiRA assessment tests
		Puma assessment tests –	Puma assessment tests –
		White Rose end of unit assessments	White Rose end of topic unit assessments
		Yr 1 high frequency words – reading, comprehension and writing termly	Yr 2 high frequency words – reading, comprehension and writing termly