



Assessment & Reporting Policy

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Introduction

“Nothing improves because we assess it; it only improves if our assessment leads to some action which brings about growth and development” (P. Lewis).

The teaching at Eaton Square is supported by this Assessment and Reporting Policy which:

- provides a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- gives a framework to assess pupils’ work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- 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;
- does not discriminate against pupils contrary to Part 6 of the Equality Act 2010.

Aims

- To recognise, reward and encourage achievement and effort;
- To communicate with pupils and parents about their individual progress including regular feedback;
- To enable pupils to reflect on their learning and their targets, supporting swift progress for all types of learners;
- To assess and monitor learning (assessment of and for learning);
- To aid curriculum planning;
- To identify children who need learning support or more challenging work;
- To understand and lead assessment within the framework of the National Curriculum or the EYFS Framework statutory requirements;
- To engage effectively with parents and/or carers and other professionals in the on-going assessment and provision for each child.



Assessment

Children are assessed in many ways at Eaton Square. Assessment lies at the heart of the process of promoting pupils' learning. It provides a framework within which educational objectives may be set and pupils' progress monitored. Assessment is incorporated into teaching strategies in order to strengthen learning across the curriculum. Assessment for learning uses results, work produced by the pupils and standardised test analysis to inform future planning.

Formative: this is ongoing assessment carried out by teachers both formally and informally. Results and observations are kept in teachers' record books, profiles and the pupils' own books. Formative testing helps our teachers in determining the overall subject levels that go on reports.

Summative: This occurs at defined periods of the academic year depending on year groups. Results are recorded in on the shared staff system so that all class and specialist teachers, the Academic Deputy Head and the rest of the SLT can track individuals and classes' progress. See assessment tracking documents.

Diagnostic: All assessments can provide diagnostic evidence. The children also complete a range of external, standardised assessments (CATs in Y3-6 and ASPECTS in N-R) to compare against the National Average.

Assessment in the EYFS

The children in Nursery and Reception are assessed by ongoing observations by the teacher and TAs which relate to the seven areas of learning and development in the EYFS. Each pupil's developments and achievements are recorded in an individual profile using Tapestry. Three of these areas are particularly crucial for igniting pupils' curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These are the prime areas:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

The four remaining areas of learning are specific areas through which the three prime areas are strengthened and applied:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.

Full details of the range of approaches and techniques in use by the school can be found in the Marking and Feedback policy.



Testing

All pupils in Year 2-6 periodically complete a BIG WRITE in English to demonstrate their proficiency in a range of writing genres. Children also complete a maths assessment at the end of each week/the end of each topic (Friday starter) which assesses purely the essential knowledge from that week/topic's learning (e.g. Place Value). This builds up a highly specific profile over time to inform future teaching and learning. The results of the half termly and end of term assessments are recorded in spreadsheets on the shared network and are used to track students' progress, report to parents and to inform future planning.

There is an inextricable link between effective planning, teaching and assessing; teachers assess pupil progress and achievement informally within every lesson. A formal record of assessment occurs for pupils from Year One to Year Six every term. The purpose of this assessment record is to review progress, to keep a formal record of progress and to be accountable for teaching and learning. These records may be based on a formal pen and paper test, a presentation or project, or a formal assessment of informal class work. The results of these assessments are recorded onto the network for summative and formative purposes. They are a summative record of progress, and they are used by teachers to determine progress and achievement. Every year group from Year One to Year Six provides results across a range of subject areas each term.

Read Write Inc. Assessments:

RWI Assessments are carried out to ascertain base levels for all children in Years R-2 in September each year. Subsequently, the children are put into phonics groups according to their level, and the children are reassessed periodically throughout the school year.

Standardised Testing at Eaton Square School:

Progress Tests (GL Assessment)

The main method of standardized testing at Eaton Square school is the Quest Assessments from Atom Assessment in Mathematics and English. This is carried out across the school from Year One to Year 6 based on lessons taught throughout the year. Baseline assessment (CEM) is conducted for all Reception children joining from nurseries to complement information from Early Years profiles. As these tests are taken annually, they allow the School and the parents to track the child's progress from Reception to Year 6; providing vital data for informing planning, identifying learning support requirements, and identifying gifted and more able children.

CAT (Cognitive Abilities Testing)

This is completed in Years Three to Six. These assessments are broken down into verbal, non-verbal and quantitative reasoning and spatial ability sections, and the results are used to inform judgements re future school selection. These assessments take place each year in the Autumn Term, and this provides the School and the parents with vital information about their child's cognitive ability. This information is used in Year Six when preparing reports for future schools.

ISEB computer pre-tests for future schools

These are an adaptive, computerised set of tests commissioned from GL Assessment. They cover English, Mathematics, Verbal Reasoning, and Non-Verbal Reasoning. The ISEB Common Pre-Tests are taken at school in Year 6. Only one test is needed each year, and the results will be used for all applications to senior schools that year. The ISEB Common Pre-Tests are adaptive; this means that the questions will get more or less difficult depending on how the individual student is performing. The test produces a Standard Age Score (SAS) for each subject, as well as an overall score. Eaton Square will not receive the results for these tests as they are obtained by the senior schools directly.

There are a wide range of senior school assessments which pupils in Year 6 may take depending on their future schools choices.



Annual Cycle of Assessments, Data Gathering & Reporting

September

- Baseline assessment (CEM) Reception children joining from nurseries to complement information from Early Years profiles.
- Early Years Foundation Stage Profiles created on Tapestry for each pupil to be assessed and tracked against. For those children transferring from Eaton Square Nursery Schools, the Profiles are already set up and are transferred across.
- CAT 4 testing for Years Three to Six carried out and results shared with parents.
- RWI testing for children in R-Y2

Teachers to analyse Progress Test scores from previous year and create a report detailing findings from data regarding:

- commentary on proportion of children making low / average / high progress
- mean performance against national averages
- male/female performance distribution
- performance against national averages in that subject's different areas of learning
- implications for current cohort /implications for teaching

Maths initial assessments carried out in class to help set Maths ability groups.

English writing activity assessed from Year 1-6 to check the levels the children are starting at.

Curriculum overviews shared with parents.

Tracking spreadsheets set up to assess children's understanding in class.

Yr 6 start using Atom mock pre-test papers and past papers from senior schools

October

Autumn 1 progress check assessments for core subjects for Year One to Six. Results added to 'Progress tracking.'

EYFS Tapestry Profiles updated

November

- ISEB computer pre-tests for future schools (for those that require it).
- Parent Teacher conferences with Form Teacher (Nurseries – Year Six).
- Target sheet issued for Reading, Writing and Mathematics (Year One to Six).
- Assessment morning for internal and external Nursery applicants for future Reception entry.
- Future schools meeting (Year Five parents and Headmistress) to explain school's entry system.
- EYFS Tapestry Profiles updated.



December

- Update attainment/progress on EYFS Profile.
- Autumn 2 progress check assessments for core subjects for Year One to Six. Results added to 'Progress tracking.'
- End of Term Report issued to parents, incorporating teacher comments in all subjects attainment/effort level and targets.
- Pupil Progress meetings held in year groups with actions identified, targets and review dates set, including review of intervention groups.
- EYFS Tapestry Profiles updated.

January

- Spring Term Curriculum overviews shared with parents.
- Year Six External examinations.
- EYFS Tapestry Profiles updated.

March

- Parent Teacher conferences with Form Teacher (Years One – Six).
- Interim End of Term Report issued to parents, incorporating teacher comments in Reading, Writing and Mathematics, attainment/effort grade and targets.
- Spring progress check assessments for core subjects. Results added to 'Progress Tracking'.
- Pupil Progress meetings held in year groups with actions identified, targets and review dates set, including review of intervention groups.
- EYFS Tapestry Profiles updated.

April

- Summer Term Curriculum overviews shared with parents.
- EYFS Tapestry Profiles updated.

May

- Quest Assessments in English and Maths for Reception – Year Six.
- Online Assessments scored by Quest Assessment and reports created for the teachers.
- EYFS Tapestry Profiles updated.

June/July

- Summer progress check assessments for core subjects. Results added to 'Progress Tracking.'
- Data, results, and analysis carried out for English and Maths from Quest Assessment. These are collated by Year Group, teaching set and individual child.
- Further data analysis by Heads of Maths and English and year groups following results of progress tests (these scores may be compared against the Autumn Term CAT 4 scores).
- Head of Maths and English to analyse whole school progress and create report based on proportion of students making LOW, AVERAGE, ABOVE AVERAGE progress in Maths and English.
- SEN department to create report detailing progress of SEN children according to NFER data and provide commentary on efficacy of interventions. (see appendix g)



- Final pupil transition/handover meetings held with both adjacent years. Progress tracking performance data shared between teachers and discussed. Provisional ability sets for following year determined.
- Full report issued to parents, incorporating teacher comments and targets in all subjects. In addition to the teachers' reports, SAS scores from GL Assessment reports are provided for English Comprehension, Composition and Mathematics.
- CEM assessment completed for Reception children to check progress from the beginning of the year.

EYFS Tapestry Profiles updated, and information is shared with the Reception team (Nursery) or the Year One team (Reception). For those children in Reception, teachers must gather all the evidence to make a final judgement for each child and for each ELG. The judgement must state whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS
- not yet at the level of development expected at the end of the EYFS
- beyond the level of development expected at the end of the EYFS.

Reception teachers and Year 1 teachers should then work together to ensure that a child's transition between the EYFS and KS1 is seamless.

Reception teachers should then share via the summer term report, a summary of their child's attainments against all the ELG's.

Reception teachers should provide Year 1 teachers with a copy of the child's EYFS profile and a short commentary on how the child demonstrates the 3 characteristics of effective learning.

The school must then report EYFS profile data to their Local Authority for each child, upon request. Further methods of assessment:

Atom learning

Atom Learning is an online learning platform for Key Stage 2 children. It is specifically aimed at those children taking an 11+ examination, containing a wealth of activities for English, maths, Verbal Reasoning and Non-Verbal Reasoning.

This platform allows teachers to deliver lessons, work through practice questions with each student and set homework. This is used by the teachers from Years Three to Six to supplement their teaching. Initially in Year Three it is used as a homework tool and as they progress through the School, it is used more intensively to help prepare the children for the 11+. All the topics are covered within the Atom Learning platform to ensure the children have a firm grasp of each area. Atom Learning is partnered with Galore Park, an ISEB endorsed educational publisher. In Year 6 the children also use Atom to carry out mock pre-tests online. Atom is becoming increasingly popular with senior schools for entrance examinations, so familiarisation with this platform is of paramount importance.

Assessment for ESS Entry

For Entry into the Nursery Schools

Once registered, children who are age eligible may be offered places as they arise. Registrations for the Nursery School are done on a first come, first served basis.

For Entry at 4 Years (Reception) into the Prep



Entrance to Eaton Square School at the age of four is via an informal assessment. It is priority entry for children within our own nurseries and the Head of EYFS will make the recommendations for children to move forward into Reception. The Head of EYFS will also visit these children in their nurseries. All candidates are invited to School in November of the previous year and they are seen by both Reception and Nursery staff. The informal assessment details the children’s developmental level and their social development. This process is overseen by the Head of the EYFS. Parents meet with the Headmistress.

For Entry into Prep

For entry into Reception after the year has started or to all other year groups from Year One to Year Six (known as an ‘in-year application’), the child is invited in to spend time in class with their peer group. Assessments in English and Mathematics will be carried out to gauge the child’s current level of attainment. They will also be given time to join classes, as well as time for observed free play at break. We aim to give every child a happy morning and send them home feeling positive about the experience.

We are looking at their social skills, practical skills, confidence, concentration, behaviour, and ability to work as part of a team. We talk to the children a great deal and by helping them to feel relaxed we hope to find out more about them than we could just on paper. The children are assessed against the standard currently being achieved within the year group. The information gathered from the assessment day is passed on to the Headmistress for consideration.

Report Writing Policy

Please see Report Writing Policy.

The children receive full written reports in the Autumn and Summer terms:

	Autumn Term	Spring Term	Summer Term
Years 1 - 6	Full report for all subjects; <ul style="list-style-type: none"> • Attainment and Effort grades in all subjects; • Full report from Learning Support if appropriate (via the Pupil Passport) • Class Teacher comment; • Full report for peripatetic music and LAMDA; • Y1-6 receive a Headmistress’s Report; Parents’ consultation evening. 	An interim report is provided for Years 1-6 at the end of the Spring term. Parents’ consultation evenings (N-Y6)	Full report for all subjects; <ul style="list-style-type: none"> • Attainment and Effort grades in all subjects; • Full report from Learning Support if appropriate (via the Pupil Passport) • Class Teacher comment; • Full report for peripatetic music and LAMDA. • Y1-6 receive a Headmistress’s Report;
EYFS	<ul style="list-style-type: none"> • Report • Parents’ consultation evening 	<ul style="list-style-type: none"> • Progress report • Parents’ consultation evening 	<ul style="list-style-type: none"> • N-R receive a full report in all areas of learning. • EYFS profile findings reported to Reception parents with an opportunity to meet with class teachers to discuss.



ESS Reports: Effort, Attainment and Targets (for those in Year 1 – Year 6)

Teachers award an effort grade, according to the child’s overall effort in lessons, as follows:

- A** **Consistently excellent effort**
- B** **Good effort**
- C** **Inconsistent effort**
- D** **Poor effort**

Teachers award an attainment grade, based on their overall academic progress that term in a particular subject. Teachers use all the assessment data available from trackers, classwork and summative assessments, to ascertain the most appropriate band for the child’s attainment, as follows:

Below expectations	Working towards expectations	In line with expectations	Exceeding expectations
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Teachers think carefully about the Effort and Attainment judgements that they award. They justify the grades they give in the text. If a child is working ‘below expectations’ in any subject this should already have been communicated with parents by that teacher. They should not find this out for the first time when reading their end of term report.