



REDHILL

PREP SCHOOL & MONTESSORI NURSERY

ASSESSMENT & REPORTING POLICY

Introduction

Assessment is a broad term that covers a multitude of procedures and policies linked to assessing pupil performance, recording it and reporting on it.

‘Assessment is the bridge between teaching and learning’ - David William (2011) Embedded Formative Assessment

‘There is no automatic relationship between what is taught and what is learned and we can only find out what actual learning has taken place through sound assessment’ - Independent Review of Curriculum and Assessment Arrangements in Wales (2015) Professor Graham Donaldson

Regular assessment plays a crucial role in school life. It gives parents clear feedback on their child’s performance, helps pupils understand their progress and next steps, and enables teachers to identify each child’s stage of development so they can adapt their teaching. Just as importantly, regular assessment highlights potential difficulties at an early stage, allowing timely support and intervention.

At Redhill, most of our assessment is formative and continuous. This means teachers provide ongoing feedback that celebrates what pupils have achieved while also identifying areas for improvement. A key part of this process is the regular marking of books, which is carried out in line with the school’s Marking Policy. We place great value on this type of feedback, as we believe it is one of the most powerful drivers of pupil progress.

There is also a need for external assessment and comprehensive data analysis, maximising the use of available data in raising pupil performance and target setting. In addition, within Redhill, the analysis of value added is a requirement for Literacy and Mathematics.

Aims

Redhill’s assessment, recording and reporting procedures aim to:

- Ensure that pupils have a clear idea of their achievement and potential.
- Ensure that pupils know their strengths and weaknesses and teacher can identify targets for improvement.
- Give clear information to parents.
- Monitor the effectiveness of teaching.
- Provide valued and reliable data for school use.
- Track the progress of pupils from their individual start points.

Assessment should be:

- Part of the school’s process to raise standards of teaching and learning.
- An integral part of the curriculum and with next steps in mind.

- A continuous process that is embedded in teaching and learning.
- Carried out in lesson time through assessment for learning (AfL) strategies / questioning as well as in more formal situations such as end of unit tests and end of year external assessments.
- Backed by evidence found in mark books, tests, homework, etc.
- Recorded to build a profile of individual pupil achievement throughout their school life.
- Positive and encourage improvement.

Teachers across the school are using '**Assessment for Learning**' and several strategies are used and have an impact on the quality of pupils' learning experiences.

Whole school assessment needs to meet several requirements:

- Legal requirements.
- Contribution to the achievement of the overall aims and ethos of the school, particularly in terms of the development of the whole pupil.
- To form a partnership between the pupil, teachers and parents and allow dialogue on the progress of the individual, through Parent – Teacher consultations, reports and internal monitoring.
- Monitor pupil progress and set targets for improvement.
- Be appropriate for the whole ability range so that pupils understand the system and can be actively involved in using it to improve their own progress and subsequent attainment.
- To develop the confidence of a pupil in their own ability.
- Be flexible in the range of assessing techniques available.
- Provide evidence which is manageable for both staff and pupils.

Several procedures feed into assessment and these are outlined below:

- Recording assessment outcomes
- Tracking pupil progress
- Next Step Targets
- Reporting
- Pupil self-assessment
- Parent – Teacher Consultations

Assessment Overview

Assessment sources:

- Formative and Summative assessment
- Informal class tests / quizzes
- External assessments

Purposes of external assessments:

- Improve the work of individual pupils by highlighting specific strengths & weaknesses.
- Highlight those pupils who may require extra support.
- Monitor the performance of different groups of pupils.
- Set targets within classes, phases, and whole school and to inform the SDP.
- To compare pupil/school performance against National benchmarks.
- Consider performance against national data.
- Use to set appropriate targets for individual pupils.
- Monitor pupil progress.
- Provide oral/written feedback to pupil/parents to improve standards.
- Provide information on strengths and weaknesses.

- Allows effective dialogue between teacher and pupil/parent.
- Provide meaningful report for parents.
- Meet the legal requirements for informing parents of their child's progress.
- Inform pupils about their progress, strengths and weaknesses.
- Provide a means of target setting by both teacher and pupil.

Recording & Analysing Assessments

Aim:

- To develop a system of recording and monitoring pupil progress.

Objectives:

- To have evidence of a pupil's progress throughout their education.
- To provide evidence about a child's achievement, strengths and weaknesses in key areas.
- To pass on information about how pupils have developed through using internal tracking systems.
- To pass on and receive pupil records for transferring between schools.
- To provide information for Class teachers, the ALNCo and SMT about a child's progress e.g. monitoring pupil progress.

Process:

- It should reflect the School Assessment Policy
- It must be clear to all and manageable
- It should be an integral part of teaching and learning
- It must be reviewed regularly
- Collection of evidence from definitive work and professional judgement
- Show evidence of quality control

Tracking pupil progress

Aims:

- To improve pupil attainment and motivation
- To track pupil performance within subject areas year on year
- To have a consistent approach across the Foundation Phase and KS2
- To allow focused intervention where needed
- To build up individual pupil profiles regarding progress, attitudes & approaches

Process:

CEM Centre data and professional judgement is used to:

- Look for patterns in behaviour/attitude towards work.
- Identify pupils who require support/mentoring.
- Provide information for Class teachers, the ALNCo and SLT to raise standards and inform the SDP.
- Discuss any issues with pupils and parents as necessary.
- Subject teachers discuss progress of pupil with parents at parent-teacher consultations.

Reporting

Aims

- To inform pupils, parents and teachers of a pupil's progress.
- To assess performance and set targets for improvement.

Objectives

- Use of reports to monitor pupils' progress.
- Use of reports to provide quantitative information.

Process

- The formative report is issued twice a year and provides detailed evidence of pupil progress in key areas.

Report commentary:

The commentary needs to include a pupils' achievement over time, attitude to work, standard of work, strengths and weaknesses, and importantly a target for improvement for a pupil to work towards.

Class Teacher comment:

This should include information relating to a pupil's personal and social well-being, achievements & interests as well as their progress and targets for improvement.

Self-assessment

Aim:

- To encourage pupils to look objectively at their own work and progress.

Objectives:

- To give pupils the opportunity to reflect on a piece of work and comment on their achievement.
- To give pupils the opportunity to reflect on their own input into their general progress.

Process:

- Pupils need the opportunity to reflect on their own progress. Assessment for Learning offers a range of options that can be used for this purpose including peer assessment linking to self-assessment.

Parent-Teacher Consultations

Aim:

- To provide an opportunity for parents to discuss the progress of their child directly with class teachers.

Objectives:

- Use of an appointment sheet to book interviews with parents.
- Provide an opportunity for form teachers to liaise directly with parents

Process:

- The posting of the Parents' evening dates of the school calendar at the start of each academic year.
- The parents book appointments using the sheet provided by the Headteacher.
- Interviews take place with the proviso that if a parent is unable to attend, an opportunity is given for them to consult with any staff they wish to see either during school hours or outside the school day if a mutually acceptable time can be agreed.
- A typed proforma is completed by the class teacher to record the headline talking points and record any relevant parent feedback or follow up action points. These are distributed to parents following the meeting.

Term	Assessment	Report
Autumn Term	Ongoing Assessment 3 Big Questions (enquiry of learning) BASE+ ENTRY Big Write Assessments	X1 Parent-Teacher Consultations
Spring Term	Ongoing Assessment 3 Big Questions (enquiry of learning) Big Write Assessments	X1 Parent-Teacher Consultations
Summer Term	Ongoing Assessment 3 Big Questions (enquiry of learning) INCAS Assessments BASE+ END Big Write Assessments	X1 Parent-Teacher Consultation X1 Pupil-led Parent Consultation Written Achievement Report

Date reviewed: September 2025

Date for next review: September 2026

Person responsible for this policy: Headteacher

Proprietor Signature: Mary Lovegrove