



Assessment Recording and Reporting (Prep School)

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1 Policy Statement

1.1 Embley uses a number of internal and external assessments to inform teaching and learning and to facilitate pupil progress. We have a commitment to assessing pupils' work regularly. We systematically use assessment to plan and modify provision for pupils. We evaluate pupil performance against stated school aims and/or national norms.

1.2 This policy applies to all members of our school community, including boarders and those in our EYFS setting.

1.3 Embley is fully committed to ensuring that the application of this Prep School Assessment, Recording and Reporting Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunities Policy document.

1.4 Embley seeks to implement this policy through adherence to the procedures set out in the rest of this document.

1.5 This document is available to all interested parties on our website and on request from the Senior or Prep School offices and should be read in conjunction with the following documents:

Curriculum

Prep School Teaching and Learning

Prep School Feedback and Marking

Equal Opportunities

Provision for Highly Able Pupils

2 Definitions of assessment in the Prep School

2.1 **Assessment for learning** (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. Pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment for Learning is based on four principles:

- Success Criteria
- Peer/self-evaluation
- Pupil feedback
- Effective questioning

2.2 **Assessment of learning** (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results describe pupil performance.

2.3 Regular feedback given to pupils on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' attitudes to learning, attainment, progress and the next steps in their learning. Reporting to parents at parent's evenings and with a full written report at the end of the year ensures that teachers and parents are

working together to raise the standards of our pupils. Parents also receive a short report in the Autumn and Spring term.

3 Objectives

The objectives of assessment in the Prep School are:

- To enable our pupils to demonstrate what they know, understand and can apply
- To ensure that all pupils make good progress according to their potential
- To ensure teachers use assessment to effectively support pupil progress
- To help our pupils to recognise what they need to do in order to build on their next steps in learning and achieve their potential
- To allow teachers to plan work that accurately reflects the needs of each child
- To provide regular information for parents that enables them to support their child's learning;
- To provide information for smooth transition between year groups or schools
- To provide the Head of Prep School, Governors and United Learning with information that allows them to make judgements about the effectiveness of the school.

4 How we plan for assessment

- Use United Learnings Independent School guidance to plan for assessment points
- Plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Planning focuses on clear expected outcomes for each lesson
- All teachers liaise with our Head of Learning Support, using the provision map to ensure adjustments and tracking of **all** pupil's attainment
- Share the lesson's aims and objectives & success criteria with the pupils as the lesson begins. Success Criteria helps to scaffold learning and expectation. Objectives, aims and outcomes direct pupils to the key area of learning
- Ask differentiated questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions
- Provide regular opportunities to review learning against set success criteria throughout the lesson using adaptive teaching methods
- Involve the pupils in peer and self-assessment, which helps them to assess their own progress and the progress of their peers within lessons throughout the academic year
- Schedule assessments in medium/short term planning
- Create displays which celebrate achievement and progress
- Feedback to pupils on an on-going basis both verbally and in writing matched to the age and the individual needs of the pupil. Taking into consideration who the marking and feedback is for and how it moves learning forward
- Adjust the depth of marking appropriately

5 Summative Assessments

5.1 Assessments of pupils' attainment is carried out at the start and end of the academic year in order to track both attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who require additional support and

to set the focus of discussions in pupil progress meetings, informing our provision mapping each term.

5.2 In KS1 and 2, English & Maths Tests are carried out, and externally marked, at the start of the year. These tests act as a baseline for Years 1 to 6.

At the end of the academic year English and Maths tests are administered and data compared against the baseline test at the start of the year. Writing is assessed on a termly basis. Pupils also take part in CAT testing at the beginning of Year 3 and Year 5. Data is used to inform planning and plan for pupil progress. Attainment data and cognitive ability data allows teachers to measure attainment against potential.

5.3 Class teachers ensure that assessment information is recorded and available for the Head of Prep School.

6 Assessment in the Foundation Stage

6.1 On entry to the school pupils will be informally assessed. Taster Sessions in Nursery & Reception focus on behaviour and safety. Results are used to inform planning, set targets and aid early identification of special needs.

6.2 Pupils will be continually assessed throughout the year based on teacher judgement. This assessment is to ensure that the next steps in learning are appropriately planned in order to help pupils make progress.

6.3 During EYFS, pupils will be assessed using the Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the 7 areas of learning. Each child's typical developments and achievements are recorded in the Profile. The school follows the assessment arrangements of the EYFS Statutory Framework. There is a progress check of the prime areas for children between 2 and 3 years contained in a short-written report sent to parents.

6.4 An EYFS profile is completed for all children in the final term of the year in which they reach 5. Each child's development is assessed against the Early Learning Goals and shared with parents as a full report

7 Data Analysis

Assessment data (English & Maths, CAT Data & Teacher assessed Writing) is utilised to inform:

- Pupil Progress meeting discussions
- School Self Evaluation
- School Development Plan
- Subject Development

8 Pupil Progress Meetings

These are held on a termly basis and are attended by the class teacher and the Head of Prep School. The focus of the pupil progress meetings is:

- To discuss attainment and progress generally within the class
- To discuss individuals; liaise with Head of Learning Support & plan for greater stretch and challenge with the teacher where necessary

9 End of Year Assessments

A summative assessment is made at the end of each year in Reading, Writing and Maths in all years and the parent reports indicate how well each pupil is attaining compared to the expected standard.

10 Assessment, Special Educational Needs and IEPs

Assessment should reflect the school policy on SEN. Any pupils experiencing difficulty in making progress in line with expectations for their age will have an Individual Education Plan. Individual Education Plans are reviewed termly, to enable pupils to progress. A provision map tracks pupils support and progress.

11 Recording

11.1 We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. These include:

11.2 Teacher's plans; Pupils' work; Teachers' mark books; Data books on Teams; National baseline, Early Learning Profile; written reports to parents.

11.3 Writing Standardisation/Moderation is carried out once a term. Class teachers meet the SENCo to discuss any pupils who are failing to meet the expected standard in order to implement intervention and track on the provision map. These pupils are identified through further assessments where age related attainment and standardised scores are considered.

12 Reporting to parents

Feedback to parents is given verbally at parents' evenings twice a year. Comprehensive written reports are provided to parents of all registered pupils at the end of the Autumn & Spring terms in the Interim Style and as full reports at the end of the academic year. The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of:

- How their child is performing in relation to their past achievements and to national standards.
- Their child's strengths and any particular achievements.
- Areas of development and improvement.
- Attitude to Learning.

13 Moderation of standards

13.1 All subject teachers study examples of pupils' work within their subject area. All Prep School staff assess pupils' work in English and maths using the national exemplification materials. Staff use national curriculum standards to moderate, with support from subject leads.

13.2 It is each subject teacher's responsibility to ensure that the samples that they keep of pupils' work reflect the full range of ability within each subject.

14 Monitoring and review

14.1 The Head of Prep School will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

14.4 This document should be considered as a developing document, constantly under review.

15 Appendix1: Assessment Calendar 2025-2026

	Term 1	Term 2	Term 3
Reception	EYFS Data Capture	EYFS Data Capture	EYFS Data Capture
Year 1	GL Assessment – English and Maths Writing Assessment Phonics Data Capture HAST Spelling Test	Internal assessment in core subjects Writing Assessment Phonics Data Capture HAST Spelling Test	GL Assessment – English and Maths Writing Assessment Phonics Data Capture HAST Spelling Test
Year 2	GL Assessment – English and Maths Writing Assessment HAST Spelling Test	Internal assessment in core subjects Writing Assessment HAST Spelling Test	GL Assessment – English and Maths Writing Assessment HAST Spelling Test
Year 3	GL Assessment – English and Maths Writing Assessment HAST Spelling Test CAT Level Pre A	Internal assessment in core subjects Writing Assessment HAST Spelling Test	GL Assessment – English and Maths Writing Assessment HAST Spelling Test
Year 4	GL Assessment – English and Maths Writing Assessment HAST Spelling Test	Internal assessment in core subjects Writing Assessment HAST Spelling Test	GL Assessment – English and Maths Writing Assessment HAST Spelling Test
Year 5	GL Assessment – English and Maths Writing Assessment HAST Spelling Test CAT Level B	Internal assessment in core subjects Writing Assessment HAST Spelling Test	GL Assessment – English and Maths Writing Assessment HAST Spelling Test
Year 6	GL Assessment – English and Maths Writing Assessment HAST Spelling Test	Internal assessment in core subjects Writing Assessment HAST Spelling Test	GL Assessment – English and Maths Writing Assessment HAST Spelling Test

- All year groups complete White Rose end of topic assessments in Maths throughout the year

16 Document Information

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Reason for Version Change	Annual Review
Name of owner/author	Sheina Gibb
Name of individual/department responsible	Sheina Gibb, Head of Prep School
United Learning Independent Schools/Academies/Both	United Learning Schools
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Where available	BiE cloud, Network, school website
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