

Bedales Pre-prep Assessment Policy

INCLUDING EYFS

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Author	Head of Bedales Pre-prep
Review body (individual or group)	Head of Bedales Pre-prep
Approval Body	Head of Bedales Pre-prep
ISI Regulatory Paragraph Number	
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Tick relevant box(es) ✓ how this Policy should appear:

Inspector Folder		✓
Website	Upload	
	Signpost	
Internal only		
Parent Portal		
For Pupils/Students		

Bedales Pre-prep Assessment Policy

At the Pre-prep we are committed to raising standards through assessment and effective measures are in place to achieve this. We consider assessment to be an integral part of successful teaching success in the classroom. Accurate informed assessment provides valuable data for the teacher in planning learning for pupils. It is a continuous process by which teachers find out about their pupils' capabilities and achievements.

Types of Assessment:

- **Summative** – Measure and monitor children's progress after teaching and learning has occurred. (See Assessment Calendar).
- **Diagnostic** – Identifies children's strengths and weaknesses.
- **Formative** – Inextricably linked to the process of teaching and learning through planning sharing of learning intentions, pupil self-evaluation, feedback, target setting, questioning, monitoring and raising children's self-esteem.
- **Evaluation** - Giving information about aspects of future planning for individual children's needs.

Purpose of Assessment: -

Raise standards of teaching and learning

- To inform parents of their children's progress
- To promote continuity and progression between year groups
- To ensure a consistent approach to judging children's attainment.
- To ensure that assessment opportunities are not missed and that the outcomes of assessment are used to help in future planning.
- To identify and support children with individual needs
- To provide information to external auditors. (EYFS Profile)
- To support the professional development of teachers.
- To assist in evaluating the success of curriculum delivery.
- To encourage teacher reflection as to the appropriateness of teaching styles employed.
- To help children progress.

Summative and Diagnostic Assessment

Current practices consist of the following: - (See attached Assessment Calendar)

- **Tracking and recording of Assessments including EYFS** – Half termly or annual results are stored on ISAMS. This allows us to track individual children's [progress and to analyse individuals or specific cohorts of children.

At the end of each year the children's overall ability is discussed and recorded according to subject criteria and levels of expected, below or above are recorded.

End of year levels of 'expected', 'below' or 'above' are recorded for different curriculum areas using subject criteria for each group.

In the Early Years, the online tracking journal, Tapestry is used to record observations and track progress linked to the Early Years Foundation Stage Curriculum across all areas of learning.

- **Analysis of Test Results** - All test results are collated on an individual / cohort basis annually to facilitate tracking and target setting. Data will include the mark, level and standardised score, (if appropriate) the data will be discussed by all teachers and scrutinised by the Head/Assessment Co-ordinator (In conjunction with school governor). This analysis and discussion will influence future staff INSET and Professional Development.
- **CLASS File** – (To be kept locked safely in each classroom and to be passed on at the handover meeting with the next class teacher) The folder will be passed on and discussed with the next teacher/school at the time of transfer.

To contain:

- Autumn and Spring (Learning Record)
- Summer written report to parents
- All interviews with parents over academic year
- Health information
- Assessment Results Spreadsheet
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Nursery

Draw a Man – Summer Term

Reception

Term 1, 2, 3 Piece of unaided written work for each child + significant pieces from past terms

Term 1, 2, 3 Record of phonics assessments

Term 3 Draw a man test

Children experiencing severe difficulties, retain as many examples of work as manageable.

Year 1

Term 1, 2, 3 Piece of unaided written work for each child + significant pieces from past terms (especially children with difficulties)

Children experiencing learning difficulties, retain as many examples of work as manageable.

Year 2

Term 1, 2, 3 Piece of independently written work for each child + significant pieces from past terms (especially children with difficulties)

Children experiencing severe learning difficulties, retain as many examples of work as manageable.

Year 3

Term 1,2,3 Piece of written work for each child + significant pieces from past terms (especially children with difficulties)

Children experiencing learning difficulties, retain as many examples of work as manageable.

Formative Assessment

[T:\Dunannie\Staff\Assessment Data](#)

Current Assessment Practice consists of:

1. **Planning** - Learning objectives are recognised as being the most important element of a teacher's planning from long to short term. Assessment information is continually used to inform future planning above expectation achievement or a lack of achievement is focused on against the learning objectives and brief notes made to influence future activities.
2. **Feedback** - oral-feedback is given during a lesson from teacher to child and children's feedback to each other is developed. Written-feedback children given time to read and then act on marking (see marking policy) Where appropriate written feedback is given to children and they are given time to act on it.
3. **Informal Individual Target Setting** - Open targets shared with the children. Face-to-face target setting takes place and can either focus in an academic area or a social target.

Discussion and Questioning Balance between closed and open questions.

Monitoring and subsequent action.

Raising Children's Self-Esteem through encouragement and focussed praise.

Observation: is particularly useful to contribute to the EYFS Profile using Tapestry.

Reporting to Parents

Parents are invited to school at the beginning of the Autumn Term to a Curriculum Information Meeting where the class teacher outlines the plans for the academic year ahead and how parents can be

involved in their child's learning.

There are Parent Evenings for children from Nursery to Year 3 every term when parents have a meeting with their child's teacher to discuss progress, other relevant issues and to agree, where appropriate, future academic targets. Written reports are sent to parents at the end of the Summer Term.

In the case of a child moving school, the office will forward reports upon request.

References

We undertake to provide honest, positive references on our children for other schools in the UK and overseas. Former pupils form an important part in the school community and we are always happy to provide references.

All pupils over the age of twelve are entitled to see any reference, review or report we have written on them. All parents and legal guardians are also entitled to see their son or daughter's reports, references and reviews.