



Assessment & Reporting Policy

Leehurst Swan School



Approved by:	 Headteacher  Representative of Governing Body	Date: 03/10/22
Last reviewed on:	03/10/22	
Next review by:	03/10/24	

PREP BASELINE ASSESSMENTS

Reception Swans

Reception sit BASE test on computers, guided by a member of staff in a 1:1 situation. This test takes place twice a year - once in Autumn and again in early Summer to enable staff to assess progress. Each child's level of development is assessed against the early learning goals as set out in the EYFS Statutory framework using Tapestry on-line learning journal.

https://www.foundationyears.org.uk/files/2017/03/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Teachers must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). Year 1 teachers are given a copy of the Tapestry Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. The EYFS Tapestry profile is shared with parents.

Year 1 to 6 NFER (National Foundation for Educational Research)

Year 1 sit NFER tests in Reading and Mathematics in the Summer Term. Year 2 sit NFER Reading and Mathematics in the Autumn Term only, as there is currently no summer test from NFER.

Pupils from Year 3 to 5 sit NFER papers twice a year - in the Autumn and Summer terms in Reading, Grammar and Punctuation, and Mathematics, which are teacher marked and standardised for age. This helps staff identify areas of strength and weakness. These are paper tests rather than computer-based.

Pupils in Year 6 sit NFER in the Autumn term in Maths, Reading, Grammar and Punctuation. NFER also offers Spelling assessments, which are sat three times a year, in Autumn, Spring and Summer. These also provide us with standardised scores.

Year 1, 2, 3, 5 and 6 INCAS (CEM University of Durham)

In addition, Years 1, 3 and 5 sit INCAS computer-based tests in the Autumn term. INCAS is a nationally standardised assessment that helps to identify and diagnose learning needs. It helps measure pupils' progress in key developmental areas including Mathematics and English.

Year 2 sit INCAS in the Summer term as a measure of progress at the end of Key Stage 1.

Year 6 sit INCAS tests in the Summer Term as a measure of progress and attainment at the end of their time in the Prep/Key Stage 2.

SENIOR BASELINE ASSESSMENTS

To measure ability and aptitude for learning, pupils take on-line assessments in Year 7 and Year 10. MidYIS is taken in the Autumn term of Year 7 and YELLIS in the Autumn term of Year 10. These assessments help us to identify individual strengths and weaknesses, the progress children are making, and their likely performance at (I)GCSE.

MidYIS and YELLIS assess four key areas which research shows are linked to later academic outcomes:

- Vocabulary - word fluency and understanding
- Mathematics - 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

As the assessments are adaptive, each pupil sees a unique assessment and is challenged at a level that is suitable for them, making it enjoyable, engaging, and efficient.

SENIOR CORE ASSESSMENTS FOR INTERNAL TRACKING

Teachers are expected to use “diagnostic” Core Assessments as part of Senior tracking data. Pupils will be tracked on Attainment and Effort/ Approach every half term. It is anticipated that core assessments may be differentiated and will have commonality within a department to aid standardisation, tracking and intervention.

Attainment

Each half term, in every subject, pupils undertake a core assessment linked to 9-1 levels (see below). It must be remembered that teacher assessments are broad indicators of current performance rather than definite outcomes. It is also the case that a teacher’s assessment of a pupil’s progress can change over time.

Year 7	Year 8	Year 9	Year 10	Year 11	Old (I)GCSE	Descriptor
				9		Exceptional Top 3-4% nationally
			9	8	A*	Excellent
		9	8	7	A	
	9	8	7	6	B	Good
9	8	7	6	5	C	Secure
8	7	6	5	4	Low C	Basic knowledge & understanding
7	6	5	4	3	D	Experiencing difficulty
6	5	4	3	2	E	Cause for concern
5	4	3	2	1	F/G	
4	3	2	1			
3	2	1				
2	1					

Effort/Approach

We also be monitor whether a child’s approach to learning is Excellent, Good, Inconsistent or a Cause for Concern.

Effort/ Approach to learning:	<p>1. Excellent Always works hard. Able to take initiative: conducting extra research and enquiry. May lead others in enquiry. Homework is always completed to a high standard.</p> <p>2. Good Generally works hard, listens sensibly and concentrates well. Conscientious and engaged. Homework is usually completed to a good standard.</p> <p>3. Inconsistent Is able to work fairly well; usually listens but lacks concentration at times. Follows direction but independent learning is not evident. Homework is sometimes completed to a satisfactory standard.</p> <p>4. Cause for Concern Lack of effort is impeding progress. Lack of commitment or application. Homework is not completed to the standard required. Behaviour can be disruptive to learning.</p>
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USE OF PREP & SENIOR TRACKING DATA

Staff use the data as usual to inform teaching and learning, track pupil progress and set targets. The data enables us to highlight specific achievements and/or weaknesses, identify underachievement so that we can put in place further support where necessary and ensure we are stretching and challenging all pupils. The data collected is used to inform parents about their child's progress and to highlight any areas of concern.

REPORTING

All parents are given the opportunity to formally meet with their child's teachers once a year at a Parents' evening. In Prep, they are given two opportunities - one in Autumn and one in Summer. Following a survey of parental preference Prep offer both face-to-face and on-line Parents' evenings via MS Teams over two evenings. In the senior school Year 7 Parents' evening are face-to-face with all other year groups offering Parents' evenings on-line via MS Teams.

Full reports are sent home to all parents twice a year (Autumn & Summer for Year 7-10, Spring & Summer for Year 11 and Spring & Summer for Reception – Year 6). Year 11 also receive a report following their mock examinations with their mock examination results, predicted and aspirational grades. Formal feedback on the mock examinations is given in the report at the beginning of the Spring term.

In senior reports grades are given for Attainment and Effort as set out above.

This policy is subject to annual review according to a time-tabled programme.