



# Assessment & Reporting Policy

## Leehurst Swan School



Approved by:	 Headmaster  Representative of Governing Body	Date: 3/10/24
Last reviewed on:	3/10/24	
Next review by:	3/10/25	

## 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 - in Autumn and 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](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, 2, 3 and 6 INCAS (CEM University of Durham)

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. Years 1 and 3 sit INCAS in the Autumn term to provide a baseline standardised score for the start of each key stage. 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.

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

NFER tests are paper tests which are teacher marked and standardised for age. Year 1 sit NFER tests in Reading and Mathematics in the Summer Term and Year 2 sit them in the Autumn Term only. Pupils in Year 3 sit NFER papers in the Summer Term only in Reading, Grammar and Punctuation, and Mathematics. Pupils in Years 4 and 5 sit NFER papers in Reading, Grammar and Punctuation, and Mathematics. twice a year in the Autumn and Summer Terms. Year 6 sit NFER in the Autumn term in Reading, Grammar and Punctuation, and Mathematics. NFER also offers Spelling assessments, which are sat in Autumn and Summer.

Both INCAS and NFERs provide us with standardised scores which enable us to track progress and link to our reporting grades.

below standard	below 85	Developing
working towards standard	85-99	Secure
expected standard	100-114	Good
above standard	115-129	Excellent
well above standard	above 129	Exceptional

## PREP INTERNAL ASSESSMENTS

Pupils across KS1 and KS2 carry out baseline assessments at the start of each White Rose Maths Topic and similar end of unit tests. These are used to measure progress and assist planning, teaching and identify specific interventions. The Salford Reading Test and Vernon spelling test are also used termly to assist with SEN interventions, as well as an Access to Maths test for new starters. Weekly spelling and times tables tests are also carried out across KS1 and KS2. For those pupils with SEND needs or EHCPs this data is reflected upon 3 to 4 times a year when considering a My Support Plan this done formally and shared as part of that review process. For

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EHCP's this is collected and monitored for progress but reflected on formally once a year in the annual review.

### 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.

Pupils with SEND will have access arrangements adhered to should these be formalised or put in place to help build a wider picture. Data and staff feedback as well as data is monitored by SENCO for those pupils on the SEND register and interventions reviewed or put in place if deemed appropriate or necessary.

### 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	

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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.

<b>Effort/ Approach to learning:</b>	<b>1. Excellent</b> 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.
	<b>2. Good</b> Generally works hard, listens sensibly and concentrates well. Conscientious and engaged. Homework is usually completed to a good standard.
	<b>3. Inconsistent</b> 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.
	<b>4. Cause for Concern</b> 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.

### **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.

For those pupils with SEND needs or EHCPs this data is reflected upon 3 to 4 times a year when considering a My Support Plan this done formally and shared as part of that review process. For EHCP's this is collected and monitored for progress but reflected on formally once a year in the annual review.

### **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 face-to-face Parents' evenings over two evenings.

In the senior school all parents' evenings have returned to face-to-face.

Full reports are sent home to all parents twice a year (Autumn & Summer for Year 8-10, Spring & Summer for Year 11 and Spring & Summer for Reception – Year 6) and once a year for Year 7. Year 7 have an informal Parents' event and formal Parents' evening in the Autumn term instead of a report. Year 11 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.

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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.