



Gosfield School

Prep School Assessment and Marking Policy

AIM

The aim of assessment at Gosfield School is that it should assist pupils to fully develop their academic abilities and self-confidence and help all pupils become effective learners. Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum.

The aim of marking at Gosfield School is to ensure that pupils see that their academic work is valued and have a clear understanding of their level of achievement and how to improve their work and make appropriate progress.

PURPOSE

The primary purpose of assessment is to improve pupils' learning and teachers' teaching as both respond to the information it provides. Assessment facilitates the greatest possible achievement of each individual pupil across the curriculum.

At Gosfield School we recognise that every teaching and learning task or activity offers assessment opportunities. We acknowledge that effective marking helps pupils to improve their work and reach or exceed their full academic potential. The focus of written feedback should be to help pupils gain a clear understanding of how well they have gained knowledge, concepts and skills. Marking also informs teacher planning and monitoring, allowing for precise interventions to drive pupils' progress forward on an individual level.

RESPONSIBILITIES

Class and subject teachers are responsible for implementing the Prep School Assessment and Marking Policy, and for ensuring that assessment and marking takes place consistently within the subject and in accordance with the Policy. Every class and subject teacher should have a copy of the Prep School Assessment and Marking Policy.

Summative assessment is monitored by the Deputy Head of Prep and Assistant SENCo who, with the Head of Prep, work alongside the class and subject teachers to ensure pupils do not fall behind. Any issues will be identified early and appropriate intervention put in place.

To promote consistency and to ensure that feedback is meaningful, where the teacher evaluates learning and pupils are given the opportunity to reflect on their progress, marking is monitored by the Deputy Head and Head of Prep and through the Quality Assurance Programme, published to all staff at the start of the academic year.

When any work far exceeds expectations or falls far below expectations for a sustained period, parents should be advised. It is important that the class teacher, Deputy Head, Head of Prep and parents/carers are all kept informed if the level of effort or attainment becomes a cause for concern.

ASSESSMENT

Summative Assessment

Summative assessment is assessment **OF** learning. It is used to measure performance at the end of a period of learning by comparing work against some standard or benchmark.

Summative Assessment:

- happens after the learning
- proves learning has taken place
- assists in measuring learning
- is externally referenced
- is focused on the outcome
- covers the full range of the curriculum area to be assessed

Examples of summative assessment include:

- End of topic/unit tests
- Internal school examinations
- External examinations

Formative Assessment

Formative assessment is assessment **FOR** learning. It is an approach to teaching and learning that creates feedback which can be used by teachers to improve their teaching and by pupils to improve their learning. Formative assessment helps teachers to identify where pupils are struggling and address problems immediately; it helps pupils identify their strengths and weaknesses and target areas that need work. Formative assessment is carried out during a period of learning.

Key features of assessment for learning are:

- being clear about the learning objectives and the success criteria by which learning will be judged, sharing them with pupils using pupil-friendly language
- showing pupils that all responses, views and opinions are valued and encouraging them to view errors as learning opportunities
- giving time for learning to be absorbed
- providing exemplar work so pupils understand what successful work looks like for each task they are doing.

Formative Assessment:

- happens during the learning
- helps to improve learning
- is personally referenced
- is focused on the process

Examples of formative assessment include:

- Questioning – using effective questioning techniques that provide opportunities for assessing pupils' knowledge and understanding
- Feedback (verbal and written) – giving specific, constructive feedback, which indicates how pupils can improve and the steps they need to take in order to do so
- Peer and self-assessment – encouraging pupils to reflect upon their learning and to monitor their own progress. This ensures that pupils internalise assessment criteria and clearly know how to improve their own performance

THE ASSESSMENT PROCESS

CEM (Centre for Evaluation and Monitoring) baseline testing is used internally within the School. Prep School pupils are assessed at the point of entry and at the beginning of each academic year. This baseline assessment is used to identify whether a child is working above, within or below age expectations (what is expected of a child for their chronological age) in reading, general maths and mental arithmetic. Baseline data is used by teachers to identify strengths and areas of development in children's learning, teachers are then able to use this to ensure that teaching and learning is carefully targeted to areas of strength and development, so all children can achieve to their best ability.

The Head of Prep and class teachers all have full access to the baseline data directly from the CEM website. It is the responsibility of the class teacher to share this information with subject specialist teachers and LSAs to inform lesson planning. Deputy Head to discuss any CEM data that highlights SEN Needs to then be shared by SENCO with class and specialist teachers. The Deputy Head carries out staff training and ensures all class teachers, subject teachers and LSAs have full access to the baseline data directly from the CEM website. CEM baseline data should be used to help inform lesson planning.

In addition to this baseline data, the following assessments also take place and are used by teachers to inform planning:

Half Termly

- Pupils in Reception, Year 1 and Year 2 undertake phonics assessments every 6-8 weeks (unless they have completed the phonics scheme and moved on to the English Scheme).
- Pupils in Years 3 to 6 undertake a baseline spelling test as part of the CEM tests at the beginning of the academic year which inform spelling groups and weekly tests. This data is tracked by the class teacher.
- Pupils in Years 1 to 6 complete a speaking and listening assessment at the beginning of every half term.

Termly

- Pupils in Years 1-6 complete termly PUMA (progress in understanding Mathematics assessment) these are standardised termly tests that help teachers to accurately measure and predict progress in maths and compare performance to national averages
- Pupils in Years 1-6 complete termly PIRA (progress in reading assessment) these are standardised termly tests that help teachers to accurately measure and predict progress in reading and compare performance to national averages

The data compiled from the assessment methods listed above are used to track, against National Curriculum descriptors, the progress of children across the year using Sonar Tracker.

The Maths, Phonics and English reading, writing, punctuation and grammar assessments are linked to the structured programmes of study used within school. They meet the higher expectations of the National Curriculum and are designed to accelerate every pupil's progress.

MARKING AND FEEDBACK

Marking is most effective when the pupil knows:

- The purpose of the task
- How far they have achieved this
- How to move closer towards their goal of learning

THE MARKING PROCESS

Pupils' work in English (writing, comprehension, spelling, punctuation and grammar) and Maths should be marked **every week**.

Teachers will review pupils' work sufficiently often to identify misconceptions and inform planning. Feedback may be verbal, written, whole-class, peer- or self-generated. Detailed written comments are not required for every piece of work and should be used where they are likely to improve learning.

- Feedback should be age-appropriate and accessible.
- Written feedback is one method, not the default in every case.
- Verbal feedback may be recorded briefly where useful, but does not always require written evidence.
- Pupils should be given time to act on feedback where doing so will improve learning.
- Practical and verbal learning may be assessed through observation, discussion or outcomes.
- Reasonable adjustments should be made for pupils with SEND.

Feedback should be both encouraging and constructive. Targets should be given to demonstrate how a pupil can take the next steps to improve their learning.

Work should be marked against the learning objective and success criteria for the piece of work and focus on improvement. Pupils need to understand what they have achieved and the skills they need to develop in order to improve.

Words or phrases should be highlighted in pink or green by the teacher to indicate the strengths and weaknesses in a piece of work. Comments should also be written in pink and green:

- Tickled Pink - Learning objective has been met or exceeded ('what went well' - WWW)
- Green for Growth - Area for improvement ('even better if' - EBI)

Feedback will not rely on colour alone. Symbols, labels or written comments will be used alongside colour where necessary to ensure that feedback is accessible to all pupils.

When marked work is returned to a class, time should be set aside to allow each pupil to respond to the teacher's comments to improve their understanding. Teachers should monitor closely that pupils carry out any instructions given, for example completing work.

Age-appropriate self and peer assessment should be integral to the teaching and learning to ensure pupils understand the assessment criteria and can form their own judgements about their learning. The teacher should still check this type of assessment.

MARKING CODES

Standard codes should be used across all subject areas.

Where appropriate the code should be noted in the margin and the word underlined.

Sp	spelling error (Note: pupils should be encouraged to learn their corrected spellings)
P	punctuation needed
Gr	grammar error
C	capital letter needed
T	wrong tense used
ww	wrong word used
^	word or letter missed out

- ?? meaning not clear
// new paragraph needed
✓ good work

RECORDING AND REPORTING

Recording and reporting ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment, and the recording and reporting of individual pupil assessment outcomes is the responsibility of each teacher.

Recording

Consistent record keeping by all teachers allows effective monitoring of pupil progress. Sonar Tracker is an assessment education software package that supports the analysis of pupil progress and attainment data from Year 1 to Year 6. Class and subject teachers make formative judgements for every pupil every half term and input into SONAR. Records of assessment to be recorded on the central Assessment Tracker. These records inform reporting, both formal and informal, to pupils, parents and the Head of Prep.

Reporting

To ensure uniformity and consistency in the writing of pupil reports, it is crucial that staff follow the agreed format. Staff are expected to follow the 'Guide to Report Writing' issued to staff and available on the school system.

Each academic year, pupils receive:

Reception

- Two parents' evenings
- Two 'next steps' reports
- One full written report

Years 1 to 6

- Two parents' evenings
- Two grade cards
- One full written report

Age related expectations

These are used to assess where children are attaining within their chronological age expectations. These expectations are set using National Curriculum descriptors and expectations of children within a year group. Children can be performing at different levels within these descriptors as described below. The expectation is that children make at least 6 steps progress across the academic year within the age descriptors for each subject.

Grade Descriptors

The grade card will note pupils' progress in achievement and effort (approach to learning) according to the following descriptors:

Above	• The pupil is working at greater depth and exceeds the age-related expectations for their current year group.
Securely At	• The pupil is working securely at the age-related expectations for their current year group.

Just At	The pupil is working towards securing the age-related expectations for their current year group.
Emerging	The pupil is working below the age-related expectations for their current year group.

Children can be working at below age-related expectations at any time of the year if they are not demonstrating proficiency in the key indicators in a subject area. Parents should be fully informed of where their child is performing throughout the year through parent consultations, grade cards and an end of year report. If a child is performing at below age-related expectations strategies should be in place to address this. Attainment is monitored and reviewed during pupil progress meetings with the Head of Prep.

The pupils' effort (**approach to learning**) should be assessed using the following descriptors:

Excellent	- The pupil consistently demonstrates a high level of engagement in all activities. - They show great initiative, always eager to participate and take on challenges.
Good	- The pupil is generally engaged and shows a positive attitude towards learning. - They readily complete tasks, often needing minimal prompts from the teacher.
Satisfactory	- The pupil is usually engaged, but their level of participation may vary. - They complete tasks but can sometimes require reminders to stay on track.
Unsatisfactory	- The pupil may show limited engagement and may appear distracted or disengaged from tasks. - They may require frequent reminders to complete work and stay on task.

An Unsatisfactory grade must not appear as the first communication of a concern. Parents should already have been informed, and the grade should be discussed with the Head of Prep before publication.

Signed

Mr Rod Jackson, Principal

Date

11/9/26

Date of next review: September 2027