



Assessment and Feedback Policy

RGSR Prep School

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I. Assessment

Assessment is integral to the process of teaching and learning. To achieve this, it should be a positive activity, encouraging pleasure and progress in learning. It helps us identify individual progress, students who require stretch and challenge, and those who might need extra support or specialist help through our Learning Support department. Feedback to students needs to be formative and encouraging, clearly identifying how they can improve. Wherever appropriate, students should be involved in the assessment of their own work.

Why do we assess?

Students need to know:

- Where they are in their learning
- Where they are going in their learning
- How to get there

Teachers need to know:

- Where students are in their learning
- What to do about helping them progress

Parents need to know:

- How students will be assessed
- How this is moderated and quality assured
- How to support at home

The school needs to know:

- The strength and areas to develop in students, classes, cohort and phases to develop teaching and learning
- Where the school attainment, progress and achievement lie in relation to external criteria and benchmarks
- Where to target learning resources to support school wide patterns of progress and attainment

How do we assess?

- Assessment for learning should take place all the time in the classroom to identify and adjust learning and enhance progress.
- Assessment of learning should take place at regular intervals and in a variety of forms to allow accuracy of judgement in terms of pastoral and academic progress and attainment.
- Assessment of learning should link to, and follow, the guidance in the marking and feedback procedures for the school phase (Early Years, Prep School).

2. Types of Assessment

2.1. Formative Assessment

Formative assessment is most powerful when it is at the point of learning to identify errors and misunderstandings and solve those immediately to move learning forward. Formative assessment can and should be planned for in lessons and should use feedback methods that fit within the learning cycle so that assessment is learning. The use of instant feedback methods within lessons should be in use. These can take a multitude of forms, but such methods as “show me” whiteboard activities, mini plenaries to share work in groups or classes, reflection and review systems such as success criteria using peer and self-assessment are crucial to enhancing learning in the class in all lessons.

Assessment is formative only if the information fed back to the student is used by the student in making improvements. Formative assessment must include a focus on future actions needed for learning for the learner and/or the teacher.

Classroom assessment should include:

- Wide range of questioning styles
- Feedback to support students

- Sharing success criteria with students – the steps to success
- Peer and self-assessment

*For more detail on this please refer to the Marking and Feedback procedures for your phase

Formative assessment of students' work where targets are set should take place regularly and include meaningful targets in order that students engage with their work and know how to improve their learning. It should avoid comparisons with other students, as individuals can only accept and work with this feedback. Links or references to ability levels regarding others distract and prevent learning.

When work is **formatively assessed**, then **comments alone** should be given either as written or verbal feedback dependent upon the age and appropriateness of the subject / task.

Formative assessment opportunities can be planned collaboratively across year groups/ classes and groups to support common aims and success criteria in advance of teaching.

2.2. Summative Assessment

Summative assessment data that supports formative use is an essential part of the process. Teachers need to know about their students' progress and difficulties with learning so that they can adapt their planning to meet the needs of each individual student.

Summative assessments can take the form of a common task such as a presentation, quick quiz, project, or practical task assessed by the teacher or end-of-unit test. Where comparison of ability is needed across a year group, these activities must be agreed for the whole year group (exception may occur for these assessments with regard to special needs or EAL). The type of assessment task will vary depending on the nature of the subject, the unit of work or the skill being assessed, and variety is encouraged. Outcomes from these will be recorded centrally, with overview data recorded onto the iSAMs system for long-term tracking. The end of term and year assessments are the most formal summative assessments.

We are aiming to ensure the quality of learning while it is happening rather than after it has finished and enable subject and year leaders to monitor the progress of all students and to plan interventions where needed.

Each year group will keep a shared folder with assessment records, and this will be shared with the Prep Leadership. Assessment should be broken into three core parts, each of which needs to be planned and appear in lessons.

2.3. Summary:

Form Tutors will:

- Share success criteria for learning;
- Ensure that clear objectives are understood by the class;
- Plan opportunities for the different assessment types;
- Ensure that a wide range of questioning styles is used to develop learning;
- Feedback targets both written and orally;
- Ensure that assessment for, and assessment as, learning is visible throughout each lesson;
- Model answers to scaffold student understanding;
- Build opportunities for peer and self-assessment.

Year Group Leaders and Phase Leaders must:

- Model the above standards plus ensure that all members of the department follow this model for Teaching & Learning. In addition:
- All schemes of work/planning have objectives, outcomes, and assessment for learning opportunities included and planned for;
- All members of the year group regularly discuss, share, moderate and monitor assessment activities;
- When appropriate intervention strategies are applied for underachieving students, and this is coordinated across the year group;

3. Feedback and Marking

Procedures for feedback and marking should always aim to promote consistent standards and common methods from one teacher to another and from one year group to another that are appropriate to the age and stage of the students. Please see the Feedback and Marking Procedures for Prep school to support this section in the policy.

As general principles for feedback and marking, the following must be adhered to:

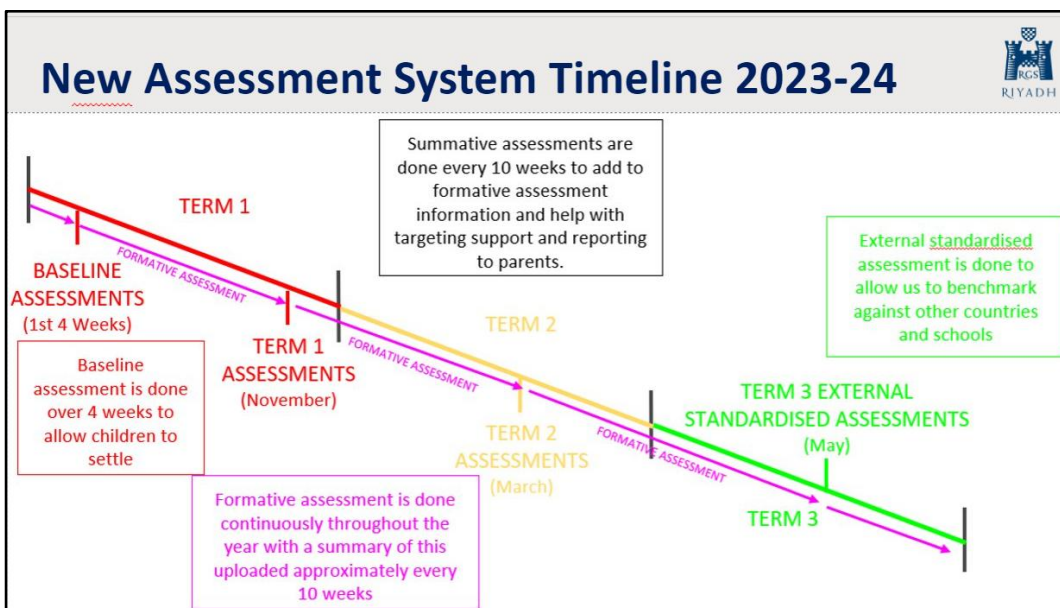
- All work should be marked – i.e. acknowledged so that students are aware that work is scrutinised even if written or verbal feedback is not shared. Marking should be kept up to date.
- Feedback needs to be regular and focused on the learning objective and success criteria wherever possible. It can include feedback on effort and attitude to supplement this.
- Feedback would be expected to be more regular in relation to core areas.
- Feedback may be more verbal for younger year groups where students cannot read written feedback
- Marking and Feedback can and should include various forms of self and peer assessment but be purposeful and not simply a way to reduce marking for the teacher;
- Teachers will share success criteria with the students where appropriate to support the learning and review and reflection for assessment.
- Feedback should include formative comments on how to improve work (eg., WWW: what went well; EBI: even better if);
- Practical, project-based subjects should have regular feedback, even if a whole project may extend over a lengthy period of time;
- Lower-level aspects of feedback should be given that target presentation where needed;
- Marking should indicate where a cover teacher has been responsible for the lesson
- Standard codes should be used for marking and feedback processes. Please see the agreed codes in the Feedback and Marking Procedures

1. Assessment and Marking for Students with SEND Including Students with EAL For Subject Teaching

Pupils who need extra support in accessing the curriculum and their learning (including those with English as an Additional Language) have this taken into account in the assessment of their progress. This consideration extends to all forms of assessment. For example, assessment criteria may be adapted so that they are tailored to educational need. Teachers can use the SEND 'snapshots' on best practice and guidance on how to enable pupils with SEND and EAL to access the learning and the assessment of that learning.

2. Assessment and Reporting Timelines and Schedules

The Prep School has a reporting and assessment schedule for the year that involves a cycle of formal summative assessments followed by reporting sessions to parents based upon attainment and targets for next steps from formative and summative judgements. Assessment data is also used to inform learning and teaching in the next phase of the year. Please see the overview of the assessment and reporting schedule below.



The assessments we use are UK standardised assessments for Mathematics and Reading, and these can be used to benchmark externally against UK and international standards. For writing, we use a criteria-based system from the UK and adapted for best practice. For other subjects, we use a key skills-based approach that looks at the development of key curriculum skills across year groups. For the Early Years, we follow the UK approach for observation-based assessment using the progression on the Development Matters document for the 17 Early Learning Goals.

Following on from these formal assessment points, we have points that we report back to parents either verbally through meetings or in written reports. Please see the timeline below.

