



ASSESSMENT and REPORTING POLICY	
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Policy Owner	Prep Deputy Head
Governor	Richard Biggs
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Assessment is viewed as an essential tool, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of stakeholders. Assessment at Sedbergh Prep School will be:

- Positive – this is achieved through building strong relationships
- Manageable – we work within an environment in which those assessing and those being assessed feel supported and empowered.
- Useful and used – we understand that everyone has a different set of strengths and areas for development. We use this information together to move forward and inform future learning. Professional dialogue will allow staff to ‘meet identified needs from assessment that takes place.
- Consistent – all staff understands and has clear expectations for receiving and understanding assessment of all pupils and professionally challenges along the way for best outcomes.

Principles

Assessment is first and foremost about helping children to learn and make progress. Whilst there is a strong emphasis on assessment of the core subjects of English and Mathematics, we also believe that assessment should recognise all educational achievement. Not all learning is assessed and recorded but assessment against key objectives is carefully tracked.

Aims

- To gather and track information about the performance of individual pupils, groups and cohorts or pupils so that it can be used to inform target setting at a range of levels. This should be an ongoing process.
- To ensure that children and staff supporting their learning are aware of their achievements and that they know what to do next.
- To ensure planning and teaching meets the needs of all children.
- To ensure that assessment and recording is an integral part of the school's performance management system.
- To provide information to inform the school's strategic planning.
- To give accurate information to parents on areas of strength and areas for development.

Assessment will be used in the following ways:

- **formative** - the day-to-day information gained 'forms' or affects the next learning experience.
- **summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.
- **tracking** - which involves a comparison of current and past attainment of a particular child and identifies whether they are below, in line or exceeding national expectations for their age.
- **evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Formative assessment

Assessment for Learning involves using assessment in the classroom to raise children's achievement. It is based on the idea that children will improve most when they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim. Effective Assessment for Learning happens all the time in the classroom and is supported by our teaching and learning policy as well as the marking and feedback policy.

In using Assessment **for** Learning strategies, our teachers:

- are clear about what all children know, understand and can do in all areas of learning
- ensure that children know what they are supposed to be learning, what they have achieved and how they can improve
- regularly provide children with the chance to reflect and talk about their learning and progress
- use a range of assessment methods when assessing learning e.g. direct observation, discussion with pupils, tests, self and peer assessment
- use the results and analysis of assessment to inform planning and lesson development

Summative Assessment

This is the regular assessment of knowledge and understanding of particular areas of the programme of study, perhaps through prep tasks or tests. Care should be taken to establish the criteria upon which an assessment mark or grade is awarded and that the children are aware of these criteria. The school uses summative assessments in maths, English and science as well as Accelerated Reader which measures children's ability in reading.

In addition, reading and spelling ages and progress in maths are separately monitored. Reading and spelling assessments are completed each term using a range of standardised tests. These assessments produce a standardised score referenced against a child's age. As these tests are carried out regularly, they are useful for identifying patterns in children's development and to modify planning and support.

Summative assessment of children in the Early Years Foundation Stage (EYFS) is currently provided through completion of the Early Years Foundation Stage profile. This provides information about children's attainment in relation to the seventeen Early Learning Goals (ELGs) and the 3 characteristics of effective learning.

For each ELG, we judge whether a pupil is meeting the level of development expected at the end of the reception year (expected) or not meeting a specific ELG.

EYFS profile data (the 17 ELGs) is reported to the LA for each pupil and parents are informed of these outcomes.

Internal Examinations

At the end of each academic year children complete standardised assessments to measure progress and gain a standardised score in English (reading and spelling), maths and science. In Reception, children complete a baseline assessment at the beginning and end of the academic year. In Years R – 8 children complete GL Assessments in maths and English assessments, with children from Y3 onwards also completing a science assessment. These summative assessments generate standardised scores which are used to inform learning, next steps and areas of development.

On entering Y7 children complete a MIDYIS assessment which assesses vocabulary, maths, non-verbal and skills as well as completing a science assessment as they enter Key Stage 3.

In Y7 and Y8 pupils will complete classroom-based assessments at the end of the Michaelmas term, and formal examinations in English, maths, science (biology, chemistry & physics), French, Latin, history, geography, and religious studies in the Summer Term. These are completed to ensure pupils experience the examination process and learn the necessary revision skills, as well as build confidence, resilience and test techniques. Children on the Special Educational Needs (SEND) Register will have the extra time and necessary support allocated for every examination, as indicated by the IN Department.

Other subject areas will be assessed via continuous assessment.

All data is analysed by the Deputy Head Academic and Heads of Department. This analysis will include the achievement and attainment of pupils:

- with special educational needs;
- able children
- boys and girls;
- with English as an additional language.

Pupil Progress Meetings happen termly and take place with the Form Tutor/Subject Tutor, the Deputy Head Academic and HOD. This meeting will be for the Form Tutor/Subject Tutor to give detail of the provision needed for target groups/individuals to ensure that they are meeting expected standards and progress by the end of the year.

Evaluative

Assessment information will be used by the Form/Subject Tutor and the Senior Management Team in the following ways:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review targets so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the Education Committee of the school's standards and improvement

- To maintain confidentiality Individual Assessments will only be made available to the pupils parents and professionals who need to see them.
- To inform areas for inclusion on the School Improvement Plan (SIP).

Moderation of Judgments

In the interests of consistent judgments both across and within Key Stages there will be regular moderation of judgments each term. Where appropriate this will include cross phase moderation.

Assessment at Sedbergh Prep School is enhanced by:

- Pupils' involvement in self-assessment in accordance with the principles of assessment for learning, developing children's capacity for self-assessment.
- Parents' involvement through regular discussions, about their children's progress and the results of assessments. Parents are given clear learning targets which will support their children's development at key points throughout the year.

Outcomes of Effective Assessment

Form/Subject Tutors will know:

- Where the pupils are starting from
- Has the class/group/individual learned what was planned?
- Are all the pupils making expected progress?
- Are they making sufficient progress?
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- How can the teacher do it better next time?

The Deputy Head Academic and Heads of Department will know:

- Are the pupils making progress in a specific subject?
- Are there any pupils who require targeted provision?
- Is the deployment of learning support across the school appropriate – does it meet the needs of the pupils?
- How does the school compare with national standardised scores?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:

- Is my child making good progress?
- Are there any key areas for development?
- How is my child doing compared with others of the same age?
- What can I do to help?

The Education Committee will know:

- How is the school progressing against their targets?
- What is the impact of the school improvement plan?
- How does the school compare with other similar schools?

Reporting

We believe that regular reporting to parents is an intrinsic part of home-school liaison. We have several formal touch points over the course of an academic year. Equally, we pride ourselves in the informal and ongoing communications we have with our parents. Reports are delivered via our Parent Portal.

Michaelmas Term

Within the first four weeks of term, parents of pupils from Reception to Year 6 will have the opportunity to meet with form tutors face to face or via TEAMS. This is the opportunity for parents and form tutors to discuss how pupils are settling in. Subject Tutors will provide information to the form tutor that can be shared with the parent. Parents of new pupils in Years 7 and 8 will also be offered this opportunity.

Parents of pupils in Years 7 and 8 will be invited to meet with form tutors just prior to Half Term. At this stage form tutors will be able to discuss the first set of effort grades, as well as how pupils are settling in.

All pupils will receive an effort grade report at half term. Please see the section on Effort Grades for more information.

At the end of the Michaelmas Term, all pupils receive an end of term report.

This End of Term report is fuller and contains effort and attainment grades, as well as subject reports, instrumental reports, SEN reports, Tutor Reports, Boarding reports and a Head's Report.

Year 3 – Year 8

Both effort and attainment will be reported to parents

Subject	EG1: Overall approach to learning	EG2: Independent learning	Attainment

NB: Pre Prep pupils are only given one effort grade for their overall approach to learning.

Lent Term

During the Lent Term, all parents/guardians will be invited to meet with teachers for a subject review meeting. These meetings will take place in person, or remotely via Schoolcloud. This is the opportunity to discuss progress in each subject area.

Effort grades will be reported to parents at the end of the term.

English, maths and science will also report attainment.

Each pupil will receive a comment from his/her tutor, summarising their progress over the term.

Year 3 – Year 6

Subject	EG1: Overall approach to learning	EG2: Independent learning	Attainment (core subjects only)

Pre Prep pupils are only given one effort grade for their overall approach to learning.

Summer Term

In the final term, there are End of Year reports.

There are whole school examinations around Half Term, and these are reported upon, likewise GL Assessment Data. (see below)

Year 3 – Year 6

Subject	EG1: Overall approach to learning	EG2: Independent learning	Attainment (1-5) (GL Assessment bracket for Maths, English and Science)

Pre Prep pupils are only given one effort grade for their overall approach to learning.

Year 7 and 8

The school will report: effort, attainment for those non examined subjects, exam % for examined subjects. GL assessment bracket for English, maths and science

Subject	EG1: Overall approach to learning	EG2: Independent learning	Exam %	Class exam average %	Attainment (non examined subjects)	GL Standardised Assessment Bracket

Effort Grades approach and rationale

We report effort grades at each half term.

All pupils in years 3-8 receive two effort grades. The first reflects their overall approach to learning, and the second is focused on independent learning, outside the classroom.

Pre Prep pupils will only be given the overall approach to learning effort grade.

Both effort grades are based on the following criteria:

5	Your approach to learning is exceptional, you are always meeting and sometimes exceeding our expectations. You take every opportunity to be involved with the subject during and outside of lesson time.
4	Your approach to learning is very good, you are always meeting our expectations.
3	Your approach to learning is good, you are almost always meeting our expectations.
2	Your approach to learning is not yet consistent, and needs to improve to meet our expectations
1	Your approach to learning is a cause for concern. You are rarely meeting our expectations.

Grade 3 is likely to be the most used grade on our scale and would reflect a student who almost always meets our high expectations in our subject.

A grade 5 in a subject is exceptional to recognise that some students will go above and beyond, taking every opportunity to get involved with the subject, perhaps working as a subject mentor or regularly attending (or even helping to run) a club.

In class expectations (all years)

- I have a **positive attitude** towards my learning.
- I am **organised**. I arrive on time, and I bring the correct equipment to lessons.
- I am **focused** throughout the lesson. I listen attentively.
- I **get involved** with the learning in lessons, contributing to class activities.
- I **ask questions** to improve my understanding
- I **work well** independently, and with other learners during pair and group work.
- I am **resilient**. I persevere with tasks even if they are challenging.
- I **take care** with the presentation of my work.
- I always **do my best**.
- I am **considerate and respectful** towards others – I allow them to get on with their learning.

Independent learning expectations (Y7+8)

- I **prepare thoroughly** for tests and assessments
- I **catch up** on work that I have missed, or that did not get completed.
- I **take time and care** with my prep, completing it to the best of my ability.
- I **act on feedback** in order to improve my work.
- *I go back over learning to consolidate*
- *I take opportunities to extend my learning*

Independent learning expectations (Y3-6)

- I **prepare well for** tests and assessments
- I **catch up** on work that I have missed
- I **take time and care** with my prep, completing it to the best of my ability.
- I **act on feedback** in order to improve my work.

Possible involvement with a subject outside the classroom (for Effort grade 5)

- I support my peers or younger children as a learning mentor.
- I consistently engage with extra opportunities offered in this subject, such as clubs.
- I am passionate about learning in this subject and seek opportunities to learn more about it independently.
- I help to run a club or activity for this subject area.

Attainment Descriptors (Years 1-8)

The grading for attainment will be as follows;

5	Attainment significantly beyond chronological age where pupil is showing mastery level and exceeding beyond year group objectives.	Standardised Score of > 126. Attainment is “very high”
4	Attainment beyond chronological age where pupil is showing secure knowledge and sometimes exceeding beyond year group objectives.	Standardised Score of 112-126. Attainment is “above average”
3	Attainment in line with chronological age and meeting objectives within year group.	Standardised Score of 89-111. Attainment is “average”
2	Attainment is not consistently meeting year group objectives.	Standardised Score of 74-88 Attainment is “below average”

1	Attainment below chronological age and not accessing year group objectives.	Standardised Score of <74 Attainment is "low"
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Parents' Evenings and Events

Parents' evenings are held during the year for all pupils. The dates are recorded in the school calendar for the Michaelmas and Lent terms.

Any parents who have concerns about their child's progress, or who would like to meet the teaching staff for any reason, are welcome to arrange a meeting by contacting the relevant form tutor.

Parents may also contact the Academic Deputy Head, Mrs Charlton, if they have any questions or concerns that the form tutor may not be best placed to deal with.