



# Sydenham High School

G D S T  
GIRLS' DAY SCHOOL TRUST

## Teaching, Marking & Assessment Policy Prep School: EYFS, KS1 and KS2

### 1 Introduction

- 1.1 We believe that assessment provides information to support teaching and learning and requires a systematic whole-school approach. From EYFS to Year 6, we conduct regular assessments and give our pupils regular feedback (verbal and written). The information we gather allows us to base our teaching on detailed knowledge of each pupil. We give parents/guardians regular updates on their child's attainment and progress so that we can work together and support pupils in their learning.

### 2 Aims and objectives

- 2.1 The aims are:

- to track pupils' progress, set targets for improvement and tailor learning;
- to provide regular information for parents/guardians that enables them to support their child's education;
- to provide the Head of the Prep School and the Prep Leadership Team with information that allows them to make judgements about the effectiveness of the school.

### 3 Planning for assessment

- 3.1 We use the National Curriculum (2014) and the Early Years Foundation Stage Statutory Framework (2021) to inform our teaching and our regular formal assessments (*see appendix 1*) link to the National Curriculum.
- 3.2 We plan our lessons with clear learning challenges and success criteria. We base these upon our detailed knowledge of each pupil. We strive to ensure that all tasks set are appropriate to each pupils' level of ability. Our lesson plans/resources make clear the expected outcomes for each lesson.

### 4 Assessment

- 4.1 We use various assessment techniques in the classroom to ensure the constant monitoring of learning progress for every pupil. CEM and GL Assessments form part of our formal assessment schedule (*see appendix 1*); these assessments provide standardised age scores

and enable us to track each pupil and cohort quantitatively. Assessment data is discussed with teachers in Pupil Progress Meetings and is available on SIMS and Google Drive. It is used to inform differentiation measures, Learning Support, EAL and More Able and Talented provision.

## **EYFS**

- 4.2** Reception pupils complete CEM Baseline on entry to Reception and CEM Baseline Progress at the end of Reception. CEM provides standardised age scores and enables comparison to a large sample of pupils from across the country.
- 4.3** At the end of the academic year, the Reception teacher completes the EYFS Profile indicating whether a pupil is at the “emerging” (1) or “expected” (2) level of development in the Early Learning Goals and the data is submitted to the local authority by 30 June.
- 4.4** In addition, teachers use long and short observations, written work and parent feedback to inform next steps. Each Reception pupil has an online learning journey, which is shared weekly with parents/guardians through the use of Tapestry. The pupils also record work in their exercise books, which are shared with parents/guardians on a weekly basis, in Celebration of Work.

## **GL Assessments**

### **GL CAT4 Assessments**

- 4.5** GL CAT4 tests take place in Year 2 to 6 in the autumn term. CAT tests are designed to help teachers understand how pupils learn and what their academic potential might be. We use the data from these assessments to identify pupils who are not reaching their potential and to plan intervention where necessary. CAT data is used by the Prep Leadership Team, Head of Learning Support and teachers. The data can be shared with parents/guardians on request, or if a teacher thinks necessary.

### **GL New Group Reading Test (NGRT)**

- 4.6** Administered in autumn and spring in Year 1s to 6. The NGRT provides a diagnostic profile for each pupil - including a standardised age score and a reading age. We use NGRT to reliably assess and track pupil progress in reading across the Prep School. NGRT is a fully adaptive standardised test. As it is adaptive, it offers a personalised experience for each pupil, ensuring it is accessible for those who are struggling and challenging for those who need to be stretched. The test provides a reliable range of information that supports and guides the management of effective learning. Furthermore, due to the adaptive nature progress can be reliably tracked year on year.

### **GL New Group Spelling Test (NGST)**

- 4.7** Administered in autumn and spring in Year 2 to 6. The NGST provides a diagnostic profile for each pupil - including a standardised age score and a spelling age. We use NGST to reliably assess and track pupil progress in spelling across the Prep School. NGST is a fully adaptive standardised test. As it is adaptive, it offers a personalised experience for each pupil,

ensuring it is accessible for those who are struggling and challenging for those who need to be stretched. The test provides a reliable range of information that supports and guides the management of effective learning. Furthermore, due to the adaptive nature progress can be reliably tracked year on year.

#### **GL Progress Test English (PTE)**

- 4.8** Administered in summer in Years 1 to 6. The PTE provides a diagnostic profile for each pupil - including a standardised age score. We use PTE to reliably assess and track pupil progress in pupils' technical English skills (spelling, grammar and punctuation) and reading comprehension. The test provides a reliable range of information that supports and guides the management of effective learning. Furthermore, the test is designed for use year on year to support teachers in benchmarking pupils' English knowledge and measuring progress over time.

#### **GL Progress Test Maths (PTM)**

- 4.9** Administered in the autumn and summer in Years 1 to 6. The PTM provides a diagnostic profile for each pupil - including a standardised age score. We use PTM to reliably assess and track pupil progress in pupils' mathematical content knowledge and understanding of processes. The test provides a reliable range of information that supports and guides the management of effective learning. Furthermore, the test is designed for use year on year to support teachers in benchmarking pupils' mathematical knowledge and measuring progress over time.

#### **Internal summative assessments**

##### **Mathematics tests**

- 4.10** Administered at the end of each Mathematics unit in Years 1 to 6. We use tests to reliably assess pupil progress in the objectives taught through the Mathematics scheme of work. The data from these tests is used by teachers to identify pupils who have not understood the curriculum content and to plan intervention where necessary.

##### **Phonics**

- 4.11** Phonics is assessed half termly from EYFS to Year 2 using Phonics Tracker. Pupils in Year 1 and 2 are given personalised phonics homework targeting focus sounds.

##### **PSHE**

- 4.12** In Years 1 to 6, teachers use the Jigsaw summative assessment tracking sheets to record if a pupil is working towards, at or beyond the expected level for a given puzzle piece/unit.

##### **Writing**

- 4.13** In Years 1 to 6, teachers make half termly judgments (working towards expected, expected or greater depth) of pupils' writing. The regular assessment of pupil writing allows teachers to make judgements about pupils' progress on their way towards mastery of taught objectives. Writing assessment data is saved on Google Drive to provide summative data at particular

points in time and to inform the Head of the Prep School, the English Lead and the Prep Leadership Team on pupils' individual progress.

### **Formative assessment**

- 4.14** Formative assessment techniques are used continuously by teachers to assess pupils. Formative assessment techniques enable teachers to tailor activities and scaffold learning and for pupils to understand their strengths and weaknesses. The formative assessment techniques used by teachers depend on the age of the cohort and the subject. Examples of formative assessment activities include teacher observations, work on mini whiteboards, thumbs up/down, traffic lights, exit tickets and so forth.

## **5 Feedback and marking**

### **Verbal feedback**

- 5.1** Immediate verbal feedback is the most effective way to promote progress; as such, verbal feedback should play an integral part in all lessons.
- 5.2** It is expected that most of the feedback pupils receive will be verbal and given during the lessons. This could include:
- retrieval practice;
  - live marking;
  - whole-class feedback;
  - sharing and discussing examples of work;
  - self and peer assessment;
  - individual feedback from a teacher or teaching assistant.
- 5.3** These are just a few of the possible ways to provide effective feedback in lessons. It is for the teacher to decide what they feel is the best way to assess the learning that is taking place and how to best provide opportunities for feedback to each child.

### **Written marking**

- 5.4** All written work, including homework, is acknowledgement marked or quality marked in red pen.
- 5.5** The date and learning challenge are recorded on all written learning activities. The learning challenge is accompanied by an assessment (ticks); three ticks means working above the expected level, two ticks means working at the expected level and one tick means working towards the expected level.
- 5.6** Acknowledgement marking is used to check that a pupil's work has been completed and that there are no obvious mistakes that need correcting. Ticks and marking codes (*see*

*appendix 2)* should be used. Work that is self or peer assessed by a pupil in green pen will also be acknowledgement marked by an adult in red pen.

- 5.7** Quality marking is used to help pupils understand what they need to do to improve and includes written comments, marking codes and questions. Written comments should be focused on the learning challenge and success criteria and should identify where the pupil has been successful and provide feedback to move their learning forward. All extended pieces of work e.g., essays, stories and science reports, should receive a written comment from the teacher that includes a next step for the pupil. You've Got Mail Questions (Year 3 to 6) should be used regularly to ascertain understanding, extend thinking, and create dialogue between teacher and child.
- 5.8** Unless the objective is spelling, not all spelling errors will be corrected. Instead, the teacher will identify the spellings the child should prioritise, focusing on key vocabulary and spelling rules for that year or previous years. The teacher should identify a maximum of five spelling errors for a pupil to correct.

#### **Peer and self assessment**

- 5.9** In Years 3-6, pupils are taught to assess their own work and that of others. Pupils assess work against clear success criteria and deliver feedback in a supportive and encouraging manner. Self and peer assessment can help pupils to develop their understanding of learning objectives and success criteria. Pupils self and peer assess verbally and in green pen in exercise books.

#### **EYFS**

- 5.10** In EYFS, most feedback is verbal and given during the lesson. Where written comments are necessary, these take place alongside the child and the comment is read to the child as it is being written.

#### **Practical subjects**

- 5.11** In practical subjects, most feedback is verbal and given during the lesson. It is for the subject coordinator to decide what they feel is the best way to assess and monitor the learning in their subject.

#### **PSHE and RSE**

- 5.12** In PSHE and RSE, pupils will produce a variety of work. Much of this will be verbal, and some written. Teachers will provide verbal feedback during a unit and written teacher comments at the end of a unit on the summative assessment sheet.

#### **Learning support**

- 5.13** Concerns about pupils who repeatedly have a significant number of corrections should be raised with the Head of Learning Development and in Pupil Progress Meetings.
- 5.14** Teachers should refer to a pupil's IEP when marking work completed by a pupil with additional needs.

### **Conferences**

- 5.15** Each term, every pupil has a one-to-one conference with their English, Mathematics and Science teacher. The purpose of this conference is to review the pupil's progress for that term, highlight strengths and set and review targets.
- 5.16** The targets will be recorded in the child's exercise books and will inform targets given in Parents' Evenings and written reports. Teachers will use a Target Achieved stamp/sticker and date to evidence when a pupil has met their target in their exercise book.

### **Staff Absence/Supply Teachers**

- 5.17** Cover/supply teachers are expected to provide feedback in line with this policy unless explicitly told otherwise.

## **6 Reporting to parents**

- 6.1** We have a range of strategies that keep parents/guardians fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's learning.

### **Celebration of work**

- 6.2** In EYFS, pupils are able to share their work with their parents/guardians once a week and teachers can receive feedback from parents about learning achievements at home. In Year 1, pupils are able to share their work with their parents/guardians half termly at Celebration of Work. In Years 2 to 6, pupils are able to share their work with their parents/guardians termly at Celebration of Work.

### **Parents' evening**

- 6.3** In the autumn and spring term, we offer parents/guardians the opportunity to meet with their child's teacher formally. At the first meeting of the school year, we discuss how their child is settling in, targets identified for their child and GL assessment data (Years 3-6 only). At the second meeting of the year, we evaluate their child's progress as measured against the targets and assessment data.

### **Reports**

- 6.4** At the end of the first spring half term, parents/guardians receive an interim report which provides summaries of the curriculum covered in all areas in the EYFS or English, Mathematics and PSHE (Years 1 to 6). Each summary is followed by a teacher comment relating to the individual pupil's attitude to learning, attainment and next steps. The teacher also writes a general pastoral comment. In Year 3 to 6 an attainment grade is given in English and Mathematics.
- 6.5** The key to achievement grades published on reports:

<b>Key to Achievement Grades</b>	
<b>A</b>	<b>Exceeding Expected Level</b> – Consistently achieving a standard that is well above that expected for pupils in her year group.
<b>B</b>	<b>Achieving Expected Level</b> – Consistently achieving the expected level for pupils in her year group.
<b>C</b>	<b>Working Towards Expected Level</b> – Yet to reach the expected standard. Often requires additional support.

**6.6** At the end of the summer term, parents/guardians receive a written report of their child's progress and achievements during the year. The report provides summaries of the curriculum covered in all subjects. Each summary is followed by a teacher comment relating to the individual pupil's attitude to learning, attainment and next steps. The teacher also writes a general pastoral comment. In Years 3 to 6 an attainment grade is given in all subjects and the age-standardised PTE and PTM score.

## **7 11+ Preparation Programme**

**7.1** We are committed to delivering a robust and systematic preparation programme for all our pupils from the summer term of Year 5 through into autumn term of Year 6. Our preparation process is a supportive and positive one, which places our knowledge of the individual pupils at the core. Parents/guardians are informed about the 11+ process during an information evening in the spring term and are invited in to discuss the transition period with the Head of Senior and Head of Prep School when their daughter is in Year 5 (*see Transition Policy*).

**7.2** Considerable time is invested in devising a preparation schedule which ensures pupils master requisite examination techniques and gain exposure to a variety of practice papers, alongside the development of a growth mindset which fosters a sense of resilience and confidence to deal with the process in a realistic and composed manner. While achievement and performance in the 11+ process is valued and wholeheartedly encouraged, it is but one element of a broad and balanced curriculum. We believe that by the November of Year 6, our pupils are more than ready to meet the high and demanding standard of the 11+ process from all perspectives: academically, emotionally and socially.

**7.3** Our Senior School Preparation Programme commences during the latter part of Year 5 and runs through to the middle of the autumn term of Year 6 and follows the schedule outlined below:

<p>Year 5 summer term:</p> <ul style="list-style-type: none"><li>• Baseline 11+ Assessments (pupils review papers in class)</li><li>• Fortnightly preparatory 11+ comprehension exercises and writing opportunities</li><li>• Weekly preparatory 11+ maths exercises</li></ul>	<p>Year 6 autumn term:</p> <ul style="list-style-type: none"><li>• Fortnightly practice papers</li><li>• Mock examination in senior school (pupils review papers in class)</li><li>• Mock interview (feedback is shared with parents/guardians by email)</li></ul>
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## Appendix 1:

Year Group	Autumn	Spring	Summer
Reception	Tapestry Tracking CEM Baseline Phonics Tracker	Tapestry Tracking Phonics Tracker	Tapestry Tracking EYFS Profiles CEM Baseline Progress Phonics Tracker
Year 1	GL PTE GL PTM GL NGRT Phonics Tracker Writing Assessment WhiteRose Maths Assessment	GL NGRT Phonics Tracker Writing Assessment WhiteRose Maths Assessment	GL PTE GL PTM Phonics Tracker Writing Assessment WhiteRose Maths Assessment
Year 2	GL CAT GL NGRT GL NGST GL PTM Phonics Tracker Writing Assessment WhiteRose Maths Assessment	GL NGRT GL NGST Phonics Tracker Writing Assessment WhiteRose Maths Assessment	GL PTE GL PTM Phonics Tracker Writing Assessment WhiteRose Maths Assessment
Year 3	GL CAT GL NGRT GL NGST GL PTM Writing Assessment WhiteRose Maths Assessment	GL NGRT GL NGST Writing Assessment WhiteRose Maths Assessment	GL PTE GL PTM Writing Assessment WhiteRose Maths Assessment
Year 4	GL CAT GL NGRT GL NGST GL PTM Writing Assessment WhiteRose Maths Assessment	GL NGRT GL NGST Writing Assessment WhiteRose Maths Assessment	GL PTE GL PTM Writing Assessment WhiteRose Maths Assessment
Year 5	GL CAT GL NGRT GL NGST GL PTM Writing Assessment WhiteRose Maths Assessment	GL NGRT GL NGST Writing Assessment WhiteRose Maths Assessment	GL PTE GL PTM Writing Assessment WhiteRose Maths Assessment
Year 6	GL CAT GL NGRT GL NGST GL PTM	GL NGRT GL NGST Writing Assessment	GL PTE GL PTM Writing Assessment

	Writing Assessment WhiteRose Maths Assessment	WhiteRose Maths Assessment	WhiteRose Maths Assessment
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**Appendix 2: Sydenham High Prep Marking Codes**

<p>✓ ✓✓ ✓✓✓ ●</p>	<p>Working towards Working at Working above Error</p>	<p>Assessment</p>
	<p>Target achieved (stamp/sticker)</p>	
<p>It is <u>mon</u>day today <u>o</u></p>	<p>Missed capital letter Missed punctuation Circle the error for the pupil to edit</p>	<p>Improvement</p>
<p>//</p>	<p>New paragraph</p>	
<p>Sp.</p>	<p>Spelling mistake Underline the word and write Sp. in the margin Write the correct word at the bottom of the page for the pupil to copy three times</p>	
	<p>Leave a finger space between words</p>	
<p>? or </p>	<p>What do you mean? Check this makes sense</p>	

	Missing word	
	Write to the end of the line/from the edge of the margin	
	We need to talk about this	
	One or two stars for a positive comment linked to the learning challenge and next step for improvement	Next Step
	Question for reflection or improvement	Codes
TS, TA or AS	Teacher supported, teaching assistant supported or adult supported (homework)	
VF or CD	Verbal Feedback or Class Discussed	
CT	Cover Teacher	