Sydenham
High School

GDST
GIRLS' DAY SCHOOL TRUST

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

1 Introduction

1.1 We believe that assessment and feedback 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. The information we gather allows us to base our teaching on the detailed knowledge of each pupil. We promote a culture of improvement and encourage pupils to take ownership of their learning by ensuring they understand what they need to do to make progress. 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 Assessment

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.

Planning for assessment

2.2 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.

2.3 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.

Assessments

2.4 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 Development, EAL and More Able and Talented provision.

EYFS Assessments

2.5   Reception pupils complete CEM BASE on entry to Reception and CEM BASE Progress at the end of Reception. BASE provides objective and independent information to help us understand what children know and can do when they join us. BASE Progress allows us to formally monitor children's progress over the year and ease transition into year 1.

2.6   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.

2.7   Phonics is assessed half termly using Phonics Tracker.

2.8   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.

Summative Assessment

GL CAT4 Assessments

2.9   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 Development and teachers. The data can be shared with parents/guardians on request, or if a teacher thinks necessary.

GL New Group Reading Test (NGRT)

2.10   Administered in spring in Year 2 and autumn and spring in Year 3 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)

2.11   Administered in spring in Year 2 and autumn and spring in Year 3 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)

2.12   Administered in summer in Year 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)

2.13   Administered in the autumn and summer in Year 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.

White Rose Maths Assessments

2.14   White Rose Maths Block tests are administered at the end of each Mathematics block in Year 1 to 6. The tests assess pupil progress in the objectives taught through the unit. The data from these tests is used by teachers to identify pupils who have not understood the curriculum content and to plan interventions where necessary. Assessments are stuck in pupil exercise books.

2.15   White Rose Maths termly assessments are administered at the end of each term in Year 1 to 6. The tests assess pupil progress in the objectives taught in the term. The data from these tests is used by teachers to identify pupils who have not understood the curriculum content and to plan interventions where necessary. Assessments are stuck in pupil exercise books.

Phonics

2.16   Phonics is assessed half termly from EYFS to Year 2 using Phonics Tracker. Pupils in Year 1 and 2 are given personalised phonics/spelling activities and homework targeting focus sounds.

PSHE

2.17   In Year 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

2.18   In Year 1 to 6, teachers make half termly judgments (working towards expected, expected or greater depth) of pupil's writing. The regular assessment of pupil writing allows teachers to make judgements about pupil's 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' progress.

Formative Assessment

2.19   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.

3   Feedback and marking

Verbal feedback

3.1   Immediate verbal feedback is the most effective way to promote progress; as such, verbal feedback should play an integral part in all lessons.

3.2   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.

3.3   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

3.4   All written work, including homework, is acknowledgement marked or quality marked in

red pen.

3.5 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.

3.6 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.

3.7 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. Pupils should be given time to respond to marking in a timely manner.

3.8 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.

Success Criteria

3.9 Success criteria should be shared with the pupils in the lessons or generated with the class. Success criteria grids can be used for children to reflect on their progress in an individual lesson or to support an extended piece of writing.

3.10 In foundation subjects, staff may decide to use success criteria grids to review a topic or assess progress over several weeks.

Peer and self assessment

3.11 In Year 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

3.12 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

3.13 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

3.14 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.

Pupils with SEN and ALN

3.15 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.

3.16 Teachers should refer to a pupil's IEP when marking work completed by a pupil with additional needs.

Conferences

3.17 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.

3.18 Subject targets will be recorded in the child's exercise books and will inform targets given in Parents' Evenings and written reports. Pupils and teachers will tick met targets.

Staff Absence/Supply Teachers

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

4   Reporting to parents

4.1 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

4.2 In EYFS, pupils share their work with their parents/guardians once a week and the teacher can receive feedback from parents/guardians about learning achievements at home. In Year 1, pupils share their work with their parents/guardians half termly at Celebration of Work. In Year 2 to 6, pupils share their work with their parents/guardians termly at Celebration of Work.

Parents' Evening

4.3 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 (Year 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

4.4 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 (Year 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.

4.5 The key to achievement grades published on reports:

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

4.6 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 Year 3 to 6 an attainment grade is given in all subjects and the age-standardised GL PTE and PTM scores.

5 Homework

5.1 Homework is anything that pupils do outside the normal school day which contributes to their learning in response to guidance from the school. Homework encompasses a whole variety of activities instigated by teachers and parents/guardians to support pupil learning. For example, a parent who spends time reading a story to their child before bedtime is helping with homework.

5.2 Homework plays a positive role in raising a child's level of attainment. We also acknowledge the important role of play and free time in a child's growth and development. While homework is important, it should not prevent children from taking part in the wide range of extra-curricular clubs and organisations that play an important part in the lives of many

children. We believe children develop their skills, interests and talents to the full when parents encourage them to participate in these experiences and opportunities.

5.3 The aims of homework are:

- to build knowledge before a unit of work (pre-learning), consolidate learning from the classroom (practice), or to prepare children for examinations (revision);
- to help pupils develop the skills of an independent learner;
- to promote a partnership between home and school in supporting each child's learning;
- to provide educational experiences not possible in school.

Homework Schedule

5.4 We increase the amount of homework that we give pupils as they move through the school, fostering an increased sense of independence and responsibility.

Pre Prep
EYFS
Suggested 10 - 15 mins per evening Daily reading Weekly phonics sounds Suggested maths activities and activities related to current themes of learning
Year 1
Suggested 15 - 20 mins per evening Daily reading Weekly personalised spelling /phonics and handwriting Suggested practical maths activities (Autumn and Spring) Weekly reading comprehension (From Spring term) Weekly maths activities (From Summer term)
Year 2
Suggested 15 - 20 mins per evening Daily reading Weekly personalised spelling/ phonics and handwriting Weekly reading comprehension Weekly maths activities

Lower Prep
Year 3 and Year 4
Suggested 30 mins per evening Daily reading Online maths activities Weekly spelling/ handwriting

Weekly reading comprehension Weekly writing task Weekly arithmetic

Upper Prep
Year 5 and Year 6
Suggested 40 mins per evening Daily reading Online maths activities Weekly spelling Weekly reading comprehension Weekly writing task Weekly maths Weekly science (From the Spring term of Year 6 in place of reading comprehension homework)

5.5 We give all pupils a school planner where they or the teacher /teaching assistant records the homework and where parents and teachers make any relevant comments. The class teacher will contact parents if a pupil regularly returns homework late/ fails to return homework.

Pupils with SEN and ALN

5.6 We set homework for all pupils as a normal part of school life. We ensure that all tasks set are appropriate to the learning that has taken place in the classroom. Prior to setting a task, guidance on how to access and achieve the task will be shared with pupils. If a pupil has additional learning needs, we ensure that any additional clarification or resources required are offered, so that all pupils can contribute in a positive way.

The role of parents

5.7 Parents have a vital role to play in their child's education, and homework is an important part of this process. We ask parents to encourage their child to complete the homework tasks that are set. We invite them to help their children as they feel necessary and provide them with the sort of environment that allows children to do their best. Parents can support their child by providing a good working space at home, by enabling their child to visit the library regularly, and by discussing the work that their child is doing.

5.8 We give homework guidance to parents at the Autumn Curriculum evening and through various coffee mornings and workshops.

5.9 We ask parents to check the home/school planner daily and to sign it every day.

5.10 If parents have any problems or questions about homework, they should, in the first instance, contact the child's class teacher. If their questions are of a more general nature, they should contact the Deputy Head Academic.

6   11+ Preparation Programme

6.1   We are committed to delivering a robust and systematic preparation programme for all our pupils from the summer term of Year 5 through into the 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).*

6.2   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 end of the Autumn term 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.

6.3   Our Senior School Preparation Programme commences during the latter part of Year 5 and runs through to the end of the Autumn term of Year 6 and follows the schedule outlined below:

Year 5 Summer term:	Year 6 Autumn term:
- Fortnightly preparatory 11+ comprehension exercises and writing opportunities - Weekly preparatory 11+ maths exercises - Weekly verbal reasoning exercises - Summer Holiday Homework 11+ Pack (optional)	- Fortnightly practice papers - Mock examination in senior school (pupils review papers in class) - Mock interview (feedback is shared with parents/guardians by email)

Appendix 1: Sydenham High Prep Formal Assessment Schedule

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

Appendix 2: Sydenham High Prep Marking Codes

		Assessment
✔ ✔✔ ✔✔✔ 🔴	Working towards Working at Working above Error	
It is (monday) today ( )	Missed capital letter Missed punctuation Circle the error for the pupil to edit	Improvement
//	New paragraph	
Sp.	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	
👆	Leave a finger space between words	
? or ∿∿∿	What do you mean? Check this makes sense	
∧	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	
TS, TA or AS	Teacher supported, teaching assistant supported or adult supported (homework)	Codes
VF or CD	Verbal Feedback or Class Discussed	
CT	Cover Teacher	