

**THE ROCHE SCHOOL**  
**Assessment Policy**

*This policy which applies to the whole school is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office.*

|                                     |               |
|-------------------------------------|---------------|
| <b>Information Sharing Category</b> | Public Domain |
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The Roche School Assessment Policy applies to our Early Years Foundation Stage, Key Stage 1 and 2 at The Roche School.

The procedures described comply with the Independent Schools Standards Regulations (The Education [Independent School Standards, England] Regulations 2010, as amended from January 2013) also known as the ISSRs.

In accordance with, and beyond the requirements of these regulations, The Roche School makes its policies available to view on the public area of the school's website – [www.therocheschool.com](http://www.therocheschool.com)

Please note that The Roche School EYFS Assessment Policy follows at the end of this document.

**Aims & Values**

**Aims of Assessment are:**

- To gather information to inform teachers as to what should be taught next
- To supply information on individual children's next steps in a lesson or area of learning
- To track individual and group progress
- To compare against National expectations through standardised scores

**Assessment should:**

- Actively involve all children
- Be central to the learning process
- Identify needs and celebrate success
- Provide information to measure attainment and progress
- Help plan 'next steps'
- Be utilised concurrently with the teachers' own judgment

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## **Forms of Assessment**

### **Formative Assessment**

- Day-to-day Assessment for Learning (AFL)
- Observational/informal assessment through a variety of strategies
- Help measure pupils' knowledge and understanding against learning objectives and identify personalised next steps
- Clear learning outcomes are shared with the children (L.O.)
- Teachers informally audit prior knowledge at the start of a unit
- Initial assessment to ascertain what may need specific review
- 'What I Know, What I Want to Find Out'
- Success Criteria and examples of good work are shared and discussed
- In some classes these are formally written in books
- Children are encouraged to peer and self-assess
- Through checking work and evaluating achievement of success criteria
- Constructive feedback is given both orally and through written comments that mark for improvement and extension, relating to the success criteria
- 'Feedback Marking' is given at set intervals for different subjects. Children are expected to respond in purple pen. Please see the Marking Policy for further details
- Teachers allow time for the discussion of homework and response to marking

### **Summative Assessment**

#### **Key Stage 1**

- Writing is assessed on a termly basis
  - Using an in-house writing task, the stimulus for which is set by the Head of English
- English (Spelling, Punctuation and Grammar & Comprehension) & Maths are assessed using standardised tests on a biannual basis
  - In the Autumn, Spring & Summer Terms
  - Using the Quest Progress Tests for Maths & English
- Phonics is assessed in the Spring Term of Year 1 using the National Phonics Screening Test
  - Children will be re-tested in Year 2 if needed

## Key Stage 2

- Writing is assessed on a termly basis
- Using an in-house writing task, the stimulus for which is set by the Head of English
  - English (Spelling, Punctuation and Grammar & Comprehension) & Maths are assessed using standardised tests on a biannual basis
  - In the Autumn, Spring & Summer Terms
  - Using the Quest Progress Tests for English & Maths
- Reasoning is assessed in Years 4, 5 & 6 on an annual basis using the CAT4
  - Years 4 & 5 in the Spring Term, Year 6 in the Autumn Term

11+ Fortnightly preparatory assessments in the Summer Term of Year 5

- 11+ Weekly preparatory assessments in the Autumn and Spring Terms of Year 6
  - Year 6 in the Autumn Term in Maths, Reading, Writing & Reasoning
  - Using ISEB, school-specific, GL Papers & in-house Writing Tasks

## **Purposes of Summative Assessment**

- To measure children's current attainment as a baseline
- To record children's current attainment at scheduled points in the year
- To monitor children's progress throughout the year
- To inform groupings and to assist with teacher judgements
- Data from summative assessments are considered during Progress Meetings
- To aid teacher judgment in planning appropriate content and interventions for children

## **Diagnostic Assessment**

- Children who are deemed, by teacher judgement, to demonstrate particular barrier to learning in a specific area will consult the relevant member of staff for intervention advice
  - Headteacher
  - Head of English
  - Head of Maths
  - SEN Department

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- EAL Department
- They will be provided with an informal intervention/plan to be utilised in class time
- Class and set teachers will be aware of these plans and put them into action
- We recognise the necessity of concrete learning aids & provide where appropriate
- If this does not have the desired impact the child will be referred directly to the SEN team for a formal intervention
  - See SEN Policy

### **Moderation of Writing**

- We use a modified criterion scale from our Head of English to level children's writing
- Formal moderation across the whole-school occurs twice per year
- Formal moderation within Key Stages occurs in the Spring Term
- In the future (COVID dependant), we would like to moderate across schools in the local area

### **Ability Profile**

It was our intention to utilise the newly purchased Baseline Test as a way of creating an informal Ability Profile for each new cohort coming up through the school. However, as this has now been discontinued, we continue to rely on the comparative data for each Year Groups attainment which we can utilise to determine a rough, comparative Ability profile.

It is our deliberate intention to use this measure internally as a rough guide to differentiate between the ability levels and expected outcomes of the different cohorts moving through the school as well as to inform our recommendations for potential destination schools.

### **Attainment & Expectations**

At The Roche School we have five main categories of expected attainment and have applied our own colour banding system which is used in analysis. These categories loosely relate to different brackets of Age Standardised Scores and are used, supplemental to teacher judgement, as a guide when assigning progress ticks on reports.

**Below expectation:** The child is secure in few end of year expectations (A.S.S. <90)

**Towards expectation:** The child is secure in some end of year expectation (A.S.S. 90 - 109)

**At expectation:** The child is secure in most end of year expectations (A.S.S. 110 - 124)

**Above expectation:** The child is secure in almost/all end of year expectations (A.S.S. 125 - 136)

**Significantly above expectation:** The child is working beyond end of year expectations (A.S.S. >136)

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These categories roughly correspond to an Attainment Statement determined for each child each term. Again, it should be stressed that these scores are only a guide for ticks, with teacher judgement as the main factor in placement – a single assessment result is not sufficient to entirely determine where a child currently sits in their learning. These statements are:

- Working towards the expected standard with support
- Working towards the expected standard independently
- Working at the expected standard independently
- Working above the expected standard
- Working significantly above the expected standard

Again, it should be stressed that these scores are only a guide for the statement, with teacher judgement as the main factor – a single assessment result is not sufficient to entirely determine where a child currently sits in their learning.

The colour bandings are primarily used on our internal results sheets for the Progress Test in English (PTE), Progress Test in Maths (PTM) and Cognitive Abilities Test (CAT4) as a way of rapidly signposting attainment at each point of assessment.

In English Writing, attainment is measured by a combination of teacher judgement and moderated summative assessment. Termly writing assessments are optionally marked using a tick list (see appendix) and considered alongside all other writing the children have produced that term. Subsequently, the year group is moderated in order to fairly categorise the attainment of each child into the different bands.

The banding categories follow the same format as above but are also grouped into year groups.

E.g. Year 1 Emerging (1E), Year 1 Within (1W), Year 1 Secure (1S), Year 2 Emerging (2E) etc.

In place of 'Significantly above expectation', a child's attainment is categorised as in the next appropriate academic year.

E.g. A Year 1 child who is deemed, after moderation, to be writing at a Year 2 Spring Term level would receive a 2W.

Termly expectations relating to these bandings are determined on a sliding scale (see appendix).

### **Measures of Progress**

In English Reading & Maths, progress is determined by a combination of teacher judgement and a specific Progress Category generated for each child from their summative Progress Tests.

Teachers use these calculated categories to inform their own judgement on the level of progress each child has made that term which is then recorded against their results.

For English Writing, progress is determined as an interplay between children's bandings in consecutive terms using the same colour scheme as above:

**Much lower than expected Progress:**

A regression of one or more bands in two consecutive terms e.g. 3W in Autumn to 3E in Spring

**Lower than expected Progress:**

Progress of zero bands in two consecutive terms e.g. 3W in Autumn to 3W in Spring

**Expected Progress:**

Progress of one band in two consecutive terms e.g. 3W in Autumn to 3S in Spring

**Higher than expected Progress:**

Progress of two bands in two consecutive terms e.g. 3W in Autumn to 4E in Spring

**Much higher than expected Progress:**

Progress of more than two bands in two consecutive terms e.g. 3W in Autumn to 4W in Spring

**Results Tracking**

From Autumn 2025 we have used the Quest online tracking and reporting systems to initially record and analyse any Quest assessment results. These and most other summative assessment results are then transferred to SIMS.

Age Standardised Scores and Progress Categories (where available) for the following assessments are initially recorded and analysed on Quest, then transferred to SIMS:

- Key Stage 1 & 2 Progress Test in English & Maths in the Autumn, Spring & Summer terms
- Years 4 - 6 Reasoning CAT4 in the Spring term (Autumn term for Year 6)

Results for the following assessments are recorded directly on SIMS:

- Years 1 - 6 Writing bands and progress categories every term

Scores from the National Phonics Screening Test are recorded and tracked on the school server with red highlighting denoting that they will retake in Year 2.

Percentages from Y6 11+ Weekly prep. assessments are recorded and tracked on Office 365.

Since the Spanish Stream was expanded into Year 1 we also carry out an additional analysis comparing the Spanish cohort assessment results to the non-Spanish cohort in the same year.

## **Communication with Parents**

Parents should expect to receive feedback on their child's progress at Parents' Evenings and in end of term Reports/Report Cards.

Teachers are expected to communicate with parents regarding incidental and emerging concerns about their progress – as well as particular successes – as and when they happen. Some teachers may also choose to have enhanced communication with parents regarding school matters and particular learning instances, but this is at their discretion.

Parents themselves are invited to get in touch directly (all email addresses of teaching staff should be disseminated to parents at the start of the year via the Curriculum Talk) with their child's teacher should there be a perceived concern rather than feeling they must wait until Parent's Evening.

## **Early Years & Foundation Stage (EYFS) Assessment Policy**

The purpose of this policy is to describe our assessment procedures in the Early Years Foundation Stage (EYFS). Assessment is an essential part of the learning and development of children in Early Years. Accurate assessment relies on practitioners knowing the children's individual needs and interests and gathering information from a range of sources. This includes observations of the children engaged within child-led/independent learning as well as adult-led activities and teacher knowledge/anecdotal evidence. We have discussions with parents and carers to support our judgements, alongside discussions with the children. We use the following key documents to underpin our practice in the Early Years: Statutory Framework for the Early Years Foundation Stage (DfE, 2021), Early Years Foundation Stage Profile handbook (DfE, 2021), Development Matters (Early Education, 2021)

## **Assessment**

Assessment is a process which involves gathering information about what children know, understand and can do independently. This information is used support teaching and learning to the highest standard.

Assessment should fulfil four main aims:

- to assist and support the children's learning
- to assist children and teachers to identify strengths and areas for development
- to assist staff in evaluating their teaching and the learning environment
- to provide information about progress and achievement of individual children for themselves, parents, staff and any other professionals involved

Assessment of each child's learning should be reflected and evidenced in all areas of the curriculum. It should also take into account the differing needs of individual children including bilingualism and S.E.N.D. The development of self-assessment activities should be fostered where possible to encourage each child's greater responsibility for his/her own learning.

Assessment can be obtained by different methods.

**Baseline Assessment** is used to inform the initial planning of the child's curriculum and to assist in his/her transition into the new environment. It is important that staff have a sound understanding of a child's achievements and abilities when he/she enters the school.

***Entry to Nursery (new children):***

- "My Story" questionnaire completed by parents before child starts school
- "Parent Baseline Assessment" completed by parents before child starts school
- Ages and stages (ASQ-3) questionnaire completed by health visitor and given to Nursery on entry baseline assessment completed by the key teacher using a variety of activities and observations from the first few weeks

***Transition from Nursery to Reception:***

- E-Profiles and children's work will be passed on to the Reception teachers.
- Nursery teachers at our school to work closely with the Reception teachers to ensure a smooth transition process.
- Reports from previous settings/ in school Nursery to be passed on to Reception teachers.
- External agency reports to be discussed with the Reception teachers.
- Reception teachers complete a practical and short paper-based baseline assessment to gain on-entry knowledge of the children

**Formative Assessment** is an integral part of assessment and is the way teachers make judgements daily. It gives teachers valuable information on children's individual areas of strengths and areas for development. It supports planning to ensure children's learning is always moving forward. Formative assessment is carried out through daily observations (Nursery and Reception) and reflected in weekly targets (Nursery) and in booster and individual support session (Reception).

**Summative Assessment** is a summing up of the children's achievement at a certain time of year. It reflects the children's achievements, highlighting what they know, understand and can do independently.

- Termly reports to parents (Nursery and Reception)
- Termly tracking of children's progress using Tapestry and SIMS (Nursery and Reception)
- Baseline and end of year assessment recorded on SIMS (Nursery and Reception)
- End of EYFS assessment (EYFSP) which can be submitted to the Local Authority

**Recording**

**Observations:**

Observations should be constructive and highlight positive achievements and guidance for future development. All observations are linked to the curriculum on the E-Profile, Tapestry.

- Free flow activity observations
- Focused Activity observations
- Project and topic observations
- Observations from home written by parents and carers on Tapestry.
- Verbal feedback from home and school

#### **Drawings, pictures and written work:**

- Examples of children's work are kept and used as additional evidence (Nursery)
- Learning Journey folders, divided into the areas of learning, are kept in Reception for paper based work

#### **Reporting**

Parents always have remote access to their child's online Tapestry journal and can see and comment on all observations posted by school. Parents are formally invited to attend a meeting with their child's teacher twice a year to discuss their child's progress and have a look at their portfolio and Learning Journey folder.

In Nursery a summary of achievements is drawn up termly to indicate their progress and parents can comment on this. A 2-year progress check is completed with the parents, where applicable. At the end of each academic year parents are given a detailed written report in Nursery.

In Reception parents receive a full report in Autumn and Summer terms and an overview report in the Spring term.

#### **Moderation**

We support the idea that practitioners working in the EYFS do not need to make numerous observations and we do not expect them to try and reach a certain number in each aspect. We have discussions regularly to ensure that all members of staff within the nursery and Reception teams are reflecting on the progress that children are making within their class or key group.

Termly Pupil Progress meetings enables us to ensure each child is making progress in all areas of learning and quickly identify areas for support. It also enables us to practically assess the following:

- To quickly identify any disparities in the amount of observations and reflections made in each area.
- Encourage staff to consider whether the curriculum contains rich experiences tailored to the children.
- Highlight a need for CPD

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### **Best-fit model**

A 'best fit' model is used to determine children's levels each term. Children develop and progress differently and show their learning in different ways. Teachers reflect on their knowledge of the child and any evidence they have from children's books, writing samples, observations, parental contributions etc. Teachers make a professional judgement to inform their assessment of each child.

### **Tracking**

The introduction of the revised EYFS Framework has offered practitioners a chance to move away from tracking children through age bands, and instead focusses on the needs of the children so that appropriate support can be given as quickly as possible.

Using the online observation programme Tapestry, the teachers in the EYFS evaluate the children's progress every term. They identify where support is needed, if they have any concerns and discuss how planning has been adapted to fit those needs.

### **Progress**

In order to track and assess progress quickly and easily we have created our own assessment rubrik. Teachers fill out this form 4 times across the year; On entry (Baseline), Autumn Term, Spring Term and Summer Term. Where a child has moved from Lower Nursery to Upper Nursery their previous term score will be carried over onto the on entry assessment where appropriate. If a child has moved from Upper Nursery to Reception their previous term score will be carried over to the on entry assessment (baseline) where appropriate alongside discussions between the Nursery and Reception teachers.

Children in the Nursery will be graded 1, 2 or 3 against the Development Matters document 2-4 years. Using either L/N Lower Nursery which equates to the statements within Birth to 3 years or U/N Upper Nursery which equates to the statements in 3-4 years.

1 (emerging)

2 (working within)

3 (secure)

Children in reception will be graded R1,R2, or R3 against the Reception statements in the Development Matters document. If at baseline level (or further) any child is below expected level of development they will be coded as U/N 1,2 or 3 as appropriate.

At the end of Reception children will be graded against the Early Learning Goal as either 1 (emerging) or 2 (expected). This is in line with the Statutory Framework.

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**Appendix:****Writing Assessment Tick List Exemplar (Reception)****Band R**

Please tick each box if it has been achieved in most pieces of writing across the term.

| <b><u>Letter formation</u></b>                                      | <b><u>Autumn</u></b> | <b><u>Spring</u></b> | <b><u>Summer</u></b> |
|---------------------------------------------------------------------|----------------------|----------------------|----------------------|
| 1. Can usually produce some recognisable letters                    |                      |                      |                      |
| 2. Can write own name with a mix of upper and lower case letters.   |                      |                      |                      |
| 3. Is beginning to show some control over letter formation and size |                      |                      |                      |
| 4. Can hold pencil effectively to form recognisable letters.        |                      |                      |                      |
| 5. Is beginning to leave finger spaces in words                     |                      |                      |                      |

| <b><u>Sentence writing</u></b>                                           | <b><u>Autumn</u></b> | <b><u>Spring</u></b> | <b><u>Summer</u></b> |
|--------------------------------------------------------------------------|----------------------|----------------------|----------------------|
| 1. Can use and enjoy mark making materials                               |                      |                      |                      |
| 2. Can attempt writing and understands the purpose of it                 |                      |                      |                      |
| 3. Can write single letters or groups of letters which represent writing |                      |                      |                      |
| 4. Is beginning to write coherent statements                             |                      |                      |                      |

| <b><u>Structure and organisation</u></b> | <b><u>Autumn</u></b> | <b><u>Spring</u></b> | <b><u>Summer</u></b> |
|------------------------------------------|----------------------|----------------------|----------------------|
| 1. Matches the task set to them          |                      |                      |                      |

|                                                                                                     |  |  |  |
|-----------------------------------------------------------------------------------------------------|--|--|--|
| 2. Can write three or more simple statements that make sense                                        |  |  |  |
| 3. Knows that print has meaning and understands that in English writing is read from left to right. |  |  |  |
| 4. Can say what they want to write                                                                  |  |  |  |
| 5. Can produce own ideas for writing                                                                |  |  |  |

| <b><u>Spelling and phonics</u></b>            | <b><u>Autumn</u></b> | <b><u>Spring</u></b> | <b><u>Summer</u></b> |
|-----------------------------------------------|----------------------|----------------------|----------------------|
| 1. Can apply phonic knowledge to new words    |                      |                      |                      |
| 2. Can spell some 'everyday' words            |                      |                      |                      |
| 3. Can usually spell some CVC words correctly |                      |                      |                      |
| 4. Can spell some letter words correctly      |                      |                      |                      |

Total ticks =

|                              |                                     |                              |
|------------------------------|-------------------------------------|------------------------------|
| <b>Emerging</b><br>1-5 ticks | <b>Working Within</b><br>6-11 ticks | <b>Secure</b><br>12-18 ticks |
|------------------------------|-------------------------------------|------------------------------|

If a child cannot reach their year group emerging, look at the band below.

If a child gets secure in the first or second term look at the band above.

**Appendix:**

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## Termly expectations for English Writing attainment by Year group

### Autumn Term

|        | <u>Below</u> | <u>Meeting</u> | <u>Exceeding</u> |
|--------|--------------|----------------|------------------|
| Year 1 | <RW/RW       | RS/1E          | 1W/>1W           |
| Year 2 | <1W/1W       | 1S/2E          | 2W/>2W           |
| Year 3 | <2W/2W       | 2S/3E          | 3W/>3W           |
| Year 4 | <3W/3W       | 3S/4E          | 4W/>4W           |
| Year 5 | <4W/4W       | 4S/5E          | 5W/>5W           |
| Year 6 | <5W/5W       | 5S/6E          | 6W/>6W           |

### Spring Term

|        | <u>Below</u> | <u>Meeting</u> | <u>Exceeding</u> |
|--------|--------------|----------------|------------------|
| Year 1 | <RS/RS       | 1E/1W          | 1S/>1S           |
| Year 2 | <1S/1S       | 2E/2W          | 2S/>2S           |
| Year 3 | <2S/2S       | 3E/3W          | 3S/>3S           |
| Year 4 | <3S/3S       | 4E/4W          | 4S/>4S           |
| Year 5 | <4S/4S       | 5E/5W          | 5S/>5S           |
| Year 6 | <5S/5S       | 6E/6W          | 6S/>6S           |

### Summer Term

|        | <u>Below</u> | <u>Meeting</u> | <u>Exceeding</u> |
|--------|--------------|----------------|------------------|
| Year 1 | <1E/1E       | 1W/1S          | 2E/>2E           |
| Year 2 | <2E/2E       | 2W/2S          | 3E/>3E           |
| Year 3 | <3E/3E       | 3W/3S          | 4E/>4E           |
| Year 4 | <4E/4E       | 4W/4S          | 5E/>5E           |
| Year 5 | <5E/5E       | 5W/5S          | 6E/>6E           |
| Year 6 | <6E/6E       | 6W/6S          | 7E/>7E           |