MHSG Preparatory School Policy
ASSESSMENT, TRACKING and FEEDBACK

1 Introduction

1.1 Effective assessment, tracking and feedback provides information to improve both teaching and learning, to enable individual pupils to make progress.

1.2 In the Preparatory School, two different but complementary types of assessment are undertaken: assessment for learning and assessment of learning. Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. Assessment of learning (summative assessment) involves judging pupils' performance against national standards and MHSG cohort.

1.3 Pupil progress and attainment is tracked throughout the Preparatory School. This enables teachers and school leaders to identify individuals who may need additional support or strategies.

1.4 Pupils are given regular feedback on their learning through effective verbal feedback and marking so that they understand what is necessary to improve their work. Pupils are actively involved in the feedback process, reviewing both their own and their peers' work, empowering pupils to take action towards improving their performance.

2 Objectives

The objectives of assessment, tracking and feedback in the Preparatory School are:

- To inspire every learner to improve and promote confidence with positive celebration of success and effort.

- To enable pupils to demonstrate what they know, understand and can do, both with support and independently.

- To provide verbal and written feedback on pupil work to help pupils recognise their own strengths and achievements, as well as the standards to aim for and what their next step targets are. This motivates pupils to take responsibility for their learning and make progress.

- To share feedback relating to the learning objectives or success criteria of the work set, with clear expectations and strategies.

- To involve the learner in self and peer assessment and pupil response techniques, recording these processes using a range of age-appropriate approaches. The provision of feedback is a shared, two-way activity. It should encourage dialogue and develop the self-assessment skills of learners.

  To track individual pupil progress and attainment throughout the Preparatory School, identifying pupils who may need additional support or strategies to meet their potential.

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- To provide information that ensures pupils achieve their full potential by enabling teachers to plan work that accurately reflects the needs of each pupil.

- To provide regular, clear information for parents, enabling them to support their child's learning.

- To provide the Head of the Preparatory School, the Head Mistress and governors with information that allows them to make judgements about the effectiveness of the School.

3 Planning

3.1 Planning is essential for all teachers. It ensures that all elements of the curriculum are covered, that there is built in progression, high expectation, a balance of challenge and support through differentiated and adapted tasks and that all pupils build upon previous experience and learning as a measure of pupil attainment. Curriculum maps, medium term planning and short-term planning provide the guides for each subject.

3.3 Lessons are planned with clear learning objectives. These are based upon the teacher's detailed knowledge of each pupil. Target groups are used to plan learning tasks that are appropriate to each pupil's ability and needs with regards to next steps for learning. When planning series of lessons, teachers identify expected outcomes for each lesson and detail success criteria against which they are assessing progress.

3.4 Teachers share the lesson's learning objective with the children either at the start of the lesson or, to challenge higher order thinking skills, at a later stage in the lesson. They also indicate the way in which the activity is linked to the learning objective. At the end of the lesson or unit of work, pupils reflect on their success or otherwise and may, for example, record a traffic light symbol on their work to indicate their confidence level for achieving the learning objective during the lesson. Pupil judgement, combined with teacher feedback and marking helps to inform future planning and target setting for both individuals and across year groups.

3.5 In addition, teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, in order to reveal and correct any misconceptions, or to further challenge pupils who demonstrate a high level of understanding.

3.6 Planning is evaluated to monitor individual pupil progress with regard to each unit of work, enabling the planning to be adapted for future consolidation, challenge or clarification tasks as appropriate for individuals or groups of pupils within the class and year group.

4 Assessment and Tracking

4.1 A comprehensive calendar of summative assessment is employed across the Preparatory School that includes the formal assessment and tracking of literacy and numeracy skills from Pre-School to Year 6. This calendar not only indicates the regular summative assessment programme that measures pupil performance against national norms, but also records the expectations and actions of teaching staff and Preparatory School leaders following data analysis.

4.2 A centralised SIMS tracking system has been devised to record and analyse Prep data, tracking the pupil attainment and progress, enabling staff to identify the progress of specific groups of children across the School - for example, the highly able, those with English as an Additional Language, or those with Special Educational Needs.

4.3 At the start of each year, pupils in Y1-Y6 complete GL baseline assessments in Maths and English. They also complete the GL CAT 4, cognitive ability assessment, which gives a full cognitive profile of

each pupil. These tests support teacher planning and target setting. Y1 pupils complete the InCAS assessment during the Spring term as GL do not yet supply a test at this point.

Pupils also sit termly GL assessment papers in Mathematics, Reading and Spelling (Y2-Y6): These tests generate an age standardised score which are used to track pupil progress throughout the year. Pupils also complete a termly writing assessment task to identify their current attainment and to generate next step targets.

4.4 Assessment data informs individual pupil targets, recorded in their planners.

4.5 Results for these assessments are shared with parents at Parents' Evening and on the bi-annual reports. If a pupil is not making sufficient progress, support is provided, either from the Class Teacher, a Teaching Assistant or Learning Support coordinator. This support is indicated on the SIMS tracking marksheet as a centralised record. Support packs may be sent home to support parents.

5 Feedback and Marking

5.1 The development of every pupil requires an understanding on the part of teachers of their individual needs and approaches to learning; in order for each pupil to reach their full potential, we ensure that our feedback is clear and targeted in its purpose, to increase motivation and engagement. Written comments are given to children of all ages, using age-appropriate techniques to illustrate their next steps for learning.

5.2 Effective feedback and marking is supportive and positive for children, helping pupils to understand what they have done well, how they can improve with next steps for learning. Progress and success should be identified, in addition to areas to develop. Feedback is given sensitively, showing an awareness that self-esteem is the most significant factor in being a successful learner.

5.3 Feedback should be used to inform planning to effectively impact the current understanding and progress of individual pupils or target groups.

5.4 Pupils are given verbal feedback on their work whenever possible as dialogue has an impact on a child's learning, clarifying any misconceptions with regard to learning objectives. This can be done in a lesson, in a booster or target group context, or at the start of the following lesson.

Marking should be a process of creating a dialogue with the learner, through which feedback can be exchanged and questions asked; the learner is actively involved in the process. Time should be given for pupils to reflect on their learning. They should respond to the comments and act upon feedback.

5.5 Self and peer assessment can be a useful technique in promoting individual progress: it enables pupils to clarify their next steps for learning. A range of age-appropriate self and peer assessment techniques are employed to aid pupil understanding of their progress and learning.

6 Written Marking Procedures

6.1 Green pen should be used for marking children's work. Children should respond in pink or purple. Stamps, star / thumbs up, house points and stickers can also be used to provide encouragement and positive reinforcement. Written feedback should be written in handwriting that is legible and a relevant model for the age of the pupil for which it is intended.

6.2 Work must be marked regularly and promptly after completion, to allow effective and immediate feedback to be given and built on by individual children. Marking should relate to the learning objective or success criteria.

6.3 All work will be checked against the learning objective in order to assess pupil progress for each given task. Marking should relate to individual pupil targets: for example, Special Educational Needs, with differentiated next steps for learning.

6.4 A 'Verbal Feedback' stamp or 'VF' code may be used in a child's book to mark a point of intervention or feedback. The marking may indicate where a pupil has received support or worked independently to complete a given task.

6.5 Persistent errors and patterns of errors should be highlighted in marking, rather than every error made: marking should be selective and sensitive.

6.6 Presentation will be commented on if required. It should be remembered that comments related to the presentation of work have little impact on pupil achievement and need to be accompanied by a learning related comment.

7. Feedback to parents

7.1 There is a comprehensive range of strategies in place that keep parents fully informed of their child's progress in School. We have an open-door policy and parents are encouraged to contact the School if they have concerns or queries about any aspect of their child's work.

7.2 At the start of the academic year an information evening is held to explain the curriculum coverage for the year, plus expectations for homework, learning and other organisational issues so that parents can be fully involved in, and supportive of, their child's experiences in any given academic year.

7.3 In the Autumn and Spring term, parents are offered the opportunity to meet their child's teacher, view their work and discuss their child's attainment and progress at parents' evening. In addition to this, we hold an informal Celebration Afternoon in May to provide an opportunity for pupils to show parents their books and display work.

7.4 All pupils receive a short progress report at the end of the Autumn term: this gives feedback on attainment and progress in Maths, English and Science, including clear next steps for learning. During the Summer term, all parents are given a full written report of their child's progress and achievements for all subjects during the year. In both reports, standardised assessment scores are included for Mathematics and Reading along with a summary of progress made and target areas for the future. Teachers may use AI tools to generate a general framework or draft structure for end-of-year written reports. This support is intended to aid efficiency and consistency, while ensuring that all final reports are carefully personalised by the teacher to reflect each pupil's individual progress, strengths, and areas for development.

7.5 Parents are encouraged to discuss pupil progress with the Head of the Preparatory School and/or the Class Teacher at any time if they are concerned.

8. Assessment and reporting in the Early Years Foundation Stage.

RECEPTION

8.1 Children entering the Reception class are tested prior to the September intake. The test involves a variety of play-based tasks that ascertain knowledge, understanding, social interaction and academic potential. Pupils are offered a place based on their performance in this test and references.

8.2 On entry, pupils are assessed using the CEM BASE test.

8.3 Ongoing daily observations and assessments enable the teacher to assess each pupil's progress in relation to each of the Early Learning Goals, and to report on each pupil's Characteristics of Learning. This information forms the Foundation Stage Profile.

8.4 Parents receive written reports regarding progress across the Early Learning Goals in December and June. The June report also contains a written summary of the pupil's Characteristics of Learning. Parents are actively involved in contributing to the Profile and are offered the opportunity to discuss the Learning Profile at the end of the Summer Term. *(See MHSG School EYFS policy) for further detail).*

PRE-SCHOOL

8.5 There is no formal assessment for Pre-School entry. Families are encouraged to attend come and Play Sessions prior to being offered a place after meeting with the Head of Preparatory School

8.6 On entry, pupils are observed and assessed to provide a baseline entry point, including in all Prime Areas of learning and development

8.7 Ongoing daily observations and assessments enable the teacher to assess and track each pupil's progress in relation to each developmental stage using the document 'Development Matters'

8.8 Parents will receive this information throughout the school year at formal parent meetings as well as in written reports.

9. Inclusion

The MHSG Preparatory School aims to be inclusive. Policy and practice actively seeks to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Analysing the outcomes from the Assessment and Tracking Calendar helps to ensure that educational inclusion is achieved through a consistent cycle of review that interrogates current practice with data outcomes for cohorts and individuals. In this way, clear judgements are made about how successful the School is in promoting racial and gender equality, and in the inclusion of pupils with disabilities or special educational needs.

10. Moderation of standards

Staff use planned staff meeting time and shared planning time to moderate both report grades and the marking of writing across year group teams and phases to ensure accurate, fair and consistent application of standards.

All subject leaders complete a work scrutiny to view a sample of pupils' work across the ability range to complete an evaluation of learning within their subject area; these are used to track continuity and progress within year groups and across the Preparatory School - with the aim of drawing out any development targets or actions for the subject action plan. In accordance with the Preparatory School Self Evaluation and Quality Assurance calendar, subject leaders will also view planning documents, conduct pupil voice surveys and complete a learning walk. The timings specified on the calendar will be evaluated each year and may be adjusted accordingly.

11. Monitoring and review

The Head of the Preparatory School, with support from the Prep Leadership Team, is responsible for monitoring the implementation of this policy: by following the Preparatory School Self Evaluation and Quality Assurance calendars, by analysing the outcomes from the Preparatory School Monitoring Pupil Progress Calendar, and by observing the policy being implemented in the classroom, any School development targets or more immediate actions are identified and actioned.

This policy will be reviewed in accordance with the School's policy review programme.

- Reviewed by the Head of the Preparatory School January 2025. Approved by the Governor Academic Development Committee February 2025. Minor amendment June 2025.