



## REPORTING AND ASSESSMENT POLICY

### 1. Introduction

- 1.1. Feedback and marking should provide constructive feedback to every child, focusing on successes and improvements against learning intentions; enabling pupils to become reflective learners and helping them to close the gap between current and desired performance.
- 1.2. Assessment should be used as a means of measuring the performance of our pupils and of indicating ways to further support them. Assessment should inform future planning and targets for groups of pupils and/or individuals.
- 1.3. Teachers should continually assess pupils' performance through their observation of pupils on tasks set and through the work produced. The principles of Assessment for Learning (AFL) should be integrated into teaching and learning. These are:
  - a. AFL should be part of effective planning for teaching and learning.
  - b. AFL should focus on how children learn.
  - c. AFL should be recognised as central to classroom practice.
  - d. AFL should be recognised as a key professional skill for teachers.
  - e. AFL should be sensitive and constructive because any assessment has an emotional impact.
  - f. Assessment should take account of the importance of learner motivation.
  - g. AFL should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.
  - h. Learners should receive constructive guidance about how to improve.

- i. AFL develops learners' capacity for self-assessment so that they can become reflective and self-managing.
- j. AFL should recognise the full range of achievements of all learners.

We use a mixture of diagnostic, formative and summative assessments at St. Hugh's.

## **2. Diagnostic Assessment**

- 2.1 Diagnostic assessment involves making judgements as to how a pupil is performing against a predetermined set of criteria. This kind of assessment must be linked to further work which will tackle problems identified. There is thus an overlap between formative and diagnostic assessment. Diagnostic assessments include dyslexia screening and cognitive ability testing (CATS).

## **3. Formative Assessment**

- 3.1 Formative Assessment is the day to day assessment for learning that measures the impact of teaching and informs subsequent planning. It is the engine that drives good progress. Practical and effective formative assessment strategies must underpin all teaching and learning.
- 3.2 Teachers must ensure that children understand clearly and unambiguously exactly what they are meant to be learning in each lesson (clear learning intentions) as distinct from what they are meant to be doing (context / task). Clear success criteria (recipe for success) should be provided so that both teachers and pupils can evaluate the extent to which the learning intention has been achieved.
- 3.3 Teachers should plan effective questioning in order to evaluate and promote learning and critical thinking. Pupils must be given high quality feedback, both oral and written as appropriate in order that they understand clearly where they have succeeded, what they need to do to improve and what the next steps in their learning are.
- 3.4 Peer and self-assessment should be used when appropriate to aid the learning process.

## **4. Summative Assessment**

- 4.1 Summative Assessment takes place at regular intervals as the culmination to a period of learning in order to measure pupil performance. Summative assessment in maths, English and science takes place twice a year using GL Assessment Progress Tests. Results from these are assessed by the necessary staff and a slowing in progress can therefore be monitored and intervention put in place if required.
- 4.2 Additional tests, mostly using external resources, are used throughout the academic year as below:

## Prep School Years 3 to 8

### Autumn Term

CATs Yrs 3-8 by E/O Sept  
PTE PTM PTS  
Effort Grades Wk 4  
Yr7 Scholarship Assessment  
Tutor Meetings - 6-8 in person Upper School Info  
Yr3-8 NGRT NGST  
Tutor Meetings - 3-5 in person  
Effort Grades Wk 7  
Effort Grades Wk 10  
3-8 Parent Meetings (all in person)  
Early Years and Pre-Prep Tutor Meetings

### Spring Term

Effort Grades Wk 4  
Yr3-8 NGRT NGST  
Yr8 Spring Assessments  
Effort Grades Wk 9  
Yr5 & Yr7 Written Reports  
Effort Grades Wk 11  
Early Years and Pre-Prep Parents Meetings

### Summer Term

Yr3-8 NGRT, NGST  
Effort Grades Wk 4  
Yr6 Written Assessments in EMS  
Yr3-8 PTE PTM PTS  
Yr8 & Yr7 End of Year Assessments  
Yr3, 4, 6, 8 Reports  
Year 7 Parents Meetings with RG & FBM  
Early Years and Pre-Prep Full Written Reports  
EoT Data Drop

Pre-Prep Years 1 and 2

	Autumn Term				Spring Term				Summer Term		
	Sept.	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July
<b>Writing</b>	Y1 and Y2 Baseline Independent Writing RECOUNT	Y1 and Y2 Independent Writing NARRATIVE		Y1 and Y2 Independent Writing INSTRUCTIONS	Y1 and Y2 Independent Writing RECOUNT				Y1 and Y2 Independent Writing LETTER  TRACKING at week 8	Y1 and Y2 Independent Writing Before Reports INSTRUCTIONS	
<b>Reading</b>	Y1 and Y2 PTE Star Reader Y2 Y2 CATS and NGRT	Star Reader Y2				Star Reader Y2	Star Reader Y2		Star Reader Y2		
<b>Spelling</b>		Y1 and Y2 NFER SWST				Y1 and Y2 NFER SWST				Y1 and Y2 NFER SWST	
<b>Phonics</b>	Phonics Phase Assessment Y1 and Y2			Phonics Phase Assessment Y1 and Y2				Phonics Phase Assessment Y1 and Y2			
<b>Mental Maths</b>				Y1 & Y2 WHITE ROSE		Y1 & Y2 WHITE ROSE			Y1 & Y2 WHITE ROSE		
<b>Maths</b>	Y1 and 2 PTM								Y1 and Y2 PTM		
<b>SEND</b>	Gather evidence for SEND children/potential. Informal obs. Submit cause for concern.	Meet KW Arrange parent meetings for SEND children Write new PLP targets		Assess and update PLP targets prior to Reports		Assess and update PLP targets prior to Reports			Assess and update PLP targets prior to Reports		
<b>Reports</b>	Y1 and Y2 Open classrooms/informal chats			Y1 and Y2 Class Teacher reports		Y1 and Y2 Parents Meeting				Y1 and Y2 END OF TERM FULL REPORT	

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