HAMPTON
PRE-PREP & PREP SCHOOL

Assessment Policy

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1. Introduction

Assessment for Learning is embedded in everyday practice and is used to inform teaching and learning at the Hampton Pre-Prep & Prep School (the School).

This policy is for pupils in the Early Years Foundation Stage (EYFS) (Reception and Kindergarten) through to Year 6 at the School. Assessment as an educational practice for all teaching staff working at the School includes the processes of generating, collecting, interpreting, recording and using information about pupils' responses to the work they are engaged in.

Assessment is one of the key tasks and underpins one of the School's stated aims, which is to develop in our pupils the desire to achieve their full academic potential.

Children change and develop intellectually, socially and emotionally as a result of the full range of influences from home and school. There are some patterns of change and life trajectories that are on occasion somewhat predictable and there are plenty that are not! Children are, by their very nature, protean.

Therefore, any decisions we make - however big or small - about their effort, progress and attainment, are not arrived at on the basis of one assessment only. We strongly believe it is of critical importance to look at all data in relation to developing professional understanding of the whole child.

In order to support pupils' progress through our Schemes of Work, assessment operates in two distinct but inter-related ways:

1. It provides information about pupils' progress that teachers can use as a basis for decisions about the next steps in their learning. (**Formative assessment**)

2. It also provides information to parents and others about the progress and levels of attainment reached by children, especially at the end of the EYFS, Key Stages 1 and 2, and about the progress made since the last reported assessment. (**Summative assessment**)

We understand that there are various methods of assessing a child's learning. The types of summative assessments in particular that will be used will inevitably vary from subject to subject.

2. Pre-Prep - Early Years Foundation Stage

The statutory framework states 'Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's interests, what they know and can do, and then shaping teaching and learning experiences for each child reflecting that knowledge' (*Early Years Foundation Stage (EYFS) statutory framework (July 2026))*

The statutory framework made it very clear that 'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork'. Practitioners 'should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence', and this is reaffirmed in the latest framework – see *Early Years Foundation Stage (EYFS) statutory framework (July 2026) – page 19.*

3. Recording Pupils' Achievement

i) Pre-Prep

In the Pre-Prep the following protocols are used to record pupils' achievements in all areas of the curriculum:

Kindergarten and Reception – Learning Journals record ongoing assessment in the seven areas of learning (see EYFS policy which can be found on SharePoint) - Areas of learning and development - new.docx

- Such assessments are based on observations of what the pupils are doing on a day-to-day basis. In the final term of the year in which the pupil reaches age five, and no later than 30 June, an EYFS Profile must be completed for each pupil. The Profile should provide a well-rounded picture of a pupil's knowledge, understanding and abilities, their progress against expected level, and their readiness for Year 1. Each pupil's level of development is assessed against the early learning goals, and practitioners must indicate whether pupils are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging').

  It Is Important to note that the EYFS places a strong emphasis on working with parents as partners. Parents and practitioners should reflect together on what:

  - A pupil likes to do;
  - S/he is trying to master or has just learned;
  - New words/language structures are emerging; and
  - Particular interests or patterns in play and exploration are observed at the moment.

- **Years 1 and 2 (KS1)** – recording of pupils' day-to-day progress should be done in Class Teachers' mark/record books. It should emphasise effort as well as achievement. Noteworthy effort/achievement is rewarded by awarding team points and Stars of the Week Awards and so on. Children's writing levels are moderated and recorded termly (from Reception to Year 2).

ii) Prep

In the Prep, recording of pupils' day-to-day progress should be done in Form/Subject Teachers' mark/record books. It should emphasise effort as well as achievement. Noteworthy effort/achievement is rewarded by awarding House points, Headmaster's commendations, Star Awards and so on.

4. Formal Programme of Assessment in both the Pre-Prep & Prep

Kindergarten – Grammar and Phonology Screening Tests take place in the Summer Term.

Reception – Phonological Abilities Test & Early Years Foundation Stage Profiles are completed in the Summer Term.

Year 1 – Insight assessments are carried out in the Summer Term.

Year 2 – CAT(4) (Cognitive Abilities Test) reasoning assessments and Progress Tests in English and Progress Tests' take place in Mathematics in November. (We ensure that the pupils in Year 2 are able to sit the same assessments as external candidates for entry into Year 3 wherever this is appropriate.)

Insight assessments are carried out in the Summer Term. The Single Word Spelling Test and the Group Reading Test are also completed towards the end of September in Year 2

Years 3 to 6 – CAT(4) reasoning assessments take place in September, followed by Insight assessments in February and school-based exams in the Summer Term. The Single Word Spelling Test is used in Year 3 only, alongside a screener to help identify any additional needs

End of topic assessments take place each term throughout the Prep. We analyse results from all assessments to enable us to target specific pupils and subject areas. Internal examinations are not set in the Pre-Prep.

Programme of assessments:

Year 3	Summer term (Maths, English & Reasoning)
Year 4	Summer term (Maths, English & Reasoning)
Year 5	Summer term (Maths, English & Reasoning)
Year 6	September & November 11+ Mocks (English, Maths, Reasoning)

The Deputy Head Academic has the overall responsibility for the conduct and administration of all examinations. Heads of Departments (HoDs) see to the production of internal examination papers.

5. Target Setting

We believe all pupils need to be clear about how they need to improve. Regular individual targets are set as follows:

- English
- Mathematics
- A general target relating to the pupil's personal development

In the Pre-Prep, the Class Teacher is responsible for all three targets. In the Prep, each pupil's English and Maths teacher is responsible for generating the targets. These targets are reviewed throughout each half term and are used as a focus for Parent/Teacher Consultations.

In the Prep, the targets are included on the half termly Grade Sheets and are likely to be referenced in written reports. English and Maths targets are formulated with the pupil and pupils complete their target tracker slip with their teacher. The target tracker allows each pupil to think carefully, with the support of their teacher, about how they are going to achieve their target. Handover meetings at the end of each academic year involve a review of each pupil's targets. These meetings are recorded and the minutes are retained by the Deputy Head Academic and/or Head of Pre-Prep. The HoDs will also take a leading role in guiding and tracking pupil targets in the Pre-Prep & Prep. We ensure each pupil is aware of their targets and is encouraged to work towards meeting them.

6. Academic Progress Meetings

Opportunities to informally discuss pupil progress are plentiful. Formal opportunities to do so exist during Academic Progress meetings between the Deputy Head Academic, subject teachers of the examined subjects and Head of Learning Support (Prep). These happen regularly throughout the year, outlined in the Academic Dates and Deadlines documents circulated by Deputy Head Academic, and allow time for all parties to discuss each pupil's progress, collaboratively formulate appropriate targets and agree future actions. Minutes and actions from these meetings are circulated to the staff attending and are held internally by the Deputy Head Academic.

7. Reporting to Parents

Please see **Appendix 1** for the yearly schedule.

We employ a range of strategies to ensure parents are fully informed of their child's progress at the School. We encourage and welcome parents to discuss their child's progress at any reasonable time with class/subject teachers. It is possible to speak to staff before and after school about immediate concerns; however, for longer discussions about progress and performance it is far better for appointments to be arranged at a mutually convenient time.

In the Autumn and Spring terms, we offer the opportunity for parents to meet with their child's Class Teacher in the Pre-Prep. Reception parents have an additional meeting in the Summer term to allow them to discuss their child's progress against the Early Learning Goals and Assessment scales should they wish to.

In the Prep, Parent/Teacher consultations take place twice a year, covering both academic and pastoral matters. A timetable can be found in Appendix 1.

Parents receive a comprehensive written report on their child's progress, attainment and effort following the half-term break in February.

Grade sheets are issued half-termly for Years 3, 4, 5 and 6. Year 6 receive Mock Exam results in the Autumn term. During the Summer Term, Years 3, 4 and 5 receive their internal exam results in place of a grade sheet. Grades are given for Effort and Progress. The difference between these is made clear to pupils and parents alike. To ensure that the grades are a true and accurate reflection of each pupil's performance, moderation events take place

before the grades are published. For the grades to be effective for pupils, it is vital that staff, pupils and parents have a comprehensive understanding of the grade descriptors.

8. Effort

We deliberately and consistently promote **effort** as the key factor for pupils to improve across all areas of school life. The effort descriptors that appear on the half termly grade sheets are set out in the table below and wherever possible we will adopt a 'best fit' approach when deciding upon the most relevant grade for each child.

Should a child receive the statement 'This pupil is not working hard to improve in this subject' on their Grade Sheet, parents will be aware that there is a problem as conversations with the School will already have taken place.

Effort
This pupil is working extremely hard to improve in this subject. - His behaviour is consistently excellent - He consistently demonstrates a proactive attitude in the classroom - He consistently demonstrates a very positive attitude towards his learning - He collaborates extremely well with others and demonstrates plenty of initiative
This pupil is working hard to improve in this subject. - He rarely misbehaves or becomes distracted - He mostly demonstrates a proactive attitude in the classroom - He mostly demonstrates a positive attitude towards his learning - He collaborates well with others and demonstrates some initiative
This pupil occasionally works hard to improve in this subject. - He occasionally misbehaves or becomes distracted - He occasionally demonstrates a proactive attitude in the classroom - He occasionally demonstrates a positive attitude towards his learning - He occasionally collaborates with others and demonstrates some initiative
This pupil is not working hard to improve in this subject. - He often misbehaves and is easily distracted - He does not demonstrate a proactive attitude in the classroom - He does not have a positive attitude towards his learning - He does not collaborate with others and demonstrates no initiative

9. Progress

The **progress** statement gives teachers a chance to acknowledge those pupils who are exceeding expectations. Should a child receive the statement 'This pupil is making less than expected progress in this subject' on their Grade Sheet, parents will be aware that there is a problem as conversations with the School will already have taken place.

There are no limits on the number of pupils who receive each judgement. Teachers are trusted to use their own individually generated assessment and tracking material to assist in making these judgments, in addition to their developing understanding of the following whole School material:

The reservoir of scores retained from our suite of assessments of pupils' developing reasoning ability:

- End of term topic tests in the relevant subject area for the class or set
- Progress against targets developed by the teaching staff
- Our collective scrutiny of pupils' exercise books and other classwork
- All the other types of formative assessment we are always in the process of undertaking

Progress
This pupil is making far greater than expected progress in this subject.
This pupil is making greater than expected progress in this subject.
This pupil is making expected progress in this subject.
This pupil is making less than expected progress in this subject.

10. Attainment

Information on pupil **attainment** is collected by teachers and used for internal purposes only.

We do not routinely communicate attainment grades to parents and pupils and they do not appear on the half-termly grade sheets.

On occasions, the Headmaster, Head of Pre-Prep or the Deputy Head Academic may communicate information regarding pupil attainment to parents during meetings, but this will not include where the pupil sits in a ranked order of their peers.

Internal attainment grades are based entirely on formative and summative assessments and give information about pupil attainment in relation to their cohort. It is important that colleagues across each year group collaborate carefully when assigning attainment grades.

We use this information to set the standards of attainment in each year group . The spread of results should therefore by convention follow the bell curve pattern. This means, as with any statistical spread, there have to be limits to the numbers of pupils who achieve each grade.

At the School, we do not believe that disclosing information about where a pupil sits in relation to their cohort has a positive impact on their progress. We are also acutely aware of the potentially detrimental impact this information could have on young children, particularly those who are close to or are at the bottom of the scale.

Attainment	
A	Relative to the attainment of his year group at the School, this child is in the top 20%
B	Relative to the attainment of his year group at the School, this child falls between the 50th and 80th percentile
C	Relative to the attainment of his year group at the School, this child falls between the 20th and 50th percentile
D	Relative to the attainment of his year group at the School, this child is in the bottom 20%

Appendix 1 – Yearly Schedule

Prep	Pre-Prep
September	
-Year 3 – Year 6 CAT(4) Assessments -Year 3 Single Word Spelling Test & Screener -Year 6 Mock Exams	-Unaided writing (All) - Year 2 Single Word Spelling Test & Group Reading Test -Targets Sent Home
October	
- Year 3 – Year 6 Parent Teacher Consultations (Pastoral – online) -Moderation Event -Grades and Targets	-Pre-Prep Parent Teacher Consultations (onsite)
November	
- Year 3 – Year 6 Parent Teacher Consultations (Academic – face-to-face) -Year 6 Mock Exams -Year 2 External Candidates Assessment Morning	-Year 2 Progress Tests in Maths and English -Year 2 CAT(4)
December	
-Moderation Event -Grades and Targets	
January	
February	
-Full Written Report - Year 3 – Year 5 Insight Assessments	- Unaided Writing (All) - Full Written Report (Targets included in report)
March	
--Moderation Events -Grades and Targets	-Pre-Prep Parent Teacher Consultations
April	
May	
- Year 3 – Year 6 Parent Teacher Consultations (Pastoral – online) -Year 3 – Year 5 School Exams -	- Unaided Writing (All) - Year 1 and Year 2 Insight
June	
-Year 3, 4 & 5 Parent Consultations (Academic)	- Year 2 Single Word Spelling Test & Group Reading Test - Reception Parents' Meeting (to discuss EYFS Profile Scores) – Phonological Abilities Test -Early Years Foundation Stage Profiles -Targets Sent Home
July	
--Moderation Event -Grades and Targets -Handover Meetings -Prize Giving	-Handover Meetings - Prize Giving