



CUNDALL MANOR SCHOOL

Assessment, Marking and Reporting Policy 2025

Created
Reviewed
Next Review

August 2023
August 2025
August 2026

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Aims of the Policy

- To ensure pupils receive timely and constructive assessments and feedback which enables them to plan for future progress and pursue and achieve personal excellence.
- To fully assist pupils in achieving high levels of learning and academic development, motivation and a sense of personal worth.
- To provide pupils with the tools to take responsibility for their own progress and therefore develop as independent learners.
- To provide a consistent and comprehensive system which will fairly reflect each pupil and enable smooth continuity of progress and record keeping across the entire curriculum.
- To provide all interested parties with information about pupil progress and achievement.
- To provide information which can be used to evaluate and develop teaching programmes.

Staff at Cundall Manor School believe that:

Marking is for the pupil first and foremost. Effective marking and feedback allows pupils to:

- Understand what they have done well (and feel proud of their work).
- Understand how to improve their work (and be encouraged to do so, instilling a growth mind set).
- Know that their work is valued.

Effective marking will allow staff to:

- Deeply understand pupils' knowledge, understanding and misconceptions of a topic.
- Manage their workload to ensure emphasis is placed on planning excellent lessons, that allow all pupils to progress.
- Ensure emphasis is placed on assessment for learning and that it is intrinsic in lessons.

Effective marking and feedback will allow parents/guardians and other agencies to:

- Clearly see pupil progress.
- Have an awareness of target areas for improvement, allowing for support from home in intervention, if needed.

The School Values

Kind, mindful and understands the value of friendship - Peer assessment is used as a marking strategy. Constructive feedback is modelled by staff and is supportive and encouraging.

Happy and confident, allowing them to develop resilience and courageousness - Self-belief is promoted by work being marked and commented on positively. Pupils will be able to challenge themselves through improvement tasks set by the teacher (self-reflection tasks also encourage

confidence). Pupils will work hard, make amends suggested by peers/teachers and redraft work in with feedback given.

Respectful and humble and understands the importance of integrity – Peer and self-marking facilitates this value.

Ambitious and values life-long learning – Feedback enables pupils to know where they're aiming for, where they're working at now and how to progress. By taking ownership of their learning, allowing pupils to become intrinsically motivated to become life-long learners.

Assessment before Entry

See the whole school Admissions Policy.

These assessments gauge the pupil's suitability for placement in the school, identify any areas where the pupil may need specific assistance and enable the pupil to be placed appropriately for subjects where setting exists (this setting will be continually reviewed and adjusted appropriately).

Baseline Assessments

The school uses the materials provided by the GL Assessments, to provide baseline and predictive information for pupils.

- a) In Reception pupils complete Baseline assessment observations on the Rainbow Tracker.
- b) In Years 4, 6, Aram and Leckby Pupils complete CAT tests yearly. The most recent data is used in all year groups.
- c) Pupils who arrive during Years 1-6 Aram, Swale, Leckby, Eldmire and Thornton complete the appropriate CAT during their taster days.

The information provided is used to:

- Help identify potential Gifted and Talented and SEN pupils,
- Identify any specific areas of possible weakness or strength in pupils,
- Assist in the placing of pupils where teaching groups are set,
- Monitor progress during each school year by using the predictive data at Key Stage 1, Key Stage 2, Key Stage 3 and GCSE
- Analyse external examination results at GCSE using the provided Value-Added data,
- Help set subject targets for staff

Diagnostic Assessment

If we believe a child needs further support, we may look at Diagnostic testing (with parental consent) to determine what specific needs a pupil has and therefore how best to support them. It will be requested as a result of concerns raised by members of staff, parents or through the SEN department, in line with the referral procedure. Assessments can take place at any time during the pupils' career at Cundall Manor or on entry to the school. It will be undertaken by the SEN department or an external agency. We utilise Lucid and Recall with GL Assessments within the SEN department in the first instance. Results will be used to scrutinise and classify

learning needs. Appropriate guidance and intervention may then be planned for and shared with members of staff via the Individual Education Plan. If the assessment results in needs being identified and classified, which would mean it is not in the pupil's best interests to attend Cundall Manor School, this will be discussed in a meeting between the Head and the parents. Effective tracking and appropriate intervention throughout the pupils' school career should ensure that the majority of pupils achieve or exceed their subject examination predicted grades.

Assessment of Pupil Learning

Summative Assessment: occurs after the learning process. It is used to assess the overall attainment of the pupil in a systematic way. This attainment can be used for reporting purposes and by the pupil and/or teacher, to set targets for improvement and by the teacher, to inform future planning.

- Assessment should help in the regular communication of information to pupils, their parents, form tutors, Assistant Heads and Senior Leaders, on an on-going basis and in the form of grades, full reports, parents' evenings and references.
- All staff should keep a clear and comprehensive record of assessment carried out.
- The school have a clear and manageable system of tracking student progress and achievement, which is checked by Heads of Department, Head of Key Stage 1&2 and Academic Deputy Head. This will allow every pupil to achieve or exceed their academic targets.
- All teachers must be involved in the raising of standards in general literacy and numeracy and therefore all assessment must take reasonable account of spelling, punctuation, grammar and handwriting and the accuracy of calculations.

This will occur through:

- Formal department assessments,
- Formal internal examinations
 1. Thornton - mock GCSEs in January.
 2. Years 3 – 6, Aram, Swale, Leckby and Eldmire sit End of Year Exams in the Summer Term
- External Examinations (some pupils sit external entrance exams)
 1. Thornton GCSEs May/June
- KS1 & 2 - An assessment will take place each half term in English and Maths. These tasks are levelled and moderated by the KS 1&2 teachers and recorded in the ENGAGE markbook. This is known as an internal data drop and will be used in reporting to parents in line with the yearly reporting cycle.
- KS3 & 4 - An assessment will take place each half term in all paper-based subjects. These tasks are levelled and moderated by the KS3 & 4 teachers and recorded in the ENGAGE markbook. This is known as an internal data drop and will be used in reporting to parents in line with the yearly reporting cycle.

Assessment for Pupil Learning

Formative Assessment: occurs prior to the learning process. It enables current attainment, skills, misconceptions and understanding to be recognised and discussed and the appropriate next steps to be planned,

On-going Assessment: occurs during the learning process. It enables progress towards the learning aims/objectives, to be monitored, misconceptions to be identified and planning to be amended to address any issues.

Classroom practice should also embrace the principles of Assessment for Learning (AfL). This practice is based on the principle that pupil progress will be enhanced if they know their current level of attainment, target areas for improvement and are aware of the aims of their learning and the success criteria and assessment frameworks against which their future progress will be measured. This depends on effective and timely teacher/pupil and pupil/pupil communication and sharing of relevant information.

- This should be on-going and provide pupils with targeted information which they can use to improve their level of attainment.
- Feedback should be specific, positive and encouraging wherever possible, raising the expectation of success rather than failure.
- Constructive feedback should address the performance of the pupil rather than the individual himself or herself.
- The process should lead to higher standards by targeting individual learning and ensuring that misconceptions are quickly identified and remedied.
- There should be a logical and realistic progression in the assessment programme within and between years.
- Departments should clearly communicate assessment procedures and criteria for units of work or specific tasks to allow pupils to have an unambiguous understanding of what teachers are looking for and to allow them to see why their efforts received the given feedback and how they might respond to it.
- Discussion with pupils about the assessment of their work should take place as frequently as possible. Teacher comments should praise achievements and improvement, whilst encouraging self-assessment, reflecting on strategies for improvement and setting of targets for the future.

This will occur through:

- Observation of pupil and/or group activities and discussion,
- Question and answer sessions. These can be teacher/pupil or pupil/pupil or group based. Using both open and closed questions will lead to a greater variety of assessment feedback being received,
- Formal marking of pupil classwork and homework, with appropriate recording and pupil feedback being given.
 1. Teachers will mark in green pen, identifying strengths, next steps and give a reflection task which will either stretch a pupil or test understanding after some explanation. A school label may be used to scaffold this feedback.
 2. Pupils will respond to reflection tasks in purple pen.

3. Opportunities are given to pupils for self-assessing their progress, thus giving pupils ownership of their progress, helping them to motivate and enhance individual progress and develop as independent learners.

Assessment at the EYFS

EYFS Profile – In the final term of the year in which a child reaches age five (typically Summer Term in Reception) the EYFS Profile is completed for each child on Tapestry. This profile provides parents and carers with a well-rounded picture of their child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. The Profile reflects ongoing observations and all relevant records held by the school, and also discussions and contributions made by parents and carers. Although this is no longer statutory it is something we as a school, have decided to continue to log internally and are in the process of developing, utilising the Birth to 5 Matters document.

Our EYFS setting are involved with Pat Preedy's 'Neuroway Rainbow Record of Achievement' stage 2 pilot. Reception children also have their reading assessed termly using the Ruth Miskin assessment materials by their class teacher.

Each child's level of development is assessed against the Early Learning Goals and the results of the EYFS Profile are shared with parents at a private meeting arranged especially for this purpose towards the end of the Summer Term.

At the start of the Summer Term, the Reception teachers invite parents to a Teach-In which explains what an EYFS Profile is and how, during a private meeting towards the end of term, parents will receive this completed for their child. This is an opportunity for parents to discuss the completed EYFS Profile with their child's teacher, and to raise any queries or concerns they might have with regards to their child moving into Year 1. Targeted actions, which are shared with the parents, are then agreed with the child's Year 1 teacher in order to ensure a smooth transition for each child.

The Year 1 teachers are given a copy of the EYFS Profile together with a commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

The EYFS Profile is reported to the local authority upon request.

Reporting to Parents

Parents will receive a mix of Grade sheets including potential, attainment, progress (the difference between to the two) and attitude to learning, Full Reports (as before with an additional full comment) and Parents Evenings. The schedule for these formal reporting periods have been shared with all parents during the Informal Parents Evening in September and are outlined in this document:

<https://docs.google.com/document/d/1Yl5lF4tPhx0HWfAYC4erCrI4EZT6y0ZwkRM3MoaUaEE/edit?usp=sharing>

In addition to this reporting schedule, pupils in nursery receive their reports through Tapestry and regular updates about activities their child has been involved with. The activities are provided to enable progress through the Early Learning Goals.