

Assessment, Marking and Reporting Policy (Junior School)

Assessment

The School views effective assessment as an integral part of teaching and learning, as based on the following principles:

- i. Assessment should help pupils to develop fully their academic abilities and self-confidence, to develop skills which they need for reflective and independent study and to establish shared understanding by pupils and teachers of clear and explicit study goals.
- ii. Assessment, both formal and informal, should complement and reinforce the delivery of the curriculum. It should enable the learning needs of individual pupils to be identified and allow future teaching strategies to be determined.
- iii. Assessment should recognise individual progress and achievement and provide pupils with meaningful information which will allow them to participate in self-evaluation.
- iv. Assessment should involve a range of techniques both formal and informal, carried out in a variety of contexts, which will allow individual pupils to show what they know, understand and can do.

Assessment can take many forms: indeed, it is the *range* and *variety* of the assessment methods used within the School which enable teachers to gain the clearest picture of a pupil's attainment.

The School naturally makes use of regular assessments, such as homework, practical work, oral work and class tests, to determine pupil's abilities.

Teachers are also involved in the continuous assessment of pupils' work during class activities and day-to-day classroom interaction, monitoring not only academic attainment but other skills such as co-operation and teamwork. These skills are also assessed in an informal way through the programme of extra-curricular activities.

Pupils who are encouraged to assess their own effort and performance are often more highly motivated and develop more confidently the skills needed for effective independent study. Junior School staff involve pupils in the assessment process, wherever possible, such as adopting Assessment for Learning techniques. These help pupils to take responsibility for their learning because they are encouraged to understand their successes and misunderstandings and to take responsibility for improving.

Baseline Assessment

The School uses the following systems for baseline assessments and ongoing performance monitoring:

- English, mathematics and reading scores from previous years' assessments in May;



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- Entrance examination scores to assess pupils wanting to join the school in Years 3-6; school reports are also used for new pupils
- Times Tables Rockstars baseline assessments and online activities
- Star Reader assessments

Very high scoring pupils (126+) are recognised as Able, Gifted & Talented

SEND/EAL pupils are noted.

Use of Assessments

Streaming/ Setting	Assessments are also used for the purpose of setting when there are two forms in Years 5 and 6.
Years 1 to 5	The focus is on placing the pupils in the appropriate group for teaching, ensuring they are fulfilling their early potential.

School Assessments

Autumn Term

Maths	Primary Stars assessment (KS1) White Rose assessment (KS2)	End of unit, half-term and term
English	Writing assessment Star Reading Assessment (Years 2 – 6) Spelling Test	End of unit/ genre Half-termly Bi-weekly or weekly
Phonics	Little Wandle Assessment (EYFS/ KS1)	Half-termly

Spring Term

Maths	White Rose assessment (KS1 & 2)	End of unit and end of term
English	Writing assessment Star Reading Assessment (Years 2 – 6) Spelling Test	End of unit/ genre Half-termly Bi-weekly or weekly
Phonics	Little Wandle Assessment (EYFS/ KS1)	Half-termly
Year 6	Verbal Reasoning GL Assessments Maths 11A English 11A	Mid-year progress check



Summer Term

Maths	White Rose assessment (KS1/ 2) GL Assessments	End of unit and end of term
English	Writing assessment GL New Group Reading Test (KS1) GL Assessment (KS1/ 2) Star Reading Assessment (Years 2 – 6) Spelling Test	End of unit/ genre End of Year assessment End of Year assessment Half-termly Bi-weekly or weekly
Phonics	Little Wandle Assessment (EYFS/ KS1)	Half-termly

Marking

This is based on our Feedback Policy which drives ‘next steps’ for all children. Teachers use coloured highlighters to support pupils in understanding feedback, and provide regular comments to guide their ongoing progress.

Reporting

The procedures for reporting in the School are the responsibility of the Head of Junior School. In this task, she is assisted by the Data and Examinations Manager.

School Reports

School reports are to inform parents of their son or daughter’s progress. Each year group will have two Report Cards per academic year (Christmas and end of academic year), along with a Parent/Teacher meeting in the Autumn and Spring terms. Parents will also receive a data sheet at the end of the academic year that reports of the GL Assessments.

Grades

Assessment – School reports will have an Assessment grade. These grades, A-E are given following the summative assessment detailed above, and overall teacher judgements.

In Junior School, we have graded the standardised English and maths results using a scale from A to E, with A being the top grade.

A = SAS 126+

Pupils achieving significantly above national related expectation for their age group.

B = 112-126

Pupils achieving above national related expectation for their age group.

C = 89-111

Pupils achieving in line with national expectation.



D = 74-88

Pupils achieving below national related expectation for their age group.

E = below 74

Pupils achieving significantly below national expectation for their age group.

Attainment

Please see the grading system below. This is a summary of the teacher's assessment of the level at which a pupil is currently working, where the five levels of attainment are based on the curriculum idea of 'meeting national expectations'. Therefore, a pupil will have been placed in one of the five categories below:

A	Pupils achieving significantly above national related expectation for their age group.
B	Pupils achieving above national related expectation for their age group.
C	Pupils achieving in line with national expectation.
D	Pupils working towards national related expectation for their age group.
E	Pupils achieving significantly below national expectation for their age group.

Please note: 'In line with national expectation' refers to the National Standards for the particular age group and not to the 'expected standard' of the individual pupil. As mentioned previously, these are the judgements of the class teacher.

Attitude To Learning (ATL)

The Attitude to Learning (ATL) grade reflects the extent to which a pupil is meeting the set expectations in a subject area. We expect our pupils to be attentive in lessons, follow instructions, show respect, embrace challenges and remain focused. Typically, a pupil meeting the expected ATL would achieve a grade of '**Good**'. As this system has been reviewed over time, the expectation for a child to achieve a grade of '**Outstanding**' is to show a willingness to complete a great deal of work away from the classroom in a subject area. This will indicate an ever-increasing ability to initiate learning independently and be doing 'extra' at home on a consistent basis.

Outstanding	Achieving above and beyond the expected ATL both at school and away from the classroom.
Excellent	Regularly meeting and often exceeding the expected ATL.
Good	Fulfilling the expected ATL most of the time.
Room for Improvement	Inconsistent in fulfilling the expected ATL.
Unsatisfactory (KS2 only)	Not achieving any consistency in fulfilling the expected ATL on a regular basis.



SILCOATES

Support – Additional support will sometimes take place following the issuing of School reports, particularly where performance is falling consistently behind that suggested by ability.

Parents' Evenings

- There are two Parents' Evenings for each year group during the course of the academic year.
- The Class Teacher will contact absent parents to discuss pupils' progress.

The School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the School's Equal Opportunity Policy document.

Reviewed by:	Mrs Moss – Head of Junior School Mr Hodson – Assistant Head (Teaching and Learning)		
Date of last review:	June 2026	Date of next review:	June 2027



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