

Assessment Policy (Prep School)



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Begin Here, Go Anywhere.’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

ASSESSMENT POLICY (Prep School)

This policy has been written for the Preparatory School only

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Rationale

The purposes of assessment

- To give information
 - To the teacher and pupil about the child's performance.
 - To parents on a child's progress.
 - To the teachers about his/her teaching strategies and their effectiveness.
- To identify underachievement and improve standards.
- To recognise achievement and so motivate students and develop self-worth
- To inform personal targets.

Responsibilities

The following sets out the responsibilities of individuals to ensure successful implementation of the assessment policy.

- **Class Teacher**
 - To teach according to the scheme of work that will include assessment opportunities.
 - To ensure that a variety of assessment contexts are used and that the pupils are aware of the assessment criteria.
 - To keep records of pupils' marks and summative assessments. (See Recording Policy)
 - To apply assessment criteria consistently.
 - To mark in accordance with the School Feedback Policy.
 - To review assessments with pupils.
 - To provide feedback to pupils on their progress.
 - To review and set personal targets.
- **Director of Teaching & Learning**

The Head of Department, in consultation with class teachers should:

- Determine what is to be taught in each year group.

- Establish pupil key performance criteria with reference to skills, knowledge and effort (what it is expected of pupils if they are to achieve a certain mark or grade), which is in line with School Policy.
- Ensure a wide variety of contexts are used for assessment (as outlined above) e.g. essays, short and long answer written responses, tests, examinations, oral work, observations and practical work.
- Award pupils' marks or grades in line with School Policy.
- Use assessment outcomes to evaluate the effectiveness of teaching and learning in order to plan future strategies.
- Provide opportunities for pupil self-assessment.
- To review assessments with pupils where appropriate.
- To identify pupils working above or below target.

- **Senior Management**

- To review termly the studies grades and internal school assessment results in English, Maths and RE and to liaise with subject leads and individual teachers with regard to follow up actions.

Assessment Contexts

Assessments should be based on objective evidence. The majority of these should be formative so that areas for development can be identified and students can be given guidance for improvement. As outlined above, there should be a variety of assessment opportunities, e.g. essays, short and long answer written responses, tests, school examinations, oral work, observations and practical work.

At specific times, there will be summative assessments to allow the recording and reporting of overall attainment. (School Reports, Studies Grades, GL Assessments.)

Assessments

Tests are routinely set in lessons during the year to assess knowledge and understanding of all subjects. For Maths and English assessments take place at least twice a year. In RE, all year groups are assessed according to the Diocesan set assessment tasks.

In Years 1-6, each Year group will sit the GL Assessment battery of tests in May. In Years 3 and 5 this also includes the CAT4 cognitive ability tests. In Year 6, all pupils will sit the January 11+ assessments in English (ATOM) and Maths (ATOM).

The GL assessments produce a wealth of standardised data including a SAS, at stanine, a predicted mark for KS2 and a rate of progress since the last testing. The 11+ assessments help the senior school to benchmark the Year 6 alongside external candidates.

Studies Grades

- These are reported termly.

- They will be recorded as:

A number grade for effort

A letter denoting attainment grade.

- The Director of Teaching & Learning and Headteacher will keep records of Studies Grades and meet with class teachers in twice yearly academic reviews to agree follow up action.

Rewards/House Points

These will be awarded in accordance with the Rewards and Sanctions Policy.

- **Monitoring of the Policy**

- The policy will be monitored by the Director of Teaching & Learning and Headteacher to ensure grades are being applied consistently. They will monitor the implementation of the policy by sampling pupils work, reviewing departmental assessment records, analysing patterns of grade distribution across year groups and monitoring the follow up actions of the class teachers.

- **Links to other policies**

- Recording and Reporting Policy
- Feedback Policy
- Rewards and Sanctions Policy

Appendix 1

Studies Grades in Years 1-2

To ensure consistency in our assessment terminology for parents, staff and pupils, we use the same descriptors used in the Swans in our Studies Grades for Years 1 and 2. These are:-

Emerging: Working below the level expected for the age group

Expected: Working at the expected level for the age group

Exceeding: Working above the expected level for the age group.

We also include a grade for their attitude to learning in class. Please see below the Prep School criteria in assessing attitude to learning:-

Outstanding = 5	Consistently good = 4	Satisfactory = 3	Inconsistent = 2	Cause for Concern = 1
Behaviour in lessons is exemplary, generating an infectious enthusiasm for learning.	Behaviour in lessons is of a consistently high standard, enabling a purposeful working atmosphere.	Behaviour in lessons is usually of a good standard, contributing to a satisfactory working atmosphere.	Behaviour in lessons is inconsistent and can sometimes disturb the flow of the lesson.	Behaviour regularly interrupts the flow of the lesson, therefore, impacting negatively on the learning of others.
The pupil is proactive in making positive contributions to lessons.	Always participates constructively in group work and class discussion.	Usually participates constructively in group work and class discussion although, may require prompting.	Makes little contribution to the lesson and/or contributions to the lesson are not always constructive.	Contributions to lessons are often not appropriate.
High levels of commitment are shown to learning.	Set work is always completed to the best of their ability.	Set work is usually completed to the best of their ability.	Work is often not always completed to the best of their ability.	Work is rarely completed to the best of their ability.
There is the ability to work independently, taking responsibility for their own learning.	Instructions are carefully followed and the student is fully engaged in lessons.	Usually follows instructions in lessons and remains on task.	Instructions are not always followed /promptly and reminders are needed to stay on task.	Demonstrates little ability to work without supervision.
The presentation of work is always of a very high standard.	Care and pride are always taken in the presentation of work.	Care and pride are usually taken in the presentation of work.	Care and pride are often not shown in the presentation of work.	Care and pride are rarely shown in the presentation of work.

Studies Grades in Years 3-6

The studies grades are based on the knowledge, understanding and skills required in each subject, with the criteria in the ascending order of **beginning, developing, securing, extending** and **mastering** used to measure individual progress in learning. **Securing** is the expected level for the age group. Studies grades are produced and reported to you termly.

The criteria for each level is explained below:

Mastering	You display a deep understanding and expertise in the subject, demonstrating all of the key descriptors within the subject. You can extend and apply your ideas effectively and demonstrate extended thinking beyond what is expected at this stage.
Extending	You demonstrate independently almost all of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject. You link and relate ideas effectively and consistently employ independent strategies for thinking and reasoning.
Securing	You are able to demonstrate independently many of the key descriptors that reflect the expected standard of knowledge, understanding and skills within the subject. You can link and relate ideas with increasing competence and demonstrate independence of thought.
Developing	Your knowledge, understanding and skills are developing well within the subject and you are demonstrating independently an increasing number of the key descriptors that reflect the expected standard at this stage. You are beginning to link ideas and demonstrate increasing independence in your thinking.
Beginning	You are beginning to demonstrate that you can learn at the expected standard for knowledge, understanding and skills within the subject. You can recall and reproduce ideas.

As well as an attainment grade, students are also given a grade ranging from 1 to 5 that reflects their attitude to learning, with 3 being the average or expected level.

Criteria for Assessment of Attitude in Class:-

Outstanding = 5	Consistently good = 4	Satisfactory = 3	Inconsistent = 2	Cause for Concern = 1
Behaviour in lessons is exemplary, generating an infectious enthusiasm for learning.	Behaviour in lessons is of a consistently high standard, enabling a purposeful working atmosphere.	Behaviour in lessons is usually of a good standard, contributing to a satisfactory working atmosphere.	Behaviour in lessons is inconsistent and can sometimes disturb the flow of the lesson.	Behaviour regularly interrupts the flow of the lesson, therefore, impacting negatively on the learning of others.

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Appendix 2 Guidance for Teachers on Follow up to Studies Grades (Assessment Policy)

Studies Grades – Analysis Requirements and Guidance

The purpose of this document is to provide guidance to all teachers on how best to utilise GL and Studies Grades data to ensure an informed programme of support for students.

Teachers

Teachers award Studies Grades using whole school criteria and in Years 5 and 6 make pupils aware of their attainment through formative and summative assessment in class and feedback on Prep. Parents' Evenings provide opportunities for teachers to discuss Studies Grades with parents whilst setting short term targets.

Studies Grades Spreadsheets and Analysis Documents

1. Studies Grades Spreadsheets are made available to Head of the Prep School by the Senior School Academic Data Coordinator and Assessment Manager. This spreadsheet enables the Senior Management Team to look at the data for patterns and identify trends. For ease of analysis, selected data is filtered on a separate word document which identifies the top and bottom 15% in each category for English and Maths .
2. All spreadsheets and word documents are located on the Prep School Shared Drive
3. The Headteacher and class teachers analyse the data to identify the areas where praise and intervention is required.
4. The **categories for analysis** include the following:
 - Highest average Attitude scores
 - Pupils Greatest Improvement in Attitude
 - Highest scores by attainment
 - Improved attainment - Greatest Gain in Value Added
 - Lowest Average Attitude Scores
 - Attitude Grades 2 or lower in and out of class (in any subject)
 - Pupils with the Greatest Decline in Effort
 - Lowest Scores by Attainment
 - Highest Value Added Scores V Baseline Data
 - Lowest Value Added Scores V Baseline Data
 - EAL/ SEND/ AG&T groups
 - Comparison Tables
5. The Headteacher compiles an Action Plan with class teachers using the data analysis document. This will identify the key pupils who require further discussion and possible intervention, discussing with the relevant teachers in their Academic Review and minute the Action Plan accordingly
6. **EAL/ SEND/ AG&T** groups will be analysed to ensure that progress is in line with baseline data. Information on further intervention will be also be added into the working document by the Prep School SENco.

