



# **ALTRINCHAM PREPARATORY SCHOOL**

## **Assessment Policy**

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Responsible Person:	Mr Nick Vernon – Headmaster
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Summary of changes:	Changes to EYFS Assessment Procedures – new EYFS additions Changes to Senior Leadership Structure
Date of next review:	September 2026

This policy applies to Altrincham Preparatory School, including the EYFS. It is available to current and prospective parents upon request and is published on the School's website.

## **1. Introduction**

This policy outlines the assessment structure and framework at Altrincham Preparatory School for Boys. Assessment is an integral part of the curriculum and should assist in motivating and improving individual and collective performance. It should provide valuable information for the pupils, teachers and parents.

## **2. Aims**

The main aim of assessment is to contribute to the educational process by which all pupils become more effective and confident learners.

In particular, assessment at Altrincham Preparatory School aims to:

- Motivate pupils to develop and improve
- Allow pupils to recognise and quantify their achievements
- Reveal any difficulties that need to be addressed
- Enable teachers to evaluate the effectiveness of their teaching
- Guide future planning, teaching and curriculum development
- Provide information to ensure continuity when boys change school or year group
- Inform parents and wider community of pupils achievement
- Assessment informs the Learning Support department in order that appropriate support is put in place

## **3. Entitlement**

All boys are entitled to access the APS Curriculum at a level that is appropriate to their needs arising from ability, special educational needs and race. Our long- and medium-term plans complement each other and provide us with a framework which allows freedom to organise learning in ways which are appropriate.

Field work may have to be adapted to individual requirements.

## **4. Equal Opportunities**

In line with our Equal Opportunities Policy, we are committed to providing a teaching environment conducive to learning. Each boy is valued, respected and challenged regardless of religion, race, background, culture or disability.

## **5. Assessment Strategies – Y1-6**

At Altrincham Preparatory School we use both formative and summative assessment techniques, as well as diagnostic assessments.

### *Formative Assessment*

This is the ongoing assessment carried out by teachers either formally at the end of each unit of work or informally at the end of each lesson. The results of formative assessments enable teachers and boys to reflect on what has been taught and learned and appropriate action taken.

### *Summative Assessment*

These occur at defined periods throughout the academic year (see Appendix 1) using CEM and GL Assessments. Summative tests help teachers in marking assessments against national criteria and provide overall levels for each boy.

## *Diagnostic Assessments*

All assessments can provide some diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, Read Write Inc phonic assessments and diagnostic tools used by the Learning Support Co-ordinator (refer to SEND Policy). External assessment reports (from Educational Psychologists, etc.) are reviewed by the Deputy Headteacher and Learning Support Department, and recommendations are implemented by Class and Specialist Teachers.

There are various assessment strategies such as:

- Sharing success criteria
- Discussing, talking & modelling
- Self-evaluation
- Peer evaluation
- Taking photographs
- Learning Journeys (EYFS)
- Display work
- Looking at and reading pupils' work
- Set tests – teacher and commercially produced
- Observations

## **6. Assessment Strategies – EYFS**

### **6.1 Principles of Effective EYFS Assessment**

Assessment within the Early Years Foundation Stage (EYFS) at Altrincham Preparatory School is guided by the following principles:

- It is ongoing, informed by everyday observations, interactions, and high-quality provision.
- It is based on a deep and holistic knowledge of the child, reflecting progress across the seven areas of learning and development.
- It is guided by statutory frameworks, including the *EYFS Statutory Framework (2024)*, *Development Matters*, and *Birth to Five Matters*.
- It relies on professional judgement and collaboration within the EYFS team.
- It is used to inform planning, teaching, and learning, ensuring that each child's next steps are meaningful, developmentally appropriate, and challenging.

### **6.2 Assessment Tracker**

EYFS staff will complete the *7 Strand Assessment Tracker* four times per academic year:

- Baseline, Autumn, Spring, and Summer checkpoints.

Assessments are informed by teacher knowledge and supported by the following key reference documents:

- *Assessment Continuum*
- *Development Matters (2021)*
- *Birth to Five Matters*

- *Early Learning Goals (ELGs)* (where appropriate)

Each child will be assessed as:

- **Emerging** – not yet at the expected level
- **Expected** – meeting the expected level
- **Exceeding** – working above the expected level

The Tracker provides a clear record of each child's attainment and progress across the seven strands of learning.

### 6.3 On-Entry Assessment – EYFS

- Baseline assessments are to be completed **within 4–6 weeks** of a child joining Pre-School or Reception.
- Baseline data is used to:
  - Identify areas of strength and those requiring development.
  - Inform planning and differentiation.
  - Provide targeted support or challenge from the outset.

For Reception, the *CEM BASEProgress* assessment will continue to be used to complement the teacher-led baseline.

### 6.4 Ongoing Monitoring and Review - EYFS

- Continuous assessment is embedded in daily teaching and recorded within the *7 Strand Tracker*.
- Pupil progress is reviewed termly during Pupil Progress Meetings, where data is analysed to:
  - Evaluate individual and group progress.
  - Identify next steps in learning.
  - Ensure timely interventions and enrichment are in place.
- Observations, photos, and pupil voice contribute to ongoing formative assessment and the evidence base for professional judgements.

### 6.5 End-of-Year Assessments – Reception

- In the Summer Term, Reception teachers will make final professional judgements against the 17 Early Learning Goals (ELGs).
- Judgements will be:
  - Recorded using the *ELG End-of-Year Assessment Grid*.
  - Shared with parents within the end-of-year report, in accordance with the *EYFS Statutory Framework*.
- The EYFS Lead and Deputy Headteacher will review ELG data to evaluate cohort progress and identify curriculum or provision priorities.

### 6.6 On-Exit Data – Pre-School and Reception

On-exit assessment data for both Pre-School and Reception will be:

- Analysed to identify strengths and areas for development.
- Used to:
  - Inform planning and provision for future cohorts.
  - Support transition to the next phase of learning.
  - Reflect upon and improve the effectiveness of EYFS provision.

## **6.7 Moderation**

- Moderation will occur throughout the academic year, both within the EYFS team and across phases where appropriate.
- Moderation ensures that:
  - Judgements are consistent, robust, and accurate.
  - Practitioners share a common understanding of expected standards.
  - Professional dialogue supports continual refinement of assessment practice.

## **7. Planning for Assessment**

### **7.1 Long Term**

#### **CEM Assessments**

Annual assessment, target setting and monitoring are carried out through the use of CEM Standardised Assessments for all year groups from Pre-School to Year 6. These assessments inform for the setting of targets for the next academic year and detail the progress and standing of each boy.

In Years 1-6, teachers use InCAS assessments, provided by CEM, in the September and June of each academic year.

#### **GL Assessments**

GL Assessments for VR and NVR are used to assess Reasoning in Years 3, 4 and 5.

All children from Nursery to Reception are assessed using GL's WellComm screener, to identify speech and language needs and, in turn, opportunities for early intervention.

All boys in Year 3 are also assessed using the GL Dyslexia Screener in the Spring Term, to identify any further intervention needs.

All boys in Year 5 are also assessed using the GL Dyslexia Screener in the Autumn Term, to identify any further intervention needs ahead of the Entrance Examinations in Year 6.

### **7.2 Medium Term**

In Reception and KS1, Phonics assessments, using the RWI Programme, are undertaken every half term. In Pre-School, Phonics assessments are undertaken in the Summer term. In Year 3, phonics assessments continue to take place every half term for boys still accessing the RWI programme.

### **7.3 Short Term**

These are assessments that are made as part of every lesson and are closely linked to the teaching objective of each lesson. Use is made of these to help the teacher adjust their daily plans to address any issues

## **8. Homework**

Homework serves to reinforce classwork and can be a vital assessment tool. Google Classroom homework is submitted, assessed and stored within Google Drive.

## **9. Resources**

- Bond Papers (Verbal & Non-Verbal Reasoning)
- Read Write Inc.
- Observation logs
- CEM assessments – ASPECTS, BASEProgress and InCAS
- GL assessments – WellComm (EYFS), VR/NVR and Dyslexia Screener
- Teacher produced tests
- Evidence of Learning Characteristics (EYFS)

## **10. Reporting to Parents**

Communication is a vital part of the work of Altrincham Preparatory School and all parents are encouraged to be fully involved in their son's learning.

Prep and Pre-Prep reports are written for parents three times a year – two long reports and one short report. The short report provides grades relating to each boys' attitude to learning in all subjects taught. The categories graded for attitude to learning are contribution to class discussions, independent work, collaborative work and organisation.

Long reports include the same detail as short reports, but with additional written comments for core subjects (in the Autumn and Summer Term) and specialist subjects (in the Summer term only). Written comments discuss boys' progress, skills and knowledge development and achievements in each of the subjects reported on. Next steps are also identified for each subject.

Parent Consultation Evenings are held in the Autumn and Spring terms. Parents are invited to attend a meeting with the class teacher to discuss their son's progress, skills and knowledge development, achievements and next steps.

In Years 1 and 2, class teachers and parents communicate using the clear communications folder. In Pre-School and Reception there is regular communication at the start and end of the school day, as required.

Altrincham Preparatory School has an 'open door' policy and encourages parents to meet with class teachers to discuss their son at any time during the academic year. When required, class teachers will have telephone conversations with parents or arrange face-to-face meetings with them if required. Class teachers' email addresses are shared with parents in the September Welcome Meetings, and emails are therefore used as common mode of communication for parents and teachers throughout the year. Class teachers are expected to respond to parents' emails within 48 hours.

## **11. Y1-6 Monitoring and Review**

During the course of each academic year, every year group is monitored. This monitoring process includes a scrutiny of exercise books, planning and assessments, which are carried out by the Subject Leads and Deputy Headteacher. Lesson observations are carried out throughout the course of the year by the Subject Leads, Senior Leadership Team and Headmaster. Results of this monitoring process are fed back to individual colleagues on a one-to-one basis, or all staff, if appropriate, as part of the weekly whole-staff meetings.

### **Post-Assessment Analysis Meetings**

Following each cycle of standardised assessments, the Deputy Headteacher meets with Class Teachers to discuss boys' attainment and progress. Following these meetings, interventions and support groups are reviewed, and Learning Support provision is allocated accordingly. The Deputy Headteacher also works with

the Class Teachers to identify subject trends within classes, as well as year groups, for schemes of work and planning to be reviewed and amended accordingly.

After each cycle of RWI Phonics assessments, phonics groups are reviewed and adapted accordingly.

Reasoning is monitored and tracked from Year 3 through the school using GL assessment papers. Results are reported to the Reasoning Lead, who in turn informs the Deputy Headteacher (Academic) and Senior Leadership Team. These results are used by Class Teachers writing end of year reports and by the Deputy Headteacher and Reasoning Lead to examine trends within year groups and across the whole school. Trends are used to inform a review of planning and interventions, as well as an annual review of Reasoning resources.

The academic calendar clearly sets out the yearly cycle of assessment, reporting and recording (**see Appendix 1**)

## **12.Roles and Responsibilities**

The overall responsibility for assessment rests with the Deputy Headteacher. The Deputy Headteacher, in consultation with the Headmaster, Senior Leadership Team and other relevant staff will ensure assessment procedures are working well, data is submitted, analysis of data takes place and individual needs of boys are addressed.

The Senior Leadership Team are responsible for raising standards in their phase by:

- ensuring that the policy is implemented
- ensuring that issues are addressed and training needs within their phase met
- monitoring assessment strategies through each work and planning scrutiny
- advising colleagues about effective assessment strategies, where needed

**All teachers** have the responsibility for planning, implementing and recording of assessments within their class or subject. It is their responsibility to raise any concerns about a boy from their assessments to the relevant Assistant Learning Support Co-ordinator, Deputy Headteacher and the parents.

## Appendix 1

### APS Reporting and Assessment Calendar 2526 – Parents' Copy

Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Welcome Meeting	Welcome Meeting	Welcome Meeting	Welcome Meeting	Welcome Meeting	Welcome Meeting	Welcome Meeting
Parents' Evening (PS and Rec)	Parents' Evening	Parents' Evening	Parents' Evening	Parents' Evening	Parents' Evening	Parents' Evening
Autumn half term break						
Autumn Report  written statements and next steps for Maths, English, Science; class teacher comment and Attitude to Learning grades for all subjects	Autumn Report  written statements and next steps for Maths, English, Science; class teacher comment and Attitude to Learning grades for all subjects	Autumn Report  written statements and next steps for Maths, English, Science; class teacher comment and Attitude to Learning grades for all subjects	Autumn Report  written statements and next steps for Maths, English, Science; class teacher comment and Attitude to Learning grades for all subjects	Autumn Report  written statements and next steps for Maths, English, Science; class teacher comment and Attitude to Learning grades for all subjects	Autumn Report  written statements and next steps for Maths, English, Science; class teacher comment and Attitude to Learning grades for all subjects	Parents' Evening (After examination results) Autumn Report  written statements and next steps for Maths, English, Science; class teacher comment and Attitude to Learning grades for all subjects
Christmas Holiday						
	Parents' Evening, inc specialists	Parents' Evening, inc specialists	Parents' Evening, inc specialists	Parents' Evening, inc specialists	InCAS  Parents' Evening, inc specialists	
Spring half term break						
Parents' Evening, inc specialists	Interim Report  Attitude to Learning Grades for all subjects	Interim Report  Attitude to Learning Grades for all subjects	Interim Report  Attitude to Learning Grades for all subjects	Interim Report  Attitude to Learning Grades for all subjects	Interim Report  Attitude to Learning Grades for all subjects	Parents' Evening (After examination results) Interim Report  Attitude to Learning Grades for all subjects
Easter						
	InCAS	InCAS	InCAS GL Assessments VR and NVR	InCAS GL Assessments VR and NVR	InCAS GL Assessments VR and NVR	InCAS
Summer half term break						
Summer Report  written statements and next steps for all subjects; class teacher comment and Attitude to Learning grades for all subjects Parents' Consultations (if requested)	Summer Report  written statements and next steps for all subjects; class teacher comment and Attitude to Learning grades for all subjects Parents' Consultations (if requested)	Summer Report  written statements and next steps for all subjects; class teacher comment and Attitude to Learning grades for all subjects Parents' Consultations (if requested)	Summer Report  written statements and next steps for all subjects; class teacher comment and Attitude to Learning grades for all subjects Parents' Consultations (if requested)	Summer Report  written statements and next steps for all subjects; class teacher comment and Attitude to Learning grades for all subjects Parents' Consultations (if requested)	Summer Report  written statements and next steps for all subjects; class teacher comment and Attitude to Learning grades for all subjects Parents' Consultations (if requested)	Summer Report  written statements and next steps for all subjects; class teacher comment and Attitude to Learning grades for all subjects Parents' Consultations (if requested)
Summer Holiday						