



Assessment, Recording and Reporting Policy (including Feedback Policy)

Reviewer: Philip Williams

Approver: Christina Conner

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Next Review: September 2026

Aims:

- To provide an accurate account of pupils' progress and attainment during their time at Cheltenham Prep School
- To provide regular information on the progress and attainment of pupils to staff and other agencies (including OFSTED and ISI)
- To provide parents with accurate and clearly accessible information about their children's progress and attainment
- To ensure every child knows how they need to improve to make progress
- To ensure continuity and progression of teaching and learning throughout the school
- To establish individual records of a pupil's progress and attainment on a continuing basis
- To optimise individual pupil progress

Objectives:

- To identify individual strengths and areas for development in attainment and attitude and to inform the planning of future teaching, regardless of culture, ability and gender
- To provide consistency of approach and level of teaching throughout each year, section and department of the school
- To provide feedback to pupils, promoting the positive self-image of each pupil and raising self esteem
- To respect the pupil's ownership of work
- To inform curriculum review and planning
- To review the policy annually
- To ensure all pupils achieve as well as they are able to

Assessment:

- Assessment will be summative, formative and on-going
- Evidence of attainment will be acquired by the widest range of methods possible to ensure a holistic and accurate view of each pupil:
 - On-going teacher observation during lessons,
 - Use of the Feedback Policy both in class work and prep to assess how well pupils are making progress
 - Assessment activities
 - Standardised tests – such as STAR Reader, NGST, PUMA, PIRA, GAPS, CAT4, Progress tests in English, Maths and Science
 - Internal examinations and assessments
- Individual attainment will be measured against:
 - Individual potential (CAT4)
 - Prior achievement,
 - Class/school standards

- Moderation (internal and external)
- National Curriculum standards in Pre-Prep and Lower School
- Common Entrance standards in Middle and Upper School

Termly assessments will be monitored and moderated across year groups by class teachers from Foundation Stage to Year 4 (with input from Heads of Department when appropriate) and by Heads of Department from Years 5 to 8 to ensure continuity of standards.

Early Years Foundation Stage:

At the beginning of the child's time in the Nursery and Reception classes, staff will complete a baseline assessment of the pupil. Progress will then be monitored through observation of teacher and child led activities. The EYFS philosophy 'Starting with the Child' is followed in our Nursery and Reception classes. Class teachers and Teaching Assistants will:

- Observe pupils to find out about their needs, what they are interested in and what they can do.
- Observe, analyse, and use what they have found out about the pupils so that they can plan for the next steps in their learning.
- Note the pupil's responses in different situations.
- Analyse their observations and highlight pupil's achievements or their need for further support.
- Develop records of learning and development.

The EYFS Profile is an assessment of each child's achievement and is ongoing and will be passed to Year 1 teachers to build upon. (Refer also to the Early Years policy)

Record Keeping and Reporting at The Prep:

All Staff are responsible for keeping records of pupil attainment and progress.

All Staff complete Progress Reports and formal reports as per the '*Yearly Reporting to Parents*' timetable.

Staff will attend Parents' Meetings prepared to discuss individual pupils' progress and targets.

Parents may make appointments with staff at any time during the year to see a pupil's work and discuss progress and attainment.

Parents may also email staff for updates on their child.

Levels of attainment will be communicated to Parents, usually via the Progress Report or the annual Full Report.

Heads of Department will ensure that all formal exam/assessment results are recorded on the school's DigitalZone.

Early Years Foundation Stage:

At the end of Reception, staff will meet with parents or carers to discuss their full EYFS Profile report. Pupils have an individual online learning journal with annotated photographs and observations. The observations are made using child initiated and teacher led activities. These observation are available for parents, staff and teaching assistants to access online on a daily basis.

Reporting

Reporting aims to inform parents and pupils of how individuals are progressing and what their next steps are. This takes place in a variety of formats throughout the year. All reporting, whether verbally or in writing, should be of the highest quality demonstrating in depth knowledge of the individual, and be an open and honest dialogue.



	Nursery (Ongoing Home/School dialogue)	Pre-Prep	Lower School	Year 5	Year 6	Year 7	Year 8 Common Entrance	Year 8 Academic Scholarship
Autumn 1	Settling In Meeting	Settling In Meeting	Settling In Meeting	Settling In Meeting	Settling In Meeting	Settling In Meeting	Settling In Meeting	Settling In Meeting
	Open Door	Open Door	Open Door		Parents' Meeting - Examined subjects	Parents' Meeting - Examined subjects		
	Parents Meetings	Parents Meetings	Parents Meetings					
		Target Report	Atl Card	Atl Card	Atl Card	Atl Card	Atl Card	Atl Card
Autumn 2			Target Report	Parents' Meeting - All subjects			Parents' Meeting - All subjects	Parents' Meeting - Examined subjects
		Target Report	Atl Card	Atl Card	Atl Card	Atl Card	Atl Card	Atl Card
Spring 1	Open Door	Open Door	Parents Meetings		Parents' Meeting - All subjects	Parents' Meeting - All subjects		
	Ongoing observation sharing with parents	Target Report	Open Door					
			Atl Card	Atl Card	Atl Card	Atl Card	Atl Card	Atl Card
Spring 2	Parents' Meeting	Parents' Meeting	Target Report	Parents' Meeting - Examined subjects	Atl Card	Non-Examined subject showcase	Parents' Meeting (post mocks) - Examined subjects	Non-Examined subject showcase
		Target Report		Atl Card		Atl Card	Non-Examined subject showcase	
							Atl Card	
Summer 1	Ongoing observation sharing with parents	Open Door	Open Door	Non-Examined subject showcase	Non-Examined subject showcase			Pupil presentations to parents
Summer 2							Non-Examined subject showcase	Non-Examined subject showcase
	End of Year Report	End of Year Report	End of Year Report	End of Year Report	End of Year Report	End of Year Report	Valedictory Report	Valedictory Report

Settling in Meetings: These are held via schoolcloud.com and allow form teachers to 'touch base' with all parents of their tutees. Appointments are 5 minutes long. Staff should populate their schedule with slots throughout the week prior to the first exeat with available appointments. The purpose of the meeting is to focus very much on how the children have settled into routines and have adjusted pastorally, as well as to answer any generic questions parents might have. If subject staff have any significant concerns, these should be raised with form teachers before this meeting to pave the way for lower AtL grades at half term. Specific academic discussions will not take place in this meeting. This meeting takes the place of previous informal drop-in meetings and phone calls home by form teachers.

Open Door Events: These offer parents time to spend with their child in their classroom reviewing the work they have done, or, in Reception and Nursery, completing some activities together. The sessions are informal and voluntary and are very much an interaction between child and parent, not a parents' meeting with the teacher.

Attitude to Learning (AtL) Card: These provide parents with a snapshot of how their child is applying themselves in lessons. All subject staff grade according to the approach seen in lessons: Immersed, Committed, Willing, Inconsistent, Reluctant (see grade descriptors for further detail). No comments are required unless a child is identified as Reluctant. In this instance, two single targets should be given written in target form e.g - to ensure he has all equipment with him, - to settle to tasks more quickly. Staff will usually offer some guidance to a pupil when 'Inconsistent' is used too in order to assist their progress. Form teachers will write a short summary comment reflecting on participation of pupils in wider school life as well as patterns in their AtL grades. At the end of a full term, an Attainment Grade is also added. This is allocated based on cohort wide end of term assessment or a cumulative assessment process from the term. At the time of writing reports, the Director of Studies send specific guidance over which symbols/grades are to be used dependent of subject and age phase.

Pre-Prep Target Report: These provide parents with their child's next steps in their learning. In Year 1 and 2 they will focus on Reading, Writing and Mathematics, and in Reception they will focus on Communication, Language and Literacy and Mathematics. These are the targets that the children will be working on in the classroom, to move their learning forward, and parents can also work on them at home. Resources will be provided by the class teacher to ensure practice can take place. A class teacher comment will also be provided to give a snapshot on how the children are getting on in day-to-day school life.

Lower School Target Report: These provide parents with their child's next steps in their learning. In Year 3 and 4 they will focus on Reading, Writing, Mathematics, a pastoral target and a Class Teacher comment related to how the children are getting on in day-to-day school life. These targets are used as a focus for the child and are referred

to in lessons to help children consider their own learning and next steps. These targets are also used by teaching staff to plan lessons and set clear expectations and direction for the child's learning.

Parents' Meetings: In Years 5-8, these will consist of 5 minute appointments for each subject. When examined subjects only, appointments will be available for English, Maths, Science, TPE, History, Geography, French and Classics. For all subjects, Art, Music, DT, Computing, and Drama will join too. A hybrid model will offer one evening of appointments online and one in person. The Director of Studies organises schoolcloud.com to enable sign up for in person appointments and virtual appointments. Meetings should provide feedback on particular areas of strength/progress and some target areas for each child. There should also be time for parents to ask questions. Meetings should not involve looking through entire books/lots of work or telling parents all that has been covered. The focus should be on reporting individual progress and next steps. Parents should be clear if the child is working towards, at or above the expected level for their age at The Prep. In Lower School and Pre-Prep, meetings are 10 minutes long and held with the child's class teacher. Following scholarship and CE mock examinations in Year 8, pupils will also attend these meetings.

Non-examined Showcase: This is an opportunity for parents to view the types of activities and outcomes being produced in the non-examined subjects. Co-ordinated by the Director of Creative Arts, parents will have the opportunity to attend with or without their child, to view the work being produced by the year group, and informally chat to the members of staff. Parents will have name labels with the name of their child to assist staff. Each child must be represented at the evening. PE and Music, especially, are likely to use video to demonstrate their subject.

End of Year Reports: these full reports summarise progress throughout the year. Each subject area reports specific achievements and next steps. These reports must be carefully written and go through thorough proof-reading. Comments should be specific and constructive, and staff must follow the report writing guidelines sent at report writing time to ensure the content is of a high standard. Reports must always be written using the third person ('she/he', not 'you'). Targets should not be generic across a year group or set.

Attainment Grades are used to clearly indicate how the child is achieving in relation to their peers and expectations at The Prep. AtL grades reflect the attitude of the pupil at this end point of the year. Where relevant, exam results are reported alongside the cohort average and range. Alternatively, these will feed into the overall Attainment Grade

Valedictory Reports: these are a brief handwritten summary comment for pupils in Year 8. They should be positive and encouraging, acting as a final memory of their time at The Prep.

Attitude to Learning (AtL) Grading (every half and end of term)

Grading draws from staff observation and should be used as a 'best fit' for pupil attitude. Pupils do not need to demonstrate all the elements in a grade descriptor but it should give a clear indication of the type of attitude seen for most lessons. Each strand in the descriptors is linked to one of the Key Skills and Attributes (**Participation**, **Creativity**, **Resilience**, **Challenge**, **Empathy**), and these build systematically to assist pupils in knowing how they can further improve.

Immersed

Often typified by:

- Is consistently engrossed in their learning enjoying the feeling of being stretched. Is curious and asks questions to further their learning and the learning of others
- Solves problems logically, looking at ideas from different viewpoints and thinking 'outside of the box'
- Routinely embraces challenge and mistake making, bouncing back and remaining positive when faced with obstacles
- Identifies connections within and across their learning and learns from feedback and self-assessment
- Habitually pays attention to what others are saying and communicates with thought and an open mind, working effectively as part of a multi-skilled team

Committed

Often typified by:

- Is often engrossed in their learning enjoying the feeling of being stretched. Is curious and asks questions to further their learning
- Solves problems with increasing logic, looking at ideas from different viewpoints and often thinking 'outside of the box'
- Often embraces challenge and mistake making, bouncing back and remaining positive when faced with obstacles
- Identifies some connections within and across their learning and learns from feedback and self-assessment
- Often pays attention to what others are saying and communicates with thought and an open mind, working effectively as part of a multi-skilled team

Willing

Often typified by:

- Is sometimes engrossed in their learning and is beginning to manage distractions. Is curious and sometimes asks questions to further their learning
- Solves problems with increasing logic when supported, looking at ideas from different viewpoints
- Is beginning to embrace some challenge and mistake making, bouncing back when faced with obstacles
- Identifies some connections within their learning and learns from feedback. Is beginning to self-assess accurately
- Usually pays attention to what others are saying and communicates with some thought. Their ability to work effectively as part of a multi-skilled team is developing

Inconsistent

Often typified by:

- Can find managing distractions challenging and does not always participate to the best of their ability in class discussions or activities
- Is sometimes lacking in effort to apply themselves fully or attempt tasks set
- Sometimes finds challenge and mistake making daunting and can give up easily
- Will sometimes act on feedback but is inconsistent in their engagement
- Can take a back seat in group work letting others complete tasks, or does not always contribute/listen to the ideas and thoughts of other

Reluctant

Often typified by:

- Engages inconsistently in their learning and finds managing distractions challenging. Asks few questions to further understanding and can appear apathetic in lessons
- Is not committed to attempting to solve problems and can have a fixed mindset and viewpoint
- Finds challenge and mistake making daunting and can give up easily
- Is reluctant to act on feedback and requires prompting to make links in their meaning
- Can show an unwillingness to work with others, and does not always demonstrate robust speaking and listening skills

Attainment Grading (end of term only)

Attainment grades are informed by assessments/examinations completed at the end of term or formal assessed tasks throughout the term. These assist staff in identifying how well pupils can recall, and use and apply information and skills taught across the course of the term, and year for summer exams. Although they provide a 'snap shot' in time, they are a useful indicator of how each pupil is achieving in relation to expectations for their particular school year. These expectations increase as the children move through each year group and section of the school. Details of which grades are to be used for which subjects and age groups is communicated in advance of each reporting cycle.

Examined Subject Descriptors – Upper School

Grade	Descriptor
A	Pupils' attainment demonstrates ability that is very good for their age and intake. New material and skills are assimilated quickly and rapid progress is sustained. The key word descriptor is 'Very good'.
B	Attainment is good in relation to the school's expectations of the pupil's year group. Pupils are able to recall most content covered, and use and apply it in different contexts. The key word descriptor is: 'Good'
C	Attainment is of an acceptable level in the year group. Pupils retain most concepts and are beginning to use and apply the skills taught, although some scaffolding or support may be required to optimise this. The key word descriptor is 'Acceptable'.
D	Attainment is at the lower end of the cohort. It suggests that the pupils are working towards expectations for their year group and have found it more challenging to recall and/or use and apply their knowledge and skills. Children working at this level will still have made progress but it may have been at a slower rate. The key word descriptor is 'Working Towards'.

Grade	Descriptor
>	Pupils are working above the expected level for their age group
=	Pupils are working at the expected level for their age group
<	Pupils are working towards the expected level for their age group

Non-Examined Subject Descriptors

Grade	Descriptor
>	Pupils are working above the expected level for their age group
=	Pupils are working at the expected level for their age group
<	Pupils are working towards the expected level for their age group

Academic Scholarship Set Descriptors

Grade	Descriptor
WT	Pupils' attainment and performance suggests that they are working within the top third of the academic scholarship group.
WM	Pupils' attainment and performance suggests that they are working within the middle third of the academic scholarship group.
WL	Pupils' attainment and performance suggests that they are working within the lower third of the academic scholarship group.

Lower School and Middle School Attainment Descriptors

Grade	Descriptor
GDS+	Pupils are working above the expected age level requirements and are rising to the additional challenges presented to them to extend their learning.

GDS	Pupils are working above the expected age level requirements.
EXS	Pupils are working at the expected age level requirements.
WTS	Pupils are working towards the expected age level requirements.

Feedback Policy

Reviewing pupils' attainment and progress is a fundamental part of the process of teaching and learning. High quality feedback should aim to close the gaps in learning and enable pupils to make progress to achieve their full potential. It should demonstrate a respect for the outcomes produced, give constructive feedback and indicate ways in which the individual pupil can improve. It should involve the pupil to ensure they are active participants in their own learning.

Aims and Objectives - The purpose of feedback:

- To close gaps in pupil learning and optimise progress for individuals
- To provide individual feedback on the extent to which pupils have met the Learning Objective/BLP objective and/or Success Criteria and to give specific individual comments to focus their future learning so that pupils know how to improve and be reflective
- To identify key skills and attributes demonstrated within the learning process
- To engage the pupils in dialogue and reflection
- To show that we value pupils work and attitude to learning, and to encourage them to take pride in their work
- To raise pupils' confidence and aspirations through praise and encouragement
- To share expectations
- To monitor and evaluate pupils understanding and identify any misconceptions
- To provide a basis for summative and formative assessment
- To provide ongoing assessment to inform future lesson planning
- To ensure that pupils experience consistency of quality and effectiveness of feedback

Implementation of the Feedback Policy:

- To ensure the aims and objectives are met it is essential that every member of staff who has responsibilities for pupils' learning is familiar with the Feedback Policy and confident to implement it.
- Heads of Department, with the Deputy Head (Academic), are responsible for monitoring the feedback being given in their department on a regular basis, offering help and support to staff to ensure consistency.
- To achieve the next stage of learning.
- Feedback should be age and subject appropriate. For example, in Pre-Prep much feedback will be verbal and 'live' or using a visual code system. Whereas older children will be able to take responsibility for noting useful feedback a teacher has given to them independently as well as being able to respond to written and visual methods.
- A variety of feedback tools should be used for raising achievement and facilitating pupils in reflecting and responding.
- Time should be built into the lesson/sequence of learning to allow reflection and 'Fix-It' opportunities to make feedback purposeful, and pupils complete this in purple pen.
- Feedback should include self, peer and teacher reflections through the course of the sequence of learning.
- Feedback should be regular and timely to enable gaps in learning to be closed, for pupils to progress and to facilitate next steps and inform planning
- Staff will monitor feedback and use this to inform planning and reporting
- Written feedback should be given in a colour other than red or purple, which is chosen to stand out from the pupil's work. It may also include, but is not limited to, use of highlighter, colour coded responses. written dialogue between staff and pupil or pupils recording verbal feedback given by staff. Staff should check with their HoD to ensure they are following the guidelines for their subject/age phase.
- Rewards should be given in line with the Key Skills and Attributes, rewarding demonstration of BLP within learning.

Commenting on pupils' work – Feedback, be it written, verbal or peer, should raise pupils' confidence and also

set clear areas for improvements or guide reflection.

The following should be used to focus feedback:

- Comments/phrases/indicators, which highlight the pupils' progress towards Success Criteria.
- Specific comments/targets on how pupils can raise attainment and improve.
(This may be a target sticker or link to long-term targets)
- Comments linked to the intended Learning Objective of the work.
- Feedback regarding BLP
- Signposts such as highlighting or stickers to guide self reflection and improvement
- Should involve the pupil in the process

It is recognised that some subjects will feedback in detail at the end of a unit of work and not after every task.

A culture of challenge, and celebrating and learning from mistakes is embedded in classroom practice across the school to encourage growth mindset and give the confidence for pupils to take risks, be open to reflection and develop a lifelong love of learning. All teachers are committed to ensuring pupils can actively reflect on their learning. As such, staff will help ensure pupils are easily able to identify errors in their work. This may be through the use of highlighting, stickering or identifying the number of errors the pupil must then find and correct, for example. Staff are encouraged to be creative in the way in which they engage pupils in the feedback cycle to optimise the impact it is having on individuals in their subject.

Some staff may choose to use the following marking key, although this is not prescriptive and other methods may be more effective such a 'Green for Go, and Pink for Think' or a focussed marking box. If staff do choose to use a marking key, they will work with their classes to ensure understanding of the symbols used. The below is a **guide only**. All staff should be aware of the need to mark dyslexic pupils' work sensitively and should seek guidance from the DHA if required. The marking codes below might be used or adapted by staff if the most appropriate tool for feedback. In this instance, pupils will be made aware of the meaning of the symbols:

Years 3-8

sp	check your spelling	^	shows a word has been missed out
?	check your work makes sense	voc	check the vocab you have used
gr	check your grammar	s./pl.	shows an error with singular or plural
R	repetition: try to find a different word	acc	shows an incorrect accent
T	shows the incorrect use of a verb tense	G	shows an error with the gender
//	shows a new paragraph is needed	agr	shows an error with agreement
error has been boxed		shows a capital letter error	
error has been circled		shows punctuation has been missed or is incorrect	

Fix-It Time: Fix-It Time is an integral part of the learning process and ensures feedback is purposeful. Fix-It Time will be structured to meet the needs of the pupils dependent on the subject and age phase. It may be identified as a separate lesson or be a shorter, more regular feature of multiple lessons. During the time, pupils will reflect on the feedback they have been given and spend time developing their piece of work, making correction, setting targets in response or completing extension tasks to move their learning forward. Pupils use purple to indicate a response to feedback (verbal or written) such as modifying work in response to feedback, having another go at a task or question, improving and continuing work or recording hints and tips that will help them in the future, so it stands out from their original work and the feedback from their teacher. Peer marking or feedback is usually given in pink pen.

Schedule of Assessment

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Reception	CEM Base Phonics	Phonics	Phonics	Phonics	Phonics	EYFS Local Authority Profile
Year 1	Phonics	Phonics	Phonics	Phonics	Progress Tests in English and Maths Phonics	Phonics
Year 2	CAT4 Phonics	Phonics	Phonics	Phonics	Progress Tests in English and Maths Phonics	Phonics
Year 3	NGST STAR Reader	GAPS Writing STAR Reader White Rose Maths	STAR Reader NGRT	GAPS Writing White Rose Maths	Progress Tests in English/Maths/Sci STAR Reader	Puma GAPS Writing White Rose Maths
Year 4	NGST STAR Reader (new pupils only)	Puma GAPS Writing STAR Reader White Rose Maths	CAT4 STAR Reader NGRT	GAPS Writing Assessment White Rose Maths	Progress Tests in English/Maths/Sci STAR Reader	GAPS Writing White Rose Maths
Year 5	NGST STAR Reader (new pupils only)	STAR Reader GAPS Writing Examined subject assessments	NGRT	STAR Reader GAPS Writing Examined subject assessments	Progress Tests in English/Maths/Sci Assessments in other subjects	STAR Reader GAPS Writing
Year 6	CAT4 NGST STAR Reader (new pupils only)	Entrance@11 English written paper GAPS STAR Reader Examined subject assessments	NGRT	STAR Reader GAPS Writing Examined subject assessments	Progress Tests in English/Maths/Sci Assessments in other subjects	STAR Reader GAPS Writing
Year 7	STAR Reader (new pupils only) NGST	STAR Reader Writing Examined subject assessments	NGRT	STAR Reader Writing Examined subject assessments	Subject exams in all CE subjects Progress Tests in English/Maths/Science	STAR Reader Writing
Year 8 CE	STAR Reader (new pupils only) NGST	STAR Reader Writing Examined subject assessments	NGRT	13+ CE Mock Exams STAR Reader	13+ Speaking and Listening exams STAR Reader	13+ CE
Year 8 Scholars	NGST STAR Reader (new pupils only)	Scholarship Mock Exams	NGRT	13+ Scholarships	(Alternative 13+ transfer scholarships)	13+ Maths CE Exams

Regular formative and summative assessment tests and activities will be undertaken in subjects throughout the year in normal class time. Non-examined subjects monitor and track progress through teacher assessment and classroom observation as well as keeping a digital progress portfolio.

Feedback following assessment/examination: Staff will plan opportunities for pupils to reflect on exam or assessment performance in order to help them further improve. This may take the form of 1:1 discussions, a review and target setting activity, or an opportunity to compare their paper to the mark scheme. Pupils will not just be given a mark in isolation as this does not help their development.