



Radnor House
— TWICKENHAM —

Assessment, Monitoring and Tracking Policy

Radnor House Prep School

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Assessment, Monitoring and Tracking Policy

This policy applies to all pupils and staff of Radnor House Prep School, including EYFS.

“That which is most valuable is often that which is most difficult to measure”

Pupil’s progress and attainment is carefully monitored at different intervals throughout their time at Radnor House Prep School. A range of objective and subjective data is used to ensure understanding of each pupil is stringent.

Assessment

Radnor House uses a range of forms of assessment for a range of purposes. Ostensibly, all are used to enable pupils to fulfil their potential. They are both summative, in that they capture what a pupil has learnt, and formative, in that they also identify areas which need consolidating or merit extension. They therefore inform teaching and learning, and provide detail to internal and external reporting.

Types of Assessment

On Isams

- End of year
- GL Assessments CAT4
- CEM Baseline Testing (reception)

On S drive

- The above & GL Assessment PTE, PTM, PTS, NGRT, NGST, PASS

On Platforms

- Read, Write, Inc (Reception).
- Tapestry Journal (Reception)

Teachers’ online Markbooks

- End of unit tasks in subject schemes of work
- Past records of attainment for individuals / groups / cohorts
- Assessments used for the particular purpose of tracking

Other

- Statutory / optional tests (teacher assessed)

Monitoring and Tracking

At Radnor House School, tracking is about the procedures and systems in place to enable progress to be measured and compared over schedules of time.

Monitoring is the active analysis of this, carried out by Senior Leadership and teachers in order to scrutinise the effect of teaching and learning and oversee vision for improvement.

a) What is pupil tracking?

- a whole school procedure for measuring and recording individual pupil information at regular intervals over the school life of the child.

b) What is effective pupil tracking?

- a process used in planning, enabling improvement for individuals, groups of pupils and the whole school
- a process where all staff and children understand the progress made and to which they all make valued contributions

c) Why do we do it?

- to provide appropriate and challenging opportunities for all pupils
- to track and monitor the progress of individual pupils, groups of pupils and cohorts against prior attainment
- to compare attainment of individuals, groups and cohorts internally and against national standards
- to monitor and evaluate the effectiveness of teaching and its impact on learning
- to provide an evidence base with which to identify priorities and set a range of targets
- to inform curriculum planning and staff development needs
- to provide a system for reviewing targets
- to ensure that individual pupil records are updated annually
- to provide evidence of monitoring progress for other interested parties *e.g. parents, ISI, OFSTED*
- to enable the school's Senior Leadership Team (SLT) to ascertain how the school and individual cohorts are performing and how and where performance can be improved

d) Who is it for?

All those concerned with the child's progress:

- the child
- all teachers/adults working with children / SLT
- parents / carers
- the proprietor
- external agencies

e) What do we do?

- identify which aspects of the child's learning are to be measured
- identify the measures to be used
- assess the children
- collect the results
- record them on a central system – Isams, Sharepoint
- analyse and interpret new results for individual pupils, groups of pupils and cohorts in the light of prior attainment

- identify issues and needs arising from the analysis
- prioritise the issues according to need
- plan and take actions to address priorities
- evaluate progress

f) Where do we record tracking?

- School Database – Isams
- Staff Shared Area – GL Assessments

g) How do we know it is working?

- staff and SLT have an overview of, and feel confident with, the school system of tracking
- teachers know where individuals, groups and cohorts are in relation to levels of performance in the school and external benchmarks
- pupils are appropriately grouped, supported and challenged; setting facilitates appropriate, tailored teaching across year groups
- pupils' sets are changed in response to assessment and tracking
- pupils have an understanding of the tracking process and how it impacts on future attainment
- whole school planning takes account of the results of the tracking process
- effective teaching and learning is taking place
- pupils are achieving at the level of or above their potential

h) Training

- the school has a comprehensive induction process which ensures staff are confident in their knowledge of systems.
- the Assistant Head meets with new staff prior to key events to ensure that they understand the systems and are using them effectively.
- the staff review system gives an opportunity to discuss and update individual and whole school systems.

The Early Years Foundation Stage

In Early Years, every child's progress is closely monitored in order that we can provide the best possible opportunities and the highest levels of support.

a) Tapestry

Throughout the year, for all Nursery and Reception children, evidence of child-initiated learning is collected to illustrate how each child is developing and progressing, and is collated to form an online learning journal (Tapestry). This evidence can be in a range of forms, including informal observations, photographs, samples of children's independent activities and quotations. Parents are requested to give permission for their child to appear in group photographs and keep their login details safe and secure.

Observations are shared with children's families throughout the year, also allowing parents to include any feedback and observations of their children at home. Parents are invited to upload

their own photos and observations, seen with their children at home, helping staff to see the 'whole' child and allowing the child's families to be involved in the process. The EYFS coordinator is responsible for overseeing Tapestry tracking throughout Early Years, liaising with Key People.

b) Learning Journals

Each child in Early Years is allocated a Key Person. This information is displayed in the classroom so parents are able to discuss with the appropriate adult about their child's development. In Reception, the teacher and assistant rotate their Key children every half term, ensuring that the class teacher has a more in-depth understanding of every child in their class. The Key Person is responsible for observing and assessing in accordance with the EYFS. The class teacher will oversee children's journals and track development.

c) CEM Assessment

At the start of and at the end of the year, a CEM Assessment is carried out in Reception. This assessment helps the School to understand more about each cohort, identify if there are any gaps in learning, plan next steps and help with transition. This helps to identify the rates of development from Nursery and the progress made to the end of Reception. The results are discussed with the Reception teachers and closely monitored by the Head, and Early Years co-ordinator.

d) Read, Write Inc

Reception teachers also complete Read, Write Inc. tracking throughout the year which is overseen by the EYFS Co-ordinator and regularly discussed in year group meetings. At the end of the year, the tracking is sent to the Deputy Heads and Headmistress. As part of transition, the tracking is also sent to the child's next teacher.

e) Transitions

At the end of a child's time in the Foundation Stage (Reception), each teacher makes an assessment of the child's development for each of the Early Learning Goals. For each goal, the child is levelled to be 'emerging' or 'expected' and the Learning Journals provide evidence for these assessments. This information is made into a colour table format and Reception teachers will pass this information onto the Year 1 teachers in their transition meetings.

This information is also shared with parents in the child's End of Early Years Foundation Stage report, with a short summary on each child's skills and abilities in relation to the three key Characteristics of Effective Learning (playing and exploring, active learning and creative and thinking critically).

f) Teacher's Planner

In Early Years, each Reception teacher and Nursery Session Coordinator has a folder, which details the planning for the week, timetable and continuous provision plan. Literacy and Mathematics planning highlights Learning Objectives, detailed explanations of each session, the adults which are working with which children, clear differentiation and the children which need support/extension.

Evaluations are written, highlighting achievements, problems, issues and next steps. This all helps with the teachers' further planning.

The folders are left on the teachers' desks; this is particularly important in case of absence, and is inspected each term, giving feedback on planning and recording.

At weekly year group meetings, teachers assess and review the previous week's planning.

Years 1 to Year 2 (Key Stage 1)

Years 1 to 2 sit CAT tests in the Autumn term and Progress Tests in English and Mathematics in the Spring Term. These begin the tracking system in this format, the results recorded on the ISaMS database. They identify key skills and areas to develop, both for individual pupils, classes and subject departments through the software reporting system. Tracking is carried out principally by the Academic Deputy Head. Discussion around progress pending from these tests is orientated around class attainment and ongoing informal assessments.

Years 3 to 6 (Key Stage 2)

Each of these year groups undertake GL designed Progress Tests in Mathematics and English as well as CAT4 tests early in Autumn Term. These track progress from the previous academic year and identify specific skills which need addressing. The Deputy Head will track progress.

In the case of Years 4 to 6, Progress Test results set in motion Subject Reports, facilitated by the Assistant Head and conducted by the teachers of Mathematics and English. These look at pupils' relative strengths and weaknesses within setting and scrutinise the appropriateness of the setting.

Through consultation with the Assistant Head Academic, outcomes for pupils could be as follows:-

- identifying/ reviewing individual targets compared to those of their peers in their set
- being 'on watch' for a move up or down a set if further data such as examination scores or consistent attainment over time corroborates findings
- immediate move as previous evidence firmly supporting findings for a pupil already 'on watch'

Children are also involved in summative assessment, recording their achievement in end of unit and end of year assessments which reflect their progress and understanding of work currently undertaken. Test and exam results are recorded on the Database (ISaMS) and can be used to show the progress of each cohort of pupils continuously throughout their time at Radnor House. The benefit of having one set of results per subject means that progress is easily tracked and areas of weakness are identified early on. As well as summative assessments conducted through the school year, formative assessment by the class and subject teachers is ongoing, allowing close monitoring and tracking of an individual as well as class targets and subject reviews. Individual pupils not making the expected progress are then tracked by their teacher, the SEN coordinator, Assistant Head Academic and SLT. Pupils may be monitored through verbal discussions, IEP analysis, test results and routine exchange of information as they pass through the school. If necessary, teachers will make referrals to the SENCo for future assessment.

CAT4 is used to identify 'core' skills. It is a useful tool for analysing examination performance and can flag pupils over-performing or under-performing, enabling analysis of possible reasons for this. For English and Mathematics, the Progress Tests provide a useful further dynamic to this process.

The sequence of examination dates varies in Year 6 to reflect their needs.

Years 3 to 5 have examinations in the Summer term.

Teacher's Planning

Planning Files will be held on Showbie and will be detailed enough so that these can be used in the case of absence.

Teachers MUST be prepared to go back and give children the opportunity to achieve, even if this impacts upon the planned sequence of lessons.

A teacher should also be prepared to adjust planning, however good, if something else comes along, particularly if it is motivated by the learners themselves. Additionally, an event of national or international significance may add to the learning experience as well as develop the skills that are laid out in the medium-term planning.

Planning should also be reviewed briefly but regularly to ensure that lessons are learnt and so that next year's teaching will have been informed by previous experience.

Appendix A
The Assessment Year

Assessment Schedule Autumn Term

Period	Year Groups	Formal Assessment Procedures	Outcome
September / October	P1 – U6	GL Assessments Cat4, PTE, PTM, NGRT, NGST, PASS	
	Rec	Baseline Testing	
	P1	Phonic Screener	
Half Term			
	P1 – 6	PASS testing	

Assessment Schedule Spring Term

Period	Year Groups	Formal Assessment Procedures	Outcome
January / February	Y1 – 6	Progress TEs in Maths and English	
		NGRT and NGST	
Half Term			

Assessment Schedule Summer Term

Period	Year Groups	Formal Assessment Procedures	Outcome
June	P3–6	Formal Examinations Maths/English	
Half Term			

	PI – U6	GL Assessments PTE, PTM, NGRT, NGST, PASS	
	Rec	Baseline Testing	