



## WESTMINSTER UNDER SCHOOL

### Policy on Assessment, Marking, Recording and Reporting

**This policy applies to the Early Years Foundation Stage**

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## Aims

The purpose of this policy is to inform and support consistent high quality and informative assessment, marking, recording and reporting practices throughout the Under School enabling continuous and sustained academic achievement.

As a school, we aim to:

- praise the pupils’ efforts and progress wherever possible;
- provide constructive feedback to pupils on their performance so that they are aware of their progress and how to improve;
- promote high standards;
- provide ongoing assessment opportunities to teachers to inform future planning;
- enable teachers to assess each pupil’s attainment and progress effectively through a consistent approach;
- foster good working habits for pupils and an understanding of the importance of hard work and application and their link to progress;
- communicate clearly and regularly to parents so that they are aware of the progress of their pupils but also to support a relationship built on trust;
- enable staff, pupils and parents to monitor and track progress.

## Marking

Marking is an important part of the assessment process and by doing it we aim to ensure that pupils:

- are aware of their successes;
- can achieve the set learning objectives;
- know how they can improve further;
- feel that their work is valued;
- strive to improve.

Feedback to pupils is communicated both verbally and in the marking of their written work. Marking is the teacher's response to a pupil's work and should motivate and encourage pupils whilst also enabling their progress to be monitored.

Written work must always be marked supportively, regularly and promptly. Comments should be constructive and positive, offering praise where it is due, and indicating what steps should be taken to make further progress. Comments in books must also address misconceptions, ask questions and identify where further challenge can be given. Good presentation of marked work is always expected. Written comments are essential, especially for longer or more detailed pieces of work and pupils are encouraged and given time to read feedback carefully and to make corrections once work is returned.

Where work is far below the expected standard or a lack of effort has been put in, honest comments are acceptable, but they should aim to focus on a way forward rather than solely being negative.

Teachers will be explicit about marking criteria within their department and, as part of introductory lessons at the start of the year, they will make the criteria clear to the pupils. Heads of Departments are given some autonomy in deciding upon individual department policies; for example, in some subjects, the work may include a grade or numerical mark to indicate attainment. When this happens, the teacher will ensure that the pupils understand what that mark means in relation to the marking policy of that department.

In some subjects, it may be educationally helpful for pupils to mark their own work or critique the work of others i.e., self and peer assessment. Such marking should always be reviewed later by the teacher, and this should be indicated clearly on the piece of work.

Specific marks and grades may not be evident in the pupils' books. All teachers must keep updated records either in their mark book, or electronically, that show a pupil's attainment and progress in that subject. It is also important that the pupil should be able to gauge their progress in subjects

where relatively little written work is done e.g., Music, Art and Design, Information Technology, PE and Drama. Regular feedback will be given within these subjects, often verbally.

As outlined in the ‘Policy on Behaviour, Rewards and Sanctions’, a dignius (plural digniora or ‘digs’) may be awarded for everyday academic endeavours such as a good piece of work, effort in lesson or diligence with a task. Digs are recorded by staff on WUSMIS (WUS Management Information System)

Pupils who show exemplary academic achievement may receive a Praemium (a prize) in Reception and Years 3 to 5 or a Dignissimum (something very worthy) in Years 6 to 8. These may be awarded for an exceptionally good piece of work or a pattern of high achievement. They are acknowledged with the presentation of a certificate by a senior member of staff a whole school assembly.

Heads of Department are responsible for the regular monitoring of assessment within their department, and it is important that all members of the department are marking work in accordance with their departmental policy. Heads of Department are expected to regularly monitor books for the content of work set, levels of differentiation and the quality of feedback from teachers. The Senior Management Team will also carry out work scrutiny exercises throughout the year and additionally as part of Departmental Reviews.

## **Recording**

As detailed above, staff are required to keep accurate records detailing all grades or marks allocated to pupils for classwork, homework and formative assessments. This is essential so that progress can be monitored and continuity of approach for the pupils can be ensured. It should also act as a regular aid to future lesson planning in line with this policy and good practice.

Teachers are responsible for recording summative assessment results on WUSMIS, allowing for the individual tracking of pupil progress. Heads of Department, the Assistant Master, Academic, and the Assistant Master, Teaching and Learning monitor this data on a regular basis, as do the Master, Form Teacher and Heads of Year. Discussion about results, in particular from summative assessments, takes place in staff meetings, departmental meetings (to organise extra support, etc.) and in year group meetings.

## **Assessment**

### **Types of Assessment**

Formative Assessment is assessment for learning. It is ongoing and provides evidence for progress made. It supports learning through identifying difficulties, providing feedback and identifying future learning priorities.

Examples include:

- Classwork
- Homework
- Questioning
- Oral discussion
- Short recall tests
- Practical projects
- Presentations
- Public speaking performance in English or the performing arts
- Extended essays or other coursework

Summative Assessment is assessment of learning. It is used mainly to measure performance and clearly identifies pupil attainment. It is carried out at the end of a period of learning and is a tool to identify progress over time.

Examples include:

- End of Topic/End of Unit tests
- Standardised tests
- Internal school examinations
- External examinations

### **Assessment at WUS**

Our assessments are both formative and summative. Formative assessment takes place in daily teaching and summative assessment takes place at intervals throughout the year (See Appendix 1 – Timetable of Assessment and Reporting). Results are analysed carefully and used to track the pupils' progress as well as to inform planning. Formal examination and assessment results are entered on to the MIS and used for tracking and analysis.

Overview of assessments in each Year group:

- Years R, 1 and 2 - formative assessments within their lessons over the course of the year. 'Light touch' assessments in some subjects take place in the Play term and formal assessments during the Election term. These are generally not in the School Calendar. In addition, during the Play term of Year 2, children will be assessed to ensure their progress is in line with those being accepted to join the school at 7+.
- Years 3, 4 and 5 - formative assessments within their lessons over the course of the year. 'Light touch' assessments in some subjects take place in the Play term and formal assessments during the Election term. These are generally not in the School Calendar.

- Year 6 - ISEB Common Pre-Tests in the Play term as well as written tests in English and Maths as part of the admissions process to their senior school of choice. Formal assessments take place in the Election term.
- Year 7 - formative assessments within lessons take place during the course of the year. Formal assessments take place in the Election term. Where Maths and Languages are concerned, the results of these help to inform setting arrangements, in Year 8.
- Year 8 – formative assessments within lessons take place during the course of the year. For pupils in receipt of an unconditional offer from Westminster School, as part of the admissions process undergone in Year 6, they sit the Westminster Challenge examination, set by Westminster School, in the Election term. For pupils who opt for other senior schools, such as Eton, they sit the ISEB 13+ Common Entrance (CE) papers, or scholarship examinations (e.g. Eton King's Scholarship, or Winchester Election), in the Election term.

Pupils sitting the Westminster Challenge or Eton King's scholarship examinations sit a set of mock papers in the second half of the Lent term, followed by the formal exams in April/May. Any pupils sitting ISEB Common Entrance papers for entry to their senior school sit mock papers in the first half of the Election term, followed by the formal CE examinations in June.

Any pupil applying for entry to another senior school will take mock papers as necessary depending on the timing of the final examination.

Revision guidelines for formal examinations are placed on Aptus for pupils in Years 6, 7 and 8. Particular attention is paid to the timing of when information is placed on Aptus so that pupils are not encouraged or expected to do significant chunks of work in the holidays. In Years 3, 4 and 5 all necessary preparation for assessment will take place in lessons and through homework activities.

## **Standardised Tests**

Children in Reception, Year 1 and Year 2 sit a PTE and PTM assessment in the summer term. Reception to Year 2 sit paper copies. All pupils in Years 3 - 6 sit online, computer-based standardised CAT4 tests at the appropriate level annually. They are designed to help us understand the raw academic potential of a pupil. These results provide us with the baseline data which we can then use, in addition to our own assessments and teacher judgements, to track progress and attainment and identify pupils who are not reaching their potential.

Year 3 Year 6 sit Progress Tests in Maths and English. Reception to Year 2 complete these on paper and Years 3 to 6 complete them online. These are standardised tests provided by GL Assessment designed to accurately measure how the school and pupils are performing against the national average. They allow us to measure year-on-year progress and identify any gaps in learning at both the individual and cohort level.

Pupils are screened in spelling and reading skills upon entry to the School, via GL Assessment's online New Group Reading Test (NGRT) and New Group Spelling Test (NGST). Where it is deemed necessary by the English, Maths and Learning Development departments, some children may be required to sit further assessments to screen for dyslexia or dyscalculia.

## **Reporting**

Reports are written regularly (see Appendix 1 – Timetable of Assessment and Reporting) and present helpful and relevant information to parents about their child's attainment, effort and progress. This is linked to formative and summative assessments described above. This communication enables parents to support and encourage their children, and also for teachers to set targets for improvement.

Importantly, significant issues are better addressed before they are mentioned in written reports; communication between class teachers and parents, Form Teacher and/or Head of Year (as appropriate) is vital and expected so that problems do not linger. It is expected that parents will read the report with their child as it provides guidance to help future progress.

Subject reports are either in the format of Progress Reports, or written comments with effort and attainment grades (see Appendix 2). Progress Reports are short 'tick style' reports designed to give an early indication of whether a pupil is 'on track' and not to let smaller problems continue unaddressed. Form Teacher comments are short comments regarding the first half term's settling in process and/or a statement about the pupil's work ethic (from the information provided by the subject teachers), if required. Guidance on writing reports is given to members of staff before reports are written.

Reporting should:

- provide accessible information to parents and pupils;
- form a basis a communication between teachers, pupils and parents;
- provide information to evaluate teaching and learning;
- give areas for improvement and suggestions on how this improvement can be achieved.

## Appendix 1 - Timetable of Assessment and Reporting

Year	Assessments	Reports	Parents' Events
R	<p><b>Play term</b> In-house baseline assessments</p> <p><b>Lent term</b> In-house assessments</p> <p><b>Election term</b> PTE &amp; PTM (Paper copies)</p>	<p><b>Play term</b> Form Teacher comment and targets</p> <p><b>Lent term</b> Progress grade sheet</p> <p><b>Election term</b> Form Teacher comment and targets, including Literacy and Phonics, and Early Years Foundation Stage Profile (EYFSP)</p>	<p><b>Play term</b> Parent Welcome Evening Parents' Appointments</p> <p><b>Lent term</b> Parents' Appointments / Drop-In (French, Drama, Music, PE)</p>
Year 1	<p><b>Play term</b> PTE &amp; PTM (Paper copies)</p> <p><b>Election term</b> PTE &amp; PTM (Paper copies)</p>	<p><b>Play term</b> Form Teacher comment and targets</p> <p><b>Lent term</b> Progress grade sheet</p> <p><b>Election term</b> Form Teacher comment and targets</p>	<p><b>Play term</b> Parent Welcome Evening Parents' Appointments</p> <p><b>Lent term</b> Parents' Appointments / Drop-In (French, Drama, Music, PE)</p>
Year 2	<p><b>Play term</b> PTE &amp; PTM (Paper copies)</p> <p><b>Election term</b> PTE &amp; PTM (Paper copies) CAT X testing</p>	<p><b>Play term</b> Form Teacher comment and targets</p> <p><b>Lent term</b> Progress grade sheet</p> <p><b>Election term</b> Form Teacher comment and targets</p>	<p><b>Play term</b> Parent Welcome Evening Parents' Appointments</p> <p><b>Lent term</b> Parents' Appointments / Drop-In (French, Drama, Music, PE)</p>

Year 3 and 4	<p><b>Play term</b> CAT4 testing NGRT and NGST (Year 3 only) English and Maths informal assessments</p> <p><b>Election term</b> English and Maths assessments GL Progress Testing: Maths and English</p>	<p><b>Play term</b> Form teacher reports VMT reports</p> <p><b>Election term</b> Subject reports Form teacher reports</p>	<p><b>Play term</b> Parent Welcome Evening Parents' Appointments</p> <p><b>Lent term</b> Parents' Appointments VMT online parents' appointments</p> <p><b>Election term</b> Parents' Drop-In (Art, Computing, Drama, Music, PE, TPR)</p>
Year 5	<p><b>Play term</b> CAT4 testing Informal assessments (English, Maths, Science)</p> <p><b>Election term</b> Assessments GL Progress Testing: Maths and English</p>	<p><b>Play term</b> Half-term grades</p> <p><b>Lent term</b> Subject reports, including Games and VMTs Form tutor reports</p> <p><b>Election term</b> Subject reports, including Games and VMTs Form tutor reports</p>	<p><b>Play term</b> Parent Welcome Evening Parents' Appointments</p> <p><b>Lent term</b> Transfer Process Parent Talk Online progress meetings VMT online parents' appointments</p> <p><b>Election term</b> Parents' Drop-In (Art, Computing, Drama, Music, PE, TPR)</p>
Year 6	<p><b>Play term</b> CAT4 testing Atom baseline testing (English, Maths, VR, NVR) ISEB Common Pre-Tests</p> <p><b>Lent term</b> 13+ Westminster School written assessments</p> <p><b>Election term</b> Assessments GL Progress Testing: Maths and English</p>	<p><b>Play term</b> Half-term grades Subject reports, including Games and VMTs Form tutor reports</p> <p><b>Election term</b> Subject reports, including Games and VMTs Form tutor reports</p>	<p><b>Play term</b> Parent Welcome Evening English, Maths, and Reasoning Parents' Morning</p> <p><b>Lent term</b> Parents' Appointments VMT online parents' appointments</p> <p><b>Election term</b> Parents' Drop-In (Art, Computing, Drama, Music, PE, TPR)</p>
Year 7	<p><b>Play term</b> NGRT and NGST for 11+ joiners only</p> <p><b>Election term</b> End of year examinations</p>	<p><b>Play term</b> Half-term grades Subject reports, including Games and VMTs Form tutor reports</p>	<p><b>Play term</b> Parent Welcome Evening</p> <p><b>Lent term</b> Parents' Appointments</p>

		<p><b>Lent term</b> End of term grades</p> <p><b>Election term</b> Subject reports, including Games and VMTs Form tutor reports</p>	<p>VMT online parents' appointments</p> <p><b>Election term</b> Parents' Drop-In (Art, Computing, Drama, Music, PE, TPR) The Structure of Year 8 Parent Talk</p>
Year 8	<p><b>Play term</b> French oral assessments Assessments</p> <p><b>Lent term</b> Scholarship mocks Assessments</p> <p><b>Election term</b> Westminster Challenge examinations Eton King's Scholarship examinations Ductio Nova examinations Common Entrance mocks Common Entrance examinations</p>	<p><b>Play term</b> Half-term grades</p> <p><b>Lent term</b> Subject reports, including Games and VMTs Form tutor reports</p> <p><b>Election term</b> Subject reports, including Games and VMTs Form tutor reports</p>	<p><b>Play term</b> Parent Welcome Evening Parents' Appointments</p> <p><b>Lent term</b> VMT online parents' appointments</p> <p><b>Election term</b> Parents' Drop-In (Art, Computing, Drama, Music, PE, TPR)</p>

## Appendix 2 – Types of Reports

### Progress grades (either issued at half-term or end-of-term):

	1	2	3	4	5
Completes classwork to the expected standard					
Completes homework to the expected standard					
Demonstrates self-motivation and initiative					
Uses time in class effectively					
Interacts cooperatively with others					
Listens and responds to advice in a positive manner					
Takes care with organisation, including handing in work on time					
Takes care with presentation of work					

### Key

- 1 Exceptional (pupil goes above and beyond on a frequent basis)
- 2 Excellent / very good (pupil demonstrates this criterion consistently)
- 3 Good (pupil demonstrates this criterion generally, though perhaps some improvement required)
- 4 Inconsistent / some concerns (pupil demonstrates this criterion only on occasions)
- 5 Insufficient (pupil rarely demonstrates this criterion)

### End of term effort and attainment grades

#### Proposed new Effort (from 2026):

- 1 Exceptional (outstanding level of commitment)
- 2 Excellent (generally excellent level of commitment)
- 3 Good (generally positive and hard-working in most lessons)
- 4 Inconsistent on more than an occasional basis
- 5 Insufficient on more than an occasional basis

#### Proposed new Attainment (from 2026):

- A\* Distinction: work is of an exceptional standard
- A Excellent: work is of a high standard
- B Good: performing well
- C Some Concerns: targeted work needed for further improvement; pupil may be underperforming with respect to their ability
- D Pupil is not currently working at the expected standard