

PRESTFELDE

Part of the Shrewsbury
School family



Assessment and Reporting Policy

Author(s)	Deputy Head Teaching and Learning
Review body	SLT
Governor approval date	
Date of review	September 2026
Date of next review	September 2027
Website requirement	Yes
Inspection folder requirement	Yes

Significant amendments

Date	Amendment	Initials
21-07-2026	Tracking system section condensed into a summary of the approach across the school – removal of specific operational detail.	CLW
21-07-2026	Removal of executive summary	CLW

Purpose

Assessment and reporting support high-quality teaching and learning by:

- monitoring pupil attainment, progress and achievement;
- informing teaching, curriculum planning and intervention;
- identifying appropriate support, challenge and next steps;
- promoting pupil reflection, independence and ownership of learning;
- providing accurate information to pupils, parents, staff, leaders and governors;
- supporting school improvement and evaluation.

Through effective assessment and reporting, pupils, parents and staff develop a shared understanding of progress and how best to support future learning. A combination of formative and summative assessment is used throughout the school to achieve these aims.

Assessment Framework

Formative assessment is an ongoing part of daily teaching and learning. Through observation, questioning, feedback and assessment for learning strategies, teachers identify pupils' current understanding and determine appropriate next steps.

Summative assessment provides information about attainment and progress at key points in time. It enables teachers to evaluate learning, identify trends, inform future planning and support reporting to parents.

Assessment approaches are tailored to each phase of the school. In the EYFS, assessment is predominantly observational and informed by the EYFS Framework. In Years 1–8, assessment combines ongoing teacher assessment with internal and external assessments, including standardised testing where appropriate.

Tracking and Monitoring Progress

Prestfelde uses iTrack to record and monitor attainment and progress across the curriculum. Teacher assessments are made against age-related expectations and are reviewed regularly through pupil progress meetings to identify achievement, support and challenge. Assessment data is used to monitor individual pupils, groups and whole-school trends.

Feedback

Feedback is an integral part of the assessment process and helps pupils understand their strengths, identify areas for development and take the next steps in their learning. Following assessments, pupils receive feedback appropriate to their age and stage of development through written comments, verbal discussion, self-reflection, model answers or review activities. Assessment outcomes are also used to identify and address misconceptions and inform future teaching.

Further details can be found in the Marking and Feedback Policy.

Standardised Assessment

The school uses standardised assessments, including GL assessments where appropriate, to provide an additional measure of attainment and progress. These assessments support teacher judgement, identify strengths and areas for development, and provide national comparisons where available. Assessment information is considered alongside teacher assessment when evaluating pupil progress and reporting outcomes.

Reporting to Parents

Reporting to parents is an important element of the partnership between home and school. Reporting aims to:

- provide clear information about attainment, progress and achievement;
- identify strengths and next steps for learning;
- support parents in understanding and supporting their child's development;
- strengthen communication between home and school.

Parents receive regular information about their child's progress through written reports, parent consultations and other communications as appropriate. Reports indicate attainment and progress in relation to age-

related expectations and are informed by teacher assessment, classroom performance, internal assessments and standardised assessments where applicable. Pupils receive at least one full written report and one interim report or grade sheet each academic year.

Report descriptors

Grading descriptors

Attainment		
Developing	Expected	Exceeding
Working towards the expected level of attainment at this point within the year.	Working at the expected level of attainment at this point within the year.	Attaining above the expected level at this point within the year.

Learning behavior			
Cause for concern	Room for improvement	Good	Exceptional
the child is not meeting Prestfelde's expectations and this is impacting on their performance and progress. If a child is a cause for concern, the class or form teacher will have already been in communication with home to notify them.	the child is sometimes not ready to learn, or does not make the most of all of the learning opportunities presented to them which limits their progress., engage in activities or make the most of each lesson. Classwork or prep is not completed to the child's potential. It is important that they listen to instructions and information, engage in all activities and respond to guidance and feedback.	the child attempts all tasks in a way that enables them to make good progress; they pay attention to instructions, engage in activities positively and complete work to a high standard. The child is fully equipped and takes responsibility for their work and their learning materials. They strive to improve their work and act on teacher feedback.	the child consistently approaches lessons with their best focus and applies themselves fully to all tasks and activities with the aim of completing work to an exceptional standard. They independently complete extension and challenge materials and seek out opportunities to further their learning. The child wants to learn from their mistakes, showing resilience and proactively making use of teacher feedback.

Target Setting

Pupils are encouraged to take ownership of their learning through ongoing target setting and reflection. Targets are used to celebrate success, identify next steps and promote continued progress and challenge. Further details can be found in the Marking and Feedback Policy.

APPROVED DATE	September 2026		
REVIEW DATE	September 2027		
SIGNED HEAD		PRINT NAME	

SIGNED
CHAIR OF
GOVERNORS



PRINT NAME

Rex Sartain