



SOLIHULL

Preparatory School Assessment and Feedback Policy

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Reviewer: Assistant Head (Junior School) and Assistant Head (Alice House)
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Version 7

1. Introduction

This policy also applies to pupils in the EYFS setting.

The policy outlines the purpose, nature and management of assessment, feedback, reporting and record keeping in Solihull Preparatory School, all of which support the processes of teaching and learning.

Assessment is an integral part of normal classroom practice, which should inform planning and take into account the ongoing development of the individual child. It should promote higher standards by improving the quality of teaching and learning.

Assessment and feedback should seek to have a positive effect on motivation and self-esteem. Pupils should be encouraged to see the process as encouraging and empowering them to achieve higher standards, and to promote their development as learners. Pupils should feel that they have some input, through self-evaluation, in this process. Through assessment and feedback, parents and staff are informed about a child's progress and development.

Assessment procedures should be applied consistently across all relevant classes and provide information that assists staff in planning the next learning steps for each child. Assessment will assist staff in evaluating short, medium and long term planning within the school and will contribute to change in the curriculum and other areas of school life. The assessment process will provide the basis for informing parents of their child's progress and will enable each pupil to be aware of what they have done well and what can be improved. Children will have opportunities to evaluate their own work and that of their peers and to respond to teachers' feedback.

2. The Purpose of Assessment

Assessment is an integral part of our teaching and learning. It is planned as part of the school's normal curriculum and is used to give positive and constructive feedback to both pupil and parents. Assessment is recorded, where appropriate, in a manageable manner and used to support children's progress by leading to effective target setting. This is achieved through both formal and informal assessments.

Our assessment methods are varied and fit for purpose:

- Formative – the ongoing process which enables teachers to plan for the next steps for individuals and groups. We regard this as fundamentally the most valuable assessment tool.
- Standardised – identifying individual strengths and weaknesses, so that learning can be supported. e.g. national Y1 phonic screening, Cambridge Insight's Baseline Assessment for J1s, Verbal Reasoning (VR), Non-Verbal Reasoning (NVR), Progress in Reading Assessment (PIRA), Progress in Mathematics Assessment (PUMA) and Performance Indicators in Primary Schools (PIPS).

- Summative – provides a snapshot of where a child is at a given moment, and most typically involves either exams or formal assessments
- Evaluative – enabling staff to reflect on their teaching and learning, to provide information for planning and teaching.

3. The Process of Assessment

Most assessments will take place informally. Teachers are continually making judgements and comparing the children within their class and year group.

Assessments will be completed through:

- Observation
- Discussion & Questioning – feedback to and from children
- Target setting through discussion and effective feedback
- End of topic tests and assessments
- Examinations
- Attainment and engagement in learning grades at the end of each half term

All teacher assessments should:

- be ongoing throughout the year and inform future teaching
- be carried out in the context of the classroom
- allow children to demonstrate what they know and understand
- allow for differentiated work, as appropriate
- show a variety of assessment techniques and be both formal and informal in their approach

Pupils are given strategies for self-assessment, to help them reflect, improve and set their own targets. Where possible, children are encouraged to peer and self-assess their work. Results tables should not be published, nor need children know how they have fared in relation to other pupils.

Pupil progress is discussed in weekly Year Group meetings and also monitored by the Head of EYFS, the Assistant Heads, Deputy Head (Academic) and the Learning and Curriculum Support Coordinator each term. Teacher feedback and summative data is scrutinised to highlight pupils not making the expected progress. These highlighted children may have subsequently have some targeted interventions, be put on a Strive to Thrive Card to focus on and help them improve their learning habits, become a member of a Curriculum Support group, be monitored closely following the Prep School Graduated Approach (PSGA), or be referred for further assessment, after consultation with the parents, their Form

Tutor and the Learning and Curriculum Support Coordinator.

4. Written Reports & Attainment Grades

The primary purpose of reporting is to guide the parent/guardian regarding their child's progress and to promote the essential partnership between school and home. Effective reporting should ensure that accurate information is stated and explained. It enables parents, teachers and other agencies to support the child from a position of knowledge.

Reports should be honest and individual. All reports will detail progress and comment on the strengths and weaknesses of the child. Targets for improvement will also be detailed. Comments should be positive but also relate to any assessments given and set out ways to help a pupil achieve the next steps in their learning. In addition, a statement is made about each child's learning habits and personal qualities by the Form Tutor. Comments are also made by a member of PMG once a year on each pupil's report.

For pupils in I1 to J4, reports are written twice per academic year. At Christmas, reports consist of long comments and attainment grades for maths and English, engagement in learning grades for all subjects and, where applicable, exam grades. In the Summer Term an engagement in learning grade and full report on each subject is accompanied by attainment grades for mathematics and English, and again, where applicable, exam grades. Engagement in learning grades are awarded half termly in the Christmas and Easter terms and at the end of the Summer term. Reports and assessment grades are posted on the Parent Portal. Learning Support reports will be included where necessary, indicating the progress made and future targets. Achievements and co-curricular activities and interests will also be recorded in the Summer Term reports. For EYFS pupils, a full report is written at the end of the summer term, which details statutory assessment against the Early Learning Goals for pupils in Reception.

In specific circumstances, non-custodial parents can also be issued with copies of their child's report, on request.

5. Engagement in Learning Grades

These grades will measure how a pupil's engagement in all aspects of their learning contributes to the development and fostering of excellent learning habits and attitudes and to their academic progress. This is assessed on a four-point scale.

ALICE HOUSE – Engagement in Learning descriptors (I1 and I2)

EXCELLENT

This pupil is fully engaged in their learning, takes a keen interest in new ideas and works hard towards short and long-term goals. They understand that doing their very best involves engaging with challenge and difficulty, persevering to find a solution and trying things in different ways.

This pupil appreciates that making mistakes is part of learning and that it does not always go smoothly. They are keen to solve problems and they understand the need to practise and try again, demonstrating their resilience and determination to succeed.

Demonstrating a conscientious approach to their learning, this pupil is focused and sustains their concentration until they have completed tasks to the best of their ability.

They can think for themselves, know when to ask for help, and respond well to feedback.

In class discussions they listen attentively, respect other people's viewpoints and respond thoughtfully to questions. In group activities, this pupil cooperates particularly well taking turns and being very supportive of others.

This pupil engages fully with each learning opportunity they are presented with and is developing very positive, helpful learning habits.

VERY GOOD

This pupil typically engages well in lessons, demonstrates an interest in new ideas and shows consistent effort in working towards short and long-term goals. They show an increasing understanding that, in order to do their very best, they must engage fully with challenge and difficulty, persevere to find solutions, and be willing to try things in different ways.

This pupil realises that sometimes learning does not go smoothly and that mistakes are part of their learning. They exhibit a greater understanding of the need to practise and try again, demonstrating increasing resilience and greater determination to succeed, and engaging well with each learning opportunity they are presented with.

With a conscientious approach to their learning, this pupil focuses well, sustaining their concentration until the task is completed. Taking increasing responsibility for their own learning, they engage with the process of solving problems. This pupil demonstrates a greater understanding of when to ask for help, and how to respond to feedback.

GOOD

This pupil engages well in many lessons, demonstrating some interest in new ideas and making good overall effort in working towards short and long-term goals. They are developing a greater understanding of the need to engage more deeply with challenge and difficulty, in order to achieve their best. They are developing greater perseverance when finding solutions and more willing to try things in different ways.

They are beginning to realise that sometimes learning does not go smoothly and that mistakes, and solving problems, are part of their learning. This pupil exhibits some understanding of the need to practise and try again, but at times needs to demonstrate greater resilience and determination to succeed, by showing full engagement and commitment to each learning opportunity they are presented with.

This pupil generally focuses well, but at times needs to sustain their concentration more fully whilst a task is being completed. They show encouraging signs that they are taking increasing responsibility for their own learning, through a more secure awareness and understanding of when to ask for help and how to respond to feedback.

In class discussions they listen more attentively to others and respect their viewpoints. When questioned, they are able to explain their own ideas in greater detail and depth. In group activities, this pupil is learning to cooperate more effectively with other pupils and is developing a greater awareness of the importance of taking turns and supporting others.

Overall, the development of their positive, helpful learning habits is good.

INCONSISTENT

This pupil does not always engage fully in their learning and needs to realise the importance of digging deeper more consistently to meet short and long-term goals.

Through more positive engagement when facing challenge and difficulty, they could achieve a higher standard. They need to demonstrate greater perseverance when finding solutions and develop a willingness to try things in different ways in order to help them learn. This pupil needs a greater appreciation of the need to practise and try again.

By taking greater responsibility for their own learning, they will improve their ability to solve problems, develop a keener awareness of when to ask for help and a better understanding of how to respond to feedback.

In class discussions they would benefit from listening more attentively and responding more proactively to questions.

By developing the resilience and determination to succeed they will develop positive, helpful learning habits to help them fulfil their potential.

JUNIOR SCHOOL – Engagement in Learning descriptors

EXCELLENT

This pupil has a love of learning and habitually aspires to be the best they can be, having a very focused and positive attitude when working towards their immediate and longer-term goals. Tasks are always completed to the very best of their ability. This pupil demonstrates grit, perseverance and resilience, reflects on their mistakes and sees them as a learning opportunity. In the classroom, they are consistently engaged and well-motivated, participating thoughtfully in discussions and conscientious in their approach. When facing challenges, this pupil demonstrates a growth mindset and makes every effort to overcome them. By constantly seeking ways to improve, finding people who can help them and acting upon feedback to become an even better learner, this pupil demonstrates a strong commitment to extending their own learning.

VERY GOOD

This pupil is focused, typically engages well in lessons, completes tasks conscientiously and demonstrates effort and grit when working hard for long term goals. This pupil enjoys participating in class discussions, making sensible contributions and listening attentively. Taking constructive feedback on board, this pupil is well motivated and regularly tries their best. When work is more challenging, this pupil will often adopt a growth mindset to overcome potential barriers to their learning. When mistakes are made, this pupil shows resilience and bounces back. This pupil takes increased responsibility for their own learning by seeking advice, engaging with feedback and showing a commitment to developing and improving their learning habits further.

GOOD

This pupil demonstrates an encouraging consistency of approach towards their learning and good levels of effort and they are showing a greater commitment to trying hard now for longer term rewards. Many of the tasks set are completed conscientiously, however there may be some lapses in concentration and they may need reminders to refocus or to motivate them. In discussions, this pupil can make some good contributions, but at times needs to explain and extend their answers further. When work is challenging, this pupil is beginning to use a growth mindset to help find solutions to problems. This pupil is increasingly bouncing back well after mistakes and digging deeper to get the best out of themselves. They are becoming more open-minded and willing to seek, and act upon, advice and feedback. At times this pupil still needs to demonstrate greater grit, perseverance and determination to fulfil their potential, but they are making good progress in doing so.

INCONSISTENT

This pupil requires greater self-motivation, effort and determination to fulfil their potential. Their effort is inconsistent, hence the work produced often lacks sufficient detail and does not always reflect their true ability. This pupil's mindset needs to be more receptive to advice and to act upon it more often. They also need to be more willing to seek advice and be more determined to develop helpful learning habits in response to feedback. This pupil needs to trust that the right type of efforts made over time will bring great benefits in the future and help them achieve their long-term goals. Mistakes can set them back, so they would benefit from learning how to dig deep and how to develop greater resilience. They are not always as engaged in their

learning as they might be and a more conscientious, consistent approach would help them to be the best that they can be.

Alice House and Junior School Criteria for Attainment Grades for core subjects (Mathematics and English)

In addition, pupils will be assessed on their current level of attainment on a five-point scale. These grades are assigned across a year group as a whole, adhering as closely as possible to the % guidelines.

5. (Excellent). This grade is awarded to pupils who are deemed to reach the top 15% in attainment across their year group cohort, within our school. The pupil will be confident in understanding all areas of the subject. They will be able to apply their learning effectively, demonstrating maturity in their thinking and understanding. Their attainment in the subject will show an aptitude beyond the norm for pupils of this age.

4.(Very Good). This grade is awarded for a strong performance by a pupil of this age in our school. The pupil will be confident in understanding all areas of the subject. They will be able to apply their learning effectively. This grade will be awarded to approximately 35% of a year-group.

3. (Good). This grade is awarded for a good overall performance by a pupil of this age in our school. The pupil will show a secure level of understanding in many aspects of the subject. They will be able to apply their learning effectively in most areas. This grade will be awarded to approximately 30% of a year-group.

2.(Satisfactory). This grade is awarded for satisfactory performance by a pupil of this age in our school. The pupil may show a sound understanding of some areas of the subject. They will be able to apply their learning effectively at times, whereas other topics are less securely understood. This grade will be awarded to up to 20% of a year-group.

1.(Cause for Concern). This grade is awarded for a comparatively weak performance by a pupil of this age in our school. The pupil may show some understanding of some areas of the subject but they are struggling to keep pace with the progress of their peers in most areas. They find it difficult to apply their learning without support and a number of aspects will not be fully understood. This grade will usually be awarded to a small number of pupils in a year-group.

6. Maths Setting Arrangements

Sets are selected on the basis of a child's ability in Mathematics, relative to his or her cohort, and movement between sets, whilst not significant, is commonplace. Sets are also selected on the basis of preferred learning styles so it can be the case that a child is placed in a particular set because of their natural working pace. This means that there are occasions, for example, that a child in the 'middle' set is awarded a higher attainment grade and/or exam grade than a child in the 'top' set. Pupils are set for maths in year groups from I2 to J4.

7. Exams and Exam Grades

In November and May, J2, J3 and J4 pupils sit exams in English and mathematics. I2 and J1 also sit exams in English and Maths but only in May and not in November. The grades achieved in these exams will be followed by a written report from the subject teacher in the Christmas and Summer reports respectively.

Exam results are assigned by the following criteria:

A* - Excellent	An excellent level of attainment and academic promise
A - Very Good	A very pleasing level of attainment and academic promise
B - Good	Promising
C - Satisfactory	An adequate level of attainment, with scope for improvement
D - Cause for concern	More progress needed to reach the desired level

When assigning exam grades, we do so across the year group and broadly in line with the following criteria:

- 15% of the year group get A*s
- 35% of the year group get As
- 30% of the year group get Bs
- 20% of the year group get Cs/Ds [with relatively few Ds].

These boundaries are intended to give a clearer picture of how a child's exam results compare with their cohort and are useful indicators of how a child might perform in the 11+ examination. Obtaining a D grade in an English or mathematics exam at any point in the Junior School means that child's performance is significantly below the standard required to ultimately pass the 11+. Ongoing dialogue between relevant staff and parents is needed at this point to plan effective intervention strategies both at school and at home.

8. Standardised Tests

Christmas Term

Verbal and Non-verbal Reasoning – all year groups from J1 to J4
Reading, Mathematics and Spelling – all year groups from I2 to J4
Cambridge Insight's Baseline Assessment for J1s (September)

Easter Term

Cambridge Insights – J4

Summer Term

Cambridge Insights – I1 to J3
(May/June) I1 National Phonic
Screening
Reception – ELG statutory
assessment

External assessments published by Cambridge Insights based at Cambridge University are a form of external assessment that aids the tracking of pupil progress throughout the Prep School, whilst complementing the variety of methods of assessment already taking place.

9. Reporting via Other Formal and Informal Means

Parents and children are also involved in the reporting process throughout the school year in a number of ways.

This is implemented through:

- An “open door” policy. Staff are available during term time, by prior appointment, to discuss any aspect of a child’s progress with the parents. These meetings may, if deemed necessary, be minuted and filed for future reference and discussion.
- Reading Records and Prep Books in which parents and teachers are able to communicate concerns or suggestions for ways forward
- Parents and teachers may also communicate via email re any concerns they may have or arrange to chat over the phone, or in person, to discuss a child’s progress at any time.
- Pupil commendations awarded by the Head of the Prep School. Parents are notified by letter.

All Prep School parents are invited to two Parents’ Evenings each academic year, in October and February. Both meetings will be with the Form Tutor to discuss their son’s/daughter’s progress and from this discussion subsequent appointments with the other teachers may be made, if necessary. For Junior School pupils, Parents’ Evening appointments will be followed up with individual Form Tutor/pupil consultations. In February, Junior School pupils are also invited to be present in parents’ evening discussions.

10. Data Recording

Records should be useful and manageable. They should supplement the teacher’s personal and professional knowledge of a pupil. Data recording is part of a monitoring and evaluating process that helps us to evaluate how well the curriculum “reaches” each child. It helps to inform our judgements of how to get the best out of our pupils.

At Solihull Prep School the data we record includes:

- Exam grades, attainment and effort grades. All these are stored in the school’s database.

- Standardised testing: PIPS, VR & NVR, maths, reading and spelling ages. This data is stored on the school's network in a folder with restricted permissions, so that only those who need to see it can do so.
- A list of all pupils who are on the Learning Support and Curriculum Support registers. This is disseminated to the relevant teachers.
- Pupil Profiles are written for pupils who have an Educational Psychologist's or Medical Consultant's Report. These are also disseminated to the relevant teachers.
- On entry to Nursery and Reception all children are baseline assessed in all seven areas of learning which is used to plan an appropriate curriculum based on individual need and track individual development.
- At the end of Reception all pupils' Early Learning Goals assessment data is reported to parents; this also addresses the characteristics of effective learning. Monitoring and review of the different areas of the EYFS curriculum and overseeing the completion of the pupil profiles and collection of this data is the responsibility of the Head of EYFS.

Standardised testing results are collated and stored securely on the network by the Deputy Head (Academic), in order to track pupil performance and progress. At the age of transfer or moving to a new school, the child's records will be forwarded on request. Parents have the right to view all records, on request.

Pupils from I1 to J4 have weekly spelling tests; times tables and mental arithmetic tests take place from I2 to J4.

11. Records Involving Home and School

There is also a number of ways in which teachers, parents and pupils work together to record progress:

- Home reading records are completed in all year groups
- Weekly 'magic moments' in learning are recorded and shared with parents of pupils in EYFS via Tapestry
- Prep Books are signed daily by parents and checked regularly by the Form Tutor.
- Merits are recorded in the back of the Prep Books, collated and logged at the end of each term.

- Behaviour issues are recorded. EYFS thinking spots, yellow cards (and red for serious offences) are recorded on iSAMS and collated and reviewed by the Assistant Heads of Alice House and Junior School, and by the Deputy Head (Pastoral) of the Prep School. Incidents of bullying are recorded and parents advised.
- Children underperforming in work, effort, engagement with their learning or behaviour may be placed on a 'Strive to Thrive' Card. (see Behaviour Policy)

12. Transfer through Prep school and to Senior School

Pupils joining Alice House

Following admission, further ongoing informal assessments will take place throughout EYFS and Infant 1 to ensure that Solihull is the right school for each pupil. Parents/guardians will be notified if there are any immediate concerns.

Pupils joining Infant 2

All pupils in Infants will ordinarily transfer to J1, subject to continuing to adhere to our behaviour and academic expectations. All of our Infant 2 pupils will sit the 7+ entrance examination for bench feedback purposes.

Pupils joining the Junior School up to and including the start of Year 5

For those pupils who move to Junior School from Alice House, join us in J1 (Year 3), J2 (Year 4) or at the beginning of J3 (Year 5), the Executive Headmaster intends to offer those pupils a place in the Senior School at the end of the first term in J3, following the Christmas term examinations.

If there is any doubt about a Junior School pupil's suitability for the Senior School, this will be communicated at the end of the Christmas term in J3. In such circumstances the Executive Headmaster will use the J3 summer examinations and/or the 11+ entrance examination to determine whether a Senior School place will be offered or not.

Offers of places in the Senior School are subject to sustained good performance throughout the remainder of J3 (Easter and summer terms) and the duration of J4 (Year 6).

Pupils joining the Junior School at the start of Year 6

For those pupils who join us in J4, the acceptance of an offer at 10+ automatically leads to an offer at 11+. Offers of places in the Senior School are subject to sustained good performance throughout the duration of J4.

Pupils will continue to sit our 11+ Entrance Test in order to compete for scholarships and to provide baseline data for the school.

Feedback Policy

1. Aims

The aim of this policy is to provide a common understanding of the feedback process used throughout the Prep School. This process will then provide continuity of approach and expectations.

Feedback regarding pupil's work forms an essential part of the assessment process, enabling teachers to monitor progress and plan the next step in the children's learning. All feedback must be positive, clear and appropriate in its purpose, productive in its outcomes and related directly to the child. At Solihull Prep School, we see offering feedback of all work throughout the curriculum as a method of acknowledging the child's achievements as well as a method of providing guidance, giving meaningful response and highlighting areas for development.

Written work, pictures and many other tasks completed by a child require comments from staff. Therefore, in its widest sense, 'feedback' may be interpreted as:

"Teachers' responses to children's work"

Through feedback, teachers demonstrate to the children that their efforts are valued. This gives additional purpose to their work. If work is left unmarked, the child will not know whether the work is good, bad or indifferent and may lose interest or not produce work of such quality in the future. Parents may also assume that unacknowledged work has not been looked at.

2. Principles

- Feedback should be related to learning objectives, whilst some reference to key English skills may be made in other subjects
- Both teachers and children need to know the learning objectives for each piece of work
- Wherever possible, try to 'live mark' alongside the child or as soon as possible after completion
- Recognition that identifying errors, and making corrections, is part of the learning process

- Verbal feedback may be more suitable for younger pupils, but formal feedback should be introduced when and where appropriate.

Purposes of Feedback

- To provide a response to pupils
- To build self-esteem by identifying individual strengths and achievements
- To motivate and encourage pupils to do better
- To help pupils understand how they might improve their work
- To encourage pupils to set their own targets
- To provide assessment information for the teacher

Effective Feedback

- Use bespoke Prep School feedback stampers
- May be verbal, written and use the agreed feedback code symbols
- Is a form of assessment – a tool for finding out what children are achieving at any given point in time
- Should always seek to be positive and constructive
- Should be a process which values children's attempts, acknowledging effort as well as achievement and attainment
- Will indicate success against key learning objectives and outcomes, where appropriate, and often suggest targets for further improvement and the next steps in learning
- May pose questions, extending pupils' learning and challenging them to respond
- Should be consistently applied by all staff, including supply/cover staff when appropriate.
- Should be concise, specific and appropriate for the age of the child, using language that they will understand.
- Includes scheduled 'Target Time' for pupils to respond to feedback. Teachers are encouraged to regularly highlight a phrase, sentence or paragraph for the child to improve; by adding description, flair or focusing on a pupil's current personalised target, or ask older pupils to improve their work themselves, using the teacher's feedback to guide them.
- In all areas of the curriculum, pose questions to extend and challenge the pupils further. These can be recorded underneath to be completed during 'Target Time'.

Teachers will:

- Focus the feedback on the learning objectives and criteria for success
- Focus on specific patterns of error, having made the criteria for assessment clear to the pupil before the task was begun
- Focus on what is realistically within the child's ability, but also strive to extend potential wherever possible
- Give comments which are positive and constructive, and which focus on and acknowledge a pupil's efforts

- Make sure children understand the meaning of any grades, marks, symbols used.
- Give each child an opportunity/responsibility for correcting/evaluating their own/each other's work through a range of peer and self-assessment tasks (in green pen)
- Provide prompt and regular feedback, either oral or written, so that feedback is still relevant
- Use the agreed Prep School marking code to support feedback on written work
- Ensure feedback is focused and targeted
- Mark work in red pen
- Complete feedback as soon after the work is completed as possible, and before a pupil's next lesson in that subject. Where appropriate, it is encouraged for pupils to be involved in the feedback process by being present and responding to the verbal feedback given
- Key spelling errors in exercise books should be underlined with the correct spelling shown in the margin (up to five words identified). If children are repeatedly making mistakes with spelling patterns, the errors should be underlined, and teacher corrections should identify the correct letter combinations in the word. In I2, J1 and J2 the misspelt word should be written correctly by the teacher at the foot of the page and pupils should practise writing the word using one of the spelling strategies. In J3 and J4, teachers should write 'sp' in the margin on the line where the word is incorrectly spelt and underline the word. Pupils are then encouraged to find the correct spelling themselves and then practice it using one of the spelling strategies. Pupils may use a dictionary/word bank/Siri to help them correctly spell the misspelt word.
- Teachers should present their comments using their most legible script possible, and their handwriting should reflect the school's Nelson handwriting style
- Address poor effort and subsequent underachievement using a warmly honest approach

3. Grades/Marks

Marks should only be given for tests where appropriate, e.g. mental arithmetic tests, spelling tests. Grades or marks may be given for occasional assessment purposes, for example in preparation for the 11+ examinations in J4. This may be necessary when preparing for exams as indicators of performance and progress for each individual pupil. In such cases, grades should still be supported by positive comments and/or a dialogue between teacher and pupils with suggestions on how to improve the work further.

Feedback should promote learning and improve children's performance. It involves making time to talk to pupils and to teach them to be reflective about both the learning objectives and their work/responses.

4. Monitoring and Evaluation

In the interests of consistency of provision, and to ensure the maintenance and the raising of standards, a certain amount of monitoring must take place. The Subject Leader will monitor the consistency of pupil's work across a year group, standards, expectations and feedback by reviewing pupil outcomes termly in English and maths, and annually for foundation subjects. A written report will then be prepared, shared with PMG and disseminated to staff. Issues arising that can be addressed immediately will be actioned and those to be completed over time will be discussed further, implemented and reviewed at the next work trawl. The Head of EYFS, Assistant Heads and Deputy Head (Academic) may also be present to assist with pupil work reviews, as appropriate.

5. Inclusion

The Assessment and Feedback Policy seeks to monitor that all children make expected progress across the curriculum regardless of race, gender, ethnicity, ability or specific learning or behavioural needs and ensures the fullest possible coverage of curriculum areas.

This policy should be viewed in conjunction with the following Prep School Policies:

- Teaching and Learning Policy
- Curriculum Policy