



Assessment, Record-keeping and Reporting Policy

Whole school and EYFS

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Pamela Edmonds

Date reviewed: September 2023

Date of next review: September 2024

POLICY STATEMENT

At Parsons Green Prep we believe that assessment and record keeping are an essential part of school life. Much of what teachers do in classrooms can be described as assessment, from questioning the children to observing what they say and do. Assessment is important because it enables us to monitor the progress of individual pupils, evaluate the provision we make and to plan effectively for all pupils. It is also how pupils understand what they have achieved and what they need to work on.

AIMS

- Monitor the pupil's developing skills, knowledge and understanding.
- Monitor pupil progress.
- Ensure that our pupils make at least 'good' progress according to their ability.
- Identify the strengths and weaknesses of our pupils.
- Provide information so that we can plan the next step in the pupil's education.
- Inform planning.
- Enable teachers to set targets for future learning and progression.
- Provide information for those who require it, e.g. parents, future schools.
- Analyse school results to raise the level of achievement.
- Evaluate teaching and learning.
- Inform areas for future development.
- Compare our results with other schools.

THE THREE ASPECTS OF ASSESSMENT

- **Day-to-day assessment for learning** - this is formative assessment, an integral part of teaching and learning. It is the interactions between learners and teachers within lessons that shape the next steps for improvement.
- **Periodic review** – a profile of pupils' learning using subject handbooks. This helps teachers to track pupils' progress, by using precise criteria to cover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **Summative Assessments** – GL Assessments are carried out throughout the year, providing each cohort with VR (verbal reasoning) and NVR (non-verbal reasoning) scores, standardised scores in English, Maths and progress data.



ASSESSMENT FOR LEARNING

Assessment for learning is a fundamental part of teaching and learning at Parsons Green Prep. This is used in teaching and learning through:

- a clear, specific learning objective
- sharing the success criteria to assist pupils to achieve the learning objective
- encouraging pupils to self-assess
- striving to build a positive climate inside the classroom so that making errors is seen as a way of improvement
- incorporating curriculum targets into discussions with pupils
- the teacher using effective questioning strategies, for example Bloom's Taxonomy
- mid-session and end-of-lesson plenaries being used to review what has been learned and develop pupil understanding of the learning process and how it is possible for them to improve
- peer assessment
- planning and encouraging periods of reflection on what learning has taken place
- giving verbal and written feedback that supports, motivates and enables pupils to improve their work
- marking, a key element of assessment for learning and which clearly identifies next steps. This includes written and verbal dialogue between teachers and pupils

ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE (EYFS)

For children in Reception, assessment begins with an exchange of important information between parents and teacher. This information is the start of their E-profile (electronic profile). Transition reports (appendix 1) and GL Baseline assessment are also used to assess children on entry to school. GL Baseline Progress tests are used to measure their progress in English and mathematics at the end of the same year. These are used to support benchmarking, tracking progress and target-setting. E-profiles record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

Ongoing assessment is an essential aspect of the effective running of the Reception classes. The main EYFS assessment method is through staff observations of children in different teaching and learning contexts, including both adult-focused activities and child-initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of a child's learning. Observations are recorded to form part of the E-profile.

Systematic anecdotal and focused observation is used to:

- gain a detailed understanding of the child
- plan for individual children's needs and interests
- plan for progression and differentiation
- inform curricular planning
- share the child's development with parents and carers
- give staff a greater insight into how individual children learn

The **EYFS Profile** is completed for each child. The profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile includes ongoing observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.



Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels (**emerging**). Year 1 teachers and parents are given a copy of the profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (appendix 2).

Data is also submitted to the Local Education Authority, on request. The Local Education Authority (LEA) may request a visit to the school to observe the completion of the EYFS Profile. They are entitled to examine and take copies of the profiles and other documents relating to this. The LEA may ask the school to moderate their EYFS assessments and to provide information about this.

MARKING

Feedback is the key element in formative assessment and both verbal and written feedback is valued. We ensure that all feedback is constructive, qualitative, identifies what the child has done well, their next steps and success criteria.

At Parsons Green Prep our principle is that the purpose of marking pupils' work is to improve their learning and raise their attainment and achievement. At least once a week, maths and English are 'focus marked' where a written comment is given in green ink. These written comments:

- focus on the success criteria
- set next steps if not all of the success criteria have been met successfully
- set challenges if all of the success criteria have been met successfully
- stimulate self-assessment while promoting self-esteem and motivation.

Each teacher plans dedicated time for pupils to revisit their work, as part of the school day. During this time, pupils have the opportunity to read teachers' comments and respond in writing to next steps or challenges.

A copy of the focus marking guide for teachers can be found in the Marking and Feedback Policy. When a piece of work is not focus marked, teachers use the marking codes included in the Marking and Feedback Policy.

TRACKING PUPIL PERFORMANCE – PUPIL PROGRESS

Parsons Green Prep is firmly committed to ensuring that all pupils make good progress according to their ability. Their performance is tracked carefully throughout their time at PGP. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in his/her learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this.



A record of every pupil's academic performance will be kept using GL data and teacher assessment. Meetings with the Head of Assessment will enable progress to be tracked and information made available to teachers.

At the beginning of every academic year baseline ability is assessed through formative assessment and, in Year 3 – Year 6, cognitive abilities testing provides an indication of potential together with the cohort tracker (with information from the previous year. This tracker contains a list of the non-hierarchical outcomes (key assessment statements from the National Curriculum) that each child has achieved. These are the objectives that a child must learn to be ready to access the next year of study. This tracker equips teachers and leaders with an immediate overview of what the child has and has not learnt.

For new pupils that start within the academic year, on entry assessments and previous school records provide a baseline. The teacher quickly establishes what point these children have reached in their learning.

Summative assessment

An assessment week is held termly, where all pupils in Year 1 – Year 6 undertake summative assessment tests or tasks in reading, writing and maths. Copies of pupils' assessments are **recorded**.

Pupils in Year 1 to Year 6 are assessed termly in reading and spelling using the standardised test NGRT and NGST produced by GL Assessment. Tests will allow us to track progress and benchmark attainment against peers nationally and their cohort provide us with accurate information about pupils' strengths and weaknesses, and allowing us to pinpoint more able pupils and underachievers.

All teachers complete Whole School Assessment trackers throughout the academic year highlighting the outcomes the pupils have secured.

Reporting

We focus on regular communication with parents as a means of informing them of their child's progress at Parsons Green Prep. **Parents' evenings** are held in the autumn and spring terms. There is an optional parents' evening in the summer term to discuss the end-of-year report. This is an opportunity to discuss assessment results, look at samples of pupils' work, celebrate achievements and talk about any concerns. From Year 5, parents will also be invited to meetings with the Head to look at options for secondary transfer.

At the end of the autumn and spring terms, a short report is drawn up for all pupils. This provides information on pupils' attainment and effort in all curriculum areas, personal and social development as well as work habits (appendix 3). At the end of the summer term, a longer report is drawn up for all pupils. This report will include attainment information and written comments from teachers and the Head.

Assessment of RSE

All year groups report on PSHCE and RSE. In the autumn and spring end-of-term reports (appendix 3) the children are given grades for attainment and effort. The attainment grade is awarded in line with the teacher assessment spreadsheet, which has been aligned with all statutory curriculum objectives. In the end-of-year report (appendix 5) the teacher writes a full comment for overall progress and attainment in PSHCE and RSE.

The following table shows the timing of summative assessments, recording and reporting:



Term		Assessments	Reporting
Autumn	September	Baseline Assessments CAT4 Y3-Y6	CAT4 Y3-Y6
	October	NGRT & NGST Y2-Y6	NGRT & NGST
	November	Internal Summative Assessments Y1-Y6 Y6 ISEB Pre-Test	Internal Summative Assessments Parents' Evening
	December	Y6 Girls' 11+ Consortium Exam Autumn Term Report R-Y6	Autumn Term Report
Spring	January		
	February	NGRT & NGST Y2-Y6 PASS GL Assessment	NGRT & NGST
	March	Internal Summative Assessments	Internal Summative Assessments Parents' Evening Spring Term Report
Summer	April		
	May	NGRT & NGST Y2-Y6 PTM & PTE	NGRT & NGST PTE & PTM
	June	Internal Summative Assessments EYFS Baseline Assessments	Internal Summative Assessments EYFS Data to LA
	July		End-of-year Reports R-Y6 Y5 Optional Parents' Evening by Request

Monitoring

The effectiveness of this policy will be monitored by the senior leadership team (SLT) and subject leaders. There is also an opportunity for all staff to make comments about marking, progress and feedback during our work scrutiny sessions, which are held on inset days.

**Appendix 1: Report Templates****EYFS Autumn and Spring Term Report Template**

Pupil's Name:	Child's name	Teacher:	
Date of Birth:	DD/MM/YYYY	SEND Status:	

Characteristics of Effective Learning				
	R	S	G	C
Playing and Exploring - Engagement				
Investigating and exploring things				
Playing with what they know				
Be willing to 'have a go'				
Active Learning – Motivation				
Being involved and concentrating				
Keeps trying				
Enjoying achieving what they set out to do				
Creative and Critical Thinking – Thinking				
Has and develops their own ideas				
Making links between ideas				
Develops strategies for doing things				
Key: R = Rarely S = Sometimes G = Generally C = Consistently				

The Leuven Scale is a five-point scale that we use in order to measure a child's overall engagement in particular tasks. This engagement links to the children's combined emotional well-being, involvement and development in those tasks. When assessing the children, the practitioner will look for how the child engages in tasks. Children between levels A-C are engaging in a deeper, more meaningful way and consistently showing good to excellent levels of development. They will be indulging their curiosities, exploring their surroundings and making links with the different areas of learning with growing confidence. Those children who are at D-E are needing support and guidance in order to build on the child's confidence to begin to engage in tasks on a more meaningful and deeper level. The child's engagement should improve throughout their time in Reception as they begin to take greater risks in their teacher-led and child-initiated tasks. The effort scale reflects how the child applies themselves to their teacher-led and child-initiated tasks. It includes aspects such as the child's perseverance, determination and motivation. The practitioners will consider the child's willingness to have a go and keep trying on all tasks they undertake.

Prime Areas of Learning		Specific Areas of Learning	
Communication and Language		Literacy	
Listening, Attention and Understanding		Comprehension	
Speaking		Word Reading	
Personal, Social and Emotional Development		Writing	
Self-regulation		Mathematics	



Managing Self			Number		
Building Relationships			Number Patterns		
Physical Development			Understanding the World		
Fine Motor Skills			Past and Present		
Gross Motor Skills			People, Culture and Communities		
			The Natural World		
			Expressive Arts and Design		
			Creating with Materials		
			Being Imaginative and Expressive		

Level of Engagement		Effort	
A	Extremely high	1	Excellent, sustained effort
B	High	2	In general, a good level of endeavour
C	Moderate	3	A sound level of effort
D	Low	4	Inconsistent and below expectations
E	Extremely low	5	Rarely and far below expectations

CLASS TEACHER COMMENT – PERSONAL DEVELOPMENT AND ACHIEVEMENT

Head: _____

Year 1 – Year 6 End of Autumn and Spring Terms Report Template

Pupil's name:		Date of Birth	
Year group:		Teacher:	
SEND:		Days absent:	

PERSONAL/SOCIAL DEVELOPMENT AND WORK HABITS				
	R	S	G	C
Displays a positive attitude to school				?
Demonstrates self-motivation and initiative				
Accepts responsibility for own actions and subsequent consequences				
Interacts cooperatively with others				
Respects the rights, needs and feelings of others				
Respects the property of self and others				
Takes care with organisation				
Follows directions, instructions, and explanations				
Uses time in class effectively				
Works independently				
Interacts well in group activities				
Completes and submits homework on time				
Takes care with presentation of work				



Will listen and respond to advice in a positive manner							
Key: R = Rarely S = Sometimes G = Generally C = Consistently							
GRADES FOR ACADEMIC ATTAINMENT AND EFFORT							
Speaking and Listening	NC	1	PSHCE and RSE				
Reading			Art				
Writing			Religious Education				
Maths			Physical Education				
Science			Computing				
Geography			French				
History			Music				
STEAM							
ATTAINMENT				EFFORT			
NC+++	Working significantly above NC age-related expectation		1	Excellent, sustained effort			
NC++	Working above NC age-related expectation		2	In general, a good level of endeavour			
NC+	Working at upper age of NC age-related expectation		3	A sound level of effort			
NC	Working just within age-related expectation		4	Inconsistent and below expectations			
BNC	Working below age-related expectation		5	Rarely and far below expectations			

CLASS TEACHER COMMENT – PERSONAL DEVELOPMENT AND ACHIEVEMENT

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Head: _____

EYFS Summer Term Report Template – Reception

At the end of the Summer Term children are assessed against the Early Learning Goals (ELGs) in all areas of learning. ELGs are the targets for children to achieve by the end of their reception year. They have been working towards these goals throughout the year. Children's attainment of each ELG is described as **expected** (meeting the levels of development) or **emerging** (not yet reaching expected levels of development).

Prime Areas of Learning

Pupil's Name:		Teacher:	
Date of Birth:		SEND:	
		Attendance:	

Communication and Language



Early Learning Goals:	Listening, Attention and Understanding	Expected/Emerging
	Speaking	Expected/Emerging

Personal, Social and Emotional Development

Early Learning Goals:	Self-regulation	Expected/Emerging
	Managing Self	Expected/Emerging
	Building Relationships	Expected/Emerging

Physical Development

Early Learning Goals:	Gross Motor Skills	Expected/Emerging
	Fine Motor Skills	Expected/Emerging

Specific Areas of Learning

Literacy		
Early Learning Goals:	Comprehension	Expected/Emerging
	Word Reading	Expected/Emerging
	Writing	Expected/Emerging

Mathematics		
Early Learning Goals:	Number	Expected/Emerging
	Numerical Patterns	Expected/Emerging

Understanding the World



Early Learning Goals:	Past and Present	Expected/Emerging
	People, Culture and Communities	Expected/Emerging
	The Natural World	Expected/Emerging

Expressive Arts and Design

Early Learning Goals:	Creating with Materials	Expected/Emerging
	Being Imaginative and Expressive	Expected/Emerging

Class Teacher Comments

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Teacher: _____

Head's Comment

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Head: _____

Year 1 – Year 6 End-of-year Report Template

PERSONAL/SOCIAL DEVELOPMENT AND WORK HABITS				
	R	S	G	C
Displays a positive attitude to school				
Demonstrates self-motivation and initiative				
Accepts responsibility for own actions and subsequent consequences				
Interacts cooperatively with others				
Respects the rights, needs and feelings of others				
Respects the property of self and others				
Takes care with organisation				
Follows directions, instructions, and explanations				
Uses time in class effectively				



Works independently				
Interacts well in group activities				
Completes and submits homework on time				
Takes care with presentation of work				
Will listen and respond to advice in a positive manner				
Key: R = Rarely S = Sometimes G = Generally C = Consistently				

GRADES FOR ACADEMIC ATTAINMENT AND EFFORT

Speaking and Listening			PSHCE and RSE		
Reading			Art		
Writing			Religious Education		
Maths			Physical Education		
Science			Computing		
Geography			French		
History			Music		
STEAM					
ATTAINMENT			EFFORT		
NC+++	Working significantly above NC age-related expectation	1	Excellent, sustained effort		
NC++	Working above NC age-related expectation	2	In general, a good level of endeavour		
NC+	Working at upper age of NC age-related expectation	3	A sound level of effort		
NC	Working just within age-related expectation	4	Inconsistent and below expectations		
BNC	Working below age-related expectation	5	Rarely and far below expectations		

ENGLISH

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MATHS

--

SCIENCE

--

STEAM

--



FRENCH

--

HUMANITIES

--

TPR (Theology, Philosophy and Religion)

--

PSHCE/RSE (Personal, Social, Health, Citizenship and Economic Education/Relationships and Sex Education)

--

PE (Physical Education)

--

MUSIC

--

ART

--

COMPUTING

--

CLASS TEACHER COMMENT

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HEAD'S COMMENT

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Head: _____

If you would like to make a comment about your child's end-of-year report, please return this form to your child's teacher by the end of the summer term.

PARENT COMMENT
<p>Name of child: _____</p> <p>Parent signature: _____</p>