Assessment 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: July 2025

Date of next review: July 2026

POLICY STATEMENT

At Parsons Green Prep we proactively promote the recording, analysis and interpretation of data to ensure that high standards of teaching and learning are upheld, to monitor pupils' progress from their starting points and to enable effective planning to maximise outcomes.

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. Marking and the use of purple pen promotes effective day-to-day assessment.

- **Periodic review –** end-of-unit asessments and summative tests to track pupils' progress against learning objectives to facilitate progress and secure further improvement.

- **Summative Assessments** – GL Assessments are carried out throughout the year, providing standardised assessment data for verbal, non-verbal, quantitative and spatial reasoning, reading and spelling scores and progress data in English and maths dependent on age group.

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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. This may be differentiated according to teacher judgement
- 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. These targets will be accessible for pupils to refer to
- 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. Plans to be annotated to highlight and encourage reflection
- 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) - RECEPTION

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

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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 are 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 Authority (LA), on request.

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. Written comments include:

- a focus on the success criteria
- next steps if not all of the success criteria have been met successfully
- challenges if all of the success criteria have been met successfully
- 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. Responding should be done using purple pen and teachers should give feedback on any annotations.

TRACKING PUPIL PERFORMANCE – PUPIL PROGRESS

Parsons Green Prep (PGP) 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 Assessment standardised data and teacher assessment. Meetings with the lead for assessment further enables progress to be tracked and information made available to teachers.

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At the beginning of every academic year baseline ability is assessed through formative assessment and, in Year 3 – Year 6, cognitive abilities testing (CAT4) provides an indication of potential together with the cohort tracker (with information from the previous year). Tracking of key assessment statements from the National Curriculum that each child has achieved ensures that, as a minimum, pupils cover National Curriculum objectives. 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 and supports their progress from their starting point.

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 shared with parents.

Pupils in Year 1 to Year 6 are also assessed termly in reading and spelling using the standardised tests National Group Reading Test (NGRT) and National Group Spelling Test (NGST) produced by GL Assessment. These tests enable the school to track the pupils' reading and spelling progress and benchmark attainment against peers nationally as well as their PGP cohort. Anlysis of the data provides the school with an indication of pupils' strengths and weaknesses to inform planning and enable all pupils to make at least good progress from starting points.

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 academic report. It is an opportunity to receive feedback on the child's progress in each subject, to discuss assessment results, look at samples of the child's work, celebrate their achievements and talk about any concerns. From Year 4, parents will also be invited to 1-1 meetings with the Head to look at options for secondary school transfer.

The results of all standardised tests are published to parents (of their own child). The published reports are often the versions provided for teachers as these include useful guidance and strategies to share with parents. 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.

In cases where results from standardise tests are not what the teacher, school or parents would ordinarily expect, a meeting will be arranged with the parents prior to results being sent home.

Assessment of Relationships Education
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 and the

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Coram Education assessment framework. 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 Year 3 - Year 6 Progress in English (PTE) Year 3 - Year 6 Progress in Maths (PTM) Year 3 – Year 6 Cognitive Abilities Test (CAT4)	CAT4 Y3-Y6
	October		NGRT (Reading) and NGST (Spelling) Y2-Y6	NGRT & NGST
	November		Internal Summative Assessments (English and Maths) 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, PTM & PTE Y2 – Y6	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 work scrutiny sessions, which are held regularly during staff meetings and INSET.

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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**		

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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				

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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 Relationships Education		
Reading			Art		
Writing			Theology, Philosophy and Religion (TPR)		
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

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:	

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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		
	Number	Expected/Emerging

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Early Learning Goals:	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

Teacher: _____

Head's Comment

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				

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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 Relationships Education	
Reading			Art	
Writing			Theology, Philosophy and Religion (TPR)	
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

MATHS

SCIENCE

STEAM

FRENCH

HUMANITIES

TPR (Theology, Philosophy and Religion)

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

PE (Physical Education)

MUSIC

ART

COMPUTING

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CLASS TEACHER COMMENT

HEAD'S COMMENT

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

Name of child: _____

Parent signature: _____