

## Assessment, Recording and Reporting

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### Introduction and Rationale

At Banstead Prep School we believe effective assessment is essential in achieving the school aim that all pupils develop their full potential. Pupils' work is assessed regularly and thoroughly. We use a variety of internal and external assessments to inform teaching and learning and to ensure all pupils make good progress according to their ability. This is expected of each member of staff in each subject area.

This policy applies to all members of our school community, including those in our EYFS setting. Each member of staff and department implements this policy in their own area. This document is available on the school website in line with our Provision of Information Policy and should be read in conjunction with the below:

1. Curriculum
2. Teaching
3. Marking

The school follows the assessment arrangements of the EYFS statutory framework.

BPS is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy document. BPS seeks to implement this policy through adherence to the procedures set out in the rest of this document.

This document is reviewed annually by the Assistant Head – Academic or as events or legislation change requires. The next scheduled date for review is September 2019.

### Assessment Procedures

**BANSTEAD PREPARATORY SCHOOL SUTTON LANE BANSTEAD SM7 3RA**  
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In order to ensure assessment is effective at Banstead Prep School, staff implement these procedures in their own area:

- Assessment of pupils' work is regular and assignments are regularly set and marked.
- The assessment of pupils' work is thorough, using consistent marking schemes and offering constructive comments so that pupils understand how they can raise the standard of their work.
- Assessment of pupils' work is used to inform planning of future lessons.
- Subject Leaders and SLT are responsible for ensuring that staff within their department adhere to the whole-school marking scheme so that feedback to pupils is consistent.
- The meaning of marking codes and schemes are clearly explained to pupils and their parents, displayed around the school, are in pupils' homework diaries and are in the front of all exercise book.

### **Use of Assessments**

As part of the assessment of pupils, staff regularly and systematically analyse and use data provided to plan and modify provision for pupils. We do this in a variety of different ways including:

**EYFS:** Following the EYFS Framework, daily observations and formative assessment and inputting this information onto Tapestry.

**Key Stage 1:** PIRA and PUMA (MARK), formative assessments, internal assessments and Reading and Spelling Age Tests. Pupil's progress in English and Maths is continuously tracked using Classroom Monitor, along with United Learning 'Standards', which are entered half-termly.

**Key Stage 2:** PIRA and PUMA (MARK), formative assessments, senior school practice papers, internal assessments, VR and Non-VR, CATs and a screener for all Year 3 pupils to indicate possible signs of dyslexia. Pupil's progress in English and Maths is continuously tracked using Classroom Monitor, along with United Learning 'Standards', which are entered half-termly.

The data outlined above is discussed with Subject Leaders, SENCO and SLT. It is used to inform teaching, lesson planning and to ensure pupils receive appropriate intervention if necessary. Subject Leaders review progress against data in order to evaluate academic pupil performance, for individual or a range of different cohorts. The data enables comparisons to be made with national norms for schools.

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## Assessment Calendar

	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>			PIRA/PUMA (Reception only)
<b>KS1</b>	PIRA/PUMA/Writing	PIRA/PUMA/Writing	PIRA/PUMA/Writing
<b>Year 3</b>	PIRA/PUMA/Writing Dyslexia Screener	PIRA/PUMA/Writing	PIRA/PUMA/Writing/ VR/NVR
<b>Year 4</b>	PIRA/PUMA/Writing/ Reading Test	PIRA/PUMA/Writing	PIRA/PUMA/Writing/ VR/NVR
<b>Year 5</b>	PIRA/PUMA/Writing CATs	PIRA/PUMA/Writing	PIRA/PUMA/Writing/ VR/NVR Senior School practice papers
<b>Year 6</b>	PIRA/PUMA/Writing Senior School practice papers	PIRA/PUMA/Writing	PIRA/PUMA/Writing

## Recording

All staff:

- Regularly input assessment data into Classroom Monitor (English and Maths – KS1 and KS2) or equivalent for other subjects, along with United Learning 'Standards', which are entered half-terminly. Subject Leaders oversee with SLT.
- Adhere to the individual tracking system as advised by the Subject Leader.
- Complete progress reports for SLT as requested.
- Use their recording system to inform Subject Leaders or SLT of any concerns when appropriate.
- Use recorded data, formal and informal assessment, classwork, homework, discussion, teacher judgement to inform interim and written reports.
- Input observations, photos and assessment notes into Tapestry to create an individual pupil Learning Journey. (EYFS)
- Complete pupils' reports for parents at the end of each term.
- Complete reports for Senior Schools as appropriate when advised by SLT.
- Use pupil notes on iSAMS to record any academic concerns or significant achievements and make Assistant Head Academic or Head of Pre Prep aware.

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- Write useful notes to inform discussions at Parents' Evenings.
- Attend Parents' Evenings for the pupils they teach to discuss pupil achievement and progress with parents.
- Ensure data is inputted to inform discussions between pupils, staff and parents.

#### Subject Leaders:

- Ensure that teachers of English and Maths are using Classroom Monitor regularly, as the primary tracker of pupil progress against key skills.
- Be responsible for ensuring that their department is tracking using a consistent system.
- Use data from assessment and recordings to improve teaching and learning within their department and record evidence in termly data reviews.

#### Reporting

Information about a pupil's progress and attainment is sent to the parents of every registered pupil in accordance with the reporting schedule outlined in this section unless the parent has agreed otherwise with the school.

#### EYFS

The Learning Journey is a document containing details and photographs of observations, as well as records of 'next steps' for learning. The Learning Journey shows the progress a pupil makes in each of the prime areas of learning, specific areas of learning and Early Learning Goals. This builds the pupils' EYFS Profile from aged 2 through to the end of the final term of the year in which they reach 5.

Reports to parents cover the 'Prime Areas' and are sent home termly for Reception and at the end of the Summer Term for Nursery. For the Reception pupils, a full report covering all areas of learning and the Characteristics of Effective Learning is sent home at the end of the Summer Term, this report also includes attainment against the Early Learning Goals. Formal parents' evenings are held twice a year, however, parents are encouraged to contact the school at any time if they have any concerns about the progress their child is making. Likewise, BPS staff contact parents if a pupil is not making expected progress.

Reception parents are invited into school to discuss achievement against the ELGs in the Summer term.

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## Reporting Schedule

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>EYFS</b>	'Show and Share' Parents Evening Interim Report: Prime Areas (Reception only)	'Show and Share' Parents Evening Interim Report: Prime Areas (Reception only)	'Show and Share' Full written report: all areas of learning and Attainments against the ELGs (Reception only) Nursery report: Prime Areas (
<b>KS1</b>	'Show and Share' Parents Evening Interim Report: English, Maths, Science and Form comment	'Show and Share' Parents Evening Interim Report: English, Maths, Science and Form comment	'Show and Share' Full written subject report for all subjects
<b>KS2</b>	'Show and Share' Parents Evening Interim Report: all subjects Effort and Progress; SAS; English, Maths, Science and Form comment	'Show and Share' Parents Evening Interim Report: all subjects Effort and Progress; SAS; English, Maths, Science and Form comment	'Show and Share' Full written subject reports including Effort and Progress for all subjects; SAS

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## Reporting Code

<b>Progress Grade</b>	
A	Above Expected Progress <i>(pupil has made above expected progress)</i>
B	Expected Progress <i>(pupil has made the expected amount of progress)</i>
C	Working Towards Expected Progress <i>(pupil requires support to make the expected amount of progress – subject/class teacher should have made contact with home before this grade is released)</i>
D	Below Expected Progress <i>(despite a significant amount of support and intervention, the pupil has still made below expected progress - subject/class teacher should have made contact with home before this grade is released)</i>
<b>Effort Grade</b>	
1	Excellent <i>(consistently high standard of conduct and work ethic)</i>
2	Good <i>(conduct and work ethic is of a good standard)</i>
3	Satisfactory <i>(some improvement would enable this pupil to reach his/her full potential)</i>
4	Inconsistent <i>(conduct and work ethic varies depending on concentration levels)</i>

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