

| Document Control | |
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| Document Title: | Assessment, Recording and Reporting |
| Date of Last Review: | May 2022 |
| Next Review Due: | May 2023 |
| Person Responsible: | Deputy Headteacher |

Assessment, Recording and Reporting

| Contents: | Page |
|--|-------------|
| Introduction, Rationale and Policy Statement | 1 |
| Assessment Procedures | 2 |
| Use of Assessments | 2 |
| Assessment Calendar | 3 |
| Recording | 3 - 4 |
| Reporting | 4 - 5 |
| Reporting Schedule | 5 |
| Reporting Code | 6 |

Introduction, Rationale and Policy Statement

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 Reform 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 Deputy Head – Academic or as events or legislation change requires. The next scheduled date for review is June 2023.

Assessment Procedures

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 and are in pupils' homework diaries.

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 Reform Framework, Baseline assessment, daily observations and formative assessment and inputting this information onto Teacher tracking. Phonics assessments. PIRA and PUMA (Summer Term).

Key Stage 1: PIRA and PUMA (MARK), Writing assessment, formative assessments, internal assessments and Phonics assessments. Pupil's progress in English and Maths is continuously tracked. Power BI data (produced by UL) is analysed and next steps are shared with staff.

Key Stage 2: PIRA and PUMA (MARK), writing assessment, formative assessments, senior school practice papers, internal assessments, VR and Non-VR, CATs (Yr 3 and 5) and a screener for all Year 3 pupils to indicate possible signs of dyslexia. Pupil's progress in English and Maths is continuously tracked. Power BI data (produced by UL) is analysed and next steps shared with staff.

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.

Assessment Calendar

| | Autumn Term | Spring Term | Summer Term |
|---------------|---|----------------------------------|--|
| EYFS | Baseline (Reception) | | PIRA/PUMA (Reception only) |
| | In Nursery 2-year progress checks are carried out at the end of the term that the child turns 2 or at the end of the first term from when they joined the school. | | |
| KS1 | PIRA/PUMA/Writing Phonics | PIRA/PUMA/Writing Phonics | PIRA/PUMA/Writing Phonics |
| Year 3 | PIRA/PUMA/Writing CATS Dyslexia Screener Star Reader | PIRA/PUMA/Writing Star Reader | PIRA/PUMA/Writing/ VR/NVR Star Reader |
| Year 4 | PIRA/PUMA/Writing/ Star Reader | PIRA/PUMA/Writing Star Reader | PIRA/PUMA/Writing/ VR/NVR Star Reader |
| Year 5 | PIRA/PUMA/Writing CATs Star Reader | PIRA/PUMA/Writing Star Reader | PIRA/PUMA/Writing/ VR/NVR Star Reader Senior School practice papers |
| Year 6 | PIRA/PUMA/Writing Star Reader Senior School practice papers | PIRA/PUMA/Writing Star Reader | PIRA/PUMA/Writing Star Reader |

Recording

All staff:

- Regularly input assessment data into whole school tracker (English and Maths – KS1 and KS2) or equivalent for other subjects. 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 Seesaw 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 CPOMS to record any academic concerns or significant achievements and make Deputy Head Academic or Head of Nursery aware.
- 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 tracking 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

All Early Years children have an online Pupil Profile which highlights their individual progress in each of the prime areas of learning, specific areas of learning and Early Learning Goals and achievement. Teacher observations, children's work and photographic evidence are included. 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.

Assessment is an ongoing process which involves all staff who work with the children. Parents can access and contribute to these Pupil Profiles. Nursery families have access to Tapestry and Reception families have access to SeeSaw.

Nursery parents receive a 'Planning and Summary sheet' about their child's progress in the Prime Areas of Learning in line with parents' meetings in the Autumn, Spring and Summer Term. Reports for Reception parents are produced to feedback on progress, attainment and indicate targets/next steps on the 'Prime Areas of Learning' at the end of the Autumn and Spring Terms, and on all areas of learning and attainment against the Early Learning Goals at the end of the Summer Term.

Reception parents are offered to come into school to discuss achievement against the Early Learning Goals in the Summer term.

Formal parents' evenings are held twice a year for Reception children; 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.

Reporting Schedule

| | Autumn Term | Spring Term | Summer Term |
|-------------|---|---|--|
| EYFS | 'Show and Share' Parents Evening Reception -Interim Report Prime Areas (Reception only) Nursery - Planning and Summary sheet | 'Show and Share' Parents Evening Reception -Interim Report Prime Areas (Reception only) Nursery - Planning and Summary sheet | 'Show and Share' Reception -Full written report: all areas of learning and attainments against the ELGs Nursery - Planning and Summary sheet |
| KS1 | '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 |
| KS2 | 'Show and Share' Parents Evening Interim Report: all subjects Effort and Progress; English, Maths, Science and Form comment | 'Show and Share' Parents Evening Interim Report: all subjects Effort and Progress; English, Maths, Science and Form comment | 'Show and Share' Full written subject reports including Effort and Progress for all subjects; |

Reporting Code

| Progress Grade | |
|-----------------------|--|
| 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> |
| Effort Grade | |
| 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> |
| English and Maths Assessment | |
| AEA | Above Expected Attainment <i>(pupil's assessment is above the national expected standard)</i> |
| EA | Expected Attainment <i>(pupil's assessment is at the national expected standard)</i> |
| WTEA | Working Towards Expected Attainment <i>(pupil's assessment is working towards the national expected standard)</i> |
| BEA | Below Expected Attainment <i>(pupil's assessment, despite a significant amount of support and intervention, is below the national expected standard)</i> |