

Document Control	
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## Assessment, Recording and Reporting

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### 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, or as and when events or legislation change requires. The next scheduled date for review is July 2026.

## **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 inclusive of formative and summative assessment and assignments set are marked.
- The assessment of pupils' work is thorough using consistent marking schemes and offering constructive and formative comments so that pupils understand how they can improve.
- Assessment of pupils' work is used to inform planning.
- 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

## **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, Baseline assessment and EYFS profile, regular observations and formative assessment and inputting relevant data onto Teacher tracking. Phonics assessments. End of Year summative assessments – Maths and English ( Summer Term).

**Key Stage 1:** GL Progress tests(Maths and English), Writing assessment, formative assessments, internal assessments and Phonics assessments; including phonics screening. Pupil's progress in English and Maths is continuously tracked.

**Key Stage 2:** GL Progress tests(Maths, English and Science), writing assessment, Accelerated Reader assessments, formative assessments, senior school practice papers, internal assessments, 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.

For all pupils, inclusive of EYFS, data (produced by GL, assessments and 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

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>EYFS</b>	Baseline (Reception) Phonics (Reception)-Sept and November	Phonics (Reception)	End of Year assessments(Maths and Eng) (Reception only) EYFS Profile (Reception) Phonics (Reception)
	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.		
<b>KS1</b>	GL Progress Tests(Maths and Eng) End of term assessment (Maths and Eng), Writing Phonics – Sept and Dec	End of term assessment (Maths and Eng) Writing Phonics	GL Progress Tests(Maths and Eng) End of term assessment-Writing Phonics screening and internal phonics
<b>Year 3</b>	GL Progress Tests(Maths and Eng), CATS End of term assessment (Maths and Eng), Writing Dyslexia Screener Accelerated Reader End of Unit Assessments – Maths and Science	End of term assessment (Maths and Eng) Writing Accelerated Reader  End of Unit Assessments – Maths and Science	GL Progress Tests(Maths, Eng and Science) End of term assessment-Writing Accelerated Reader End of Unit Assessments – Maths and Science
<b>Year 4</b>	GLProgress Tests(Maths, Eng and Science) End of term assessment (Maths and Eng), Writing Accelerated Reader End of Unit Assessments – Maths and Science	End of term assessment (Maths and Eng) Writing Accelerated Reader End of Unit Assessments – Maths and Science	GLProgress Tests(Maths, Eng and Science) End of term assessment - Writing Accelerated Reader End of Unit Assessments – Maths and Science
<b>Year 5</b>	GLProgress Tests(Maths, Eng and Science), CATS End of term assessment (Maths and Eng), Writing Accelerated Reader End of Unit Assessments – Maths and Science	End of term assessment (Maths and Eng) Writing Accelerated Reader End of Unit Assessments – Maths and Science	GLProgress Tests(Maths, Eng and Science) End of term assessment - Writing Accelerated Reader End of Unit Assessments – Maths and Science
<b>Year 6</b>	GLProgress Tests(Maths, Eng and Science) End of term assessment (Maths and Eng), Writing Accelerated Reader	End of term assessment (Maths and Eng) Writing Accelerated Reader End of Unit Assessments – Maths and Science	GLProgress Tests(Maths, Eng and Science) End of term assessment - Writing Accelerated Reader

	Senior School practice papers End of Unit Assessments – Maths and Science		End of Unit Assessments – Maths and Science
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## 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 The Head of Pre Prep (for EYFS/KS1) and The Deputy Head.
- Adhere to the 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.
- 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 Pre Prep 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 Nursery and Pre-school Children have a Tapestry Profile which records their weekly interests and achievements. Assessment is an ongoing process which involves all staff who work with the children. Parents can access and contribute to these Tapestry Profiles.

Nursery and Pre-school 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.

Reception parents receive regular feedback on the Prime Areas of Learning. At the end of the Summer Term they receive a report on all areas of learning and attainment against the Early Learning Goals. 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

	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>EYFS</b>	'Show and Share" Parents Evening Reception and Nursery and Pre-school - Planning and Summary sheet Pre School – Parent meeting to discuss Reception	'Show and Share" Parents Evening Reception and Nursery and Pre-school - Planning and Summary sheet	'Show and Share" Reception -Full written report: all areas of learning and attainments against the ELGs -Parent's evening on request Nursery and Pre-school – Parent's evening, Planning and Summary sheet
<b>KS1</b>	'Show and Share event' Parents Evening Interim Report: Grades 'Next Steps' and Form Teacher comment	'Show and Share event' Interim Report: Grades 'Next Steps' and Form Teacher comment – shared at Parent's Evening	'Show and Share event' Full written subject report for all subjects Learning Powers Graded
<b>KS2</b>	'Show and Share' Parents Evening	'Show and Share' Interim Report: Grades 'Next Steps' and Form	'Show and Share' Full written subject reports for all subjects

	Interim Report: Grades 'Next Steps' and Form Teacher comment	Teacher comment – shared at Parent's Evening Year 5 – Parent meeting to discuss Next Schools	Learning Powers Graded
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### Reporting Codes

Approach to Learning	
<b>Exceptional</b>	-always above and beyond
<b>Excellent</b>	- consistently very high standard of conduct and work ethic
<b>Good</b>	-conduct and work ethic is of a good standard
<b>Working towards</b>	- attitude to learning is sometimes positive but it is not always consistently applied
<b>Requires improvement</b>	-conduct and work ethic varies

Attainment			
Attainment is an academic measure as to whether your child has reached a set of nationally recognised			
<b>Attainment Grades</b>	Working towards age expected	Age expected	Above age expected

Progress			
Progress of our children is measured by comparing prior attainment with current attainment e.g. if previously 'Age expected' and now currently 'Age expected', expected progress has been made or if previously 'Working towards age expected' and now currently 'Age expected', above expected progress has been made.			
<b>Progress Grades</b>	Below expected progress	Expected progress	Above expected progress

English and Math Assessment	
<b>Above expected attainment</b>	(child's assessment is above the national expected standard)
<b>Expected attainment</b>	(child's assessment is at the national expected standard)
<b>Working towards expected attainment</b>	(child's assessment is working towards the national expected standard)
<b>Below expected attainment</b>	(child's assessment, despite a significant amount of support and intervention, is below the national expected)

### Learning Powers

Learning Power	Resilience	Curiosity	Adaptability	Leadership	Independence	Communication	Collaboration	Pride
Approach	Sometimes	Often	Frequently	Often	Sometimes	Frequently	Often	Often

Sometimes - occasionally, rather than all of the time

Often- many times

Frequently – Most of the time