Assessment, Recording and Reporting Policy

Prep School & EYFS

Regulation ISSR: Part 1, 3
Reviewed and updated by: Miss E Scott
Approval: Full Governor Board
Last Review: Autumn 2024
Next Review: Autumn 2025

This policy will be amended before the review date if necessary.

This policy should be read in conjunction with the Marking and Feedback Policy.

1. **Introduction**

This policy details a philosophy for the Prep School's approach to assessment, recording and reporting in accordance with national guidelines.

We believe that assessment is at the heart of effective teaching and learning. Effective assessment provides information to improve teaching and learning, and requires a systematic approach. In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process. The school is committed to providing equality and diversity by ensuring that these are addressed in all school policies and their monitoring. We are committed to:

- High expectations of all pupils
- Regular monitoring and evaluation of progress through pupil progress meetings
- Raising the attainment of all pupils
- Setting additional targets when necessary to improve performance
- Providing feedback to motivate pupils to achieve higher standards in subsequent work, thereby helping them to become more effective learners.
- Celebrating all forms of achievement in and outside the classroom and the school
- Tracking individual progress – hard and soft data through #BeMore Profiles
- Tracking group, cohort and whole school progress
- Analysing data to inform next steps as a whole Prep school to ensure that every pupil achieves their potential

1. **Aims of the Policy:**
- To enable teachers and pupils to monitor progress, diagnose difficulties and to enable pupils to become more reflective learners.
- To recognise the whole range of a pupil's achievement and experience.
- To motivate pupils and build self-esteem, enabling them to aim for the highest standards and plan for the next stage of learning.

- To provide fair, consistent, accurate and comprehensive reports for parents and external agencies, which give a clear record of a pupil's progress and achievements.
- To provide accurate and systematic records which can inform curriculum planning.
- To provide data which will ensure exact and efficient reporting to parents on effort, attainment and potential.
- To inform parents of their daughter's progress and the best ways in which they can supportive.
- To provide data which will complement the assessment in the Seniors and provide tracking throughout a pupil's academic career at AESG.
- To provide data which will help to inform groupings within classes, which in turn can facilitate the accomplishment of group/class targets.
- To provide data which will help reflect strengths and weaknesses which need addressing in lessons.
- To provide the Deputy Head Prep and the Prep Leadership Team with information that allows them to make judgements about the effectiveness of the school through both formative and summative assessment tracking.
- Promoting Fundamental British Values – throughout the assessment, recording and reporting process, pupils are taught to respect each other and each other's opinions; to be cooperative and collaborative; to be tolerant, and to support each other during lessons. Children are encouraged to take personal responsibility for their own learning, ambitions and aspirations.
- To build and support pupils in achieving the attributes of the AESG #BeMore Learner Profile:

Resilience	Collaboration
Responsibility	Creativity
Reflection	Curiosity
Resourcefulness	Communicative

2. Assessment on Entry

We carry out entrance assessments in order to ensure that prospective pupils will be able to fully access our curriculum and to help ensure that pupils are placed in the correct teaching groups, if they decide to join the school. These assessments also help to identify any particular areas of strength (that can be further developed) or weakness which may need to be addressed. If a prospective pupil has a known or suspected learning difference, a meeting with the SENDCo could be arranged as part of the entrance assessment.

For details on entry assessments, please refer to the school's Admissions Policy.

3. Assessment for Learning

Assessment for Learning involves using assessment in the classroom to raise pupils' achievement. It is based on the principle that every pupil can improve in comparison with previous achievements, if they know what questions are demanding or how answers can be improved. Pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim or close the gap in their knowledge.

Effective assessment for learning happens all the time in the Prep by:

- setting high expectations and giving every pupil confidence they can succeed
- sharing and discussing learning objectives with pupils

- using effective high-level questioning techniques
- providing feedback (written and verbal) that helps pupils to recognise next steps
- peer and self-assessment techniques
- establish what learners already know and building on it
- structuring and pacing the learning experience to make it both challenging and enjoyable
- inspiring learning through a passion for the subject
- make individuals active partners in their learning unafraid to make mistakes, more focused
  on challenging themselves
- involving both learner and teacher reviewing and reflecting on assessment data
- using information from assessments to inform future teaching and learning strategies
- using assessment to set specific targets with the pupil
- using information from assessment to inform the support required for individual pupils

Pupils should be aware of the criteria against which their work will be judged and where possible of the kind of evidence by which particular attainment targets can be demonstrated. As a consequence, pupils should be able to focus their efforts on important aspects of the subject and take responsibility for their own learning. Frequent opportunities should be provided for pupils to write and talk about what they have done and how they have tackled tasks in order to invest in themselves as learners and further improve their performance.

4. Assessment of Learning

Pupils are regularly tested on what they have learned. The results of these tests help with target setting at a variety of levels and allow teachers to monitor the effectiveness of their teaching and the progress of pupils in their classes. We systematically and continually assess throughout the EYFS and each year group. We give all pupils the opportunity to demonstrate what they know, understand and can do. We use a variety of formative and summative assessment techniques and this is carried out as part of the normal classroom activities.

EYFS

Assessment of learning is integral to daily practice in the EYFS. Observations of children are made and shared with parents using the Tapestry on-line journal. This, alongside written observations, phonic assessments in Reception, and judgements against the Development Matters statements, enables us to build a picture of what the children can do and identify the next steps in their learning and development. The children's success is celebrated verbally with them and shared with parents at regular intervals. In the Spring term, children in Reception are also assessed using the Progress in Reading Assessment and in the Summer term using the Progress in Understanding Maths (PUMA) and Progress in Reading Assessment (PIRA) as part of the whole Prep School assessment, recording and reporting procedures.

Pre-Prep and Prep

In September, pupils in Years 1 to 6 participate in InCAS assessments, (administered by CEM). These tests give an indication of each pupil's level in Maths and English as well as measuring their developed ability and attitude to learning. The results of these tests are used to help group pupils, to identify those who are more able (requiring challenge) and to help ensure teachers are aware of the abilities and potential of pupils in their class.

Termly formal assessments take place in Y1 – Y6 (see Prep School PEAR Grid - Appendix 1). More informal Mental Maths, Spelling and Times Tables tests are carried out weekly.

Progress in Understanding Mathematics (PUMA), Progress in Reading Assessment (PiRA), Progress in Grammar, Punctuation and Spelling (GAPS):

- Administered termly in Y1 – Y6
- Administered in Reception in the spring term (PIRA) and summer term (PIRA and PUMA).
- Each test reliably assesses and tracks pupil progress in maths, reading comprehension, grammar, spelling and comprehension, across Prep.
- PUMA, PiRA and GAPS provide a reliable range of information that supports and guides the management of effective learning.
- They provide comprehensive information on each pupil - including an age-related standardised score, and a diagnostic profile across all of the strands of the curriculum.
- It supports the identification of strengths and weaknesses - informing teaching and highlighting areas where children may need more challenge or support.

    Writing Assessment
- Children from Year 1 upwards produce a piece of levelled writing each term. This is assessed according to the Ros Wilson assessment criteria. The data is inputted into our tracking spreadsheet to track progress on individual and cohort level.

5. Target setting

If pupils understand how their work is being assessed, they are more likely to know what is expected of them. Once pupils know the level of expectation, they are in a better position to determine realistic and achievable targets for themselves. The confidence of pupils as learners will be enhanced by this knowledge of expectation. Wherever possible, teachers ensure that pupils are involved in the assessment, in particular in determining targets to secure their commitment to the process.

EYFS
As children move through the Early Years, they are increasingly encouraged and given the opportunity to reflect on their achievements and share their success with their peers. This might be verbally or pictorially, for example: by adding a smiley face to work that they think they or their friend has done well. This develops self-evaluation skills and helps pupils to begin to understand what is required to be an effective learner.

Years 1-6
At the start of each term a #BeMore Learner Profile target and a Maths and English target is agreed and set for each pupil. All targets are created in consultation with teacher and pupil. They are recorded on the 'Target Form' (which is saved in 'Assessment and Tracking' on the Prep area of the Intranet). The pupil also signs the form to show their agreement. The Target Form is then sent home for parents to read, sign and add any additional optional comments. For pupils in Years 3 to 6 it is also photocopied and attached to their individual planner for them to refer to. For pupils in Years 1 and 2, a copy of the targets is held on file by the class teacher and a copy attached

to the back of the Reading Record book. These targets are referred to verbally during the daily course of teaching and learning as appropriate.

The targets are also added to the #BeMore profile for tracking across the terms.

At the start of the following term the pupils, with teacher support, assess which targets they have achieved and which targets, if necessary, they wish to continue to work on. Targets which are achieved are signed off by the teacher on the Target Form. The student takes this opportunity to make written comments on the achievement of their targets. New targets are also recorded at this point and the cycle starts again.

Please see Appendix 2 – Prep Target Setting – for the Target Form.

6. Planning

We use our Schemes of Work to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. It also details opportunities for assessment within each broad unit of work. We use the National Curriculum to guide the framework for teaching in Years 1 to 6. In the Early Years Foundation Stage, the Statutory Framework (2021) details the Prime and Specific areas of learning, whilst the non-statutory Development Matters provides details on the expected ages and stages of development and possible learning experiences. In EYFS we use a combination of structured adult-directed activities and 'in the moment' opportunities based on the interests of the girls. We plan our lessons with clear learning objectives which are based upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set, are appropriate to each child's level of ability. Our Schemes of Work in Years 1-6 make clear the expected outcomes for each lesson.

We believe planning is essential for all teachers to ensure that:
- all elements of the curriculum are covered;
- there is in-built cohesion and progression;
- there are high expectations;
- there is a balance of challenge and support (inclusion);
- that all children build upon previous experience and learning.

In Year 1 – 6 the AESG planning system is as follows:
- Long-term planning shows a planned programme of work for each subject area for every year group. These plans are monitored by the Head of Prep.
- Medium-term planning (also known as 'Curriculum Maps') is detailed and focuses on progressive units of work and details key learning objectives for each unit.
- Weekly planning is based on individual lesson learning objectives, key teaching activities/questions and intended outcomes.
- All plans are stored centrally on the Intranet. This planning is a working document and the teacher's own copy reflects this, with annotations/adaptations where necessary.
- The Head of Prep is responsible for ensuring curriculum planning is in place.
- Learning Leaders, along with support from the Head of Prep, are responsible for monitoring progression and coverage within each subject area.
- At the end of the academic year, planning is archived as evidence.

7. Recording and Tracking

Early Years Foundation Stage

Assessment and recording in the Early Years (Nursery, Pre-School and Reception), follows national guidelines. The Two-Year Progress check is collated and shared with parents, who are also invited into school to comment on this document. Observation and assessment are on-going throughout the Early Years Foundation Stage and observations and assessment of our bespoke Curriculum, which is based on Development Matters, is logged on our tailored tracking system. Baseline assessment, interim judgements and final judgements are created as a snapshot 3 times per year (see Prep PEAR grid) and is used to inform future planning. In Reception, the children's progress is assessed against the Early Learning Goals at the end of the year.

Years 1 - 6

All formal assessment data is inputted using MARK, the online system for PiRA, PUMA and GAPs, and on a bespoke tracker for writing. This data is then exported for storage on our school system. Data is then archived for evidence.

#BeMore Profile – Years 1-6

All formal assessment is reported onto the #BeMore Profile. Once InCAS is completed by all year groups the Data Development Manager sets up a #BeMore Profile for each student and the InCAS results including age-standardised scores are included.

As each PUMA, PiRA, GAPS and Ros Wilson assessment is completed (each term) these results are added to the #BeMore Profile. The data for each pupil is built up each academic year and also includes 'soft' data, for example: enrichment activities and class responsibilities.

Each class teacher uses the #BeMore Profile to support and challenge each pupil, across the academic year and it is the basis of Parents' Evening communication and reporting.

Each term the PUMA, PiRA and GAPS results are reported to class teachers and grouped ensuring that the attainment of each child is monitored from term to term and year to year, and that maximum progress is sustained.

Pupil progress is discussed each term, after the completion of the PUMA, PiRA and GAPS results and groupings have taken place. These take place between the class teacher, Head of Prep and the SENDCo. Individual pupils are discussed based on pupils who have made expected, better than expected and less than expected progress, with data evidence included. The Pupil Progress form highlight 'what works well' and 'next steps' for each of the individual pupils. The actions are then implemented by the teachers and teaching assistants.

The Head of Prep ensures that all assessment and tracking takes place in line with the PEAR grid and tracking systems. The Head of Prep meets regularly with the Data Development Manager to ensure that tracking systems are delivering accurate and appropriate information to understand individual, group, class and school assessment.

8. Reporting

Parents are given regular feedback on how their daughter is progressing at school. Parents of pupils in all year groups receive an interim report and a full report each academic year and are also invited to attend three formal Parents' Evenings. In addition, we encourage parents to contact the school or request a meeting with their daughter's class teacher to discuss any issue that causes concern at any time of the year and as often as is necessary.

At these meetings we discuss progress to date and against targets. The progress made in both formal and informal assessments and social aspects including enrichment activities and responsibilities.

EYFS
Parents are given feedback informally, through daily conversations. Interim reports are issued in December and full reports at the end of the year. Parents of children who are between the ages of two and three are invited into school to share in the discussion of the Two-Year Progress Check. The progress check will provide written information as to the child's development in the prime areas of learning, identifying strengths or highlighting any concerns. In Reception, the end of year report indicates the level of achievement in relation to the Early Learning Goals as emerging or expected outcomes.

Prep School
Interim reports are issued in December and full reports are issued in July.

Interim reports include general comments from the class teacher with targets for the following term. They also include an attendance summary.

At the end of the summer term all parents receive a full written report of their daughter's progress and achievements during the year. For each subject, a target or targets are set. The age-standardised scores obtained from PiRA and PUMA are also included from each term of that academic year.

At the start of each term, a Curriculum Map is shared with the parents via the #BeMore Bulletin, which identifies the main areas of study in each subject, along with any set texts.

9. Feedback to pupils

We believe that feedback to pupils is vital, as it helps them to understand how well they have done and what they need to do next, in order to improve their work. We give pupils meaningful verbal and/or written feedback on their work.

Feedback will be given through a variety of methods (please refer to Marking and Feedback Policy). When we give feedback to a pupil, we relate this to the learning objective for the lesson and when necessary, we identify targets in order to improve future work. We encourage the pupils to take part in peer and self-assessment. We allow time for pupils to absorb any comments written on their work and respond to feedback, which may consolidate or extend their understanding and knowledge. For self-marking in Years 3-6, pupils will use purple pen.

Appendix 1

Prep School PEAR Grid 2024-25			
Updated 24.06. 24 - E Scott			
Autumn 1		**Autumn 2**	
September	October	November	December
Start of Term 05.09.2024 **Parent Introduction to New Academic Year** –05.09.2024 **Common Exception Spelling Test/Phonics Check (Infants)** 16.09.2024 **InCAS Assessments** – 09 to 20.09.2024	**Reception Baseline Assessments completed** 11.10.2024 **PiRA, PUMA, GAPS and Ros Wilson Assessment** 07 to 18.10.2024 **All Assessments Uploaded** 18.10.2024 **Reports Open** 18.10.2024 **BeMore Profiles set-up** 18.10.2024 **End of Term 18.10.2024 3.15/3.30pm**	Start of Term 04.11.2024 **Year 6 Senior School Admission Reports Deadline 04.11.2024 Autumn Term Targets** – 08.11.2024 **Parent Forum** - 13.11.2024 **BeMore and assessment groupings completed** 08.11.2024 **Pupil Progress Meeting** – W/C 11.11.2024 **Parents' Evening** –20.11.2024 **Reports Completed** 26.11.2024	**Occasional Day 02.12.2024 Reports on Parent Portal** 17.12.2024 **End of Term 18.12.2024 11.45am**
Spring 1		**Spring 2**	
January	February	February	March
Start of Term 09.01.2025 **Y6 Entrance Exam** – 08.01.2025 **Review of Class Groupings & actions in staff meeting** 14.01.2025 tbc **Common Exception Spelling Test/Phonics Check (Infants)** 17.01.2025	**Parent Forum** – 26.02.2025 **Reception Interim Judgements completed** – w/c 03.02.2025 **End of Term 14.02.2025 3.15/3.30pm**	Start of Term 24.02.2025 **Spring Term Targets** - 28.02.2025	**PiRA, PUMA, GAPS and Ros Wilson Assessment** 10 to 21.03.2025 **All Assessments uploaded** 21.03.2025 **Learning Exchange** 25.03.2025 **BeMore and assessment groupings completed** - 28.03.2025 **Parents' Evening** – 01.04.2025 **End of Term 04.04.2025 3.15/3.30pm**

Summer 1		Summer 2	
April	**May**	**June**	**July**
Start of Term 24.04.2025 **Pupil Progress Meeting** w/c 28.04.2025 **Common Exception Spelling Test/Phonics Check (Infants)** 28.04.2025	**May Day Holiday 05.05.2025** **Summer Term Targets** –06.05.2025 **Reports Open** 12.05.2025 **End of Term 23.05.2025 3.15/3.30pm**	**Start of Term 02.06.2025** **Report Deadline** – 10.06.2025 **Parent Forum** – 11.06.2025 **Learning Exchange** 17.06.2025 **PiRA, PUMA, GAPS and Ros Wilson Assessment** 16.06.2025 – 26.06.2025 **All Assessments uploaded** 26.06.2025	**Reports on Parent Portal** – 02.07.2025 **BeMore and assessment groupings completed** 04.07.2025 **Reception Final Judgements** – Date to be confirmed by Cheshire East **End of Term - 04.07.2025 3.15/3.30pm**

Prep School
Term 1 Targets 2024-25

Year Group	
Pupil	

BeMore Target	
Maths Target	
English Target	

Parent and Pupil Discussion
Discuss how you can support the development of these targets.
Comment:
Parent Signature:
Pupil Signature:

Appendix 4 - #BeMore Profile

BeMore Profile – Academic Year 2024-2025					
Academic	Pre-Prep				
	Developed Ability: General Maths: Mental Arithmetic: Reading: Spelling:				
	Attitudes: Reading Score: Maths Score: School Score:				
	Autumn		**Spring**		**Summer**
	PiRA: PUMA: GAPS: Writing:		PiRA: PUMA: GAPS: Writing:		PiRA: PUMA: GAPS: Writing:
	English Target: *<teacher input>*		**English Target:** *<teacher input>*		**English Target:** *<teacher input>*
	Maths Target *<teacher input>*		**Maths Target** *<teacher input>*		**Maths Target** *<teacher input>*
Enrichment	*<teacher input>*		*<teacher input>*		*<teacher input>*
Spirituality	*<teacher input>*		*<teacher input>*		*<teacher input>*
Girls	*BeMore Target:* *<teacher input>*		*BeMore Target:* *<teacher input>*		*BeMore Target:* *<teacher input>*
	Positivity	**Motivation**	**Positivity**	**Motivation**	**Positivity**	**Motivation**
	Self-Efficacy	**Resilience & Persistence**	**Self-Efficacy**	**Resilience & Persistence**	**Self-Efficacy**	**Resilience & Persistence**