



Assessment, Recording and Reporting

Policy Statement

At Rowan Preparatory 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 pupils make good progress. 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. This document is available on the school website in line with our Provision of Information Policy and should be read in conjunction with: Curriculum, Teaching and Marking policy documents as well as the United Learning Reading, Spelling and CAT Testing Policy. The school follows the assessment arrangements of the EYFS statutory framework.

Rowan 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. Rowan seeks to implement this policy through adherence to the procedures set out in the rest of this document.

Assessment Procedures

In order to ensure assessment is effective at Rowan Preparatory School staff are required to implement these procedures in their own area.

- Assessment of pupils' work must be regular and assignments should be regularly set and marked.
- The assessment of pupils' work should be 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 should be used to inform planning of future lessons.
- Heads of Department are responsible for ensuring that staff within their department adhere to the marking scheme so that feedback to pupils is consistent.
- The meaning of marking codes and schemes are clearly explained to pupils and their parents.

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. PREST screening is used in Kindergarten where appropriate.

Key Stage 1: KS1 SATs papers, Rising Stars Progress Tests, PIRA and PUMA, formative assessments, internal Rowan assessments and Reading and Spelling Age Tests. DEST screening is used in Y1 where appropriate.

Key Stage 2: KS2 SATs papers, Rising Stars Progress Tests, PIRA and PUMA, formative assessments, senior school practice papers, internal Rowan assessments, Reading and Spelling Age Tests and CATs.

The data outlined above is discussed with the EYFS Coordinator, Heads of Department, Phase Leaders and SLT. It must be used to inform teaching, lesson planning and to ensure girls receive appropriate intervention if necessary.

Heads of Department and Phase 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.

Recording

All staff:

- Complete progress reports for the SENCO or SLT as requested.
- Use their recording system to inform Heads of Department, SENCO or Leadership Team of any concerns, when appropriate.
- Input observations, photos and assessment notes into Tapestry on a daily basis to create an individual pupil Learning Journey. (EYFS)
- Input assessment data six times a year into Target Tracker. (EYFS)
- Input assessment data into Classroom Monitor and Rising Stars Progress Trackers. (KS1 and KS2)
- Complete pupils' reports for parents in the Autumn and Summer terms.
- Complete reports for Senior Schools as appropriate.
- Write useful notes to inform discussions at Parents' Evenings.
- Attend Parents' Evenings for the pupils they teach to discuss pupil achievement and attainment with parents.
- Ensure data is inputted to inform discussions at termly Attainment and Progress Meetings.

Reporting

Unless otherwise agreed by the school, 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.

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 for parents are produced and distributed at the end of the Autumn and Summer terms feeding back on progress and indicating next steps. 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 daughter is making and likewise school will 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.

Key Stages 1 and 2

	Throughout the year	Autumn	Spring	Summer
Y1	<p>Check in and check out assessments before and after each unit of work in writing, maths and science. Check out assessments will be stuck into books on yellow paper.</p> <p>Spelling assessment results will be available in the spelling folder either weekly or at the end of a unit of work.</p> <p>Any other informal assessments completed throughout the year will be on yellow paper.</p> <p>New marking key and scheme focusing on specific, immediate feedback to enable progress and then more formal feedback at the end of a unit of work or topic.</p> <p>Assessment against Key Performance Indicators (statements about knowledge, skills or understanding e.g. to compare and order numbers up to 100). Reports and Parents' Evening feedback may include reference to these statements.</p>	<p>Show and Share session.</p> <p>Spelling age and reading age tests.</p> <p>Parents' Evening.</p> <p>Autumn term report will be sent home at the end of term feeding back on progress made over the term and indicating next steps.</p>	<p>Mid-year Assessments – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary).</p> <p>Parents' Evening to discuss general progress, next steps for the year and to feedback on results of formal English and Maths assessments.</p>	<p>End of Year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary).</p> <p>Report before end of term reporting on progress over the year and feeding back on results of formal English and Maths assessments from Test Week.</p> <p>Phonic Screening.</p>
Y2	<p>Check in and check out assessments before and after each unit of work in writing, maths and science. Check out assessments will be stuck into books on yellow paper.</p> <p>Spelling assessment results will be available in the spelling folder either weekly or at the end of a unit of work.</p> <p>Any other informal assessments completed throughout the year will be on yellow paper.</p> <p>New marking key and scheme focusing on specific, immediate feedback to enable progress and then more formal feedback at the end of a unit of work or topic.</p> <p>Assessment against Key Performance Indicators (statements about knowledge, skills or understanding e.g. to compare and order numbers up to 100). Reports and Parents' Evening feedback may include reference to these statements.</p>	<p>Show and Share session.</p> <p>Spelling age and reading age tests.</p> <p>Parents' Evening.</p> <p>Autumn term report will be sent home at the end of term feeding back on progress made over the term and indicating next steps.</p>	<p>Mid-year Assessments – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary).</p> <p>Parents' Evening to discuss general progress, next steps for the year and to feedback on results of formal English and Maths assessments.</p>	<p>End of Year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary).</p> <p>Report before end of term reporting on progress over the year and feeding back on results of formal English and Maths assessments from Test Week.</p>

	Throughout the year	Autumn	Spring	Summer
Y3	<ul style="list-style-type: none"> Check in and check out assessments before and after each unit of work in writing, maths and science – check out assessments will be stuck into books on yellow paper. Spelling assessment results will be available in the spelling folder either weekly or at the end of a unit of work. Any other informal assessments completed throughout the year will be on yellow paper. New marking key and scheme focusing on specific, immediate feedback to enable progress and then more formal, collaborative feedback at the end of a unit of work or topic. Assessment against Key Performance Indicators (statements about knowledge, skills or understanding e.g. to compare and order numbers up to 1000). Reports and Parents' Evening feedback may include reference to these statements. 	<ul style="list-style-type: none"> Show and Share session. Spelling age and reading age tests. Cognitive Ability Tests (CATs). Parents' Evening. Report will be given out at Parents' Evening - feeding back on assessment results (including CATs, spelling age and reading age), progress over the term and indicating next steps. 	<ul style="list-style-type: none"> Mid-year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Parents' Evening to discuss general progress, next steps for the year and to feedback on results of formal English and Maths assessments from Test Week. 	<ul style="list-style-type: none"> End of Year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Report before end of term reporting on progress over the year and feeding back on results of formal English and Maths assessments from Test Week.

	Throughout the year	Autumn	Spring	Summer
Y4	<ul style="list-style-type: none"> Check in and check out assessments before and after each unit of work in writing, maths and science – check out assessments will be stuck into books on yellow paper. Spelling assessment results will be available in the spelling folder either weekly or at the end of a unit of work. Any other informal assessments completed throughout the year will be on yellow paper. New marking key and scheme focusing on specific, immediate feedback to enable progress and then more formal, collaborative feedback at the end of a unit of work or topic. Assessment against Key Performance Indicators (statements about knowledge, skills or understanding e.g. to compare and order numbers up to 1000). Reports and Parents' Evening feedback may include reference to these statements. 	<ul style="list-style-type: none"> Spelling age and reading age tests. Parents' Evening. Report will be given out at Parents' Evening - feeding back on assessment results (including spelling age and reading age), progress over the term and indicating next steps. 	<ul style="list-style-type: none"> Show and Share session. Mid-year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Parents' Evening to discuss general progress, next steps for the year and to feedback on results of formal English and Maths assessments from Test Week. 	<ul style="list-style-type: none"> End of Year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Report before end of term reporting on progress over the year and feeding back on results of formal English and Maths assessments from Test Week.

	Throughout the year	Autumn	Spring	Summer
Y5	<ul style="list-style-type: none"> Check in and check out assessments before and after each unit of work in writing, maths and science – check out assessments will be stuck into books on yellow paper. Spelling assessment results will be available in the spelling folder either weekly or at the end of a unit of work. Any other informal assessments completed throughout the year will be on yellow paper. New marking key and scheme focusing on specific, immediate feedback to enable progress and then more formal, collaborative feedback at the end of a unit of work or topic. Assessment against Key Performance Indicators (statements about knowledge, skills or understanding e.g. to compare and order numbers up to 1000). Reports and Parents' Evening feedback may include reference to these statements. 	<ul style="list-style-type: none"> Show and Share session. Verbal and Non Verbal Reasoning assessments. Spelling age and reading age tests. Cognitive Ability Tests (CATs). Parents' Evening. Report will be given out at Parents' Evening - feeding back on assessment results (including CATs, VR and NVR, spelling age and reading age), progress over the term and indicating next steps. 	<ul style="list-style-type: none"> Mid-year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Parents' Evening to discuss general progress, next steps for the year and to feedback on results of formal English and Maths assessments from Test Week. 	<ul style="list-style-type: none"> Appointments with Mrs Clarke to discuss the Senior School application process. End of Year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Report before end of term reporting on progress over the year and feeding back on results of formal English and Maths assessments from Test Week.

	Throughout the year	Autumn	Spring	Summer
Y6	<ul style="list-style-type: none"> Check in and check out assessments before and after each unit of work in writing, maths and science – check out assessments will be stuck into books on yellow paper. Spelling assessment results will be available in the spelling folder either weekly or at the end of a unit of work. Any other informal assessments completed throughout the year will be on yellow paper. New marking key and scheme focusing on specific, immediate feedback to enable progress and then more formal, collaborative feedback at the end of a unit of work or topic. Assessment against Key Performance Indicators (statements about knowledge, skills or understanding e.g. to compare and order numbers up to 1000). Reports and Parents' Evening feedback may include reference to these statements. 	<ul style="list-style-type: none"> Verbal and Non Verbal Reasoning assessments. Spelling age and reading age tests. Practice papers in preparation for Senior School examinations (three across the term under test conditions). Parents' Evening – feedback on practice papers and general progress 	<ul style="list-style-type: none"> Mid-year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Results to be fed back to parents on results card via the girls. 	<ul style="list-style-type: none"> End of Year Test Week – Maths, Reading, Writing, Spelling and Vocabulary and Grammar and Punctuation (no revision necessary). Report before end of term reporting on progress over the year and feeding back on results of formal English and Maths assessments from Test Week.

This document is reviewed annually by the Compliance Administrator or as events or legislation change requires. The next scheduled date for review is November 2018.