



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: Rising Stars Progress Tests, Progress in Reading Assessment (PIRA) and Progress in Understanding Mathematics (PUMA), formative assessments and internal Rowan assessments. DEST screening is used in Y1 where appropriate.

Key Stage 2: Rising Stars Progress Tests, Progress in Reading Assessment (PIRA) and Progress in Understanding Mathematics (PUMA), formative assessments, senior school practice papers, internal Rowan assessments, verbal and non-verbal 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 Inclusion Manager or SLT as requested.
- Use their recording system to inform Heads of Department, Inclusion Manager 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 A&P documents. (KS1 and KS2)
- Complete pupil results letters three times a year.
- Complete pupils' reports for parents in the Summer term.
- 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 Summer term feeding back on progress and indicating next steps. Formal parents' evenings are held three times 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	<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 and G&P assessment results will be available in the phonics books half-termly. Termly check out assessments in maths, reading and writing. Any other informal assessments completed throughout the year will be on yellow paper. 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 100). Reports and Parents' Evening feedback may include reference to these statements. 	<ul style="list-style-type: none"> Show and Share session. Spelling age tests. Parents' Evening to discuss English, maths and general progress and targets. Opportunity to look at your daughter's books and meet with staff from the music and sports departments. 	<ul style="list-style-type: none"> Show and Share session. Parents' Evening to discuss general progress, review targets and set next steps and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the music and sports departments. Summary of assessment results to date. 	<ul style="list-style-type: none"> Show and Share session. Parents' Evening to discuss general progress across the year and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with music and sports staff. Full end of year parent report with feedback on knowledge, skills and understanding in all areas of the curriculum. Form teacher's report commenting on effort, attitude to learning and application of Star Qualities. Results report summarising results of assessments taken throughout the year.

	Throughout the year	Autumn	Spring	Summer
Y2	<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 and G&P assessment results will be available in the phonics folder half-termly. Termly check out assessments in maths, reading and writing. Any other informal assessments completed throughout the year will be on yellow paper. 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 100). Reports and Parents' Evening feedback may include reference to these statements. 	<ul style="list-style-type: none"> Show and Share session. Spelling age tests. Parents' Evening to discuss English, maths and general progress and targets. Opportunity to look at your daughter's books and meet with staff from the music and sports departments. 	<ul style="list-style-type: none"> Show and Share session. Parents' Evening to discuss general progress, review targets and set next steps and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the music and sports departments. Summary of assessment results to date. 	<ul style="list-style-type: none"> Show and Share session. Parents' Evening to discuss general progress across the year and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with music and sports staff. Full end of year parent report with feedback on knowledge, skills and understanding in all areas of the curriculum. Form teacher's report commenting on effort, attitude to learning and application of Star Qualities. Results report summarising results of assessments taken throughout the year.

	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 and G&P assessment results will be available in the spelling folder half-termly. • Termly check out assessments in maths, reading and writing. • Any other informal assessments completed throughout the year will be on yellow paper. • 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 tests. • Cognitive Ability Tests (CATs). • Parent report detailing results of the Cognitive Ability Tests (CATs) and Spelling Age results. • Parents' Evening to discuss English, maths and general progress and targets for the year. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. 	<ul style="list-style-type: none"> • Parents' Evening to discuss general progress, next steps for the year ahead and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. • Summary of assessment results to date. 	<ul style="list-style-type: none"> • Parents' Evening to discuss general progress across the year and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. • Full end of year parent report with feedback on knowledge, skills and understanding in all areas of the curriculum. Form teacher's report commenting on effort, attitude to learning and application of Star Qualities. • Results report summarising results of assessments taken throughout the year.

	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 and G&P assessment results will be available in the spelling folder half-termly. • Termly check out assessments in maths, reading and writing. • Any other informal assessments completed throughout the year will be on yellow paper. • 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 tests. • Spelling age results provided to parents. • Parents' Evening to discuss English, maths and general progress and targets for the year. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. 	<ul style="list-style-type: none"> • Show and Share • Parents' Evening to discuss general progress, next steps for the year ahead and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. • Summary of assessment results to date. 	<ul style="list-style-type: none"> • Parents' Evening to discuss general progress across the year and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. • Full end of year parent report with feedback on knowledge, skills and understanding in all areas of the curriculum. Form teacher's report commenting on effort, attitude to learning and application of Star Qualities. • Results report summarising results of assessments taken throughout the year.

	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 and G&P assessment results will be available in the spelling folder half-termly. Termly check out assessments in maths, reading and writing. Any other informal assessments completed throughout the year will be on yellow paper. 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 tests. Cognitive Ability Tests (CATs). Parent report detailing results of the Cognitive Ability Tests (CATs) and Spelling Age results. Parents' Evening to discuss English, maths and general progress and targets for the year. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. 	<ul style="list-style-type: none"> Parents' Evening to discuss general progress, next steps for the year ahead and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. Summary of assessment results to date. 	<ul style="list-style-type: none"> Parents' Evening to discuss general progress across the year and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. Full end of year parent report with feedback on knowledge, skills and understanding in all areas of the curriculum. Form teacher's report commenting on effort, attitude to learning and application of Star Qualities. Results report summarising results of assessments taken throughout the year.

	Throughout the year	Autumn	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 and G&P assessment results will be available in the spelling folder half-termly. Termly check out assessments in maths, reading and writing. Any other informal assessments completed throughout the year will be on yellow paper. 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 (digital and paper). Practice papers in preparation for Senior School examinations (including three across the term under test conditions). Parent report with feedback following each practice paper. Parents' Evening – feedback on practice papers and general progress. 	<ul style="list-style-type: none"> Parents' Evening to discuss general progress across the year and to feedback on performance in assessments. Opportunity to look at your daughter's books and meet with staff from the art, music and sports departments. Full end of year parent report with feedback on knowledge, skills and understanding in all areas of the curriculum. Form teacher's report commenting on effort, attitude to learning and application of Star Qualities. Results report summarising results of assessments taken throughout the year.

This document is reviewed annually by the Compliance Administrator or as events or legislation change requires. The next scheduled date for review is November 2019.