Document Control	
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Assessment, Recording and Reporting

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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 Feedback 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 feedback given.
- The assessment of pupils' work should be thorough, using consistent feedback keys and offering constructive comments or verbal feedback (depending on age) 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 feedback scheme so that feedback to pupils is consistent.
- The meaning of feedback codes and schemes are clearly explained to pupils and are available in pupils' books so that parents can view them.

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 Preschool where appropriate. 2-year checks completed, if necessary.
Key Stage 1: Progress Tests in English (PTE) and Progress Tests in Mathematics (PTM), formative assessments and internal Rowan assessments. Phonics screening test in Y1. DEST screening is used in Y1 where appropriate.
Key Stage 2: Progress Tests in English (PTE) and Progress Tests in Mathematics (PTM), NGRT, CAT4, formative assessments, senior school practice papers, internal Rowan assessments.

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 Head of Inclusion or SLT as requested.
- Use their recording system to inform Heads of Department, Head of Inclusion or Leadership Team of any concerns, when appropriate.
- Input observations, photos and assessment notes into Tapestry on a regular basis to create an individual pupil Learning Journey. (EYFS)
- Input assessment data into A&P documents (EYFS, KS1 and KS2).
- Complete pupil results letters three times a year (EYFS and Y1-6).
- Complete pupils' written reports for parents in the Summer term (EYFS and Y1-6).
- Complete reports for Senior Schools as appropriate.
- Attend Parents' Evenings three times a year 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. See sections four and five of the EYFS Policy for more detail. Parents receive a termly assessment report as well as a full written report at the end of the year.

	Throughout the year	Autumn	Spring	Summer
Y1- 6	• Weekly spelling assessment results will be available in the spelling folders and phonics books. • Assessments in maths and English at the start and end of the year. • Feedback 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. • Summary of assessment results each term. • Show and share for parents to see books.	• Parents' Evening to discuss English, maths and general progress and targets. Opportunity to meet with specialist staff.	• Parents' Evening to discuss general progress, review targets and set next steps and to feedback on performance in assessments. Opportunity to meet with specialist staff.	• Parents' Evening to discuss general progress across the year and to feedback on performance in assessments. Opportunity to meet with specialist 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.

In addition to the above, Y1 complete a phonics screening test in the Summer term and Y3 & Y5 complete CATs in the Autumn term.

Reports for parents (EYFS – Y6) 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.

This document is reviewed annually by the Deputy Head Academic or as events or legislation change requires.