



Rossall

INSPIRING EXCELLENCE

PREP & EYFS (REC) ASSESSMENT, RECORDING & REPORTING POLICY

SLT Lead: Headmaster of Prep	Date Reviewed: Lent 2023
Circulation: Prep Staff	Next Review: Summer 2024
	Date: 13 Feb 2023

Assessment, Recording & Reporting

The assessment, recording and reporting procedures are a robust series of protocols in place that serve to assess, track progress clearly, support pupils appropriately, and report to parents in a timely manner.

Assessment

Aim:

- To ensure robust assessment procedures are in place within an academic calendar, that allows for staff to track progress clearly and to identify individual and cohort requirements to support learning.

Procedures:

- Summative assessments are carried out as per the academic calendar
- Pupils from Year 2 onwards are baseline tested at the start of each academic year
- CAT4 cognitive assessments are carried out to gauge entry level to the academic year and to establish projected and potential ability levels
- Summative assessments in PUMA (Maths) and PiRA (Reading) are carried out towards the end of each term. These assessments provide standardised scores and a "Hodder Score" that enable us to track the children's progress and compare nationally, as well as internally
- Phonics assessments are carried out every five weeks in appropriate year groups. These assessments are used as a diagnostic tool to inform teachers of any gaps in learning
- Writing assessments are carried out at the beginning and end of each term using a set criteria to monitor each pupil's progress across a range of genres
- Regular Pupil Progress Meetings between staff and Head of Prep School ensure pupils are supported to achieve sufficient progress and attainment and individual needs are met
- Teacher-led formative assessments continue to be carried out in class on a less rigid schedule, informing staff of shorter term learning outcomes
- Learning Development are advised and consulted where pupils are causing concern - we have 2 full time teaching assistants and 1 Higher Level TA who work within the class to ensure those requiring additional support are able to receive it

Recording

Aim:

- To record data in a central location in order to track progress and make necessary amendments to teaching, differentiation and support

Current Procedures:

- All summative assessments are recorded on MARK, the online mark scheme for PUMA & PiRA.
- Standardised scores are also recorded in our Rossall tracking documents
- CAT4 data is generated automatically, as the assessments are taken online
- Phonics data is generated automatically on the ELS (Essential Letters and Sounds) portal, as the assessments are taken online, through the portal
- Data is recorded for writing assessments for each pupil to monitor their progress using set criteria
- Science end of unit test scores are also recorded
- Data is recorded in mark books in order to plan for appropriate support and create targets
- In general, data is not shared with parents as a raw score, but may be referred to within conversations over progress, and will be reported as part of a wider picture within the reporting format
- Recording of data is completed in a timely manner in line with the academic calendar

Reporting

Aim:

- To support and improve learning. Reporting should be an on-going informative process which provides clear information on strengths, areas for development and what needs to be done to ensure continued progress and improved standards of achievement

Current Procedures:

- All reports are issued electronically via the iSAMS Parent Portal
- Effort Grades are categorised as:
 1. Excellent effort, beyond expectations
 2. Good effort; meeting expectations
 3. Insufficient effort; improvement required
 4. Effort falling well below expectations
- Attainment grades are categorised as:
 - A Working above expected attainment levels
 - B Meeting expected attainment levels
 - C Working towards expected attainment levels
 - D Below expected attainment levels
- For the EYFS (Reception) Reports, we follow government guidance closely, and report on the categories over the 7 areas of development (personal, social and emotional development, communication and language, physical development, literacy, mathematics, understanding the world, expressive arts and design) are:

'Expected' level of development
'Emerging' level of development
- The parents of children who have below a 2 for Effort or a B for Attainment, will have been contacted prior to the release of any reports
- Michaelmas and Lent reports contain three individual targets for the children to work towards, to be shared with the children by the class teacher
- A clear breakdown of the reporting cycle for this academic year is circulated to parents (see Appendix A)
- Parents' information evenings are held twice per year, once in the Michaelmas term and then again in the Lent term. These are tied into the reporting schedule for the Preparatory School.

Linked policies and documents:

SEND Policy
Parent Handbook
Prep Curriculum Policy
Prep Teaching & Learning Policy
Prep Marking & Feedback Policy

Appendix A - Reporting Schedule

Date	Report Format
October half term	Effort grades (all subjects)
October/ November	Pupil Progress Parents' Evenings
December (end of Michaelmas term)	MICHAELMAS REPORT - Effort & Attainment grades (all subjects), written reports for English, Mathematics, Science and Topic, plus targets
February half term	INTERIM REPORT - Effort Grades (all subjects), written reports for Subject Specialist lessons
February/March	Pupil Progress Parents' Evenings
March/April (end of Lent term)	Effort & Attainment grades (all subjects) plus targets
May half term	Effort grades (all subjects)
June/July (end of Summer term)	END OF YEAR REPORT - Effort & Attainment grades, written reports for all subjects