

# **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 2025**  
**Next Review: Autumn 2026**

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 Head of Prep 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 with pupils entering in Years 3 to 6 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 fostering pupils' belief in their ability to succeed
- Clearly sharing and discussing learning objectives
- Using purposeful, high-level questioning to probe understanding
- Providing timely, constructive feedback that identifies next steps
- Embedding peer and self-assessment to build metacognitive skills
- Identifying prior knowledge to tailor and build new learning

- Structuring and pacing lessons to balance challenge and enjoyment
- Inspiring engagement through teacher passion and subject knowledge
- Encouraging learners to take ownership of their learning and view mistakes as growth opportunities
- Engaging pupils and teachers in regular reflection on assessment outcomes
- Using assessment insights to inform and adapt teaching strategies
- Co-constructing specific, achievable targets with pupils
- Informing tailored support for individuals based on assessment evidence

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 Quest Assessments as part of the whole Prep School assessment, recording and reporting procedures.

##### Prep (Years 1-6)

In the Prep School, we use Quest Progress Assessments; these assessments are designed to provide robust, curriculum-aligned, diagnostic information that supports effective teaching and learning.

##### *Initial Assessment*

In the Autumn Term, all pupils from Years 1 to 6 complete a Quest Progress baseline assessment. These adaptive, computer-based tests assess core competencies in English and Mathematics, including reading, spelling, arithmetic, and mathematical reasoning, as well as elements of cognitive ability. The data generated is used to:

- Identify individual strengths and areas for development
- Group pupils appropriately
- Set informed academic targets
- Ensure that teaching is effectively differentiated from the outset

##### *Termly Assessment*

Pupils in Years 1 to 6 complete formal Quest Progress assessments in English and Maths each term. Reception will take the assessments from the Spring Term in readiness for Year 1. These tests are mapped to the national curriculum and generate immediate diagnostic reports at pupil, class, and cohort levels. The resulting data is used to:

- Track progress across the year
- Inform lesson planning and teaching strategies
- Identify pupils who require additional support or greater challenge
- Evaluate the effectiveness of teaching and interventions

#### *Weekly Informal Assessment*

Weekly assessments in Mental Maths, Spelling, and Times Tables continue to support fluency and automaticity. These informal checks complement the formal assessments and provide ongoing insight into pupils' retention and recall of key skills.

#### *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.

## **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.
- Schemes of work are available as Medium-Term Lesson Plans and are all available on the Intranet for each subject and each year group.
- Short term overviews are based on individual lesson learning objectives.
- 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 ongoing 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 stored on the Quest platform, with the following downloadable reports being exported for storage on the school system:

- Class attainment reports
- Attainment data spreadsheets
- School attainment reports

Progress in writing is stored on a bespoke tracker. Data is then archived for evidence.

## **#BeMore Profile – Years 1-6**

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

As each Quest 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 Quest 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 Quest 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**

At the start of each academic year, parents receive our PEAR Grid — a summary calendar of key reporting dates, including assessment weeks, parents' evenings, learning exchanges, and written reports.

We provide regular feedback on each student's progress through:

- Parents' Evenings: Twice yearly (one virtual, one in-person) to review progress, targets, assessments, and wider development including enrichment and responsibilities.
- Written Reports: One interim and one full end-of-year report.

- Learning Exchanges: Twice yearly opportunities for parents to explore their daughter's learning in depth through books, online platforms, and classroom work.

Parents are also welcome to contact the school or arrange a meeting with the class teacher at any time to discuss concerns.

### 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 Quest are also included from the Autumn and Summer 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.