

## Assessment, Recording and Reporting Policy

**This policy applies to all pupils in the Infant and Junior School, including the EYFS.**

### Rationale

Assessment is central to teaching and learning. Our aim therefore is to assess children in all subjects and in a variety of ways at regular intervals throughout the Foundation stage and Key Stages One and Two. The outcomes of assessment will be used in four ways:

- Monitoring, evaluating and reporting on individual pupil progress
- Informing future curriculum planning, including provision for differentiation
- Informing reporting requirements at the end of the Foundation Stage and of each following year
- Providing feedback on academic progress to relevant stakeholders e.g. GDST

Assessment takes various formats; pupil self-evaluation, peer assessment, on-going formative assessment and summative (sometimes standardised) assessment. A variety of assessment techniques is used to improve the quality of teaching and learning.

Staff identify areas for assessment within each subject in their MT planning and records of the outcomes of summative assessments in Maths and English are stored termly on SIMS. Assessment should ensure continuity and progression throughout the school, including liaising with the Senior School for the purpose of assisting with a smooth transition and form an integral part of all transfer meetings including the termly Pupil Progress Meeting, where each girl's progress is discussed and evidenced with data.

### Formal Assessments

	<b>Pips</b>	<b>Maths</b>	<b>English</b>
<b>Autumn</b>	Reception and Y3	Y1-6 (ongoing Rising Stars assessments)	Y1-6 (PIRAs) Writing Y1-6 (independent piece)
<b>Spring</b>	Y6	Y1-6 (ongoing Rising Stars assessments)	Y1-6 (PIRAs) Writing Y1-6 (independent piece)
<b>Summer</b>	Reception	Y1-6 (ongoing Rising Stars assessments)	Y1-6 (PIRAs) Writing Y1-6 (independent piece)

### Record Keeping

Copies of written reports and termly summative assessment data are stored in SIMS. Teachers should also keep individual records referring to attainment, skills achievement, class test scores etc. Pupil Progress meetings are held termly and records stored under 'Assessment' in the teachers' area on the network.

## **Reporting**

In the autumn term, parents' evenings are held for all pupils; detailed feedback on progress and areas for development are discussed. An additional parents' evening is held for Reception and KS1 pupils in the spring term. All parents have the opportunity to meet with their daughter's Form Teacher in the final week of the summer term, once reports have been sent home. Parents' evenings give parents the opportunity to discuss their daughter's progress with her Form Teacher.

Target Reports for Y3-6 are sent home in the Spring Term, along with Maths and Reading scores. The Foundation Stage Profile is completed throughout the Reception year and the results sent to parents at the end of the summer term. This will be provided to the Local Authority on request.

End of year summer term written reports are completed for each girl. The EYFS reports include information on progress in each of the 7 areas of learning, as well as their attainment in relation to the 17 Early Learning Goals. Y1 to Y6 parents receive reports with Maths and English scores and effort grades. There is a written comment on each curriculum area and *Next Steps*.

Reports will also be made to other schools, on request, if girls transfer.

## **Transition to the Senior School**

It is expected that all Junior School pupils will transfer to Y7. Very occasionally, following continued observation and monitoring of progress, if it is felt that transfer to the Senior School at the end of Y6 would not be in the best interest of an individual pupil, then her parents will be advised while she is in Year 4 or Year 5 that there are concerns about her transfer.

Her progress will be monitored throughout Y5 and if it is felt that a place cannot be made available in Y7, then the parents will be notified in writing by the Headmistress at the end of Y5.

Responsibility: C Hald	Updated: 16 October 2017	Review: September 2018
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