



**BICKLEY PARK  
SCHOOL**

# Assessment, Recording, and Reporting Policy

## Policy Details

Owner	Department	Managed by	Last update	Next review	ISBA Version (Y/N)
Assistant Head, Academic	Teaching and Learning	Rob Cobb	September 2022	September 2024	Y - amended

## Policy Approval/Distribution Process

Governors	Head/Bursar	SLT	All Staff
Approval	Noting	Noting	Noting

## Policy Version Control

Version	Revision Date	Revised By	Section(s) Revised
V2.1	16 September 2022	RC	Timelines of assessments and recording

## CONTENTS

Aims .....	1
How Data is Used .....	1
Planning For Assessment .....	2
Early Years Foundation Stage .....	2
Years One to Eight.....	2
SEND.....	3
Exceptionally Able Pupils .....	3
Types Of Assessment .....	3
Target Setting.....	3
Recording Assessments.....	4
Reporting To Parents .....	4
Reporting in Prep .....	4
Reporting in Years One and Two .....	4
Reporting in Reception .....	5
Feedback To Pupils.....	5
Consistency, Monitoring and Review .....	5
Appendix 1: Annual Overview of Assessment .....	5
Appendix 2: Annual Overview of Reporting and Monitoring .....	8

### Aims

As part of the assessment of pupils, staff, in discussion with the Acting Co-Heads and the SENDCo, regularly and systematically analyse and use data to record and track pupils and, where necessary, to modify plans to meet their needs.

The assessments, alongside teacher judgements, aim to provide information in the areas of ability, attainment, and barriers to learning. Assessments allow our pupils to demonstrate what they know, understand, and can do in their work.

### How Data is Used

Data from assessments is used in the following ways:

- to inform planning and allow teachers to plan learning tasks that accurately reflect the needs of each child, including the most able
- to provide regular information for parents that enables them to support their child's learning
- to enable the effectiveness of teaching and learning to be assessed

## ASSESSMENT, RECORDING, AND REPORTING POLICY

- to enable the school's SENDCo to support teachers with useful strategies for individual pupils and to provide specific intervention where necessary
- to enable judgement on quality of teaching and learning to be made using comparisons with national norms for schools
- to ensure pupils of all abilities are making progress through tracking over time
- to support the parents and pupils when they are deciding on future schools
- to group pupils in, for example, mathematics setting
- to provide the Head and Governors with information that allows them to make judgements about the effectiveness of the school.

## Planning For Assessment

### Early Years Foundation Stage

#### *Two Year Progress Check*

If a two-year-old child enters Nursery without having completed the Two-Year Progress Check this will be completed at the end of the first term. The report is a written summary of the child's development in the Prime Areas, identifying the child's strengths and areas for improvement.

#### *Reception*

On entering BPS in Reception, the teachers use BASE, an adaptive baseline assessment run by the Centre for Evaluation and Monitoring, to provide a snapshot of the pupils' development and understanding within the Prime (communication and language, physical development, personal, social, and emotional development) and Specific Areas of Learning (literacy, mathematics, understanding the world, and expressive arts and design) this is run along a paper baseline assessment.

Focusing on each child's learning story helps staff to identify the children in their class who may be causing concern in certain areas and to facilitate further progress and learning through the next steps in their individualised planning.

Ongoing, formative assessment is an integral part of the learning and development process. Our Reception staff take time to understand the children's level of achievement and interests, and then shape the teaching and learning experiences for each child, reflecting that knowledge. In their interactions with children, staff respond to their own day-to-day observations about the children's progress, together with observations that parents and carers share on Tapestry, the secure online Learning Journal.

We report to parents three times a year: in October, March, and July.

### Years One to Eight

An overview of each term's work in each subject area is provided to parents in advance so that they can support their child's or children's learning process.

We call upon a wide variety of material to underpin our curriculum including the ISEB framework and the national schemes of work produced by QCA. Our data is collated and analysed to identify learners that need intervention. This data is presented in Pupil Progress Meetings.

We plan our lessons with clear learning intentions. These show progressions throughout the year and across all year groups and link to objectives set out in the National Curriculum. We strive to ensure

## ASSESSMENT, RECORDING, AND REPORTING POLICY

that all tasks set are appropriate to each child's current level of attainment. Our lesson plans make clear the expected outcomes for each lesson and ensure that information on each child's progress towards these objectives is used in planning for the subsequent lessons.

### SEND

BPS has high expectations of every pupil, including those on the SEND register. Pupils with SEND are assessed appropriately according to their need. Adaptations are made where this enables a more valid and robust assessment outcome.

### Exceptionally Able Pupils

We recognise that those children who are exceptionally able require consideration to ensure that there is sufficient challenge to engage boys in their area of strength. The Exceptionally Able Pupils Policy has further detail on the identification and provision for those pupils who have been identified in this way. We will plan lessons with a specific focus on higher order thinking and low threshold, high ceiling tasks to stretch all boys.

### Types Of Assessment

We recognise various methods of assessing a child's learning. The types of assessment that we make vary from subject to subject. We record information that affects future learning and that can be passed on through the school. Individual subject leaders have implemented ways of assessing and recording within that subject to ensure progression.

We aim to combine the following types of assessment to achieve a balance between assessment **for** learning and assessment **of** learning:

- **Formative:** whereby on-going achievements and successes can be recognised, and targets determined (assessment **for** learning)
- **Summative:** whereby data can be recorded and reported (assessment **of** learning)
- **Diagnostic:** whereby strengths and weaknesses can be identified, and pupils supported to understand how they are progressing and how improvements can be made
- **Evaluative:** whereby the performance of subject areas and year groups can be reviewed to improve the quality of learning and teaching.

Appendix 1 shows the testing schedule specific to each year group.

### Target Setting

Subject Schemes of Work contain an indication of the expected level of achievement in each subject or area within a particular academic year. Individual targets are discussed with pupils and communicated to parents during the parents' meetings in the autumn term. In subsequent meetings, the targets can then be reviewed, and revised targets can then be set. We ask our older boys to review their own targets as they take greater responsibility for their own learning process.

Targets should be SMART (Specific, Measurable, Attainable, Realistic, Timed).

### Recording Assessments

Elaborate arrangements for recording assessments and retaining evidence are neither required by the National Curriculum, nor necessary to satisfy ISI inspections.

One single, prescriptive system for recording cannot be imposed on all Departments. Teachers should record attainment in assessments, oral, written, or practical, in their mark books, together with any other key progress indicators or weaknesses.

### Reporting To Parents

There are a range of strategies to keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work and teachers will, likewise, contact parents if there are concerns about progress.

Twice each year, parents are offered the opportunity to meet their child's teacher(s) to discuss the progress he is making both with respect to their individual targets and against both national expectations and BPS's level of expected achievement. Teachers must report on attainment, effort/attitude to learning, progress and give at least one SMART target for improvement. Advice is also given to parents as to how they might support their child's learning.

A full schedule of Reporting is given in Appendix 2.

### Reporting in Prep

Every half term, endeavour grades are sent to parents of children in Year 3 to Year 8. At the end of each term, endeavour, and attainment grades (with quartile scores where appropriate) are sent to parents.

#### *Academic Subjects*

At the end of each term, attainment quartiles are sent to parents in the following subjects:

- Year 3 and Year 4, Maths / English / Science.
- Year 5 and above Maths / English / Science / French or Spanish / History / Geography / RE.

Quartiles are either obtained through exam results or through in-class tests.

#### *Other subjects*

At the end of each term Year 7 and Year 8 grades are sent home for: Art, Drama, Engineering, Music, Games.

### Reporting in Years One and Two

In Year 1 and Year 2, Report Profiles are sent to parents at the end of the Autumn and Spring terms. This report is a summary which focusses on four key areas: The Child as a Learner, his Social and Personal Development and his attainment in Maths and English.

During the Summer term, we give all parents a written report of their child's progress and achievements during the year. In this report, we also identify target areas and next steps for the following school year. We write general comments on the pupil, plus individual comments for each subject area. Throughout the year, children are encouraged to offer their own evaluation of their performance.

## ASSESSMENT, RECORDING, AND REPORTING POLICY

### Reporting in Reception

In July, their pupils' final term in Reception, staff complete the EYFS profile for each child. Each child's level of development is assessed against the Early Learning Goals, indicating whether children are meeting expected levels of development, or if they are not yet reaching expected levels, but are 'emerging'. At BPS, we also inform parents whether their child is significantly above the expected levels of development against the Early Learning Goals.

### Assessment and recording in Nursery

BPS 7 strand assessment – Baseline (end of Oct/6 weeks after entry), end of Autumn, Spring, Summer

Personal profiles Baseline (end of Oct/6 weeks after entry) and Summer.

### Feedback To Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next to improve their work. We have agreed Marking and Feedback guidelines (see policy), as this ensures that we all provide feedback in a consistent manner. The children are aware of the marking code and, as a result, know whether they achieved the lesson's learning intention, what corrections, if any, they need to make and to establish their next steps.

### Consistency, Monitoring and Review

It is the responsibility of all teaching staff to be consistent and to ensure standards are maintained. Heads of Prep and Pre-Prep, Year Leads and Pupil Progress and Achievement Managers work to ensure that there is common understanding of the school's expectations in each subject. By doing this, consistent judgements about standards in the school are achieved.

Data produced from the online and written testing systems is stored on Engage and analysed in spreadsheets and is readily available to teachers, middle managers, the SENDCo and senior leaders. This helps to ensure that the flow of information between these groups and during transition times, from teacher to teacher, is open and efficient. It also supports our aim to gradually build up a profile of development throughout a pupil's time at BPS, to ensure that assessment information is used to modify provision for pupils and to ensure progress in a child's learning.

The Assistant Head Academic and Curriculum Managers are tasked with monitoring the implementation of this policy and there is allocated time for this vital task to inspect samples of the children's work, along with Heads of Subject. They also arrange for moderation meetings to take place and to observe the policy being implemented in the classroom.

### Appendix 1: Annual Overview of Assessment

Autumn Term	
EYFS	Ongoing assessment and planning EYFS: Pupil Profiles - (BASE in Reception) Reception: Read Write Inc. Phonics assessments (every 6-8 weeks)

## ASSESSMENT, RECORDING, AND REPORTING POLICY

Years One and Two	<p><b>Reading</b>            Y2: Star Reading Tests (half termly – as appropriate)            Y1: Read Write Inc. Phonics assessments (half termly)            Y1&amp;2(LA): Salford Reading assessment</p> <p><b>Writing</b>            Y1&amp;2: Moderated writing assessments (half termly)</p> <p><b>Maths</b>            Y1&amp;2: Power Maths Assessments (half termly)            Y2: Star Maths Assessments (termly)</p> <p><b>Science</b>            Y1&amp;2: Rising Stars (end of topic)</p> <p><b>Reasoning</b>            Y1: GL Reasoning Tests            Y2: YL:X CAT reasoning battery</p>
Years Three and Four	<p><b>Reading</b>            Y3&amp;4: Star Reading Tests (half termly)</p> <p><b>Writing</b>            Y3&amp;4: Moderated writing assessments</p> <p><b>Maths</b>            Y3&amp;4: Power Maths Assessments (half termly)            Y3&amp;4: Star Maths Assessments (termly)</p> <p><b>Science</b>            Y3&amp;4: Rising Stars (end of topic)</p> <p><b>Reasoning</b>            Y3: YL:Y CAT reasoning battery            Y4: CAT4 Reasoning battery</p> <p><b>Examinations</b>            Y3&amp;4: November written assessments. PTE / PTM.</p>
Years Five to Eight	<p><b>Reading</b>            Y5-8: Star Reading Tests (termly)</p> <p><b>Writing</b>            Y5-8: Moderated writing assessments</p> <p><b>Maths</b>            Y5-8: Star Maths Assessments (termly)</p> <p><b>Science</b>            Y5&amp;6: Rising Stars (end of topic)            Y7&amp;8: Catalyst (end of topic)</p> <p><b>Reasoning</b>            Y5-8: CAT4 Reasoning battery</p> <p><b>Examinations</b>            Y5-7: Nov written assessments. PTE/PTM/internal Sci.            Y8: Mock Senior School Entrance Exams: Eng/Mat/Sci + any other required subjects</p>
<b>Spring Term</b>	

## ASSESSMENT, RECORDING, AND REPORTING POLICY

EYFS	Ongoing assessment and planning EYFS: Pupil Profiles Reception: Read Write Inc. Phonics assessments (every 6-8 weeks)
Years One and Two	<b>Reading</b> Y1&2: Star Reading Tests (termly) Y1: Read Write Inc. Phonics assessments (half termly) Y1&2(LA): Salford Reading assessment <b>Writing</b> Y1&2: Moderated writing assessments <b>Maths</b> Y1&2: Power Maths Assessments (half termly) Y2: Star Maths Assessments (termly) <b>Science</b> Y1&2: Rising Stars (end of topic)
Years Three and Four	<b>Reading</b> Y3&4: Star Reading Tests (termly) <b>Writing</b> Y3&4: Moderated writing assessments <b>Maths</b> Y3&4: Power Maths Assessments (half termly) Y3&4: Star Maths Assessments (termly) <b>Science</b> Y3&4: Rising Stars (end of topic)
Years Five to Eight	<b>Reading</b> Y5-8: Star Reading Tests (half termly) <b>Writing</b> Y5-8: Moderated writing assessments <b>Maths</b> Y5-8: Star Maths Assessments (termly) <b>Science</b> Y5&6: Rising Stars (end of topic) Y7&8: Catalyst (end of topic) <b>Examinations</b> Y7: Mock Sevenoaks/Tonbridge Entrance Exams Y8: Mock Scholarship Entrance Exams
<b>Summer Term</b>	
EYFS	Ongoing assessment and planning EYFS: Pupil Profiles Reception: CEM Assessment (part 2) Reception: Read Write Inc. Phonics assessments (every 6-8 weeks) Reception: Moderated writing assessments
Years One and Two	<b>Reading</b>

## ASSESSMENT, RECORDING, AND REPORTING POLICY

	<p>Y1&amp;2: Star Reading Tests (termly)</p> <p>Y1: Read Write Inc. Phonics assessments (half termly)</p> <p>Y1: Salford Reading assessment</p> <p><b>Writing</b></p> <p>Y1&amp;2: Moderated writing assessments</p> <p>Y1&amp;2: PTE</p> <p><b>Maths</b></p> <p>Y1&amp;2: Power Maths Assessments (half termly)</p> <p>Y2: Star Maths Assessments (termly)</p> <p>Y1&amp;2: PTM</p> <p><b>Science</b></p> <p>Y1&amp;2: Rising Stars (end of topic)</p>
Years Three and Four	<p><b>Reading</b></p> <p>Y3&amp;4: Star Reading Tests (termly)</p> <p><b>Writing</b></p> <p>Y3&amp;4: Moderated writing assessments</p> <p><b>Maths</b></p> <p>Y3&amp;4: Power Maths Assessments (half termly)</p> <p>Y3&amp;4: Star Maths Assessments (termly)</p> <p><b>Science</b></p> <p>Y3&amp;4: Rising Stars (end of topic)</p> <p><b>Examinations</b></p> <p>Y3&amp;4: Written assessments. PTE/PTM/PTS</p>
Years Five to Eight	<p><b>Reading</b></p> <p>Y5-8: Star Reading Tests (termly)</p> <p><b>Writing</b></p> <p>Y5-8: Moderated writing assessments</p> <p><b>Maths</b></p> <p>Y5-8: Star Maths Assessments (termly)</p> <p><b>Examinations</b></p> <p>Y5-6: Written assessments. PTE/PTM/PTS/ internal MFL + Humanities</p> <p>Y7&amp;8: Written assessments. PTE/PTM/internal Sci + MFL</p> <p><b>Extended Projects</b></p> <p>Y7&amp;8: Humanities presentations of EPs</p>

## Appendix 2: Annual Overview of Reporting and Monitoring

Autumn Term	
EYFS	<p>Two Year Progress Check</p> <p>EYFS: Pupil Profiles</p> <p>Parents' Meetings (first half of term)</p>
Years One and Two	<p>Y1&amp;2: Pupil Progress reviews</p> <p>Parents' meetings (first half of term)</p>

## ASSESSMENT, RECORDING, AND REPORTING POLICY

	Y1&2: End of Term Pupil Profiles Y1&2: CAT Reasoning results
Years Three and Four	Y3&4: Pupil Progress reviews Y3&4: half-termly progress and attainment - E/M/S Y3&4: end of term attainment quartiles E/M/S Y3&4: end of term progress and attainment - E/M/S/Hums/MFL Parents' meetings (first half) Y3&4: CAT Reasoning results
Years Five to Eight	Y5-8: Pupil Progress reviews Y5-8: half-termly progress and attainment - E/M/S Y5-8: end of term progress and attainment - E/M/S/ Hums / MFL / +non-examined Y5-8: end of term attainment quartiles (EMS) Y5-8: Parents' meetings Y8: Annual full written report Y5-8: CAT Reasoning results
<b>Spring Term</b>	
EYFS	Two Year Progress Check (new intake) EYFS: Pupil Profiles Parents' meetings (second half)
Years One and Two	Y1&2: Pupil Progress reviews Y1&2: End of Term Pupil Profiles Parents' meetings (second half)
Years Three and Four	Y3&4: Pupil Progress reviews Y3&4: half-termly progress and attainment - E/M/S Y3&4: end of term progress and attainment - E/M/S/Hums/MFL Y3&4: end of term attainment quartiles E/M/S Parents' meetings (first half)
Years Five to Eight	Y5-8: Pupil Progress reviews (Subject based) Y5-8: half-termly progress and attainment - E/M/S Y5-8: end of term attainment quartiles (EMS) Y5-8: end of term progress and attainment - E/M/S/ Hums / MFL / +non-examined Y7: Annual full written report Y5,6,8: Parents' meetings
<b>Summer Term</b>	
EYFS	Two Year Progress Check (new intake) Reception EYFS profile report Nursery and Reception: Full written reports Reception: Pupil Progress reviews
Years One and Two	Y1&2: Pupil Progress reviews Y1&2: Annual full written report
Years Three and Four	Y3&4: Pupil Progress reviews Y3&4: half-termly progress and attainment - E/M/S

## ASSESSMENT, RECORDING, AND REPORTING POLICY

	Y3&4: end of term progress and attainment - E/M/S/Hums/MFL Y3&4: end of term attainment quartiles PTE/PTM/PTS Y3&4: Pupil Progress reviews Y3&4: Annual full written report
Years Five to Eight	Y5-8: Pupil Progress reviews Y5-8: half-termly progress and attainment - E/M/S Y5-8: end of term progress and attainment - E/M/S/ Hums / MFL / +non-examined Y5-8: end of term attainment quartiles (E/M/S MFL) Y5&6: Annual full written report Y8: Short end of year written report