

Avenue Pre Preparatory School & Nursery

Assessment & Recording

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Rationale

In the Pre-Prep Department we believe that assessment and recording are a crucial and integral part of the teaching and learning process. In accordance with the planning policy, learning objectives will be clearly identified in the short-term plans and the assessment criteria matched to these. This policy is cross referenced to curriculum, planning, teaching and learning policy.

Aims

Through our assessment and recording policy we aim to:

- recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects;
- provide an evaluation of what has been taught and learned,
- identifying pupils' strengths and weaknesses;
- ensure continuity and progression;
- ensure that there is differentiation in our planning and teaching;
- identify pupils with special educational needs;
- inform parents and support agencies;
- provide pupils with the opportunity to review their work, to self assess and to set future targets;
- manage and where appropriate raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

Methods of assessment

Ongoing teacher assessment.

Questioning/listening.

Consideration of finished work/marking.

Class tests.

Diagnostic assessments (including Aspects and PIPs).

Nursery and Reception – Autumn term

Year 2 – Spring term Year 1 – Summer term

SATs at the end of Key Stage One.

Pupil records

- Individual children's records are confidential and access is only available to parents who make a request to the Head.
- Our 4 + 1 Action plan forms are updated on a termly basis so that progress can be carefully monitored and support requested where necessary. All S.E.N. documentation is kept with the Special Needs Register. Individual children's records are confidential and access is only available to parents who make a request to the Head.
- Records of Achievement (Tracking sheets) are used for recording attainment at the end of each half term or subject topic. They are kept in the classroom.
- On-going assessment stickers are placed on a selection of work that demonstrates that each objective has been achieved.
- In the Summer term a detailed report which comments on each area of the curriculum will be sent home. The content of the report is discussed at parent/ teacher consultations. Parents receive the original report and a copy is kept in the Office. The school operates a policy of encouraging parents to talk to staff about their child's progress on a regular basis and not feeling that they have to wait for an organised parent/teacher interview. In Year 2 parents are given SATS levels with a leaflet explaining the meaning of the levels.
- External Reports from Educational Professionals are confidential and are stored in the Special Needs Register and in the School Office.
- Reading records are kept in a diary that goes home each day and teachers keep their own records in a file, which remains in class. Both parents and teachers write comments in the diary. It is a record of books read, suggestions for improvement, reflection on a book and any difficulties encountered.
- Pupil's subject books are a record of work covered. They provide constructive feedback to the pupils through daily marking and show evidence of progress over time. Books are given to parents at the end of the Key Stage.
- Class teacher records are confidential to the class teacher and only used to guide planning. They inform the teacher about the appropriateness of the work presented to the whole class, to groups or to individuals.

Transfer of Records

Records are only forwarded to the new school following a request either in writing or a verbal request from the Head of the school. Records to be forwarded may include:

- the most recent report to parents;
- any special needs information;

Year Group	Assessment Tools	External Assessments	When
Nursery Am	Use 'Tapestry' to record EYFS assessments.	ASPECTS EYFS PROFILE	September On-going with end of year summary to be passed on to Reception in order that children can complete the Early Learning Goals.
Nursery PM			
Reception	<p>Complete the EYFS Profile using current assessment sheets. Compare against LA and National statistics.</p> <p>As children complete the ELGs move to NC and use the school's tracker to record progress and attainment. Use the 'sticker system' the same as in Years 1 and 2 to provide evidence of attainment and next steps.</p> <p>Monitor transition to see if it would be more effective to continue Tapestry into Reception.</p> <p>Monitor PIPS end of Reception to ensure children make excellent progress. Liaise with CEM to discuss the Reception data – there is a ceiling on the test and this may be impacting the analysis as the children are entering at a high baseline. If this is not the case the progress and attainment of Reception children in Maths and English needs to be addressed.</p>	Start PIPS/End PIPS EYFS PROFILE	September/June
Year 1	Internal tracker: formative/teacher assessments with levels; external tests; school destination/scholarships	Y1 INCAS: Reading, Spelling, Maths, Mental Arithmetic. Jolly Phonics	May/June
Year 2		PIPS School Entrance Tests	January

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Every three years

