

The Croft Preparatory School

Assessment, Recording and Reporting Policy

Whole School Policy, including the Early Years Foundation Stage

Policy Reviewed (GC)	May 2025
Peer Review Completed	May 2025
Ratified by SLT	May 2025
Next Review	June 2027

Assessment is first and foremost about helping children to continue to build on their learning.

Introduction

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to The Headmaster and Governing Committee.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the statutory functions are executed.

Fundamental Principles

Assessment, Recording and Reporting at The Croft Preparatory School will:

- help children to understand what they can do and how they need to develop
- relate to learning objectives that have been shared with the child, and which form the basis of the assessment criteria
- enable teachers to plan more effectively to meet individual pupil needs
- help parents be involved in, and support, their children's learning
- provide the school with information to evaluate work and set suitable targets

Policy Statement

Planning is of a high quality and ensures creative, effective and efficient delivery of the curriculum across the age groups, ensuring consistency, continuity and informing future learning, with differentiation to provide all pupils with a challenging curriculum.

Assessment is both formative and summative. Formative assessment ensures that children know how they are succeeding, what they can do to improve and what their next steps are. This form of assessment is often informal and is continuous, informing planning, teaching and learning for every child. Summative assessment, including internal testing and GL Assessment Progress Tests in English, Maths and Science, are used appropriately to make judgements about attainment.

Recording is ongoing, is tailored to meet our requirements and is used to inform teaching. Operating at several levels, it informs planning and teaching, ensuring continuity and progression.

Reports inform a variety of stakeholders, including pupils, parents, carers and teachers. They reflect strengths and identify areas requiring support and consolidation, showing the way forward. At the end of each year, they should indicate the child's level of attainment.

Monitoring is carried out by all stakeholders at various levels, led by the Senior Management Team, to ensure that policies are put into practice and procedures are followed, and that planning, teaching and learning are of a high standard.

Planning

To be effective, our long-term planning (subject overviews):

- involves all staff involved in teaching that subject
- matches the curriculum offered to the needs of the children
- maps continuity and progression throughout the school

To be effective, our medium-term planning:

- ensures that the plans have clear learning objectives
- enables the use of these learning objectives to assess the level at which a child, or group of children, are working

To be effective, our short-term (lesson) planning:

- recognises the range of needs and abilities within the class and ensures that every child can access the learning
- involves strategies to share the learning objectives and individual targets and assessment criteria with each child
- recognises that assessment does not need to be planned for all learning

Assessment

Assessment of Learning

To make this effective, we will:

- ensure that we are clear about what children know, understand and can do in all areas of learning
- ensure children know what they are supposed to be learning, what they have achieved, how they can improve and what their next steps are
- provide children with the chance to reflect and talk about their learning and progress against targets
- use a range of assessment methods e.g., observing, asking questions, listening, assessing pieces of work and testing

- use the results of assessment to decide what to do next and alter planning accordingly
- ensure that other adults working in the classroom are clear about their role in assessment, and will pass on information about the children

Marking and providing feedback to children

In order to make sure that our marking is effective, we aim to:

- be consistent
- provide children with feedback, either written or oral, about their work promptly and regularly
- focus the response on the learning objective
- provide opportunities for children to assess their own work and give feedback to one another
- provide opportunities for children to reflect and act upon feedback
- ensure children understand their success (tickled pink) and know what they need to do next to make progress (green for growth)

Further detail is provided in The Croft Preparatory School Marking Policy.

Assessment of Learning

In order to make this effective:

- we give equal status to teacher assessment and the assessment from tasks/tests
- our teachers make judgements which are consistent with a shared understanding of standards
- we apply any special (access) arrangements needed for individual pupils
- for the Early Years Foundation Stage (EYFS), teachers follow the statutory requirements
- all ongoing teacher assessment is used when making End of Year judgements
- our teachers use the information from assessment of learning, including EYFS records and tests during the year
- for KS1 English and Maths, yearly, externally marked, age standardised tests, are used to evaluate and monitor progress. For KS2 English, Maths and Science, yearly, externally marked, age standardised tests

Recording and Evidence

All staff are trained in data protection principles to ensure that the records and evidence kept are concise and factual, for a clearly defined and useful purpose.

Teaching staff also:

- use records brought forward from previous teachers as necessary when planning work

- for the children
- involve children in reviewing their own work and considering progress
- use examples of children's work to help them to understand their strengths and how they can improve
- keep records, which are clear and easy to interpret, and which other people can understand and find useful

Reporting to Parents and Carers

We aim to provide a reporting regime which comprises Parents' Evenings each Term and written reports twice yearly, for pupils in Pre-school upwards, which:

- provide clear information which parents can understand about their child's progress, outlining strengths and areas for improvement
- set realistic targets, as appropriate, which are worked on and reviewed
- promote parental involvement in children's learning
- explain the relationship between the child's attainment and any comparative data provided
- meet the statutory requirements for reporting to parents

SEND pupils usually also have an IEP to record their targets and to detail how the School aims to support them. This is reviewed twice a year. Please see the SEND Policy for further details.

Transferring of pupil records / reports

To make this transfer successful, we:

- pass information within, as well as to and from, other schools
- have procedures in place to ensure the right information gets to the right people in good time
- use any information received to provide appropriate challenge and support for each child
- provide information which looks at children's strengths and areas for development

Monitoring progress towards meeting targets using information:

To monitor our school improvement through assessment information, we:

- aim to set appropriate expectations for each child
- identify and consider the performance of different groups of children
- identify and consider the performance of different teaching groups
- consider performance alongside benchmark information
- take into account any year-on-year trends

It is our aim to:

- act upon the information which emerges in terms of whole school management issues and classroom practice
- use the information to inform curriculum planning and in setting learning objectives
- produce action plans to achieve agreed improvements

Management and Monitoring of Assessment, Recording and Reporting

We have a reflective practitioner approach towards the way that our assessment policy and practices have developed over recent years. We will continue to review policy and practice every year.

The Assistant Head - Curriculum, Headmaster and Senior Management Team, have overall responsibility for monitoring and leading the processes of assessment, recording and reporting. However, the responsibility of teachers to use, and act upon, assessments is understood by all staff.

Data protection

Academic data will be processed strictly in accordance with the Data Protection Act 2018, which incorporates the General Data Protection Regulations (GDPR), to support pupils' teaching and learning. Academic data may be shared with third parties, such as the Department for Education and Independent School's Inspectorate, to fulfil the school's statutory obligations, as well as being transferred to other schools as necessary. Personal data is transferred only where the law or our policies allow us to do so, and always with the appropriate security against breach or loss in place.

Please see the Data Protection and Retention Policy for more information.