



BURGESS HILL
— PREP —

Assessment, Recording and Reporting Policy – Prep School

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Responsible for Initiating Review of Policy	Prep School (SLT)
Committee to Review	Prep School SLT
Last Review Date	April 2025
Review Period	Three years
Approved by (Committee and Date)	Prep School SLT
Approved by Board of Governors (if required)	N/A
Effective Date of Policy	April 2025
Next Review Date	April 2028
Related Policies	Prep School Curriculum Policy

Assessment is the process by which pupils and teachers gain insight into their progress. It is distinct from recording which involves selecting and retaining what is significant in learning and reporting which involves informing others about the learning.

The Aims of Assessment, Recording and Reporting

It is vital that teachers and pupils are clear about the learning intention for each individual lesson. We do not assess the pupils themselves but the evidence they provide. Assessment is a window on learning and the wider the range of evidence we seek the greater the range of learning and achievements are revealed. Assessment is positive, focusing on what pupils can do and how well they have done it. Recording is an informative process that highlights next steps in an individuals' learning and feeds into planning. Reporting aims to sum up a pupils' progress and inform parents of targets for the future.

Different types of Assessment

Diagnostic – to focus on what the pupil can do

Formative – to decide what the pupil needs to do next

Summative – to sum up the pupil's progress to inform others

Recording

Effective marking and feedback to pupils is meaningful, valued and informative towards improved learning. A wide range of evidence is recorded not just tests, but classroom based assessments also. Evidence is based on: recorded observations, dialogue with pupils, setting tasks, viewing work. It is important that pupils are involved in this process through self and peer assessment.

In the Early Years Foundation Stage, Developmental Records for Learning are completed using Tapestry and these follow children through from our Nursery into Reception and focus on the six areas of learning. At the end of the Reception year, the Foundation Stage Profile is completed and forwarded to the DfES.

Reporting and Communication with Parents

Formal summative reports are highly valued by pupils and parents and provide an accurate account of the pupils' progress. End of year reports include all areas of the curriculum and are descriptive and written in a language that parents can understand. They are based on evidence and contain the positive progress a pupil has made. They focus on a pupil's strengths, areas for improvement and future actions/steps. Reports are written at the end of the Summer term. Parents are welcome at any stage to discuss their child's progress with a teacher. Two formal parent consultation evenings are held each year during which pupils' progress and next steps are discussed.