



ASSESSMENT AND REPORTING POLICY

Review date: January 2026

Next review date: January 2027

Staff responsible: Claire Gibson (Deputy Headteacher)

Chair of Directors: Ben Whitchurch

This policy should be read in conjunction with the following St George's policies:

- Data Protection Policy
- Attendance Policy
- Teaching for Learning Policy

Rights Respecting School Statement

Our school's vision and values have, at their heart, the importance of treating each other as we would want to be treated ourselves. This is one of the reasons why the work of UNCRC and Rights Respecting Schools is so significant to us. We are committed to respecting, upholding and promoting the rights of every child. This policy links specifically to the following articles:

- **Article 2:** Non discrimination
- **Article 3:** Best interests of the child
- **Article 5:** Guidance from adults
- **Article 12:** The right to be heard
- **Article 13:** Freedom of expression
- **Article 28:** The right to education
- **Article 29:** The aims of education

Purpose

Assessment and reporting are central to helping children learn and make progress as well as to inform effective teaching. While there is a strong emphasis on assessing and reporting on the core subjects of English and Mathematics, we believe that both processes should recognise the full range of educational achievement. Not all learning is recorded centrally; however, progress against key objectives is carefully assessed and reported to ensure each child's development is understood and communicated effectively.

Aims

- To gather, assess, and report information about the performance of individual pupils, groups, and cohorts so that it can inform target setting at all levels. This should be an ongoing process.
- To ensure that children—and the staff supporting their learning—are aware of their achievements and understand their next steps through clear, meaningful assessment and reporting.



- To ensure that planning and teaching are informed by accurate assessment information and reporting so that the needs of all children are met.
- To ensure that assessment, reporting, and record-keeping are integral parts of the school's performance management system.
- To provide reliable information through assessment and reporting that supports the school's strategic planning.
- To give parents clear, accurate, and timely assessment information that highlights their child's strengths and areas for development.

ASSESSMENT

Implementation

Assessment will be used in the following ways:

- **formative:** the day-to-day information gained affects the planning of the next learning experience.
- **summative:** the use of testing to show a child's progress at one given point in time.
- **tracking:** this involves a comparison of current and past attainment of a particular child and identifies whether they are below, in line or exceeding national expectations for their age. Insight tracker is used for this teacher-led assessment.
- **evaluative:** informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.

Formal Summative Assessment at St George's

This is the regular assessment of knowledge and understanding of particular areas of study, perhaps through homework tasks or class-based tests.

In the Autumn and Summer terms, St George's use standardised NFER summative assessments in English and maths which provide standardised scores in Grammar and Punctuation, Reading comprehension, Spelling and maths. These are used alongside the Accelerated Reader scheme which measures children's progress and ability in reading. These tests are useful for identifying patterns in children's development and to modify planning and support. They also provide a UK national benchmark for comparison.

Cognitive Ability Tests (CATs) are completed once a year in Forms III – VI. These are then compared to NFER exams results to see if children are meeting their potential. In May of each year, Form VI sit the national SATs.

Summative assessment of children in the Early Years Foundation Stage (EYFS) is currently provided through completion of the Early Years Foundation Stage profile. This provides information about children's attainment in relation to the seventeen Early Learning Goals (ELGs) and the 3 characteristics of effective learning. For each ELG, we judge whether a pupil is meeting the level of development expected at the end of the Reception year (expected) or not meeting a specific ELG. EYFS profile data (the 17 ELGs) is reported to the LA for each pupil and parents are informed of these outcomes.



SEND and Assessment

Children on the Special Educational Needs (SEND) Register will have the extra time and necessary support allocated for every examination, as indicated by the SENDCO. Other subject areas will be assessed via continuous assessment. All data is analysed by the Deputy Heads and Heads of Department. This analysis will include the achievement and attainment of pupils:

- with SEND;
- able children (HATs);
- boys and girls;
- with English as an additional language (MLL)

In some rare cases, and in consultation with their parents, children with dyslexia do not sit the NFER or SAT spellings tests. For the SATs this means that they cannot sit the grammar paper as they are combined. An internal grammar paper is used for these pupils.

Moderation, Evaluation and Review (MER)

MER takes place termly throughout the school. Phase meetings, book looks, learning walks, observations and pupil voice will all be used to ensure assessment judgements in individual classes are accurate.

The full school-wide moderation process takes place in June of each year.

Evaluative Assessment information will be used by the Form/Subject Tutor and the Senior Management Team in the following ways:

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review targets so that they can be amended if necessary and yet still be realistic and challenging.
- To identify targeted interactions plans to close / address gaps in learning.
- To review and, if necessary, adjust curriculum provision in terms of breadth and balance.
- To inform the Education Committee of the school's standards and improvement
- To maintain confidentiality Individual Assessments will only be made available to the pupils parents and professionals who need to see them.
- To inform areas for inclusion on the School Improvement Plan (SIP).

Responsibilities for Key stakeholders

Form tutors will know:

- Have a clear understanding of each pupils starting point, the progress they have made and that they need to continue to make.
- The impact of their teaching on the children's key learning
- A plan for any intervention to close gaps in learning.
- The effectiveness of the curriculum in meeting the needs of all children of all abilities, making opportunities to stretch and challenge where appropriate.



The Deputy Heads and Heads of Department will know:

- Are the pupils making progress in a specific subject?
- Are there any specific groups making more / less progress than others? Eg Girls vs boys, SEND vs Non-SEND.
- Are there any pupils who require targeted provision?
- Is the deployment of learning support across the school appropriate – does it meet the needs of the pupils?
- How does the school compare with national standardised scores?
- What aspects of the curriculum and teaching need to be strengthened?

The parents/carers will know:

- Is my child making good progress?
- Are there any key areas for development?
- What can I do to help?

The Senior Leadership team will know:

- How is the school progressing against their targets?
- What is the impact of the school improvement plan?
- What areas of good practice can be utilised across the school?
- What is the next focus for the school?

REPORTING

Implementation

- Reporting will be implemented through the following formal mechanisms:
- Scheduled parents' evenings, providing structured opportunities for dialogue regarding pupil progress.
- Written reports to parents, offering clear, comprehensive and timely summaries of attainment and development, both interim and summative.
- Formal examination results, presenting an objective measure of pupil performance against recognised standards.
- Internal reporting systems, ensuring that staff have access to up-to-date assessment information to support monitoring, planning, and intervention.

Parents' Evenings

- Parents are encouraged to contact the school at any time should they have concerns regarding any aspect of their child's work, behaviour, well-being, or overall development. The school is committed to maintaining open and transparent lines of communication with all families.
- Formal parents' evenings are held twice annually, typically in October and February/March. These scheduled meetings provide parents with the opportunity to discuss how their child has settled into school life, review their progress across the curriculum, and raise any concerns. Teachers will also use these meetings to share



relevant information relating to academic attainment, personal development, and next steps for learning.

- In addition to the formal parents' evenings, teachers remain available to meet with parents who wish to discuss their child's progress outside these scheduled times. Appointments will be arranged at a mutually convenient time to ensure that parental concerns are addressed promptly and appropriately.
- All staff are encouraged to contact parents directly and proactively to discuss any concerns.

Written reports to parents

The school reports these results to parents:

- EYFS Learning goals for children in Nursery, Pre-School and Reception
- RWI data and groupings for Reception to Form II
- NFER results including CAT4 for pupils in Forms III – VI (exams in November and June)

Format for reporting

- Teachers write two reports per year for the attention of parents (an abridged report at spring half term and a full report in the summer term).
- Traits of a learner reports and learning objective reports for maths and English are sent home every half term. (Appendix i,ii,iii)
- Forms I to VI reports include a statement of current attainment in English and maths using one of these eight statements for English and maths:
 - Working well below age related expectation
 - Working below age related expectation
 - Working just below age related expectation
 - Working just within age related expectation
 - Working securely within age related expectation
 - Working at a high level within age related expectation
 - Working above age related expectation
 - Working well above age related expectation

The SENDCO discusses Individual Learning Plans (I.L.P.) with parents every term. Teachers may also set individual plans/targets that they review with parents periodically.

All teachers report individually to the parents at Parents' Evening twice a year and a record is kept of what has been discussed.



In-school reporting

- It is the responsibility of the Form Teacher and Subject Teacher to be aware of relevant information relating to their students.
- All teachers meet before the start of the school year to 'hand-over' information relating to pupils.
- Regular phase meetings are used to discuss pupils' progress, behaviour and well-being.
- Teachers report to the SENDCO if they are concerned about a child's progress. In turn, the SENDCO reports to Form Teachers regarding the progress of children with specific needs.
- Teachers report to the SLT and SENDCO any child who they feel satisfies the criteria of a High Achiever (Gifted and Talented).

Transfer of information

- The school reports to the secondary schools all relevant information for transfer.
- The school reports to any child's new school on the occasion of a transfer within a Key Stage.
- The school requires/requests records and reports from feeder schools for all new pupils, and from relevant agencies.
- All information follows data protection policy and procedures.

IMPACT OF ASSESSMENT AND REPORTING

The Assessment and Reporting Policy ensures a consistent and rigorous approach to understanding pupils' progress at St George's Preparatory School. Through the combined use of formative, summative, tracking and evaluative assessment, teachers gain a clear picture of each child's development and use this to plan responsive, targeted teaching. Regular moderation activities support accuracy and shared expectations across the school. Leaders use assessment information to guide school improvement and allocate support effectively. Clear, meaningful reporting strengthens communication with parents and helps them engage in their child's learning. Overall, the policy promotes high-quality teaching and improved outcomes for all pupils.

Appendices

Appendix 1 - Traits of a Learner Overview – four traits assessed each half term



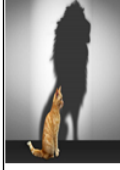





Appendix 2 - Traits of a Learner Assessment

Appendix 3 - Learning Objective Assessment

Appendix 1 - Traits of a learner overview

Traits of Emerging, Developing and Secure Learners – A Discussion Framework

General Characteristics

	Participation	Communication	Confidence	Resilience	Fluency	Independence	Curiosity	Retention
A secure learner ... ↑ Developing ↓ An emerging learner...	can support other learners. 	may discuss responses with a variety of audiences. 	often takes risks with their learning. 	does not allow difficulties/ mistakes to cause barriers to learning. 	uses efficient / appropriate strategies to complete tasks. 	may apply their learning to a range of contexts. 	may pose their own questions and follow independent lines of research. 	retains both information and strategies as required. 
	can participate in lessons.	may have difficulty in discussing their work.	may need frequent confirmation / affirmation.	may lack resilience.	may lack fluency.	often needs lots of support.	tends to lack curiosity.	may not retain knowledge beyond the end of the lesson.

Appendix 2 - Traits of a Learner Assessment

Name: _____ Year Group: _____
 Form Teacher: _____
 End of Autumn Term 2018

Subject	Participation	Communication	Confidence	Organisation	Independence	Retention	Resilience	Presentation
English								
Mathematics								
Science								
Art / DT								
Computing								
French								
Geography								
History								
Music								
PE								
RE								
Spanish								
Swimming								
PSHEE								
					Scale			
Excellent					E			
Good					G			
Satisfactory					S			
Needs Improvement					N			



Appendix 3 - Learning Objective Assessment

Name: _____ Year Group: _____
 Form Teacher: _____
 End of Autumn Term 2018

Learning objectives covered this half term:	Working towards	Achieved	Greater understanding
English			
In English, your child is currently:			
Maths			
In Maths, your child is currently:			