



ASSESSMENT AND REPORTING POLICY (EARLY YEARS AND PRIMARY)

AIMS

- To provide an accurate account of pupil's progress and attainment during their time at GES Early Years and Primary
- To provide regular information on the progress and attainment of pupils to staff, governors and other agencies (e.g. ISI)
- To provide parents with accurate and clearly accessible information about their children's progress and attainment
- To establish pupil targets to ensure every child knows how they need to improve to achieve
- To ensure continuity and progression of teaching and learning throughout the school
- To establish individual records of pupil's progress and attainment on a continuing basis

OBJECTIVES

- To identify individual strengths and weaknesses in attainment and attitude and to inform the planning of future teaching, regardless of culture, ability and gender
- To provide consistency of approach and level of teaching throughout each year, section and department of the School
- To provide feedback to pupils, promoting the positive self-image of each pupil and raising self esteem
- To respect the pupils' ownership of work
- To inform curriculum review and planning
- To inform the GES Development Plan and continuing professional development of staff

There are a number of policies associated with the Assessment Policy: [EYFS Policy](#); [Learning Support Policy \(Early Years and Primary\)](#); [English as an Additional Language Policy](#); [Marking Policy](#); [Curriculum, Learning and Teaching Policy](#)

ASSESSMENT

(Refer also to the [EYFS Policy](#) and [Primary Yearly Overview of Assessments](#))

Assessment will be summative, formative and ongoing.

All assessment conducted at GES is appropriate to the age of the children taught and may be conducted individually, in small groups or as a whole class as appropriate.

[Evidence of attainment will be acquired by:](#)

- Ongoing teacher observation during lessons
- In KS2, use of Classroom Monitor (online tracking system) to continually track the children against the Learning Objectives
- In KS1, use of Tapestry (online tracking system) to continually track the children against the Learning Objectives
- Use of the Marking Policy both in class work and preparation to assess how well pupils have understood the Learning Objectives
- Assessment activities, 'highlighted' in termly plans by subjects
- Assessment opportunities highlighted in weekly plans
- Standardised tests – Use of InCAS data is the primary evidence
- Benchmarking reading assessments: a support tool to accurately assess pupil's reading level in terms of sight vocabulary, decoding of unfamiliar words, fluency, expression and both retrieval and inferential comprehension.
- Internal assessments: end of topic and/or half termly tests such as in English and Mathematics
- Individual attainment will be measured against:
 - Prior achievement,
 - Class/School standards, through half termly moderation meetings
 - National Standardised Tests

[Parents in the Foundation Stage, Key Stage 1 and Key Stage 2 will be informed through:](#)

- Written reports from class and subject teachers
- Opportunities for 1:1 parent-teacher meetings
- Individual ad hoc parent-teacher meetings if/when required by request of either the teacher or a parent/guardian

Termly assessments will be monitored and moderated across year groups by class teachers from EYFS to Year 6.

Those children thought, by the class teacher, to show areas of concern in their learning will be placed on the year group provision map and appropriate support will be given. Individual

targets will be set for the individual child alongside the Head of Learning Support and Head of Upper School or Lower School.

If concerns continue that a child may have a specific educational need then discussions with the parent/guardian and School will follow and may lead to the need for an assessment by an Educational Psychologist. Refer to the [Learning Support Policy \(Early Years and Primary\)](#)

ASSESSMENT SHARING

Everyone involved in a child's education must be given appropriate and relevant information.

It is the responsibility of the class teacher to make sure the online tracking systems are updated appropriately.

It is the responsibility of the Head of Upper School and Head of Lower School to check these are done in accordance with deadlines.

Results will be monitored, evaluated and analysed by the SLT.

At the end of the summer term meetings will be arranged for the outgoing and new class teachers to meet to discuss all individuals in the class to ensure a smooth transition. For each child, records of attainment and any individual notes will be passed to the new teacher. Refer to the [Transition Policy](#).

EYFS

Baseline assessment will take place during the first few weeks and will be followed up at the end of Reception in accordance with the EYFS individual profiles. During the course of the year individual progress will be monitored and recorded using the online profile system Tapestry for all EYFS children.

Class teachers and teaching assistants will:

- Observe pupils to find out about their needs, what they are interested in and what they can do;
- Observe, analyse, and use what they have found out about the pupils so that they can plan for the next steps in their learning;
- Note pupils' responses in different situations;
- Analyse their observations and highlight pupil's achievements or their need for further support;
- Review other evidence, such as photos, collected over a period of time;
- Build mind maps with the children, before and after topics;
- Take part in multidisciplinary discussion, e.g. to review a behaviour support plan;
- Use questioning with the children, which enables the teacher to make a judgment about pupils' degree of understanding;
- Liaise with parents;

- Share results of Profiles with Year 1 teachers along with a commentary on each child's skills and abilities in relation to the three characteristics of learning.

The EYFS Profile is an ongoing assessment of each child's achievement and will be passed to Year 1 teachers to build upon.

RECORD KEEPING AND REPORTING IN GES

All staff are responsible for keeping records of pupil attainment either in an electronic or hard copy mark book. These will usually be a judgement of whether a Learning Objective has been achieved or not using a traffic light system. Classroom Monitor will be used in Years 3-6 to track progress against Learning Objectives. Tapestry will be used in EYFS and KS1 to track progress against ELG's and Learning Objectives. Refer to the [Marking Policy](#).

The Heads of Upper and Lower School will monitor this formally through annual record keeping and planning moderation and informally as needed.

Members of SLT will formally monitor record keeping and planning as part of the Professional Review system.

All staff will complete formal reports as per the '[Annual Reporting to Parents Schedule](#)' (Appendix 1). These are completed electronically on the school database.

Staff will attend parent-teacher meetings prepared to discuss individual pupils' attainment and targets.

Parents may make appointments with staff at any time during the year to see pupils' work and discuss progress and attainment.

Parents may also e-mail staff for updates on their child.

Formal test and exam results will be communicated to parents during parent-teacher meetings.

EYFS

Ongoing observation and assessment for the EYFS Profile is completed using Tapestry. At the end of the EYFS, children are assessed against the Early Learning Goals using the best-fit model of 'emerging', 'expected' or 'exceeding' in each of the ELG's. At the end of the Reception Year, staff will meet with parents or carers to discuss their child's completed EYFS profile.

Nicky Fortune, Deputy Head
Emily Brown, Head of Pastoral Care and Lower School
Sue Power, Head of Upper School and School Transfer
Updated: August 2018
Review date: July 2019

Appendix 1

ANNUAL REPORTING TO PARENTS AT GENEVA ENGLISH SCHOOL

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Information meetings for Parents with Class Teachers					Full written report for all children
On request 1:1 Parent Teacher Meetings to discuss settling in	1:1 Parent Teacher Meetings to discuss individual progress KS1 Share Tapestry KS2 share INCAS		1:1 Parent Teacher Meetings to discuss individual progress KS1 Share Tapestry and INCAS KS2 share Classroom Monitor		1:1 Parent Teacher Meetings to discuss individual progress

Parents may also arrange meetings to discuss their child at other times by contacting the class teacher.