



## Assessment, Record-keeping and Reporting Policy Whole school and EYFS

### POLICY STATEMENT

At Parsons Green Prep we believe that assessment and record keeping are an essential part of school life. Much of what teachers do in classrooms can be described as assessment, from questioning the children to observing what they say and do. Assessment is important because it enables us to monitor the progress of individual pupils, evaluate the provision we make and to plan effectively for all pupils. It is also the means by which pupils understand what they have achieved and what they need to work on.

### AIMS

- Monitor the pupil's developing skills, knowledge and understanding.
- Monitor pupil progress.
- Ensure that our pupils make at least 'good' progress according to their ability.
- Identify the strengths and weaknesses of our pupils.
- Provide information so that we can plan the next step in the pupil's education.
- Inform planning.
- Enable teachers to set targets for future learning and progression.
- Provide information for those who require it, e.g. parents, future schools.
- Analyse school results to raise the level of achievement.
- Evaluate teaching and learning.
- Inform areas for future development.
- Compare our results with other schools.

### THE THREE ASPECTS OF ASSESSMENT

- **Day-to-day assessment for learning** - this is formative assessment, an integral part of teaching and learning. It is the interactions between learners and teachers within lessons that shape the next steps for improvement.
- **Periodic review** – a profile of pupils' learning using subject handbooks. This helps teachers to track pupils' progress, by using precise criteria to cover the standards they are reaching and what needs to be planned for next to secure further improvement.
- **Transitional assessment** – the use of summative tests, which, until September 2017, included an annual Performance Indicators in Primary Schools (PIPS) test from The Centre for Evaluation and Monitoring at Durham University (CEM). From September 2017 summative tests moved to GL assessment, giving VR/NVR ability scores, standardised scores in English and Maths and progress data.



## ASSESSMENT FOR LEARNING

Assessment for learning is a fundamental part of teaching and learning at Parsons Green Prep. This is used in teaching and learning through:

- a clear, specific learning objective
- sharing the success criteria to assist pupils to achieve the learning objective
- encouraging pupils to self-assess
- striving to build a positive climate inside the classroom so that making errors is seen as a way of improvement
- incorporating curriculum targets into discussions with pupils
- the teacher using effective questioning strategies, for example **Bloom's Taxonomy**
- mid-session and end-of-lesson plenaries being used to review what has been learned and develop pupil understanding of the learning process and how it is possible for them to improve
- peer assessment
- planning and encouraging periods of reflection on what learning has taken place
- giving oral and written feedback that supports, motivates and enables pupils to improve
- marking, a key element of assessment for learning and which clearly identifies next steps. This includes written dialogue between teachers and pupils

## ASSESSMENT IN THE EARLY YEARS FOUNDATION STAGE (EYFS)

For children in Reception, assessment begins with an exchange of important information between home and teacher, which forms the beginning of the **E-profile**. In addition, previous transition reports (appendix 1) and GL assessment Baseline and Baseline Progress tests to assess children on entry to school and measure their progress in literacy and mathematics at the end of the same year. This will be used to support benchmarking, tracking progress and target-setting. E-profiles record children's progress over the academic year in all Areas of Learning and Development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations.

Ongoing assessment is an essential aspect of the effective running of the Reception classes. The main EYFS assessment method is through staff observations of children in different teaching and learning contexts, including both adult-focused activities and child-initiated play. Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of a child's learning. Observations are recorded to form part of the **E-profile**.

Systematic anecdotal and focused observation is used to:

- gain a detailed understanding of the child
- plan for individual children's needs and interests

- plan for progression and differentiation
- inform curricular planning
- share the child's development with parents and carers
- give staff a greater insight into how individual children learn

The **EYFS Profile** is completed for each child. The profile provides parents and carers, staff and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The profile includes ongoing observation, all relevant records held by the setting, discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals. The profile indicates whether children are meeting **expected** levels of development, or if they are **exceeding** expected levels, or not yet reaching expected levels (**emerging**). Year 1 teachers and parents are given a copy of the profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (appendix 2).

Data is also submitted to the Local Education Authority, on request. The Local Education Authority may request a visit to the school to observe the completion of the EYFS Profile. They are entitled to examine and take copies of the profiles and other documents relating to this. The LEA may ask the school to moderate their EYFS assessments and to provide information about this.

## **MARKING**

Feedback is the key element in formative assessment and both oral and written feedback is valued. We ensure that all feedback is constructive, identifying what children have done well, their next steps and how to do it.

At Parsons Green Prep our principle is that the purpose of marking pupils' work is to improve their learning and raise their attainment and achievement. At least once a week, maths and English is 'focus marked' where a written comment is given in green ink. These written comments:

- focus on the success criteria
- set next steps if not all of the success criteria has been met successfully
- set challenges if all of the success criteria has been met successfully
- stimulate self-assessment and correction, while promoting self-esteem and motivation

Each teacher plans dedicated time for pupils to revisit their work, as part of the school day. During this time, pupils have the opportunity to read teachers' comments and respond in writing to next steps or challenges.

Children in Key Stage 1 use a lead pencil for corrections and in Key Stage 2 use a lead pencil or blue pen.

A copy of the focus marking guide for teachers can be found in the Marking Policy. When focus marking is not used, teachers can use the marking codes that can also be found in the Marking Policy.

### **TRACKING PUPIL PERFORMANCE – PUPIL PROGRESS**

Parsons Green Prep is firmly committed to ensuring that all pupils make good progress according to their ability. Their performance is tracked carefully throughout their time here. The purpose of tracking pupil performance is to:

- monitor academic standards
- ensure that teachers always know the point that a pupil has reached in his/her learning
- use this information to plan future learning that is pitched at an appropriate level of challenge
- know which pupils require additional support (and intervene accordingly)
- know which pupils require additional challenge (and provide this)
- be aware of pupils' rates of progress and consider the reasons for this

A record of every pupil's academic performance will be kept using GL data and teacher assessment. Meetings with the Head of Assessment will enable progress to be tracked and information made available to teachers.

At the beginning of every academic year, baseline ability (VR/NVR) assessments are undertaken in reading, writing and maths. For new pupils that start within the academic year, it is the responsibility of the teacher to quickly establish what point these children have reached in their learning. Previous school records can also be analysed to ascertain pupils' respective starting points.

### **Summative assessment**

An assessment week is held termly, where all pupils in Key Stages 1 and 2 undertake summative assessment tests or tasks in reading, writing and maths. Copies of pupils' assessments are kept in the **Pupil Portfolio**.

From September 2017, Pupils in Year 1 to Year 6 will take GL assessments in VR/NVR and progress tests in English and maths. These tests will allow us to track progress year-on-year, benchmark attainment against peers nationally and provide us with accurate information about pupils' strengths and weaknesses, allowing us to pinpoint able, gifted and talented pupils and underachievers.

### **End of the academic year**

To ensure good progress at Parsons Green Prep, the average expectation for each pupil in Key Stage 1 and Key Stage 2 is six steps per academic year on Target Tracker.

### **Reporting**



We focus on regular, informal communication with parents as a means of informing them of their child's progress at Parsons Green Prep. **Parents' evenings** are held in the autumn and spring terms. There is an optional parents evening in the summer term to discuss the end-of-year report. This is an opportunity to discuss assessment results, look at samples of pupils' work, celebrate achievements and talk about any concerns. From Year 4, parents will also be invited to meetings with the head teacher to look at options for secondary transfer.

At the end of the autumn and spring terms, a short report is drawn up for pupils from Reception upwards using Double First Engage. This provides information on pupils' attainment and effort in all curriculum areas. It also provides information on pupils' personal and social development and work habits (appendix 3).

At the end of the summer term, a longer report is drawn up for pupils from Reception upwards. As well as providing the same information as the autumn and spring reports, it also provides written contributions from teachers and the headteacher.

The following table shows the timing of summative assessments, recording and reporting:

	<b>Assessments</b>	<b>Recording</b>	<b>Reporting</b>
<b>September</b>	Baseline assessments (VR/NVR/CATs)		
<b>October</b>			
<b>November</b>	Assessment week		Parents' evening Assessment results
<b>December</b>		With Head of Assessment on data sheet	Autumn term report
<b>January</b>			
<b>February</b>			
<b>March</b>	Assessment week	With Head of Assessment on data sheet	Parents' evening Assessment results
<b>April</b>			Spring term report
<b>May</b>	GL Progress Tests		
<b>June</b>	Assessment week	With Head of Assessment on data sheet	Assessment results



	Year 1–6 Progress Tests in maths and English		
<b>July</b>		Target Tracker	End-of-year report  Optional parents' evening  EYFS transition report  EYFS data to LEA

### Monitoring

The effectiveness of this policy will be monitored by the senior leadership team (SLT) and the key stage leaders. There is also an opportunity for all staff to make comments about marking, progress and feedback during our work scrutiny sessions, which are held on inset days.

<b>This policy will be reviewed annually</b>		
Reviewed: September 2010	By: Janie Richardson	None
Reviewed: September 2011	By: Janie Richardson	None
Reviewed: September 2012	By: Janie Richardson	Added APP information
Reviewed: September 2013	By: Miss Helen Stavert	Added new report templates and how we track progress
Reviewed: 2 December 2013	By: Miss Helen Stavert	Added table of timings of summative assessments, all appendices for report writing and EYFS updates.
Reviewed: 12 September 2014	By: Miss Helen Stavert	Added Target Tracker and PIPS. Changed to Parsons Green Prep
Reviewed: 1 August 2015	By: Miss Helen Stavert	Deleted references to nursery. Added the ISI regulations that pupils must make good progress. Added information on the EYFS E-profile. Optional parents' evening in the summer term has been added as well as termly reports.
Reviewed: 1 August 2016	By: Helen Stavert Checked by Lucinda Waring	Removal of Reception baseline.
Reviewed: 12 June 2017	By: Helen Stavert	Updated appendix 3 (marking codes), 5 and 6.



		Added information on Double First Engage, which is used for report writing.
Reviewed: 24 September 2017	By: Polly Leonard	Removal of PIPS and addition of GL assessments, making learning objectives less prescribed, changes to appendices to reflect above changes, change from 'literacy' to 'English'.
Reviewed: 23 October 2018	By Headmaster and Head of Assessment	Target tracker now teacher assessment Now reflected for GL and PiPs removed
Next Review: 30 August 2019	By: Head of Assessment	





**Assessment, Record-Keeping and Reporting Appendix**

**Appendix 1**

**EYFS Transition Report  
June 2017**

**Please complete the report for the named child who will be joining our Reception class in September 2017. Any information provided will help us to ensure a smooth and comfortable transition for the child.**

<b>Name of child:</b>	<b>Language spoken at home:</b>	<b>Name of school:</b>
<b>Date of birth:</b>	<b>Any concerns/SEND:</b>	<b>Date report completed:</b>
<b>Entry date to nursery:</b>	<b>Name of Key Person:</b>	
<b><u>How does the child learn?</u></b>		
<b>Playing and exploring–</b>		
<b>Active learning–</b>		







**Creating and thinking critically –**

**Please write down any observations/comments and highlight the stage of development the child is working in.**

												<b>Physical Development</b>					
<b>Making relationships</b>						<b>Listening and attention</b>						<b>Moving and handling</b>					
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+
<b>Self-confidence and self-awareness</b>						<b>Understanding</b>						<b>Health and self-care</b>					
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+
<b>Managing feelings and behaviour</b>						<b>Speaking</b>											
0-11	8-20	16-26	22-36	30-50	40-60+	0-11	8-20	16-26	22-36	30-50	40-60+						





	<b>Mathematics</b>		
<b>Reading</b>	<b>Numbers</b>	<b>People and communities</b>	<b>Exploring and using media and materials</b>
0-11 8-20 16-26 22-36 30-50 40-60+	0-11 8-20 16-26 22-36 30-50 40-60+	0-11 8-20 16-26 22-36 30-50 40-60+	0-11 8-20 16-26 22-36 30-50 40-60+
<b>Writing</b>	<b>Shape, space and measure</b>	<b>The world</b>	<b>Being imaginative</b>
0-11 8-20 16-26 22-36 30-50 40-60+	0-11 8-20 16-26 22-36 30-50 40-60+	0-11 8-20 16-26 22-36 30-50 40-60+	0-11 8-20 16-26 22-36 30-50 40-60+
		<b>Technology</b>	
		0-11 8-20 16-26 22-36 30-50 40-60+	

**Thank you for completing the report. Do not hesitate to contact us with any questions or queries.**



**Appendix 2**

<b>Parsons Green Prep Prep School – Foundation Stage Profile Assessment Grid 2017</b>	
<b>Prime Area: Personal, Social and Emotional Development</b>	<b>Specific Area: Mathematics</b>
<b>Making Relationships</b> 1. Play co-operatively, taking turns with others	<b>Numbers</b> 1. Count reliably with numbers from 1 - 20
<b>Making Relationships</b> 2. Take account of one another's ideas about how to organise their activity	<b>Numbers</b> 2. Place numbers 1-20 in order
<b>Making Relationships</b> 3. Show sensitivity to others' needs and feelings	<b>Numbers</b> 3. Say which number is one more or one less than a given number to 20
<b>Making Relationships</b> 4. Form Positive relationships with adults and other children	<b>Numbers</b> 4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer
<b>SC and SA</b> 1. Confident to try new activities, and say why they like some activities more than others	<b>Numbers</b> 5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer
<b>SC and SA</b> 2. Confident to speak in a familiar group and talk about their ideas	<b>Numbers</b> 6. Solve problems, including doubling and halving and sharing
<b>SC and SA</b> 3. Chooses the resources they need for their chosen activities	<b>SSM</b> 1. Uses everyday language to talk about size
<b>SC and SA</b> 4. They say when they do and don't need help	<b>SSM</b> 2. Uses everyday language to talk about weight
<b>MF and B</b> 1. Talks about how they and others show feelings	<b>SSM</b> 3. Uses everyday language to talk about capacity
<b>MF and B</b> 2. Talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable	<b>SSM</b> 4. Uses everyday language to talk about position
<b>MF and B</b> 3. Work as part of a group or class, and understand and follow the rules	<b>SSM</b> 5. Uses everyday language to talk about distance
<b>MF and B</b> 4. They adjust their behaviour to different situations, and take changes in routine in their stride	<b>SSM</b> 6. Uses everyday language to talk about time
<b>Prime Area: Communication and Language</b>	<b>SSM</b> 7. Uses everyday language to talk about money
<b>Listening and Attention</b> 1. Listens attentively in a range of situations	<b>SSM</b> 8. Compares quantities and objects and use to solve problems
<b>Listening and Attention</b> 2. Listens to stories, accurately anticipating key events	<b>SSM</b> 9. Recognises, creates and describes patterns
<b>Listening and Attention</b> 3. Responds to what they hear with relevant comments, questions or actions	<b>SSM</b> 10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them
<b>Listening and Attention</b> 4. Gives attention to what others say and respond appropriately, while engaged in another activity	<b>Specific Area: Understanding the World</b>
<b>Listening and Attention</b> 5. Gives attention to what others say and respond appropriately, while engaged in another activity	<b>People and Communities</b> 1. Talks about past and present events in their own lives and in the lives of family members
<b>Understanding</b> 1. Can follow instructions involving several ideas or actions	<b>People and Communities</b> 2. Knows other children don't always enjoy the same things, and are sensitive to this
<b>Understanding</b> 2. Answer 'how' and 'why' questions about their experiences	<b>People and Communities</b> 3. Knows about similarities and differences between themselves and others
<b>Understanding</b> 3. Answer 'how' and 'why' questions in response to stories and events	<b>People and Communities</b> 4. Knows about similarities and differences among families, communities and traditions
<b>Speaking</b> 1. Expresses his/herself effectively, showing awareness of listeners' needs	<b>The World</b> 1. Knows about similarities and differences in relation to places, objects, materials and living things
<b>Speaking</b> 2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	<b>The World</b> 2. Talks about the features of their own immediate environment and how environments may vary from one another
<b>Speaking</b> 3. Develop own narratives and explanations by connecting ideas or events	<b>The World</b> 3. Makes observations of plants and animals
<b>Prime Area: Physical Development</b>	<b>The World</b> 4. Explain why some things occur, and talk about changes
<b>Moving and Handling</b> 1. Show good control and co-ordination in large and small movements	<b>Technology</b> 1. Recognises that a range of technology is used in places such as homes and schools
<b>Moving and Handling</b> 2. Moves confidently in a range of ways, safely negotiating space	<b>Technology</b> 2. Selects and uses technology for particular purposes
<b>Moving and Handling</b> 3. Handle equipment and tools effectively	<b>Specific Area Expressive Arts and Design</b>
<b>Moving and Handling</b> 4. Hold a pencil effectively for writing	<b>Exploring and Using Media and Materials</b> 1. Sings songs and experiments with ways of changing them
<b>Health and Self-Care</b> 1. Knows the importance for good health of physical exercise, and a healthy diet	<b>Exploring and Using Media and Materials</b> 2. Makes music and experiments with ways of changing it
<b>Health and Self-Care</b> 2. Talks about how to keep healthy and safe	<b>Exploring and Using Media and Materials</b> 3. Dances and experiment with ways of changing them
<b>Health and Self-Care</b> 3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet	<b>Exploring and Using Media and Materials</b> 4. Safely use and explore a variety of materials, tools and techniques
<b>Specific Area: Literacy</b>	<b>Exploring and Using Media and Materials</b> 5. Experiment with colour, design, texture, form and function
<b>Reading</b> 1. Use phonic knowledge to decode regular words and read them aloud accurately	<b>Being Imaginative</b> 1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes



<b>Reading</b> 2. Can read some irregular common words		<b>Being Imaginative</b> 2. Represent their own ideas, thoughts and feelings through design and technology	
<b>Reading</b> 3. Read and understand simple sentences		<b>Being Imaginative</b> 3. Represent their own ideas, thoughts and feelings through art	
<b>Reading</b> 4. Demonstrate understanding when talking with others about what they have read		<b>Being Imaginative</b> 4. Represent their own ideas, thoughts and feelings through music	
<b>Writing</b> 1. Uses their phonic knowledge to write words in ways which match their spoken sounds		<b>Being Imaginative</b> 5. Represent their own ideas, thoughts and feelings through dance	
<b>Writing</b> 2. Can write some irregular common words		<b>Being Imaginative</b> 6. Represent their own ideas, thoughts and feelings through role play	
<b>Writing</b> 3. When writing, some words are spelt correctly and others are phonetically plausible		<b>Being Imaginative</b> 7. Represent their own ideas, thoughts and feelings through stories	
<b>Writing</b> 4. Writes simple sentences which can be read by themselves and others		<b>Key:</b> <b>1 – Emerging    2- Expected    3- Exceeding</b>	

Evidence for assessment can be found in pupil profiles, reading diary, handwriting/phonics book, story writing book, maths book and topic book.



**Appendix 3  
END OF TERM REPORT**

Pupil:

Year:

Teacher:

<b>PERSONAL / SOCIAL DEVELOPMENT &amp; WORK HABITS</b>				
	<b>R</b>	<b>S</b>	<b>G</b>	<b>C</b>
Displays a positive attitude to school	✓	✓	✓	✓
Demonstrates self-motivation and initiative				
Accepts responsibility for own actions and subsequent consequences				
Interacts cooperatively with others				
Respects the rights, needs and feelings of others				
Respects the property of self and others				
Takes care with organisation				
Follows directions, instructions, and explanations				
Uses time in class effectively				
Works independently				
Interacts well in group activities				
Completes and submits homework on time				
Takes care with presentation of work				
Will listen and respond to advice in a positive manner				
<b>Key: R = Rarely S = Sometimes G = Generally C = Consistently</b>				

<b>GRADES FOR ACADEMIC ATTAINMENT AND EFFORT</b>				
Speaking and Listening	A	2	PSHE	
Reading			Art	
Writing			Design and Technology	
Maths			Physical Education	
Science			Computing	
Geography			French	
History			Music	
STEM			Religious Education	
<b>ATTAINMENT</b>			<b>EFFORT</b>	
A	Working significantly above age related expectation		1	Excellent, sustained effort
B	Working above age related expectation		2	In general, a good level of endeavour
C	Working at upper age of age related expectation		3	A sound level of effort
D	Working just within age related expectation		4	Inconsistent and below expectations



E	Working below age related expectation	5	Rarely and far below expectations
---	---------------------------------------	---	-----------------------------------

## Appendix 4

### RECEPTION END OF YEAR REPORT

Pupil:	
DOB:	Year group:
Sessions absent:	Teacher:

### 7 Areas of learning and development

Areas of learning	Aspect		Emerging	Expected	Exceeding
Communication and Language	ELG 01	Listening and Attention	✓		
	ELG 02	Understanding			
	ELG 03	Speaking			

Physical Development	ELG 04	Moving and Handling			
	ELG 05	Health and Self-care			

Personal, Social and Emotional Development	ELG 06	Self-confidence and Self-awareness			
	ELG 07	Managing Feelings and Behaviour			
	ELG 08	Making Relationships			



<b>Literacy</b>	ELG 09	Reading			
	ELG 10	Writing			

<b>Maths</b>	ELG 11	Numbers			
	ELG 12	Shapes, Space and Measures			

<b>Understanding the World</b>	ELG 13	People and Communities			
	ELG 14	The World			
	ELG 15	Technology			

<b>Expressive and Arts Design</b>	ELG 16	Exploring and Using Media and Materials			
	ELG 17	Being Imaginative			





### **3 Characteristics of learning**

#### **Playing and exploring**

--

#### **Active learning**

--

#### **Creating and thinking critically**

--

#### **ENGLISH (Miss / Mr --)**

--

#### **MATHEMATICS (Miss / Mr --)**

--

#### **TOPIC (Miss / Mr --)**

--

#### **PHYSICAL EDUCATION (Miss / Mr --)**

--

#### **FRENCH (Miss / Mr --)**

--

#### **MUSIC (Miss / Mr --)**

--

#### **CLASS TEACHER'S GENERAL COMMENT**

--

#### **HEADTEACHER'S COMMENT (Miss / Mr --)**

--



-----

**If you would like to make a comment about your child's end-of-year report, please return this form to your child's teacher by the end of the summer term.**

**PARSONS GREEN PREP SCHOOL END-OF-YEAR REPORT - JULY 2017**

<b>PARENT COMMENT</b>
<p><b>Name of child:</b> _____</p>          <p><b>Parent signature:</b> _____</p>



**KS1 and KS2 END OF YEAR REPORT**

<b>PERSONAL / SOCIAL DEVELOPMENT &amp; WORK HABITS</b>				
	<b>R</b>	<b>S</b>	<b>G</b>	<b>C</b>
Displays a positive attitude to school	✓	✓	✓	✓
Demonstrates self-motivation and initiative				
Accepts responsibility for own actions and subsequent consequences				
Interacts cooperatively with others				
Respects the rights, needs and feelings of others				
Respects the property of self and others				
Takes care with organisation				
Follows directions, instructions, and explanations				
Uses time in class effectively				
Works independently				
Interacts well in group activities				
Completes and submits homework on time				
Takes care with presentation of work				
Will listen and respond to advice in a positive manner				
<b>Key: R = Rarely S = Sometimes G = Generally C = Consistently</b>				

<b>GRADES FOR ACADEMIC ATTAINMENT AND EFFORT</b>				
Speaking and Listening	A	2	PSHE	
Reading			Art	
Writing			Design and Technology	
Maths			Physical Education	
Science			Computing	
Geography			French	
History			Music	
STEM			Religious Education	
<b>ATTAINMENT</b>			<b>EFFORT</b>	
A	Working significantly above age related expectation		1	Excellent, sustained effort
B	Working above age related expectation		2	In general, a good level of endeavour
C	Working at upper age of age related expectation		3	A sound level of effort
D	Working just within age related expectation		4	Inconsistent and below expectations
E	Working below age related expectation		5	Rarely and far below expectations



PIPS STANDARDISED SCORES	
READING	
MATHS	
STANDARDISED SCORES	
A	Exceptionally above average
B	Above average
C	Average
D	Below average
E	Exceptionally below average

READING (Miss / Mr --)

WRITING (Miss / Mr --)

MATHS (Miss / Mr --)

SCIENCE (Miss / Mr --)

TOPIC (Miss / Mr --)

PSHE (Miss / Mr --)



**ART (Miss / Mr --)**

--

**DESIGN AND TECHNOLOGY (Miss / Mr --)**

--

**PHYSICAL EDUCATION (Miss / Mr --)**

--

**COMPUTING (Miss / Mr --)**

--

**FRENCH (Miss / Mr --)**

--

**MUSIC (Miss / Mr --)**

--

**RELIGIOUS EDUCATION (Miss / Mr --)**

--

**CLASS TEACHER'S GENERAL COMMENT**

--

**HEADTEACHER'S COMMENT (Miss / Mr --)**

--



-----

**If you would like to make a comment about your child's end-of-year report, please return this form to your child's teacher by the end of the summer term.**

**PARSONS GREEN PREP SCHOOL END-OF-YEAR REPORT - JULY 2017**

**PARENT COMMENT**

**Name of child:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_