



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 Target Tracker. 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 will move 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) combined with **Development Matters for EYFS** will be used to establish a baseline for pupil progress. From September 2017, EYFS will also use the 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 **Target Tracker**. Right at the start of each academic year teachers will be given access to the assessment information for their class so that they can see how individual pupils have performed since the point when they first joined the school. A picture of a pupil's progress over time, and their rate of progress during a particular year, can be established.

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. This is the initial starting point for measuring pupil progress, which is recorded using Target Tracker.

After the initial baseline assessments, teachers will use the statements from Target Tracker, which are linked to the curriculum to continuously assess each pupil in core and foundation subjects where appropriate.

At appropriate half-termly intervals, teachers use these statements to select a step to show where each pupil is working. Each year band is broken down into six steps: beginning (b), beginning + (b+), working within (w), working within + (w+), secure (s) and secure + (s+). Lower and high-achieving pupils may be working at a band outside of their current year, and can be recorded as such. To meet age-related expectations, pupils should reach the secure (s) step by the end of the appropriate year.

In addition, trackers will assist school leaders to:

- monitor academic standards



- analyse the performance of individuals
- ascertain individuals, groups, classes or cohorts that require additional support
- allocate additional support to pupils in an equitable way, on a needs-related basis
- identify which pupils should be considered for the school's able, gifted and talented register

Target Tracker will also assist in analysing performance of the following different groups. This is undertaken by the Head of Assessment and SMT:

- pupils who speak English as an additional language (EAL)
- pupils who have been identified as able, gifted and talented (AGT)
- younger pupils born in the summer months / older pupils born in the autumn term
- pupils with special educational needs (SEND)
- boys/girls
- pupils from a particular ethnic group

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**.

Until September 2017, Pupils in Year 1 to Year 6 took an annual Performance Indicators in Primary Schools (PIPS) test from The Centre for Evaluation and Monitoring (CEM) at Durham University. As well as comparing results against other schools, it also measured year-on-year progress and identified potential. 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:

	Assessments	Recording	Reporting
September	Baseline assessments (VR/NVR) Reception Baseline		
October		Target Tracker	
November	Assessment week		Parents' evening Assessment results
December		Target Tracker	Autumn term report
January			
February		Target Tracker	
March	Assessment week		Parents' evening Assessment results
April		Target Tracker	Spring term report
May			
June	Assessment week Year 1–6 Progress Tests in maths and English Reception Baseline Progress		Assessment results
July		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.

This policy will be reviewed annually		
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'.
Next Review: 1 August 2018	By: Polly Leonard	



--	--	--



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.

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



Creating and thinking critically –

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

		Physical Development
Making relationships	Listening and attention	Moving and handling
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+
Self-confidence and self-awareness	Understanding	Health and self-care
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+
Managing feelings and behaviour	Speaking	



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

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



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

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



Appendix 3

EYFS END-OF-TERM REPORT

Pupil:
Teacher:

Year: Reception

Personal/social development and work habits				
	R	S	G	C
Displays a positive attitude to school	✓	✓	✓	✓
Shows awareness of behavioural expectations				
Interacts cooperatively with others				
Respects the needs and feelings of others				
Respects the property of self and others				
Works independently				
Interacts well in group activities				
Follows directions and instructions				
Key: R = Rarely S = Sometimes G = Generally C = Consistently				

Stage of development	
Personal, social and emotional development	
Physical development	
Communication and language	
Mathematics	
Reading	
Writing	
Understanding the world	
Expressive arts and design	

Key (refer to Development Matters and Early Learning Goals)		
30-50 months Beginning	30-50 months Working within	30-50 months Secure
40-60+ months Beginning	40-60+ months Working within	40-60+ months Secure
Slightly above 40-60 months	Generally above 40-60 months	Exceeding 40-60 months

Headmaster: _____





KS1/KS2 END-OF-TERM REPORT

Pupil:
Teacher:

Year:

Personal/social development and work habits				
	R	S	G	C
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				
Key: R = Rarely S = Sometimes G = Generally C = Consistently				

GRADES FOR ACADEMIC ATTAINMENT AND EFFORT				
Speaking and Listening	V	2	PSHE	
Reading			Religious Education	
Writing			Computing	
Maths			Art, Design and Technology	
Science			Physical Education	
STEM			French	
Topic			Music	
ATTAINMENT			EFFORT	
O	Outstanding		1	Excellent, sustained effort
V	Very good		2	In general, a good level of endeavour
G	Good		3	A sound level of effort
S	Satisfactory		4	Inconsistent and below expectations
N	Needs improvement		5	Rarely and far below expectations

Headmaster: _____





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			



Literacy	ELG 09	Reading			
	ELG 10	Writing			

Maths	ELG 11	Numbers			
	ELG 12	Shapes, Space and Measures			

Understanding the World	ELG 13	People and Communities			
	ELG 14	The World			
	ELG 15	Technology			

Expressive and Arts Design	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

PARENT COMMENT

Name of child: _____

Parent signature: _____



KS1 and KS2 END OF YEAR REPORT

PERSONAL / SOCIAL DEVELOPMENT & WORK HABITS				
	R	S	G	C
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				
Key: R = Rarely S = Sometimes G = Generally C = Consistently				

GRADES FOR ACADEMIC ATTAINMENT AND EFFORT				
Speaking and Listening	A	2	PSHE	
Reading			Art	
Writing			Design and Technology	
Maths			Physical Education	
Science			Computing	
Geography			French	
History			Music	
STEM			Religious Education	
ATTAINMENT			EFFORT	
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: _____