



## ASSESSMENT, RECORDING AND REPORTING STATEMENT

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, race, disadvantage or disability.

Using the principles and processes of assessment we aim to:

- monitor progress and support learning
- recognise achievement of pupils
- guide future planning, teaching and curriculum development
- inform parents, carers and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes year group or school
- comply with statutory regulations.

### Types of Assessment

For convenience, assessment is often divided into three different types, however they are not discrete, and assessments are often used for more than one purpose.

**Formative Assessment (Assessment *for* Learning):** This is ongoing assessment carried out by the teachers (and teaching assistants) formally and informally throughout each lesson. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Where results or observations are recorded, they are kept on planning documents, in teachers' own record books or in the children's books.

Formative assessment strategies used by teachers and teaching and assistants include:

- Sharing learning questions, intentions and outcomes with the pupils at the beginning of the lesson
- Effective questioning of pupils, throughout the lesson, which helps find out what pupils know understand and can do, and determines any misconceptions pupils may have, interventions may be evidenced by *Learning Talk* stampers
- Watching pupils, and listening to their discussions, including planned observations of a particular child to assess their understanding and support their learning; some of these may be extended observations of child-initiated learning activities
- Recall tests (planned or spontaneous) to assess knowledge and speed of recall
- Written marking and feedback by teachers related to the learning question and success criteria identify successful learning, comment on the effort made, indicate where improvement could be made and outline how to improve or give examples of improvement.

Formative assessment strategies used by pupils include:

- Self-evaluation of learning against success criteria/ steps to success/ learning question/ outcome
- Peer evaluation of each other's learning

**Summative Assessment (Assessment of Learning):** These assessments occur at defined periods of the academic year or at the end of a unit of work. Summative tests can help teachers make judgements about attainment against the age related expectations of the national curriculum, and can be used, in conjunction with teacher assessment, to track progress against previous targets and inform future targets.

Summative assessments used in school:

- Baseline Assessment at the beginning of Reception and at the end of Reception for the EYFS Profile
- Statutory phonics check at the end of Year 1 (June); some pupils will re-take this at the end of Year 2
- Statutory assessment of mathematics (test) and reading (test), GPS (optional test) and teacher assessment of writing at the end of the year (May/June) of Year 2
- Statutory assessment of mathematics (test), reading (test), GPS(test) and teacher assessment of writing at the end of the year (May/June) of Year 6
- Written tests in Term 2, 4 and 6 in Reception (all areas of learning and phonics) and in Year 1 – Year 6 (all subjects) discussed at pupil progress meetings with focus on interventions for pupils not on track for end of year targets
- Informal summative teacher judgements in Term 1, 3, and 5 discussed at pupil progress meetings with focus on interventions for pupils not on track for end of year targets
- At end of unit points or to test specific skills or knowledge and understanding throughout the year for assessment of science, R.E., geography, history, P.E. , art and design, design technology, computing, French

The statutory assessment tests in Year 1, Year 2 and Year 6 are reported alongside teacher assessment

**Diagnostic Assessment:** All assessments can provide diagnostic material; however, certain assessments can be particularly useful in providing more detailed data. Further information on diagnostic assessments for specific purposes is available from the SENCo.

### **EYFS**

Children in Year R are assessed during the first 6 weeks after entry to school to provide a baseline. Results are recorded and used to inform planning, set targets and aid early identification of any special needs.

Observation and assessment is continuous to ensure that the next steps in learning are appropriately planned to ensure progress. Towards the end of Year R, the children are assessed on the basis of teacher observations, in the seven areas of learning, as outlined in the EYFS framework, and these are recorded in the EYFS Profile.

### **Key Stage 1 and Key Stage 2**

- Learning intentions for each lesson are on plans and shared with children
- Key focus points for learning/ key questions/ *steps to success*, are planned/ made clear to children
- Activities are designed to enable the learning question to be explored
- Lessons are designed so that, by the end of the lesson, teacher and pupils know to what extent learning has been successful
- Teachers adapt planning and teaching if, based on ongoing assessment, pupils are not making progress in their learning
- Pupils are set challenging targets, based on prior attainment. The school expects almost all children to meet or exceed age related expectations and to make good progress each year
- Attainment in all subjects is tracked across the year, with six pupil progress points set annually.
- Pupil progress meetings to discuss the progress and attainment of all pupils are held six times a year. For pupils whose attainment is below national expectations or progress is not matching targets appropriate actions are planned. These may include intervention programmes, individual support or further diagnostic testing.

## **Records and Record Keeping**

The school uses records to view pupil progress, set appropriate targets and form the basis of reports.

### **Key essential records:**

- Tracking, including by cohort, vulnerable groups and from starting points
- Individual pupil assessment sheets and subject assessment sheets, SEN records
- Record of annual assessments
- EYFS Profile

Informal records including teachers' planning, children's books and teachers' notes and class assessment sheets contribute to assessment evidence. Year group tracking sheets for core subjects, individual pupil assessment sheets and individual subject assessment sheets transfer with the child at the end of the year.

## **Moderation**

Teachers are involved in the moderation process to ensure agreement on criteria for judgement against age related expectations through:

- Discussion with colleagues in school
- Moderation meetings with local schools
- Attendance of LA moderation sessions / subject courses
- Work with LA consultants and use of exemplification materials and assessment grid

## **Reporting**

Reports promote and provide:

- Good home / school relationships
- Information for parents; sometimes a starting point for discussions
- Information for outside agencies and secondary schools
- An opportunity for children to celebrate success and find out the next steps

A **Learning Snapshot** is provided for parents in the autumn term and in the spring term. This single page document provides information on the child's attitude to learning and independent learning skills.

An **Annual Report** for each child is provided for parents at the end of the summer term. The report outlines the child's progress in all subjects of the National Curriculum against age related expectations and includes:

- National Curriculum Test results for reading, GPS and mathematics for Year 6
- Teacher assessment against the National Curriculum for writing for Year 2 and Year 6
- Next step comments for English and mathematics
- For Reception Class pupils, details of attainment at the end of EYFS
- For Year 1 pupils, whether they met the expected standard in the phonics check.
- Attendance data for the year
- Pupil comment, class teacher comment and head teacher comment

## **In partnership with parents**

- Autumn Term: appointments may be made to discuss Snapshot Reports with class teachers.
- Spring Term: Parents evenings for parents and children to meet class teachers.
- Summer Term: Parents are invited to provide written comments on receipt of the annual report, which are analysed and acted on by the head teacher and teaching staff.
- Summer Term: appointments may be made to discuss Annual Reports with class teachers.
- Parents may make appointments with class teachers, or the head teacher, at any time of the year.

## **Monitoring, Evaluation and Review**

Planning, assessment and tracking are monitored regularly by the head teacher through data analysis, lesson observations, learning walks and book scrutinies. The results are discussed at staff meetings or with individual teachers, as appropriate. Pupil progress meetings, opportunities for the head teacher to discuss the progress and attainment of individuals and to identify focus pupils for targeted intervention, take place six times a year.