



## Sand Hutton and Warthill Federated Church of England (VC) Primary Schools

### **Assessment, Recording and Reporting Policy – May 2017**

At Sand Hutton and Warthill Primary Schools, we believe that assessment is an integral part of the learning and teaching process. Assessment is inseparable from teaching and learning, it provides the information needed to decide the next step of learning which will be reflected in the teacher's planning. Accurate assessment allows us to celebrate children's progress and identify areas in which a child may need additional support to reach their full potential.

Good assessment helps effective planning and differentiation. Manageable and informative assessment means that a child's progress is carefully tracked and monitored. Children need to know how well they are doing and what is needed to be 'the best they can be'.

#### **Formative Assessment**

Assessment is conducted continually and consistently by the teachers and classroom assistants. The teacher observes the children, talks to the child, marks work, provides feedback and is therefore revising his or her knowledge of that child's ability and understanding. Formative assessment is an on-going process involving all members of staff and children - self assessment has an important role.

Recorded teacher assessment takes place at the discretion of the class teacher, and when it would serve some purpose, e.g. to investigate sustained under-performance; or to note significant achievements. Possible assessment opportunities may be considered at the Medium term planning stage, although the actual assessment would be identified at the lesson planning stage (short term weekly or daily plans) and before any teaching takes place. Here they will be indicated and planned into the activity. Assessment is part of normal, everyday classroom practice.

The formative process uses evidence from the following sources:

- Planning records and assessment possibilities
- Children's work, marking and feedback
- Observation of children at work including noteworthy comments
- Class assessment/teacher records
- Whole school assessment e.g. of reading, spelling
- National Curriculum records
- Diagnostic information

- ILPPs (Individual Learning Provision Plan) for children with special educational needs and disabilities
- Personal and social development
- Reading records
- Tests and tasks, in particular Y2 and Y6 SATS (Standard Assessment Tests) and Y1 Phonics tests.

## **EYFS**

On entry to the Reception stage, the school will note and the information received from another 'provider' e.g. a Nursery or Playgroup; information from parents; and teacher assessment will be made with regard to the EYFSP (Early Years Foundation Stage Profile) as a Baseline Assessment that is then updated throughout the year. Children's progress in all area of developments monitored through careful observation, what the children do, what they say, how they interact with others and how they explain what they do. A learning journey is kept to demonstrate progress which is shared with parents alongside evidenced records of progress. Concerns will be noted and discussed with parents.

At the end of the EYFS (Early Years Foundation Stage) the EYFSP is reported to parents to inform them if their child is at age related expectation, is emerging in to this or is exceeding the expectation to ascertain whether the child has a good level of development. Essentially it demonstrates the progress the child has made during the year and highlights future development needs.

All of the above are used as a means of collecting and analysing data to identify and support areas of improvement as set out in the School Development Plan. This allows for whole school issues to be pursued in order to raise standards and attainment as well as the setting of individual pupil targets.

## **Summative Assessment**

We will meet the statutory requirements of a summative report at the end of EYFS, Key Stages 1 and 2, using both teacher assessment and the National Tests, and by reporting the outcomes to the parents in written form.

Parents attend twice yearly Parents Evenings to discuss children's progress in detail. They may meet with class teachers at any time if there are any concerns. Parents receive an annual report each summer giving details about their child's progress and any results of national tests and teacher assessments.

We will also use a range of non-statutory tests, for example Non-Verbal Reasoning tests, reading tests, reading comprehension tests, spelling tests where necessary.

To conclude, the summative process includes:

1. End of year written report for all children, which includes the end of the Key Stage results for Years 2 and 6;
2. Teachers' twice-yearly verbal report to parents, at Parents' Evenings.

3. NYCC and school records.

### **Whole School Tracking and Recording of Children's Progress**

The school keeps careful internal records to track the progress of each child in maths, reading and writing. The National Curriculum determines the Age Related Expectations (ARE) for each subject in each year group. Our termly records indicate the progress children are making in relation to the 'ARE' and whether a child's attainment is below, meeting or exceeding what is expected at their age. This information is reported every term to governors to monitor progress and hold the school to account.

### **Moderation**

In order to moderate standards within the school and across the federation, and indeed with other schools, whole staff and Key Stage group meetings are held on a regular basis to confirm that work is of an agreed standard, reflecting levels of attainment. The federation is part of the Howardian Small Schools Alliance which holds moderation meetings for EYFS, KS1 and KS2 allowing scrutiny of children's work to identify evidence of standards achieved. During these meetings, work is discussed and analysed using National Curriculum ARE.

All children are subject to assessment and records are kept for every child. Tracking of progress and attainment for all children are kept in the whole school assessment files, (held by the Head Teacher), and reviewed termly by the Headteacher and class teachers.

Data analysis allows comparisons of attainment at EYFS, KS1 and KS2 within NYCC and Nationally (School Profile, Raise online FFT)

### **Recording and Reporting Procedure**

1. Children's progress noted where and when appropriate. This is to inform future planning on an individual basis, thus ensuring a correct match of work.
2. Children's work and subsequent marking and feedback provides an accurate record of the progress children are making.
3. Significant developments may be transferred immediately to the teacher's individual record for each child.
4. Comments should be brief noteworthy and dated.
5. When a child transfers to another school during an academic year, the individual records indicating levels of achievement maths, reading and writing will be transferred electronically to the next school. Children will take their current books with them or they will be delivered to the new school.

Children's progress is carefully tracked and monitored to ensure each child fulfils their potential in all areas of learning. Accurate assessment ensures each child is

appropriately guided and supported to develop and succeed in their learning. Successes are recognised and celebrated.

## PRINCIPLES OF ASSESSMENT

1. Assessment is at the heart of teaching and learning.
  - Assessment provides evidence to guide teaching and learning
  - Assessment provides the opportunity for children to demonstrate and review their progress
2. Assessment is fair.
  - Assessment is inclusive of all abilities
  - Assessment is free from bias towards factors that are not relevant to what the assessment intends to address
3. Assessment is honest.
  - Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning
  - Assessment judgements are moderated by experienced professionals to ensure their accuracy
4. Assessment is ambitious.
  - Assessment places achievement in context against nationally standardised criteria and expected standards
  - Assessment embodies, through objective criteria, a pathway of progress and development for every child
  - Assessment objectives set high expectations for learners
5. Assessment is appropriate.
  - The purpose of any assessment process should be clearly stated
  - Conclusions regarding children's achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)
  - Assessment should draw on a wide range of evidence to provide a complete picture of student achievement
  - Assessment should demand no more procedures or records than are practically required to allow children, their parents and teachers to plan future learning
6. Assessment is consistent.
  - Judgements are formed according to common principles
  - The results are readily understandable by third parties
  - A school's results are capable of comparison with other schools, both locally and nationally
7. Assessment outcomes provide meaningful and understandable information for:
  - children in developing their learning
  - parents in supporting children with their learning
  - teachers in planning teaching and learning

- Assessment must provide information that justifies the time spent
  - school leaders and governors in planning and allocating resources
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Review date: Every 3 years, earlier if necessary