



## Hayesdown First School

### ASSESSMENT, RECORDING AND REPORTING POLICY

#### **Rationale**

- Assessment on all levels is an integral part of our work with children. We believe that when assessment is actively used as a tool by the whole school community (Senior Leadership, Assessment Leader, teachers and their teams, parents and pupils) it allows children to achieve their own true potential as learners.
- Recording and documentation is a by-product of the process reflecting the assessments made but is not an assessment in itself.
- Reporting is the process for sharing assessment information with all stakeholders within and beyond the school.

#### **Aims**

- For the prime objective of Assessment to be that of raising attainment and achievement by supporting learning. To do this we will monitor, measure, reflect on and take appropriate actions in response to assessment and data information at all levels.
- To ensure children achieve standards that are in line with or above national expectations.
- For a range of assessment strategies to be used on a daily basis by children, teachers and leaders across the curriculum, predominantly the use and recognition of Assessment for Learning and Questioning as essential drivers that enhance learning opportunities and progress.
- For a range of assessment strategies to be used as part of the school's self-evaluation process.
- To support continuity and progression between year groups, phases and schools.
- To support inclusion and equality of experience ensuring all children's progress is built upon year to year.
- To use assessment information and data to plan the effective delivery and differentiation of next stages of learning on a long, medium and short term basis.
- To use assessment information and data to identify targets on a whole school and group level.
- To allow learners to actively engage with, and make choices about, their own learning.
- To allow the school community to have a shared understanding of achievement expectations.
- To allow parents to actively engage with assessment processes; reports, parent, pupil, teacher consultations, next steps of learning shared on a consistent basis.
- To celebrate achievements.

#### **Assessment Guidelines**

##### **Formative Assessment: Assessment for Learning**

Formative Assessment is used on a daily basis to support learning as it is taking place. Teachers share clear learning objectives with the children, develop success criteria, pose challenging questions and provide clear and supportive feedback in order to move children on in their learning. Throughout this process, teachers and children are clear of what is expected, how they have achieved success and what they need to do to improve.

##### **Summative Assessment**

Summative assessment is a snapshot judgment of children's attainment at any given moment in time.

##### **Setting Whole School Targets**

As a school aiming to give the best possible opportunities for attainment and achievement to the children we work with, our targets will always be challenging. They are realistically achievable when supported by fidelity to the highly effective principles of quality teaching and learning that exist in our school. All cohort targets are set by the school leadership team having been constructed through honest dialogue with the relevant subject/phase leader and class teacher.

### **Curriculum Planning**

All planning should be based on the National and/or school's curriculum and informed by on-going assessment of an individual child, class or group's needs. Evaluations of teaching and learning are regular and ongoing, with weekly plans being adapted as appropriate to meet the needs of all children. The focus here should be on comments and notes which are of value to the teacher in planning the following lessons or unit of work.

### **Recording and Reporting Guidelines**

#### **Workload**

The time taken to undertake recording and reporting of assessments should not detract from our main aim of enabling children to make progress in the classroom.

#### **Teacher Records**

Non-formal records of assessments will be maintained by all class teachers. These may be observations you make whilst teaching, marking or working with the pupils etc. Teacher's own records should be organised in a way to suit both them and their team.

More formal records will also be maintained by staff highlighting progress towards age-related standards. These will be recorded using Insight and school based spreadsheets, completed as regularly as appropriate and manageable.

#### **Summative judgements**

At three points during the year (Terms 2, 4 and 6), a summative judgement will be made which demonstrates the extent of learning at that given moment in Reading, Writing and Maths (in EYFS Prime areas plus Reading – word reading and comprehension, Writing and Maths – numbers and numerical patterns). In Year 1 – Year 4, children will be reported as being below the expected standard, working towards the expected standard, meeting the expected standard or exceeding the expected standard. In EYFS they will be recorded as typical or below typical. These judgements will be shared with the Senior Leadership Team who will conduct Pupil Progress Meetings.

#### **Pupil Progress Meetings**

The attainment and progress of children will be discussed during a meeting between year group teams, the Headteacher, Deputy and/or Inclusion Leader at 3 key points during the year immediately after summative data has been collected. Successes, possible interventions and next steps will be established and planned.

#### **Reporting to Parents**

An annual written report will be sent home to parents at the end of Term 6 for all pupils. This identifies children's current attainment, progress and learning behaviours alongside next steps for development. For pupils in Reception, Year 1, Year 2 and Year 4 this will also include an overview attainment statement about statutory assessments (EYFS, phonics, KS1 SATs and MTC as appropriate) In addition to reports, parents will have the opportunity to discuss their child's achievements through Parent Consultation Meetings twice a year (Autumn and Spring)

## **Statutory Assessment**

### **Foundation Stage**

Children in Reception are assessed against the Foundation Stage Curriculum. Assessment in the Foundation Stage is ongoing throughout the year and practitioners build up knowledge of each child using a range of evidence of their progress.

A baseline assessment (statutory from Sept 2021) is collected within the first four weeks of the academic year which provides an indicative starting point for the cohort. Individual baseline assessment knowledge is also gathered to support the teacher in planning learning. Data concerning progress will be shared with the Senior Leadership Team at four points during the year in Pupil Progress Meetings – on Entry, Term 2, Term 4 and Term 6. Assessments against the EYFS ELGs will be made at the end of the year and shared with Year 1 teachers.

### **Phonics Screening Checks Y1 and Y2**

During Term 6, Y1 pupils will undertake the nationally produced Phonics Screening Check. This is administered by fully trained staff within the school. Parents are informed of the outcome of the test by the end of the year. Any children who do not reach the expected standard in Y1 will receive additional support with phonics during Y2 and will re-sit the test at the end of the year (Term 6).

### **Year 2 SATs (N.B. end of KS1 assessments will become non-statutory from the 2023-24 academic year onwards)**

Children in Year 2 will complete Standard Assessment Tests during term 5, in accordance with the guidelines issued by the DfE/STA. The outcome of these will be used alongside teachers' ongoing assessments to make an overall judgement about children's attainment. Staff will report whether a child has met the age-related standard or not, or whether they have exceeded this expectation. Other codes to describe the attainment of pupils working towards the expected level will also be used and reported. The final teacher judgements will be shared with parents by the end of the year.

### **Year 4 Multiplication Tables Check (MTC)**

The purpose of the MTC is to determine whether year 4 pupils can fluently recall their multiplication tables. The MTC will be delivered in June, as an online, on-screen digital assessment. Under standard administration, the check will take each pupil less than 5 minutes to complete. It will be automatically scored, and results will be available to schools once the assessment window closes.

### **The Partnership Trust**

At the end of Terms 2, 4 and 6, all summative assessment data will be submitted to the Core Trust Team for analysis and comparison with other Trust schools. Attainment data to be submitted will be in terms of the percentage of pupils currently on track to meet Age-Related Expectations (ARE) by the end of the year and the percentage of pupils currently on track to exceed ARE. To reduce workload, the Trust will collect data through Insight.

*Date adopted by the Local Governing Body: January 2023*

Signed:  Chair of Governors

*To be updated: January 2026 or as statutory changes occur*