



Policy adopted	Jan 2024
Review date	Jul 2026

Holt Community Primary School

Assessment, Recording and Reporting Policy

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is they need to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents reports on their child's progress so that teachers, children and parents are all working together to raise standards for our children.

Aims and Objectives

- To ensure consistency in assessment across the school.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the headteacher, staff and governors with information that allows them to make judgements about the effectiveness of the school.
- To raise the standards of achievement throughout the school.

A. Types of assessment

1. Formative Assessment (Assessment for Learning)

Formative assessment is day-to-day on-going assessment, based on how well children fulfill learning objectives, providing feedback and involving children in improving their learning.

Formative assessments:

- Identify children's strengths and gaps in their skills/knowledge.
- Identify next steps for learning.
- Inform future planning.
- Track the child's rate of progress.
- Facilitate an evaluation of the effectiveness of teaching and learning.
- Inform future teaching and learning strategies.
- Identify individuals and groups for specific intervention support.

2. Summative Assessment (Assessment of Learning)

Summative assessment is important for informing both parents and teachers of a child's attainment and progress. This informs whole-school target setting and predictions of a cohort's future attainment.

Summative assessments:

- Identify attainment through tests given at certain points in time.
- Record performance in a specific area.
- Provide age-standardised information.
- Ensures statutory assessments at the beginning and end of the Early Years Foundation Stage (EYFS), Phonic Screening Checks, The Multiplication Tables Check and KS2 are met.
- Provide information about each cohort's areas of strength and weakness.

B. Planning for assessment

The National Curriculum and EYFS are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum. Each subject has an assessment grid to guide our planning. These outline the skills that are expected to be learnt in each phase.

The curriculum policy outlines the topics that are taught in each phase. Teachers plan activities in each topic that meet objectives from across the curriculum that are included on the planning grids. Parents are informed of planned topics in a class newsletter each term.

We plan our lessons with clear learning objectives from the assessment grids, linked to the National Curriculum. We strive to ensure all tasks set are appropriate to all children's levels of ability. We make a note of those individual children who do not achieve the expected level for each lesson, and we use this information when planning for the next lesson.

C. The Assessment Cycle

Mathematics: by the end of KS1 children carry out weekly arithmetic tests using assessments from Twinkl or White Rose. These will be used to identify common weaknesses which can be addressed in the following lessons. Teachers will highlight objectives on the assessment grids to show the objectives achieved in each term. At the end of each term each class from Y3 onwards will be assessed using NfER test papers or past National Curriculum Test papers. These test papers will be analysed to inform the planning for the next term.

Reading: at the end of each term each class from Y3 onwards will be assessed using NfER test papers or past National Curriculum Test papers. These test papers will be analysed to identify common weaknesses which can be addressed in guided reading or whole-class

shared reading sessions. Any child working below the level of their year group will undertake a reading age assessment at the end of each term.

Writing: at the end of each term each teacher will evaluate each child using the writing assessment grids. The writing assessment grids are used for a small number of children, representative of groups within each class. These judgements will be moderated in a staff meeting each term against the evidence in their writing books. The school will also organise external moderation of writing with cluster or Cromer Ridge schools.

Spelling and grammar: each class will carry out weekly spelling or phonics tests using letter sounds, spelling rules, common exception words or the relevant word list from Appendix 1 of the English Programme of Study. From Y2 each class will be assessed each term using NfER or Twinkl Test papers. These test papers will be analysed to inform the planning for the next term.

Science and foundation subjects: teachers will highlight objectives completed on the assessment grid to show the objectives achieved during each topic. A separate assessment grid may be needed for children working below their phase. The gaps in these assessment grids will be used to aid planning in subsequent topics during the year. Wherever possible teachers should collect photographs of children working on each topic. This will help subject leaders moderate evidence of objectives achieved in each topic.

D. Recording

We use Pupil Asset (PA) to track progress in all subjects. At the end of each year we use the results from tests and the information on the assessment grids to assess standards in each subject. We record the scaled scores achieved in tests in Mathematics and reading and use the PA definitions when recording attainment in other subjects. For calculating scaled scores, we use the following formula: at Christmas it is the age the children started the year at + 9 months; at Easter it is the age the children will finish the year on + 0 months; in June it is the age the children finish the year on + 3 months. For example, in Y3: Christmas $7y + 9m$; Easter $8y + 0m$; summer $8y + 3m$.

Beginning (Beg): the child has covered some of the objectives in that year group but use of the skills is not always maintained. The pupil still requires support to develop understanding. They would probably score above 25% in an end of year test.

Developing (Dev): the child has covered every objective in that year and shows a good understanding of the majority of the objectives which are usually correctly applied. They would probably score above 50% in an end of year test.

Embedded (Emb): the child has covered every objective in that year group and can apply the knowledge confidently and consistently in a number of ways. They would probably score above 75% in an end of year test.

Teachers can also use Beg+, Dev+ if the pupil falls between definitions, or Emb+ for an exceptional student. If a child is not working on objectives from their year group then the teacher should assess them against the objectives of an appropriate year group.

PA is set up so that it is expected that each child will make six steps of progress each year (Dev, Dev+, Emb, Emb+, Beg, Beg+). In order to remain on track each child needs to make two steps of progress each term. This will have an impact on the way we record attainment at the end of each term.

To make end of term assessments at Christmas and Easter fit into the six steps of progress, teachers will need to use their experience of progress in previous years to predict where each child is likely to end up at the end of the year. If a child is on track for being Dev at the end of the year then they should be assessed as Emb for the previous year at Christmas, and Beg for the current year at Easter. See the following table for guidance:

On track for:	Christmas Assessment	Easter Assessment	End of Year Assessment
Beg	Previous year Dev	Previous year Emb	Beg
Dev	Previous year Emb	Beg	Dev
Emb	Beg	Dev	Emb

E. Moderation

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence to justify judgements made. We will:

- Meet each term to moderate writing standards.
- Collate evidence to back up teacher assessments in the assessment folders in the shared g.drive.
- Participate in Local Authority moderation schemes for EYFS and KS2.
- Work with colleagues from other schools to moderate judgements.
- Meet with subject leader colleagues in local schools to moderate judgements.

F. Monitoring

The Senior Management Team (SMT) tracks the progress across the school and uses the information to identify strengths and weaknesses. The data is used to ensure that the resources of the school are used effectively to address any identified areas of weakness. Progress and results are regularly reviewed by staff, so that children who require further input are identified and intervention strategies put into place as soon as possible. Subject leaders monitor progress in their subjects and moderate teacher judgements. Subject leaders use the information to develop action plans and report to the SMT and governors.

G. Target setting

We set targets in English and Mathematics for all our children from Y1 onwards. We review the progress of each child every term and revise targets where necessary. Targets for KS2 SATs and Phonic Screening are reported in the SEF and shared with the governors.

H. Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have any concerns or questions about any aspect of their child's work.

Each term we offer parents and children the opportunity to meet their child's teacher. At Easter we give all parents a written report of their child's progress, effort and achievements during the year. In this report we identify target areas for the next term. At the end of the summer term we provide parents with a short report with current levels in mathematics, reading, writing and attendance. In reports for children in Year 2 and Year 6, we also provide details of the standards achieved in the National Curriculum Tests. We invite responses from the parents to the end of year reports.

We offer YR parents the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher.

I. Assessment and reporting in the EYFS

Statutory EYFS Baseline: we carry out baseline assessments of our YR children against the EYFS curriculum. This enables us to accurately gauge the starting points of the children. These judgements will be made within the first six weeks of children starting with us and will be done in partnership with parents and carers.

Learning Journeys: observations, photographs, quotations and examples of work are collected together in each child's Learning Journey. Family members can add photos and comments to their child's book. This allows for responsive and effective communication between school and home. It enables everyone to build a picture of the whole child and share the great things that they do inside and outside of school.

Focused activities: during adult-led focused activities, the teacher or TA may write comments on the children's work or on a class list. The comments will say how a child has approached an activity and how much support they require. We also discuss the work with the children and give comments on how they can develop it next time.

Pupil Asset: we use our observations of the children to track the children's progress and input this information into PA. This enables us to track and monitor progress over time and

ensure that every child in the EYFS is making good progress towards the Early Learning Goals.

End of year reports: at the end of the year a report will be sent out to all parents. This report comments on the children's Characteristics of Effective Learning and gives their EYFS Profile Scores.

J. Roles and responsibilities in assessment

1. Class Teachers:

- Refer to the assessment and planning grids when planning topics.
- Use assessment information to inform planning.
- Use clear learning objectives which are shared with learners.
- Give constructive feedback to learners both orally and with written comments.
- Carry out statutory and school-based tests.
- Use the agreed range of assessment methods and techniques to gather and use information.
- Update Pupil Asset each term.
- Collect photographs of the children working on each topic.
- Report to parents on learners' progress and attainment.
- Ensure that information is transferred to the receiving teacher.
- Identify learners in need of extra support and liaise with the SENDCo.

2. SENDCo

- Liaise closely with class teachers and teaching assistants.
- Monitor learners' progress against IEPs and targets.
- Maintain the SEND register.
- Undertake specific assessment tasks as required.
- Liaise with external agencies.
- Undertake formal assessments for statementing.
- Provide training for TAs.

3. Subject Leaders

- Ensure teachers teach all parts of the National Curriculum identified in the planning grids.
- Monitor their subject to ensure assessment informs teaching and learning.
- Moderate the levels of attainment and standards by looking at the evidence and talking to the children.
- Use all available data to make changes to teaching and learning as required.
- Interpret and analyse data to produce an annual overview and set targets for future improvement.
- Report to the headteacher and governors on standards.

4. Headteacher (supported by SMT)

- Ensure policies are up to date, regularly reviewed and consistent with each other.
- Disseminate information and ensure support and training for colleagues.
- Make assessment procedures clear to all colleagues and ensure they are followed and used consistently.
- Plan for moderation of standards.
- Provide staff development opportunities.
- Support colleagues in identifying assessment opportunities and in using all available data.
- Collate assessment data to inform school target setting.
- Hold staff to account for pupil progress.
- Lead staff meetings on assessment.
- Agree statutory whole school targets.
- Determine priorities in the School Development Plan (SDP).
- Report to parents and governors on standards.

5. Governors

- Meet with subject leaders
- Agree statutory targets.
- Agree SDP.
- Approve this policy.
- Liaise with the headteacher, SLT, subject leaders and SENDCo.

K. Transfer arrangements

For pupils leaving during the school year, a complete set of records including SEND records are handed to the secretary as soon as possible. On leaving for High School, the Norfolk County guidelines should be followed.

Other relevant policies and documents

Teaching and Learning policy

Marking policy

Curriculum policy

This policy was approved by the Governors on 31/1/24