

Hurstbourne Tarrant Church of England Primary School

'Love of Learning, Love of Life, Love of Christ!'

ASSESSMENT, RECORDING AND REPORTING POLICY



Our School Christian Values = REACH

R=espect E=ffort A=im High C=are and love H=onesty

Headteacher Signature:	Date: November 2024
Chair of Governors Signature:	Date: November 2024
Date for renewal: November 2027	

Our School's Christian Vision

Through 'Love of Learning, Love of Life, Love of Christ,' we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.

Our School Values

Respect – valuing each other and celebrating differences.

Effort – always trying our best.

Aim High – setting ourselves new challenges.

Care and Love – selfless service to others, putting others before ourselves.

Honesty – living with integrity, saying what we mean and mean what we're saying.

Teacher assessment is about helping children learn and make progress. Assessment compliments and assists teaching and learning; it plays an integral part in teacher's planning and enables the evaluation of pupil achievement. It can take many forms, from day-to-day observations and discussions with children to more formal testing.

Purposes:

Good assessment practice should:

- Provide pupils with information about what they know, understand and can do
- Help pupils recognise the standards to aim for and how they can improve
- Provide teachers with information to help them plan appropriate learning activities for all their pupils
- Inform teachers about the effectiveness of their planning and teaching
- Inform parents about their child's attainment and progress
- Maintain continuity between key stages in order to provide accurate and useful reports about each child
- Help teachers meet the requirements for assessing different groups of pupils including children with special educational needs in accordance with the SEND Code of Practice
- Provides the leadership team, Governors and the Local Authority (LA) with information that allows them to make judgements about the effectiveness of the school

Expectations:

Formative assessment (Assessment for Learning) involves the use of assessment in the classroom to raise pupil achievement. It is based on day-to-day assessments that ensure that children understand what they are learning and how they can achieve so that they make the most progress. Formative assessment is an integral part of learning and teaching and as a diagnostic tool it informs and guides the teacher and other adults as to what issues needs addressing before a pupil can make further progress. It provides opportunities for children to reflect and talk about their learning and progress. It takes many forms including direct observation, conferencing, discussion, tests, self and peer assessment. Children should be engaged in the assessment process and understand what they need to do as next steps in their learning.

Summative assessment (Assessment of Learning) involves judging pupil performance against national standards (Age-related expectations). Children receive feedback and understand what they need to do in order to improve. The school uses Target Tracker for summative assessments.

Teachers' up-date the statements on Target Tracker regularly and update the Steps on Target Tracker at the end of each term. The steps show whether children are beginning, working within, secure (meeting year group expectations) or exceeding (working at greater depth) within each objective. Pupils in the Foundation Stage complete baseline assessment tasks soon after entry.

In reaching a judgement, teachers' will use their knowledge of a pupils work over a period of time and across a range of contexts.

Year R teachers are required to report the number of children who have reached a Good Level of Development (GLD) at the end of the Foundation Stage. This data is collected by the Local Authority.

Year 1 teachers are required to report phonic knowledge in June in the form of a phonics screening check. The outcome is reported to the Department for Education.

Year 6 complete national tests in May. Teachers also make a judgement on writing and science based on Teacher Assessment. This data is reported to the DfE.

Year 4 pupils complete a Multiplication Tables Check. The outcome is reported to the Department for Education.

Year 6 have the following tests-

Reading

- English Grammar, Punctuation and Spelling (EGPS) Paper 1- Grammar and Punctuation
- English Grammar, Punctuation and Spelling (EGPS) Paper 2- Spellings
- Mathematics Paper 1- Arithmetic (written paper)
- Mathematics Paper 2 and 3- Reasoning

These papers are externally marked. Children may be exempted from the tests if they are working well below the level of the tests. The decision to exempt children will be taken by the Headteacher in consultation with teachers and parents.

The school takes part in Local Authority assessment moderation. As best practice, we moderate our children's books across our cluster of schools and teachers in Year R, Year 2 and Year 6, attending Local Authority Moderation and Assessment meetings for Year 6.

Summative assessments for other subjects are made at the end of units of work. Teachers will record attainment made against the relevant objectives using Target Tracker or their own assessment sheets.

Diagnostic Assessment

Where appropriate, we undertake assessments of a pupil's strengths and weaknesses to inform a specific programme of learning. This process is led in collaboration between the class teacher and the SENCo and put into action by the teachers and support staff. *Please refer to the SEND Policy.*

Diagnostic assessments of children's spelling, reading ages are carried out across the school (Y1-6) at the end of each academic year.

Pupil Progress

Meetings between the Headteacher, SENCo and class teacher will be used to identify and agree provision for target groups of children. Tracking documents inform whether children are making expected progress. Key strategies are discussed to support children who have not made expected progress are able to close the gap with their peers.

Data analysis, book scrutiny, learning walks and classroom observations will also highlight areas for improvement in teaching and learning across the school.

Recording

Teachers use records to review pupil's progress. Records should help teachers evaluate the effectiveness of teaching and influence lesson preparation and planning.

Each teacher has the following:

- Target tracker assessment grids
- Target tracker pupil target sheets
- Skills progression documents for the Foundation Subjects
- Learning Journeys in Maths and English books
- Assessment data in reading, writing and maths with analysis of attainment and progress
- Results of tests
- Home reading totals

Individual support plans will be kept in the classroom and regularly updated.

Assessment in EYFS

Learning journals will be used to build up a record evidence for each child. This will decide if a child has made a Good Level of Development (GLD).

Reporting to parents

Parents' Evenings inform parents of the progress their children are making and whether they are on track to achieve ARE. At the meeting, teachers will identify aspects where parents can help and support at home. An annual written report is sent to parents at the end of academic year. This will include information about whether children are below, working towards, at or exceeding the ARE for English and Maths.

Parents of the children in the Reception class receive a report based on the Early Learning Goals. In addition, parents are offered an opportunity to discuss their child's report with the class teacher.

All external assessment and reporting data is available to view on our school website.

Monitoring

Subject Leader monitoring sessions are for the subject leaders to gain an overview of their subject in school. Leaders are accountable for their subject and after monitoring their subject, as part of the school's monitoring timetable, they need to feedback to leadership and staff.

Monitoring activities:

- Book audit with feedback
- Drop in sessions via learning walks
- Pupil conferencing or observation with written feedback. This may take place during a timetabled staff meeting.