



## Shipton Bellinger Primary School Assessment, Recording and Reporting Policy

### 1. Introduction

Planning and assessment are integral to successful teaching and learning. Planning identifies learning objectives and assessment reveals how far children have acquired learning, which in turn determines future planning. For assessment to inform teaching and learning effectively, responsibilities need to be clearly allocated and a systematic programme established of monitoring and following up of evidence gathered. Therefore, this assessment policy should always be viewed alongside the school's Teaching and Learning Policy and collectively, both documents support the process identified below.



### 2. Rationale

Teacher Assessment is first and foremost about helping pupils to learn. This policy provides our set of principles for assessment, recording and reporting and outlines the way we use teacher assessment to raise standards of achievement, work towards meeting National Targets and facilitate children in making accelerated progress.

#### **Our assessment is:**

**Meaningful:** Assessment is only useful if it provides evidence to guide the journey of teaching and learning and in turn, improve children's outcomes.

**Honest & Fair:** Assessment is inclusive of all abilities, free from bias and an accurate reflection of what the child can/can't do.

**Clear:** Assessment gives easy to understand information to various stakeholders including children, teachers, school leaders, parents and Governors.

**Manageable:** The frequency of assessment is proportionate and realistic. The time taken to assess should have a commensurate impact on pupil progress.

**Consistent:** Assessment is consistent between classes but can sometimes be varied through subject or year groups. It is validated through regular internal and external moderation.

**Ambitious & Motivating:** Assessment focuses on celebrating strengths yet remaining rigorous in identifying areas for development. This leads to high expectations of children that are in line with nationally identified standards and motivate children and teachers towards improvement.

### 3. Fundamental principles underlying assessment at Shipton Bellinger Primary School.

Our assessment reporting and recording procedures:

- Offer all pupils an opportunity to show what they know, understand and can do.
- Help pupils to understand what they can do and what they need to develop.
- Encompass all learning, the National Curriculum objectives as well as the wider curriculum and the pupil's personal and social development.
- Are based on a considered view of what learning should be assessed in each subject or area of experience.
- Relate to shared learning objectives.
- Advance the learning process.
- Enable teachers to plan effectively.
- Help parents be involved in their children's progress.

- Provide school with information to evaluate work and set suitable targets.

#### 4. Planning

Planning is an essential part of the assessment process.

##### 4.1 Long term planning at the school:

- involves the whole school to ensure coverage and avoid repetition,
- matches the curriculum to the needs of the pupils taking into consideration the programmes of study, the schemes of work, the time available and any planned thematic work
- maps progress throughout school
- is amended to take into account assessment results

##### 4.2 Medium half termly planning

- provides clear learning objectives
- breaks down long term plans into more detailed chunks.

##### 4.3 Short term planning in school:

- recognises the range of needs and abilities in the class
- selects suitable activities and resources which take account of pupils' prior learning
- shows assessment based on learning objectives and planned activities
- includes strategies for sharing the learning objectives, individual targets and assessment criteria with pupils
- takes account of agreed priorities for what will be assessed in depth
- recognises that assessment does not need to be planned for all learning.

At Shipton Bellinger Primary School we assess after every lesson to identify what each pupil can achieve and identify next steps in learning which inform the next day's plan. Flexible grouping within sessions allows teachers to support learners with more individualised provision.

#### 5. Formative Assessment

##### Our teachers

- ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve
- use a range of assessment methods confidently and appropriately e.g. observing pupils, asking questions, listening, assessing pieces of work and administering tests
- organise learning in ways which enable them to carry out planned assessments and to recognise and act upon any unexpected or significant achievements of pupils, or difficulties of pupils
- make other adults working in the classroom clear about their role in assessment
- apply the standards agreed within the school consistently in the classroom.

#### 6. Marking

##### Our teachers:

- apply the standards agreed throughout the school, using praise, positive feedback and a sticker reward system
- provide feedback to pupils about their work promptly and regularly
- provide both oral and written feedback as appropriate, although verbal feedback in the class which is more powerful is the predominantly preferred method
- focus the response on the learning objective and the criteria for success
- provide pupils with opportunities to assess their own and one another's work and give feedback to one another
- ensure that pupils understand their achievements and know what they need to do next to make progress

- use the information gained together with other information to plan future lessons and learning sequences.

## **7. Children's involvement in marking**

Our children are encouraged to respond to feedback and marking. By this we mean recognise this as guidance and support on how they can improve their work and therefore take on board this advice to make rapid progress.

Wherever possible work is marked with children following guidelines in the Marking policy.

Individual targets are identified after each piece of work and when children have achieved these they are highlighted in yellow. This system is known to the children as Yippee Yellow. Pupil's also comment on their learning in the end of year report.

This process happens gradually while the children are at our school, taking account of age and maturity.

## **8. Baseline and End of Key stage Assessments**

### **Teachers**

- are fully aware of and follow the current statutory requirements and the guidance
- are aware of the importance of teacher assessment and draw on the full range of assessment information when making baseline and the end of Key Stage Assessments
- are fully aware of the descriptions given for each stage of attainment
- give feedback to parents on baseline and the Key Stage 2 assessment
- apply any special arrangement needed for individual pupils
- use the information from baseline and end of Key Stage tests to inform planning and monitor progress.

## **9. Recording and Evidence**

### **Our teachers:**

- keep records that are manageable
- use professional judgement in deciding what needs to be recorded and what should be noted informally and which assessments should be used to inform planning
- use records from previous teachers in planning work for the class and individual pupils
- record children's significant progress and achievements
- involve pupils in reviewing their own work
- pass on records which are clear and easy to interpret and which other people understand and find useful
- Use the electronic data system to record and submit summative data after each Milestone.

Assessment uses a common agreed system of recording. Records will be maintained for all pupils in each subject in the class Assessment folder. Early Years use the Foundation Stage Profile to record pupils' progress in Foundation Stage. All year groups will keep class records for Reading, Writing, Maths and Phonics in the agreed format across the school.

Details of pupils' progress and attainment are recorded on a half-termly basis for foundation subjects when they have featured in that half term's unit of work.

For Reading, Writing and Maths attainment is recorded on the class tracking sheet which is updated regularly after each unit of work. This tracking sheet is stored in the teacher's assessment folder and is accessible at all time for monitoring purposes. These records are then used to inform the end of year report, planning and target setting.

## **10. Consistency in standards**

Consistency in standards across the school is ensured by:

- subject leaders and the Assessment Co-ordinator monitoring assessment records
- subject leaders carrying out work sampling and pupil interviews
- subject leaders maintaining their subject portfolios to provide evidence of attainment and progress in their subjects
- class teachers analyse and discuss work with each other and involve subject leaders if appropriate
- all appropriate assessment documents being contained in the class assessment file
- each year group arranging opportunities for moderation of work throughout the academic year
- opportunities to moderate writing and maths work samples being built into staff meetings

## **11. Parent's Evening Meeting**

Around half term in the Autumn term, all year groups will have parent teacher meetings to discuss how the children are settling in and the children's next steps in learning. Early Years teachers will also discuss the initial Early Years Foundation Stage assessment. This is replicated in the Spring term provide an interim opportunity to review progress and share new targets with parents.

Next steps in learning will be given to parents in the form of targets for Reading, Writing and Maths. Teachers also record a Personal, Social and Emotional development target in relation to our school values if applicable.

During the Summer term, a written report is sent home and parents are given the opportunity to discuss their child's progress.

An Open Afternoon will also take place towards the end of the summer term so parents can view their children's work.

We recognise that for some parents, it is important to check in with the teacher on a formal basis more frequently. During the first Autumn Term, drop in sessions are available for parents to sign up to. These are also made available after the half-termly progress report documents are sent home. Phone contact can also be made with the home and parents are encouraged to schedule this via the school office.

## **12. Reporting to Parents**

**Our teachers:**

- provide clear information about a child's progress, outlining strengths and the areas they need to develop. This is through formal and informal dialogue throughout the year, Parents' Evenings, Next Step targets and report writing.
- set realistic targets which are worked on and reviewed regularly
- promote parental involvement in their children's learning and encourage dialogue between teacher, pupil and parent
- meet statutory requirements for reporting to parents. Any Key Stage or other assessments are clearly explained when reporting on the relationship between individual attainment and comparative data
- reports to parents are sent at times which allow appropriate action or discussion to take place
- ensure the children's relationships within the class and school and their attitudes to learning are discussed at Parents Evenings and in the yearly report.
- through our 'open door' philosophy discussions between parents and staff concerning pupils welfare, behaviour and emotional wellbeing are discussed with parents on a more informal basis when necessary

## **13. Half-termly Progress Review Document.**

Each half term, teachers report in writing to parent's progress and effort in Reading, Writing, Maths and wider curriculum learning. The Progress Review Document grid builds over the year, so that parents can track their child's learning journey.

Reading, Writing and Maths are reported in accordance to our formative assessment. Each area of the curriculum is reported to parents using the language of:

- N - Working considerably below expectations
- C - Close to working below expectations
- S - Securely working at expected level
- B - Working beyond the expected level

Effort stars are awarded for general learning behaviours, effort towards school values and compliance with our school rules.

- \* Minimal to no effort.
- \*\* Sufficient effort
- \*\*\* Effort exceeds expectation.

## **14. Transferring of pupils**

### **At our school**

- there is a developing curriculum liaison and cross-phase trust with nearby schools.
- there is an agreement and set procedures between the two schools about what information should be passed on and at what time
- information we pass on focuses on significant aspects of learning and identifies pupil's strengths and areas for development
- we take account of information received to provide appropriate challenge and support for each pupil

When children transfer from one setting to another, or across classes, appropriate records need to be forwarded. This information varies at all levels and is listed below:

### **From Pre-Schools to Shipton Bellinger:**

- evidence of pupil attainment through the Foundation Stage Record

### **From one Year group to another:**

- individual Pupil profile sheets
- individual pupil reports for past and current year
- individual Numeracy, Book Band tracking and Phonics records
- copies of whole class Writing Level and Science Level sheets
- from EY to KS1 - copies of EYFSP sheets
- latest Writing, Maths books
- relevant SEN documents (IEPs and outside agency reports)

### **Shipton Bellinger Primary to parallel settings:**

- common Transfer File (CTF - electronic data transfer)
- current work books
- individual Pupil profile sheets
- individual pupil reports for past and current year
- individual Numeracy, Book Band tracking and Phonics records
- latest Writing, Maths and topic books
- relevant SEN documents (IEP's and outside agency reports)

### **From Shipton Bellinger Primary to Secondary schools:**

- as requested from individual school
- relevant SEN documents (IEP's/speech therapist reports)

## **15. Managing and Using Assessment**

Class teachers, under the direction of the Assistant Headteacher and then the Head Teacher have the responsibility for assessment, recording and reporting.

The assessment, recording and reporting policy has been agreed by all teaching staff.

Teachers are responsible for assessment in their classroom to find out and act upon strengths and weaknesses which are identified. Assessment information is used to monitor school improvement by ensuring expectations are appropriate for all pupils and targets are appropriate to cohorts.

The performance of different groups of pupils is identified and monitored to ensure optimum progress and to evaluate the impact of interventions for specific groups of pupils.

Performance is considered alongside bench mark information and takes into account year on year trends.

The school management will use the assessment information to:

- influence classroom practice
- influence curriculum planning, learning objectives and target setting
- influence the Strategic Improvement Plan
- produce comparisons between school performance and national and local expectations
- inform Performance Management

## **16. Early Years Foundation Stage**

Ongoing assessment is an essential aspect of the effective running of the EYFS setting at Shipton Bellinger Primary School. Regular, planned and focused assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data using the development matters statements as a guide. This record is updated half termly to track individual progress.

### **16.1 Baseline Assessment:**

On entry to EYFS a Baseline for each pupil will be established predominantly using information passed on to the school from Nursery providers. This data will be validated for accuracy during the early weeks of pupils starting school. It does not include any predetermined tasks or tests and will not disrupt settling in routines. Instead, as part of everyday practice, practitioners build their knowledge of each child through observations, interactions and every day activities.

Professional knowledge is used to make a series of judgements about each child based on a clear set of 47 assessment criteria/statements. The Baseline assessments are completed within the first few weeks of a child joining their class. Language Link is also used within the first term to assess pupil's understanding of language.

### **16.2 Ongoing Assessment in Early Years**

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play. Observations take place on a daily basis, (both formally and informally). Practitioners make time to carry out planned observations of individual and groups of children regularly. They also make spontaneous observations in order to capture significant moments.

Evidence of pupil's attainment and progress is captured electronically and stored in their Learning Journals. Data is recorded on assessment grids to inform next steps in learning and on the school's electronic data management system.

Agreed by the Governors November 2024  
Next review November 2027