



Christchurch Infant School

Assessment, Recording and Reporting Policy

Next Review Date:	October 2024
Date:	October 2021

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Rationale

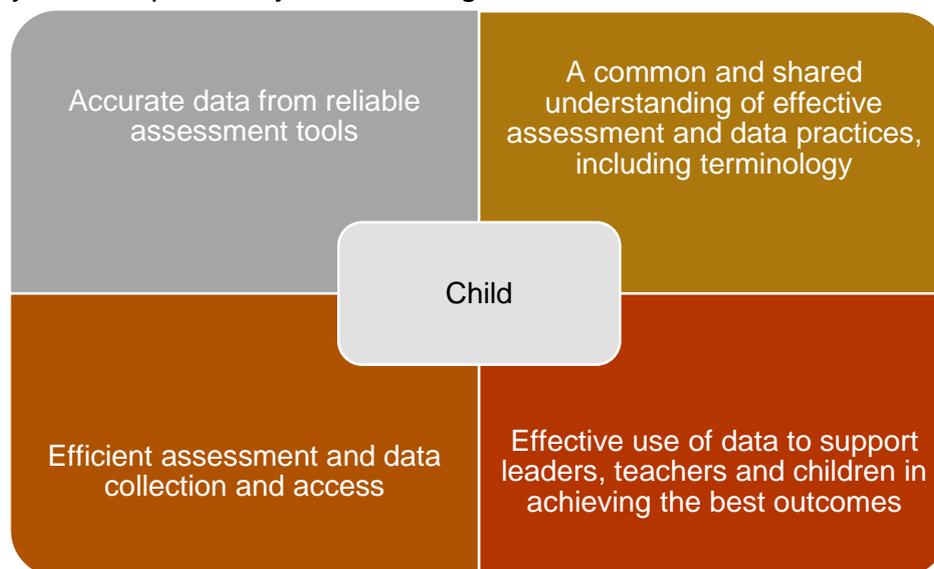
The purpose of this policy is to support school improvement and the raising of standards of achievement for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Christchurch Infant School.
- provide clear guidelines on our approach to formative and summative assessment.
- make transparent the procedures in place for monitoring and evaluating assessment practices.
- define clear responsibilities in relation to assessment.
- provide clear definitions and purposes for different types of assessment.
- establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.

Aims

The policy is underpinned by the following aims:



Legislation and guidance

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

- The recommendations in the [final report of the Commission on Assessment without Levels](#)
- Statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#)

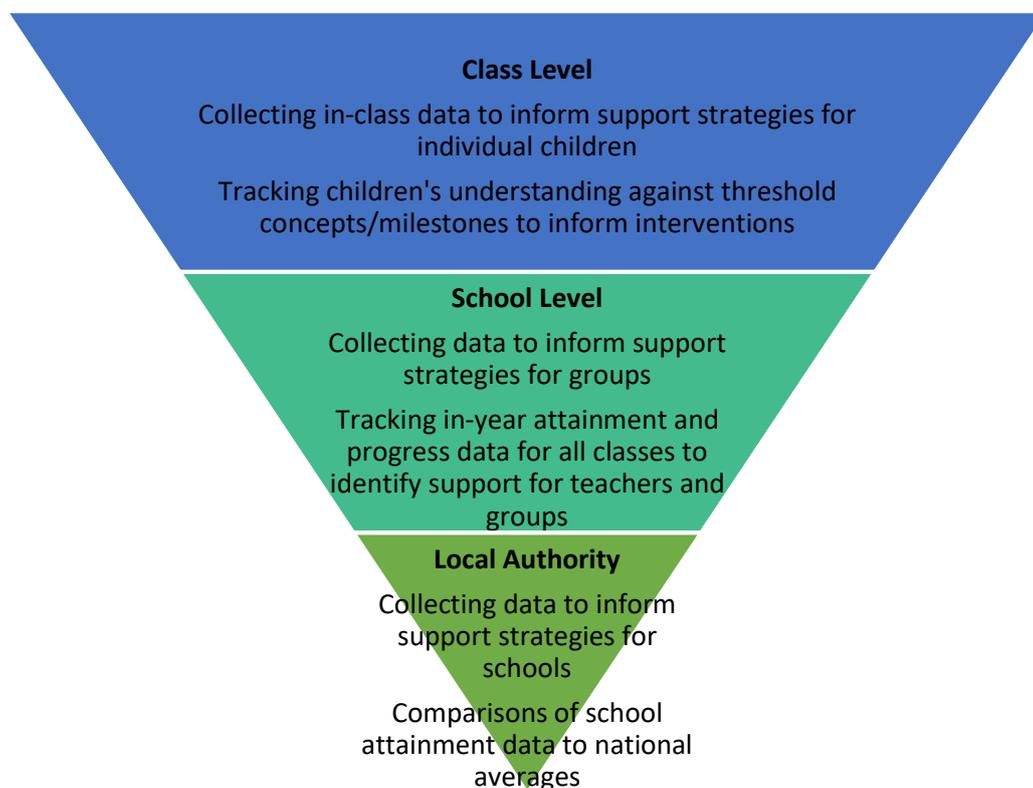
Principles of assessment

'Support' is a key value underpinning the assessment policy, and the primary motivation for collecting data is to inform decisions around appropriate support mechanisms for leaders, teachers, vulnerable groups and individual children.

All assessment should:

- be carried out in line with the school's current monitoring and assessment calendar.
- support individual pupils to make progress in their learning.
- relate to shared learning objectives.
- be underpinned by the confidence that every child can improve and every child can achieve.
- help all pupils to demonstrate what they know, understand and are able to do include reliable judgements about how learners are performing, related, where appropriate, to national standards.
- involve both teacher and pupils reviewing and reflecting upon assessment Information.
- provide feedback, which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- enable teachers to plan more effectively.
- provide us with information to evaluate our work, and set appropriate targets at whole school, class and individual pupil levels.
- inform and enable parents to be involved in their child's progress.

There are three primary audiences for data collection, each with differing needs.



- any data prioritised for collection must be meaningful and useable.
- any data collected must be used to inform support systems and practices.

- there must be a clear and evidenced link between collected data and implemented strategies.

How we assess at Christchurch Infant School

When assessing children, it is essential to value the child's abilities and progress in regards to learning rather than presenting a tick box attitude to assessment. Christchurch Infant School recognises that gaps in previous learning do not signify holding a child back when assessing their learning.

Consider the metaphor of riding a bike as all children in the Year group can ride a bike.



- Some of the children are Working Towards riding a bike independently but can still ride a bike with stabilisers (as they can access the curriculum with support).



- Some of the children can ride a bike as Expected for their age, but still need reminders with some areas for example remembering how to keep safe or applying the brakes well.



- Some children are confident and competent at riding a bike and can ride at Greater Depth. Maybe they can maybe do a trick or can transfer their skills to other bikes with more gears.

A child is deemed to be:

- 'Working Towards' (WTS) age related expectations if they have shown through the evidence in their Learning outcomes or subject assessments (depending on subject) that that they are able to access learning for their age or the programme of study for their year group, even though they may require additional support, resources or scaffolding in order to access the learning.
- 'Expected' (EXP) if they have shown through the evidence in their Learning outcomes or subject assessments (depending on subject) that they are able to access learning for their age or the programme of study for their year group mainly independently, although they may need occasional support, resources or scaffolding.
- 'Greater Depth' (GDS) if they have shown on the evidence in their learning outcomes or subject assessments (depending on subject) that they are able to access learning for their age or the programme of study for their year group and are able to show a full depth of understanding and application of the learning. They will need minimal teaching and limited support whilst demonstrating the greatest understanding.

Summative Assessment

This is 'snapshot' testing which establishes what a child CAN do at a given time.

Formative Assessment/Assessment For Learning

Day-to-day, ongoing assessment, as part of the repertoire of teaching strategies, based upon how well pupils fulfil learning objectives. It is about providing feedback and involving pupils in improving their learning and moving it forward.

EYFS

Assessment at Christchurch Infant School will not entail prolonged breaks from interactions with children. It will be purposeful and is about noticing what children can do and need to know next.

EYFS Baseline Assessment:

On entry to Reception, all children are assessed against the Reception Baseline Assessment (RBA) to provide a starting point for every child in Literacy, Mathematics and Communication.

As part of everyday practice, practitioners will also build their knowledge of each child, in the prime areas of the curriculum through observations, interactions and every day activities. Professional knowledge is used to make a series of judgements about each child and baseline assessments will be completed within the first 5 weeks of a child joining their class.

Summative and Formative Assessment in EYFS

Alongside the Baseline Assessment, summative assessments will be completed during the designated assessment weeks in Autumn 2, Spring 2 and Summer 2. In EYFS a range of assessment tools are used to assess children's development and progress such as:

- Statutory Framework for the Early Years Foundation Stage
- Development Matters in the Early Years Foundation Stage
- Tapestry online learning journal
- Professional judgements
- RWI Assessments

In class, formative assessments will take place every day. These will be in the form of:

- Observations:
 - These will be purposeful and will reflect what the child has learnt/is learning and how to move their education and engagement forward. We do not expect all observations to be written down, however, they must be utilised to ensure the child's learning is pushed forward.
- Interactions:
 - High quality questioning will be used to assess a child's knowledge and challenge them to make links with their prior learning.

- Professional Dialogue:
 - Practitioners will communicate with parents and careers about what their child can do at home and at school. Staff will also use professional dialogue with external providers and internally within their teaching teams.

Early Years children are encouraged to move their own learning forward by the use of:

- Talk partners:
 - Sharing ideas and knowledge with each other. Solving problems together.
- Success Criteria:
 - Teachers will verbally share a success criteria with the children to enable them to achieve in their learning.
- Pencil Targets:
 - In the Spring term, the children will begin to assess their own writing in let's explore, against the visual success criteria on their pencil targets.
- Live marking:
 - Utilising the pink and green marking method to ensure children see what they have done well and what their next step is. This will be actioned immediately during a focus group task.

The new EYFS Framework and Developmental Matters (2021) supports practitioners in being able to assess children's progress across the year and identify next steps in their learning and development. It also helps practitioners to evaluate the provision, celebrate achievements and plan for improvements. All of the teaching is based on our knowledge of the children's current learning, interests and developmental stage.

At the end of the EYFS

Assessment of each child's development is completed using the Early Years Foundation Stage Profile (EYFSP). The EYFSP provides a summary of every child's development and learning achievements. This data is reported to the local authority and nationally to be used for local and national data statistics. Written reports are also sent out to parents.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils development is assessed against the Early Learning Goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected level of development

This data is used internally to inform the next class teacher, reported to the local authority and nationally to be used for local and national data statistics.

The results of the profile are then shared with parents and/or carers as part of their end of year annual report.

Key Stage 1

Statutory Assessments

A Year 1 phonic screening test also takes place in June. The purpose of this test is to confirm that all children have learned phonic decoding to an age appropriate standard.

Pupils are statutorily assessed at the end of Key Stage 1 as to whether they meet the National Standard. Maths, Reading & SPAG are through formal testing and Writing is through teacher assessment. At KS1 the test is used as evidence to support teacher assessments.

The purpose of the tests is to provide a summative end of key stage attainment result. It provides a point at which two comparisons can be made locally and nationally to the children's performance.

Termly Assessment Collection

Teacher's formative assessment is ongoing throughout the year against the National expectations for their year group. Overall teacher assessment judgements are made termly, with summative assessment data drops at the end of Autumn 2, Spring 2 and Summer 2, in Reading, Writing, and Maths. These assessments are recorded using the assessment system and the children are assessed as to whether they are working Below, working towards, expected or greater depth in respect of the current curriculum coverage.

Maths

At the end of each block of work in Maths, teachers use White Rose Maths end of block assessments to support their judgements.

Foundation Subjects

Assessment against the National expectations for Foundation subjects are made after the projects whereby, the subject is a lead subject. These are recorded, in terms of children working towards the skills and those exceeding, on a year group grid to enable subject leaders to analyse their subject data.

Standardised assessments Expectations

- NTS standardised assessments for Reading and Maths in the Summer Term for Year 2
- Summer assessment from the previous year will be used as a baseline
- On-going assessment for all years, with summative assessment data drops at the end of Autumn 2, Spring 2 and Summer 2.

Data

Termly assessments provide a useful checking point to gauge progress over consolidated portions of the curriculum. These check points allow sufficient time for support to be put in place for children, groups and staff.

Data collection will focus on the proportions of children in each year group that fall in to the following performance indicator groupings:

- Greater Depth (GD)
- At the expected standard (EXP)

- Working towards the expected standard (WTS)
- Significantly below the expected standard (PKS)
- Unable to participate in subject specific study (Engagement Model)

For the NTS standardised assessments, the boundary for each group equates to the standardised test scores as indicated by the DFE each year. **Monitoring**

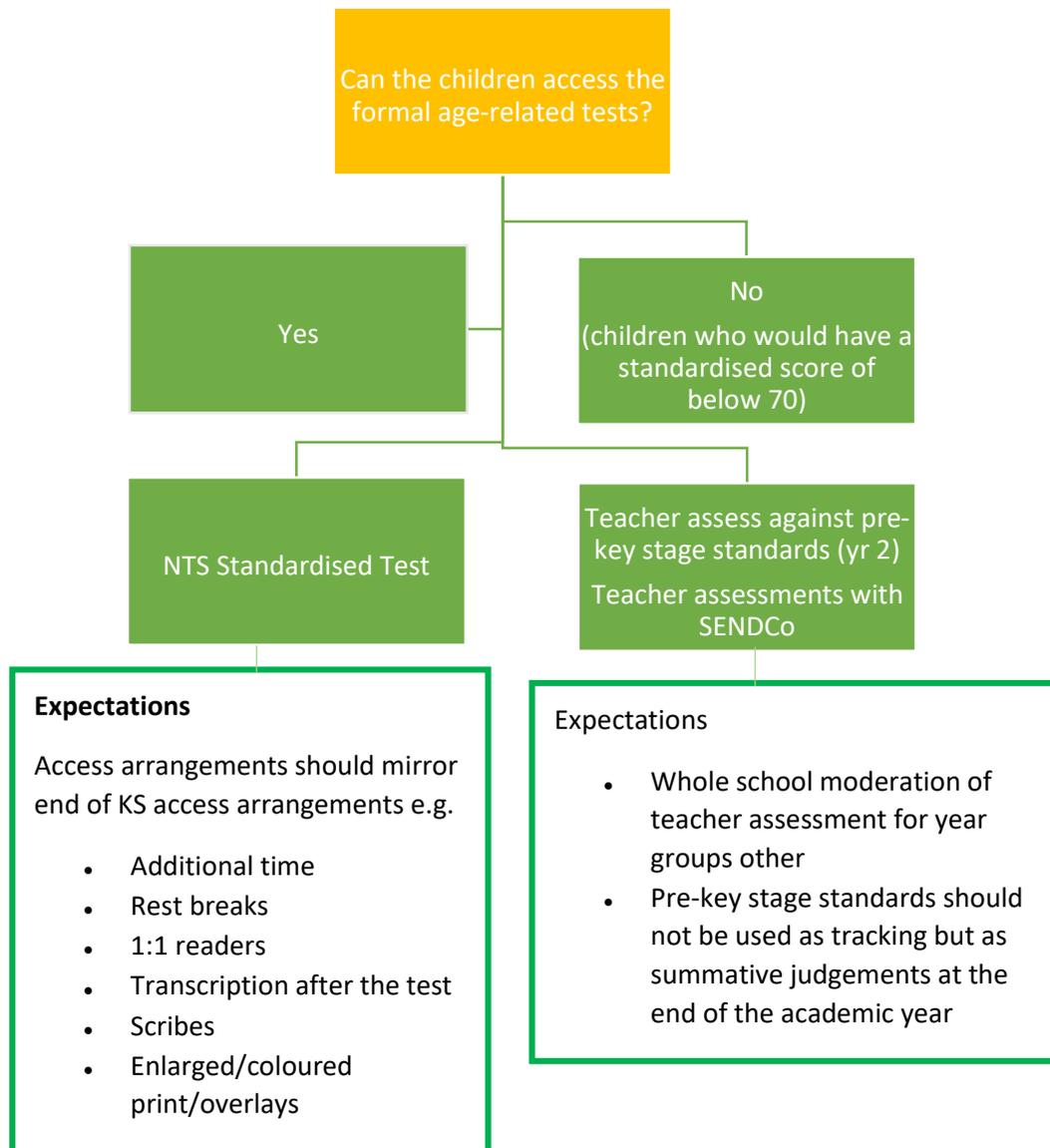
Moderation of the core subject areas is important and takes place, throughout the year, internally within the school involving teachers from the same or different year groups. It may also be part of a cluster session with other schools in the local area. Moderation is a collaborative process, which involves looking through a selection of work to decide if pupils have demonstrated the necessary skills outlined in the national curriculum for their year group. Working together, allows teachers to support each other when making assessments, while ensuring consistent standards and reliable outcomes. Moderation is a positive part of a teacher's professional development as it offers the opportunity to compare pupil performance with the requirements of the national curriculum. It also ensures that accurate and fair marks are awarded to pupils by comparing them to others in the same class and are consistent with those made in other classes and other schools.

Externally, the BCP conducts statutory external moderation at the end of Key Stage One. They are required to externally moderate at least 25% of schools every year. These schools have a sample of their English reading, English writing and mathematics outcomes moderated by LAs. This is to validate judgements and ensure they are consistent with national standards

Reporting to parents

These provide a formal end of year assessment of each child. It not only fulfils a legal requirement, but acts as a vital part of our relationship with parents and carers, serving to promote the achievements of the child. Alongside this, our open-door policy and bi-annual parents evenings allow regular updates to be provided.

Arrangements for children with SEND



Engagement Model

The engagement model **must** be used for pupils in KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study. Subject-specific study occurs where a pupil can demonstrate recognisable and specific skills, knowledge and understanding in English language comprehension and reading, English writing and mathematics. The Pre-Key Stage standards must be used for statutory assessment at the end of KS1 for pupils who are working below the standard of the national curriculum assessments **and** engaged in subject-specific study.

Pupils assessed using the engagement model are usually described as having severe or profound and multiple learning difficulties. This means they have serious cognitive impairments and learning difficulties, which lead to significant delays in reaching developmental milestones. They operate at very early stages of cognitive, physical, social and emotional development. In addition, these pupils are likely to experience at least one or more of the following:

- Significant Sensory impairment
- Significant communication impairment
- Significant motor impairment
- Complex medical needs
- Dependencies on technology

Roles and responsibilities

The Assessment Leader will:

- have an overview of progress and attainment through school, comparing it to Local and National results and having sight of a three-year trend. This will apply to overall cohorts as well as identified groupings such as boys, girls, disadvantaged, free school meals, SEN and any other grouping deemed statistically significant.
- ensure each class teacher uses the assessment system to analyse the performance of individuals and vulnerable groups, then to set individual pupil progress targets.
- ensure each class teacher carries out ongoing formative assessment during teaching.
- ensure summative assessment tasks are carried out and that the resulting data is collated centrally.
- ensure all staff are familiar with current Assessment policy and practice.
- prepare and deliver reports to staff and Governors.

Year Leaders will:

- track progress throughout their year group, with reference to local and national data, and meet as a year group half termly to review children's progress and reflect on next steps.
- produce a report, depicting barriers to learning and strategies to achieve accelerated progress, for the Deputy and Head Teacher on a termly basis, or sooner if needed based on pupil progress discussions within year teams.
- have a good working overview of progress and attainment in their year group and be able to discuss this with school leaders and governors, with evidence.

Maths and English Leaders will:

- track progress across the school in their subject, with reference to local and national data, and report to the Deputy and Head Teacher on a termly basis,
- maintain records in their subject leadership files.
- lead moderation meetings for their subject within school and attend outside moderation meetings
- monitor and evaluate the use of English and Maths targets for groups of children.
- have a good working overview of progress and attainment in their subject and be able to discuss this with school leaders and governors, with evidence.

Read Write Inc Leaders will:

- track children's RWI progress across their year group and report to the Deputy Head Teacher on a half termly basis,
- maintain and distribute weekly groupings to their year group.
- monitor and evaluate the RWI groupings, staff and targets for individual/groups of children.
- have a good working overview of progress and attainment in RWI and be able to discuss this, with evidence.

Foundation Subject Leaders will:

- track progress across the school in their subject, where their subject is one of the three lead subjects, and report impact to the Deputy and Head Teacher on a termly basis.

- maintain records in their subject leadership files.
- lead meetings for their subject within school and attend outside network meetings.
- have a good working overview of progress and attainment in their subject and be able to discuss this, with evidence.

The Inclusion Leader will:

- track progress across the school for SEND and other vulnerable groups, with reference to local and national data, looking at trends and reporting to the Deputy and Head Teacher on a termly basis.
- track progress for specific children, including SEND and other vulnerable groups and set targets for those identified as having additional needs and maintain records.
- have a good working overview of progress and attainment of vulnerable groups and be able to discuss this with school leaders and governors, with evidence.

Class Teachers will:

- ensure assessments are carried out by the deadlines set and the results are recorded in the agreed manner
- have a good working overview of progress and attainment in their class and be able to discuss this, with evidence.
- plan teaching and learning that best supports the children in meeting their targets, including those on support plans and Education Health Care Plans.

Support Staff will:

- have a good working knowledge of which ability band children they support are working in, whether they have any identified additional needs and how best to support the children in meeting their targets, including those on support plans and Education Health Care Plans.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- we have high expectations of all pupils and of all groups of pupils
- we carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement

Appendix A:

Planning:	Strategy:
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<p>Identifies valid learning and assessment objectives that ensure differentiation and progression in delivery of the National Curriculum.</p>	<p>Ensures clear learning objectives, differentiation and appropriate delivery of the National Curriculum; short-term plans show how assessment affects next steps by the development of activities and contain notes on pupils who need more help or more challenge.</p>
<p>Sharing learning objectives and success criteria with pupils: Pupils know and understand the learning objective and expectations of what is required to achieve the task.</p>	<p>Ensures that pupils are focused on the purpose of each task, encourages pupil involvement and comment on their own learning; keeps teachers/teaching assistants/children clear about the expectations required to achieve the learning objective.</p>
<p>Pupil self-evaluation and peer evaluation: Pupils are trained and encouraged, in oral or written form, to evaluate their own and their peers' achievements against the learning objective and success criteria. They reflect on the successes and areas for development to ensure progress against the learning objective.</p>	<p>Empowers each pupil to realise his or her own learning needs and to have control over future targets; provides the teacher with more assessment information – the pupil's perspective.</p>
<p>Feedback/ Marking: Must reflect the learning objectives/success criteria of the task to be useful and provide an ongoing record of children's progress. Marking/feedback can be oral or written in symbol form.</p>	<p>Tracks progress diagnostically, informs the pupil of successes and weaknesses and provides clear strategies for improvement.</p>
<p>Target setting: Targets set for individuals, over time, for ongoing aspects – e.g. writing is shared with parents/guardians during parents evenings. Marking for improvement symbols also make children aware of their successes and next steps.</p>	<p>Ensures pupil motivation and involvement in progress; raises achievement and self-esteem; keeps teacher informed of individual needs; provides a full record of progress.</p>

Appendix B:

Assessment Codes for SIMS

Early years

Code	Description
WTS	Working Towards the curriculum taught by the assessment point
EXP	Meeting the standard in the areas taught by the assessment point

Year 1

Code	Description
E (Engagement Model)	Not accessing or working on any area of the KS1 Reading, Writing or maths curriculum
BLW	Working below/not accessing the Year 1 curriculum that has been taught by the assessment point
WTS	Working Towards the Year 1 curriculum taught by the assessment point
EXP	Meeting the standard in the areas taught by the assessment point
GDS	Full understanding and application in the areas taught by the assessment point

Year 2

Code	Description
E (Engagement Model)	Not accessing or working on any area of the KS1 Reading, Writing or maths curriculum
BLW	Working below/not accessing the Year 2 curriculum that has been taught by the assessment point
WTS	Working Towards the Year 2 curriculum taught by the assessment point
EXP	Meeting the standard in the areas taught by the assessment point
GDS	Full understanding and application in the areas taught by the assessment point