ST PETER'S
CHURCH OF ENGLAND
(VOLUNTARY AIDED)
PRIMARY SCHOOL
SOUTH WEALD

ASSESSMENT, RECORDING
AND REPORTING POLICY

'For the children to realise their God-given gifts
and talents, and grow following the example of
Jesus.'
*Matthew 19:26- But Jesus looked at them and
said, "With man this is impossible but with God all
things are possible"*

October 2019

Rationale

In September 2014 the government introduced a new national curriculum 2014 and reformed assessment requirements as outlined below:

"As part of our reforms to the national curriculum, the current system of 'levels' used to report children's attainment and progress will be removed from September 2014 and will not be replaced. By removing levels we will allow teachers greater flexibility in the way that they plan and assess pupils' learning.

The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage, and all maintained schools will be free to develop a curriculum relevant to their pupils that teaches this content. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents."
Published: September 2014

At St Peter's school we have devised and implement an approach to assessment and reporting which meets these requirements as well as those in the Early Years Foundation Stage (EYFS). Assessment at St Peters' School is both formative and summative and is used so that the pupils' next steps can be identified and addressed. It is therefore important that we have a system that allows the teachers and parents to track progress and address any gaps. This policy should be read alongside St Peter's Marking Policy.

EYFS- Early Years and Foundation Stage

Pupils in EYFS are assessed against the 17 Early Learning Goal (ELGS)- see appendix 1 for a detailed list of these.

Baseline assessments

Teachers undertake a baseline assessment of children in all 17 areas of learning assessment on entry to the school. This is usually completed by the end of the first half term that the children are in the school. From September 2020 the school will use the new government approved baseline assessment tools.

Ongoing assessment

The outcomes of the baseline assessment then forms the base on which the children's progress is measured throughout the year. The children are assessed into age related bands from the 'Development Matters' document. These are -0-11 months, 8-20 months, 16-26 months, 22-36 months, 30-50 months, 40-60 months.

Assessment is a constant part of teaching and learning in early years. Teachers, support staff and parents all contribute to this through observation of pupil's learning and the recording of evidence. This may be in written form (adult scribing quotes or making first hand observations), photographic, or work the child has produced. These ongoing assessments form a wide picture of a child's achievements throughout the year.

Tracking progress

Teachers keep assessment evidence data in a variety of ways:

- Pupils books (learning journey)
- Using the school's electronic tracking system (Educator)
- Through their professional judgement and knowledge of the child

At the end of the Autumn and Spring terms teachers make a judgement about which age related band (see above) a child is currently working in for each of the 17 areas. The bands are split into 3 parts 'High, Mid, Low'.

Pupils are then tracked as they move through the bands and teachers are able to identify and target those making slower progress or who are at risk of not meeting age related expectations at the end of the year.

End of reception assessment (Foundation stage profile)

At the end of the year the teacher makes a best fit judgement to decide if a child is **emerging**, **expected** or **exceeding** against each of the 17 Early learning Goals and completes the Foundation Stage Profile for each child. These judgements are made using all the sources of ongoing assessment evidence collected throughout the year.

The judgements are reported to the LA and DFE where the percentage of pupils who have made a Good Level of Development (GLD) is published. The GLD is the number of children who have reached at least expected in all 17 of the Early Learning Goals.

Reporting to parents

In EYFS there are three formal parental meetings. One is a base line as soon as the child starts then there is one in December and one in Spring term. As well as these there are two written reports that are issued. One in February and a more detailed end of year report in July. These reports focus on the child's progress and attainment in the 17 Early Learning Goals.

Key Stage 1 and Key Stage 2

In years 1 -6 children are assessed against the end of year expectations for their current year group as laid out in the new national curriculum. Pupils in year 2 and year 6 undertake national statutory summative assessments.

In order to track progress and attainment between these statutory assessments at St Peter's School we have introduced our own points system known as 'Tracking Points'.

Attainment

The children in each year work towards milestones. For a child to reach a milestone they must have shown evidence that they are secure in all of the objectives stated for the end of each year group in the national curriculum. For example a child who achieves milestone three in maths must have shown that they can securely work and apply all of the year three maths objectives. The milestones have then been allocated points so that we have a numerical tracking system.

EYFS- expected	**9 points**
Milestone one	**12 points**
Milestone two	**15 points**
Milestone three	**18 points**
Milestone four	**21 points**
Milestone five	**24 points**
Milestone six- **also known as secondary ready**	**27 points**

The school has also written definitions for the points in between the milestones -for example 16 points. These are not a hierarchical ranking of the end of year expectations but the smaller steps needed to bridge each skill between the end of one year and the next. The points allow teacher and management to identify where a pupil's attainment is in line with end of year expectations and to identify skills they are not yet confident with as next step targets.

Points	y3 band	y4 band
15	**Below ARE(age related expectations)**	**Below ARE**
16		
17		
18	**ARE**	
19	**Exceeding ARE**	
20		
21		**ARE**
22		**Exceeding ARE**
23		
24		
25		

Progress

The points system also allows the school to track the progress of pupils as they move through each point. All children are expected to make a minimum of 3 points progress each year. Children who do not will have interventions in place so that we can close the gap between where they are and ARE. This is so that the gap between their attainment and averages can be narrowed and closed.

Each half term the teacher will have a pupil progress meeting with the Head or Deputy. At this meeting the teachers will present the class data and show which children are on track to make 3 points and which are not. The teachers will also discuss disadvantaged pupils and talk through their progress.

If any child is not on track then the teacher will show what interventions are in place so that the child can rapidly close the gap.

Ongoing assessments

Assessment is a central part of all teaching and learning. Pupils are continuously assessed throughout lessons to allow their progress to be maximised and for teachers to identify and address misconceptions. Such assessment will be in the form of:

- High quality questioning that checks understanding not just knowledge
- Individual or group feedback sessions
- Self or peer assessment (may include use of checklists and marking ladders)
- A clear dialogue created by marking (see feedback policy)
- Use of mini plenaries
- Use of split starts or 'surgeries' to target teaching at individual groups
- Clear skills based success criteria which are used to drive the assessment.

Teachers use the information collected from this ongoing assessment to:
a. Reshape or adjust lessons and activities as they are teaching – including moving children on to a further challenge or re-modelling a concept as needed within the same lesson.
b. Inform future lesson planning in the short and longer term.
c. Add to their knowledge of the child when making summative teacher assessments.

In year assessments

For reading, writing, and maths each tracking point has a specified set of skills which pupils must be able to use and apply. These have been collated into grids which teachers use to make judgements as to which point each pupil has achieved. These assessments are completed on at least a termly basis as outlined by the assessment timetable which is circulated each year.

In order to come to their judgements teachers use both formative assessment strategies and formal testing as appropriate to the year group including single point tests for both maths and English, mapped to the curriculum expectations for each point.

End of year assessments

At the end of the year children are assessed and given a final tracking point for that year as well as how many points progress they have made. Their attainment is reported in comparison to their end of year expected point (milestone). Each end of year expectation is called a 'Milestone' so the expectation for year 2 is called 'Milestone 2'**. If the children sit a test they must achieve at least 65% to be awarded ARE and 80% to be considered for a higher scale score.**

They are assessed in the same way as they are at each assessment point throughout the year.

For core subjects (reading, writing, science and maths) the criteria for the expected level for each year group are taken from the new national curriculum programme of study for each year. These statements provide a 'milestone' point for each year group.

For non-core subjects The planning for the foundation subjects is split into key skills from curriculum 2014 and knowledge. These provide end of key stage expectations (year 2, year 4 and year 6). The intermediate year (year 1, year 3 and year 5) expectations are taken from the more detailed previous Chris Quigley skills based curriculum and have been matched to the new curriculum content to ensure clear progression. The key skills are assessed though careful targeted book monitoring and pupil interviews to ensure the pupils a have a long term depth of knowledge.

Reporting to parents

There are two formal written reports issued to parents:

1. Mid year report in February which will report on the progress, effort and attainment against the core subjects compared to national expectations and in school targets.
2. End of year report in July will provide a more detailed report on all aspects of the child's year. Parents will be told the attainment point, how many points progress and what the national expectation is for their child's year group to allow them to make a comparison.

There are also two formal parents' evenings in October and January as well as an evening to look at the pupils work in July where the teacher will be present. In addition there will be two extra parents' evenings throughout the year where parents of pupils who are not making at least expected progress in a core subject are called in to discuss areas to develop.

Intervention

Following each pupil progress meeting and at the start of academic years, teachers use both progress and attainment data to identify pupils who need further intervention. Information about targeted children is passed on to the next teacher to form the initial basis of intervention groups in the new year group. At the end of the first half term there is a pupil provision meeting to discuss what has been put in place. Children may be added to interventions at any point during the year and parents are informed.

The SENCO is responsible for monitoring the impact of interventions and feeding this back to SLT.

Statutory assessments leading to published data

The pupils at the school have to sit formal assessments at various stages in the school where this data is sent to both the LA and the DFE. The following assessments take place:

Year 1: phonics screening check where we report if a child has either met the standard or not. This is reported to parents and internally administered and marked. Pupils who do not meet the standard in year 1 must be rechecked in year 2.

Year 2: There are four areas that are assessed using external materials but internal marking. These are writing, spelling, grammar and punctuation, reading and maths. The children are then reported in four bands. These are:

- **Pupils working below national standard**
- **Pupils working towards national standard**
- **Pupils working at national standard**
- **Pupils working at mastery standard**

Year 6: There four elements to these end of year assessments. There are three externally marked elements and one internally marked. The three externally marked elements are maths, reading and grammar and punctuation. The internally marked element is writing and uses teacher assessment based on the children's work throughout the year. More information is expected from the DFE throughout the forthcoming academic year as to the nature of reported results. The pupils will be given a scale score. 100 means met ARE, 110 means they are higher attainers who have reached a higher scale score.

Last Review: October 2019

Next Review: October 2023

Appendix 1- Early Learning Goals- with expected definitions

Communication and Language		
Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity	**Understanding** Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.	**Speaking** Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Personal, Social and Emotional		
Making Relationships Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	**Self-confidence and self-awareness** Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	**Managing feelings and behaviour** Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Physical	
Moving and Handling Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.	**Health and Self Care** Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Literacy	
Reading Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.	**Writing** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Numeracy	
Numbers Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.	**Shape, Space and Measures** Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World		
Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design	
Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	**Being imaginative** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.