



East Sheen Primary School

Assessment, Recording and Reporting Policy

1. Introduction

Assessment, Recording and Reporting (ARR) is an integral part of the National Curriculum statutory procedures. ARR complements and assists teaching and learning. This policy outlines the purpose, nature and management of ARR at East Sheen Primary School.

2. The Nature and Purpose of Assessment, Recording and Reporting

2.1 General principles for assessment

In our school, we aim to:

- enable every child to achieve their personal best
- raise standards in pupil performance
- provide comprehensive information to teachers, parents, pupils and outside agencies regarding pupil progress and value add throughout the school
- monitor and evaluate progress of all pupils, including vulnerable pupils, those eligible for PPG and high achievers
- use rigorous scrutiny of data, to identify and improve areas of concern and strengthen and extend areas of high achievement
- use assessment to inform target setting and future planning
- involve staff, senior leaders and governors in regular and rigorous scrutiny of data.

2.2 **Assessment** is an integral part of teaching and learning. Assessment has several purposes:

- 'formative' - provides information for the teacher to plan the next steps in the children's learning (Assessment for Learning)
- 'diagnostic' - provides more detailed information about individual children's strengths and weaknesses
- 'summative' - summarises children's progress at the end of time period or Key Stage (Assessment of Learning).

2.3 As a staff, our aim is to achieve continuity and progression in each child's learning across all subjects in the curriculum. The achievement of this aim is founded on the quality of the records and assessments which we keep and their use by each teacher in planning future learning. Assessment is considered at the planning stage to ensure that assessment opportunities are recorded and that the outcomes of assessment are used in the planning of future work.

2.4 Assessment is a fundamental part of teaching and learning. It should help teachers to:

- plan work matched to a child's level of attainment
- identify where specific help is required
- support children's progress.

3. Statutory Assessments

- 3.1** Foundation Stage children in Reception follow the Early Years Foundation Stage Curriculum and their progress is assessed in the 7 areas of development (see Early Years Policy). An initial assessment is made during the child's first six weeks in school to enable progress measurements: this is the statutory Reception Baseline Assessment for literacy and mathematics (statutory from autumn 2021).
- 3.2** Year 1 children are assessed (during June) in the Phonics Screening programme. Any children not meeting the expected standard will be retested in Year 2.
- 3.3** Summative Assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of tests, tasks and teacher assessment following the national guidelines.
- 3.4** The information from the assessments at the end of both Key Stages is used to inform future planning of the curriculum and to assist teachers in organising differentiation across the year group, class groupings, small groups and individual support.
- 3.5** Year 4 children will sit the multiplication tables check (MTC) in June. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

4. Non-Statutory Assessments

- 4.1** In addition to the statutory requirements, summative tests will be used to assess children's progress against age-expected objectives to assist teacher assessment in English, Maths and Science from Y1-Y6.
- 4.2** The information from all assessments is used to inform future planning of the curriculum and to assist teachers in organising differentiation across the year group, class groupings, small groups and individual support.

5. Assessment Records

- 5.1** Class teachers are responsible for maintaining accurate records of the achievement and progress of their classes. Target Tracker is an electronic assessment package which is used in all year groups to record pupil progress against curriculum objectives and to support analysis of pupil attainment data. Assessment of core and foundation subjects are recorded on Target Tracker. EYFS observations and assessment information are also recorded on 'Tapestry'- an online journal specifically created for Foundation Stage assessment. Class teachers may keep additional records specific to a particular year group e.g. tracking progress in reading high frequency words or learning multiplication tables.
- 5.2** Class data for all children will be uploaded onto Target Tracker. EYFS data, end of KS1 and KS2 data, Y1 phonics check data and Y2 phonics re-check data will be submitted to the LA via Integris G2 or following the LA's instructions. KS2 teacher assessment data is uploaded directly through the Primary Assessment Gateway. Rigorous analysis of data is carried out by the Headship Team, Senior Leaders and Subject Leaders.

6. Target setting/Next Steps

- 6.1** The school uses Target Tracker to keep track of pupil progress in all subjects so as to support pupil target setting. The Early Years Foundation Stage data reports the number and range of goals achieved and is used to inform future target setting. In July, data is analysed to identify strengths and weaknesses and to identify any trends within specific groups within a cohort. Further analysis tracks individual progress.
- 6.2** Teachers identify personalised next-steps for children (KS1 and KS2) in mathematics, reading and writing which are reviewed and updated regularly as the next steps are achieved or subject matter changes.
- 6.3** All children are encouraged to review their next steps and action marking feedback. Children in KS2 meet formally with their teachers to discuss progress. This supports the children to take ownership and responsibility for their learning.

7. Reporting to Parents

- 7.1** 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 concerns about any aspect of their child's work.
- 7.2** In the Autumn term, parents are invited to a curriculum evening to meet with teachers to hear about how the curriculum is delivered and assessed in their year groups. It is also advertised as an opportunity to discuss with teachers how children have settled into the new academic year.
- 7.3** During Autumn and Spring terms, we offer parents the opportunity to attend a progress conferencing meeting with their child's teacher (children are also invited to attend in KS2). At the first meeting (Autumn) we review the next steps that have been identified for their child. At the second meeting (Spring) we evaluate and discuss progress. During Open Day (held during Summer term) parents are invited into school to review their child's work and meet the teacher for the coming year.
- 7.4** During the Summer term we provide parents/carers with a written report of their child's progress and achievements during the year.
- 7.5** In reports for pupils in Year 6, we provide details of National Test results for maths, reading and spelling punctuation and grammar. Teacher assessments are given for writing and science. In Year 2 (end of KS1), teacher assessment levels are given for reading, writing, maths and science. Reports for all other year-groups inform how children are progressing against age-related objectives according to the National Curriculum or Early Years Foundation Stage Curriculum in England.
- 7.6** Results from the Multiplication Tables Check in Year 4 and the Phonics Check in Year 1 (or Year 2 where appropriate) are also reported to parents with an explanatory letter with the child's end of year report.

8. Feedback to Pupils

- 8.1** We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next to improve their work. Throughout the school, marking is directly linked to the lesson objectives. By

so doing, we make clear whether the objective has been met. If the objective has not been met, we set out what the child needs to do next in order to improve future work. "Next steps" are identified in focus pieces to help children understand how to improve their work further, even when the objective has been met. In Key Stage 1, a variety of appropriate marking strategies are used; these includes stickers, illustrations, written comments and conferencing with individuals. Across the school, 'Wow' cards and certificates are used to celebrate achievement. More information can be found in the school's 'Marking and Feedback Policy'.

- 8.2** In Key Stage 2, teachers aim to conference children termly through verbal feedback on their progress and learning, and by discussing next steps with them.

10. Monitoring and Review

The Headship Team is responsible for monitoring the implementation of this policy and together with The Senior Leadership Team analyse the data to monitor cohort, group and individual progress. They will also be able to assist staff and governors by producing required reports.

11. Moderation

Assessment judgements as to whether children are working towards, meeting or exceeding age-related expectations will be moderated through work sampling by subject leaders, the Senior Leadership Team and whole staff. Teachers of children in Y2 and Y6 attend agreement trialling sessions with other primary schools to ensure consistency in end of key stage assessments across the borough. We endeavour to complete non-statutory moderation in other year groups where feasible. Quality assurance visits can also be made for statutory assessments by the local authority or other authorised bodies.

12. Allocation of Teachers and Resources

- 12.1** Assessment informs the deployment of all support staff including, the SENDCo, HLTAs and TAs.
- 12.2** Resources are also allocated in accordance with assessment analysis to ensure best value.
- 12.3** The school targets small group intervention or support plans, when the need is identified.

13. Involvement of Governors

- 13.1** Data analysis is reported at Governors' Teaching and Learning Committee meetings.
- 13.2** Members of the Governors' Teaching and Learning Committee accompany the Headship Team on Learning Walks and also follow an annual schedule of classroom visits.

14. Equal Opportunities

- 14.1** This ARR Policy and its delivery at East Sheen Primary School is underpinned by and takes full account of the school's Inclusion and Special Educational Needs Policies. The implementation of this policy is the responsibility of all staff.

15. Children with Special Educational Needs

- 15.1** Detailed assessment procedures and tracking of pupil progress for children with Special Educational Needs are held by the SENDCo and are within the SEND information report.

Date Agreed by Governors: Autumn 2022

Review Date: Autumn 2023