



Assessment, Recording and Reporting Policy

(to be read in conjunction with the SRRCPs Feedback Policy)

St Richard Reynolds Catholic Primary School

Policy: Assessment, Recording and Reporting

Date of publication: September 2016

Date of approval by Governing Body: November 2016

Date of next review: As required

Aims:

Assessment, recording and reporting (ARR) are processes that are used to measure pupils' achievement and progress and to use that measure to inform all stakeholders. Our view is that ARR should be manageable for the class teacher and must be delivered in a timely fashion to pupils and to parents in order for it to be most effective. Assessment or reporting, just for its own sake is not productive and so needs to be closely tied in with the learning that is going on in the classroom at the time. As such, different year groups will need assessment and reporting of attainment and progress at different times in the year and our ARR cycle will reflect that.

EYFS

Assessment of learning is primarily through observation of pupils engaged in the range of cross-curricular activities, which are both child-initiated and adult-directed. Our primary assessment method is through use of the online application 'Tapestry.' This application allows all staff working with EYFS pupils to contribute to the pupil's profile. It also allows opportunity for parents and carers to contribute towards the profile as recommended in the EYFS Statutory guidance. At the end of the Reception year, pupils will be assessed against 17 Early Learning Goals, with a judgement being made as to whether they are emerging, expected or exceeding these goals. Pupils must be working at the expected level in the Prime areas (PSED, PD and CLL) plus Literacy and Mathematics to be deemed to have made a good level of development (GLD). Appropriate interventions will be put into place to support pupils who have not reached GLD as they enter Year 1.

Key Stage 1 and 2

Each academic year pupils will be assessed to see if they are meeting age related expectations as set out by the government. They will be assessed as working towards these expectations, working at, or working above. Pupils assessed as working above expectations will have mastered age related expectations and have an in depth understanding of them. For pupils not meeting age related expectations, appropriate intervention will be put into place.

In Year 1, pupils will take part in a phonic screening check which test pupils on their ability to decode 40 words (20 real and 20 pseudo words). The outcomes of this screening check will be reported to parents and pupils who have not met the required threshold will be required to retake this check in Year 2. Appropriate intervention will be put in place to support pupils who have not met the expected standard.

In Year 2, pupils will sit statutory end of Key Stage 1 assessments in reading; spelling, punctuation and grammar; and mathematics. Scaled scores from these alongside teacher assessments will determine whether pupils have met the age related expectations.

How will teachers make judgements about attainment?

Following the decision of the Government regarding the removal of National Curriculum levels we have been implementing assessment materials from STAT Sheffield and this year move to an online system STAT online provided by Educater. The attainment of children in Years 1 - 3 will be assessed against the new National Curriculum, using the model of attainment steps found in the STAT online materials. Attainment steps, (see appendix 1) will replace the levels. Children progress through the steps as they master more of the National Curriculum statements. Teachers will use the STAT online software to track progress throughout the academic year. For each statement teachers will be required to make a judgement whether a child is beginning to develop that skill, progressing within it or has embedded that skill. The STAT assessments include some Key Performance Indicators which children must master before they can move on. These statements ensure that essential learning is secure and prevent gaps in learning from developing. The STAT online software should be used as a continuous assessment tool allowing teachers to build up pupils' attainment profile as they go along rather than half termly.

The purpose of assessment is

- Support and help students to learn by identifying strengths and areas for development
- To inform the teacher's planning of future lessons
- To identify areas for development for each pupil to inform the provision of intervention strategies needed
- To monitor the standard of teaching by the class teacher
- To gather data on achievement and progress to report to parents/carers, local authority and Ofsted

The purpose of recording is

- To track the progress of pupils
- To measure progress of individuals against their baseline and previous assessments
- To measure individual progress against external benchmarks
- To identify strengths and areas for development in order to put intervention strategies in place to support individuals
- To monitor the success of intervention strategies

The purpose of reporting is

- To inform parents/carers of the progress their child is making
- To flag up to parents/carers the strengths and areas of development that their child has in specific subject areas and to suggest intervention strategies to support individuals
- To work in partnership with parents/carers to support their child to fulfil their potential in all subject areas

We will achieve this by

- Ensuring that pupils are aware of the expectations for the end of year subject and the step at which they are currently working (in an age appropriate manner).
- Ensuring that pupils receive oral and written feedback in line with the Feedback policy, commenting on areas of strength and development.
- Ensuring that pupils are assessed against external benchmarks – moderation events and agreement trialling.
- Employing a wide range of Assessment for Learning techniques, including self and peer assessment where appropriate
- Ensuring that any concerns are flagged up to parents/carers as they arise rather than waiting for a Parents' Consultation Evening.
- Calling home to give specific feedback to parents/carers where appropriate
- Reporting to parents/carers on the progress of their child via both compulsory and non- compulsory Parents' Consultation meetings and in the end of year academic report.

Assessing the new National Curriculum - KS1 and KS2

Step	Appropriate Curriculum
1-15	Pre-Y1 attainment stages
16	Entering
17	Developing
18	Secure
19	Entering
20	Developing
21	Secure
22	Entering
23	Developing
24	Secure
25	Entering
26	Developing
27	Secure
28	Entering
29	Developing
30	Secure
31	Entering
32	Developing
33	Secure
34 +	Post-Y6 attainment stages

Step 18 will be considered the expectation for a child at the end of Y1.

Step 24 will be considered the expectation for a child at the end of Y3.

Step 30 will be considered the expectation for a child at the end of Y5.

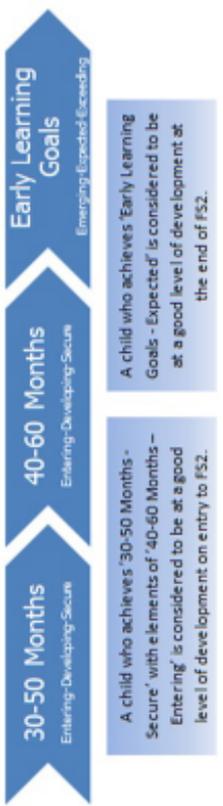
Steps 16 – 33 (Children enter, develop and then become secure against the National Curriculum statements for each year group)

Primary School Assessment 2016-2017 School Year



Assessment in the Early Years Foundation Stage

Assessment in EVFS has not changed.



A child who achieves '30-50 Months - Secure' with elements of '40-60 Months - Emerging' is considered to be at a good level of development on entry to FS2.

A child who achieves 'Early Learning Goals - Expected' is considered to be at a good level of development at the end of FS2.



Tapestry is an online learning journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum, to build up a record of your child's experiences during their time with us. This system allows us to work with parents and carers to share information and record the children's play and learning in and outside of the classroom.

Tapestry provides each individual child with their own learning journal held online. Parents and carers are given