



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

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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

Pupils will complete the statutory Reception Baseline Assessment (RBA) within the first 6 weeks of joining Reception, regardless of when they join the class, unless they have been assessed previously. The RBA is an age-appropriate assessment of mathematics and literacy, and communication and language, that is delivered in English. It is clearly linked to the learning and development requirements of the EYFS. The purpose of the RBA is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort -level progress measure to the end of key stage 2 (KS2) can be created.

In the first half term of a child starting in Reception, they will take part in the Nuffield Early Language Intervention (NELI) programme. A short language intervention used to highlight any delay in a child's oral language development and are, therefore, at risk of experiencing difficulty in education. The intervention is delivered by trained teaching assistants. Sessions focus on improving pupil's vocabulary, developing narrative skills, encouraging active listening and building confidence in independent speaking. The assessment is used again at the end of the school year to help us see how a pupil's language skills have benefited from the NELI programme.

Teachers and Early Years support staff use their professional judgement, based on observations which are both child-initiated and adult-directed. At various checkpoints throughout the year (Baseline, Autumn, Spring and Summer) EYFS staff report into an online tracker to monitor pupil's level of development across the seven areas of learning; using the Development Matters age and stage of development bands. Tapestry

is used as an additional method of assessment and feedback to parents; allowing opportunity for parents and carers to contribute towards the profile as recommended in the EYFS Statutory guidance.

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage Profile is completed for each pupil. The school will indicate whether pupils are meeting expected levels of development, or if they are not yet reaching expected levels (emerging). 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 national expectations, working at national expectations, or working at a Greater Depth within national expectations. Pupils assessed as working within Greater depth 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. In English writing, teachers use a statutory writing framework to make teacher assessment judgements for pupils at the end of key stage 1.

In Year 4, pupils will take a statutory Multiplication Tables Check (MTC) in the summer term. The purpose of the check is to determine whether the pupils can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help school to identify if a pupil may need additional support.

In Year 6, pupils will sit statutory end of Key Stage 2 assessments in reading; spelling, punctuation and grammar; and mathematics. Scaled scores from these will determine whether pupils have met the age-related expectations. In English writing, teachers use a statutory writing framework to make teacher assessment judgements for pupils at the end of key stage 2.

How will teachers make judgements about attainment?

The attainment of children in Years 1 - 6 will be assessed against the National Curriculum objectives, through formative and summative teacher assessment and the use of National Standardised tests.

The purpose of assessment

- To 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

- 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

- 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 attainment which they are currently working at (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
- Record pupil's performance in all assessments e.g. NSTs, GAPs tests and DfE end of key stage assessments.
- Use termly NST, GAPs tests to support teacher assessment judgements.
- Use assessed work in addition to class work to support teacher assessment judgements.
- Use the Fisher Family Trust Aspire Pupil Tracking online system to track pupils progress against other schools nationally.
- Track pupil progress through termly Pupil Progress meetings with class teachers and the assessment lead.
- 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.
- For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points and take this into account alongside the nature of pupils' individual needs.
- Pupils who attend interventions will be assessed pre and post intervention in order to determine effectiveness of the provision and if they are making progress.
- Interventions are reviewed termly in order to ensure they are making an impact on pupil progress. For further information on our school intervention provision please see the SEN Information Report.