



Seaton Sluice First School

Assessment, Recording and Reporting Policy

Rationale

At Seaton Sluice First School we believe that assessment, recording and reporting should:

- meet the expectations of the EYFS framework and the National Curriculum
- inform current/future planning and ensure that work is suitably matched to the needs and abilities of different pupils
- be consistent throughout the school and provide a method of transferring information from one class to the next, within and across schools
- incorporate opportunities for self-assessment, to foster self-awareness and encourage greater personal responsibility for learning
- provide a basis for constructive, positive and regular discussion between teacher, pupil and parents; review progress and identify strengths and weaknesses to help in agreeing future learning targets appropriate to their development
- be an ongoing, meaningful and manageable process which enables up to date information to be available whenever required whether for National Curriculum reporting, school reports, parents' evenings or general use in school
- include evidence of opportunities for cross- school moderation to help ensure consistency of standards across all curriculum areas
- support high quality teaching and learning where all children make excellent progress
- include consideration of the whole child (work, progress, attainment, behaviour and attitudes to learning and learning styles).

Statutory Requirements

National Curriculum Assessment

Schools are required to assess pupils in National Curriculum subjects at or near the end of each Key Stage for the purpose of ascertaining what they have achieved in relation to age-related expectations including end of Reception.

Records

Schools must keep records on every pupil, including material on academic achievements, progress and other skills and abilities, and must review this material at least once a year.

Reports

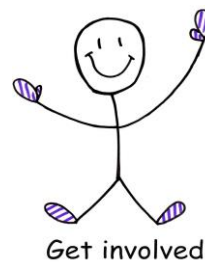
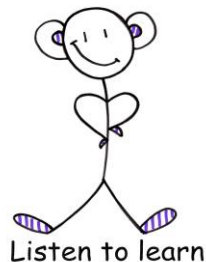
Schools must provide annually, a written report to the parents of each pupil for their retention. The report must contain brief particulars of a pupil's progress in all subjects and activities studied as part of the school's broad curriculum: details of a pupil's general progress; teacher assessments for end of Reception and KS1 pupils; an attendance record and details of the arrangements under which the report may be discussed with teachers at school.

Assessment and Planning – A Whole School Approach

Assessment is integral to high quality teaching and learning. It helps us to ensure that teaching is appropriate, learners are motivated and inspired and all children are making expected progress. Core skills linked to real-life learning, knowledge and understanding within the creative curriculum will further maximise opportunities for assessment of children's progress.

'Behaviour For Learning' in the classroom

Central to effective learning is our school 'Behaviour for Learning' which encourages children to:



How we assess

Assessment of pupils provides information that can be used to raise standards through quality feedback identifying the 'next steps' in learning and any gaps that need further reinforcement.

Teachers gain insight into what pupils know, understand and can do through a variety of strategies such as:

- Observation
- Discussion
- Questioning
- Marking
- Testing

How we involve pupils in their learning

Throughout Seaton Sluice First School, practitioners:

- Explain clearly the reasons for the lesson or activity in terms of the learning objectives and their relevance to everyday life.
- Share the specific assessment criteria with pupils and develop children's skills of self-assessment, celebration and success
- Help pupils to understand what they have done well and what they need to develop
- Give clear guidance on ways to improve
- Develop skills of self and peer assessment through feedback and marking

How we model quality

Teachers share with their pupils' model examples of work so that they can illustrate the standards they are aiming for. Opportunities include:

- Encouraging pupils to listen to the range of pupils' responses to questions
- Encourage pupils to question and challenge their learning, taking ownership of their learning
- Referring regularly to our school 'behaviours for learning'
- Showing pupils how the assessment criteria has been met in some examples of work from children not known to the pupils
- Encouraging pupils to review examples from anonymous pupils that do not meet the assessment criteria in order to suggest the next steps so that the assessment criteria can be met
- Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards

Self Assessment

Teachers encourage pupils to identify any shortfall between their actual performance and their potential by focusing on the development of their skills in order to ensure progress.

In order to achieve this pupils are:

- Presented with safe challenges which allow them opportunities to learn from their mistakes
- Given daily opportunities to reflect upon their work
- Given support when faced with problems with no risk to self-esteem
- Given opportunities to work problems individually and with others
- Allowed to look at a number of possible solutions before opting for a particular course of action
- Given opportunities to play the role of a critical friend to a fellow pupil

Assessment of Learning

Summative Assessments

As a result of embedded formative assessment systems taking place in all classes, teachers provide a judgement in relation to 'age-related expectations' in reading, writing and maths at the end of each term (Autumn, Spring and Summer). Children are identified as either emerging, working towards, working at or exceeding age-related expectations. The assessments are analysed with headline statements being produced and presented as part of Pupil Progress Meetings with the senior leadership team. Cohort specific issues are identified and a course of action is agreed in relation to interventions for those pupils who are not making expected progress.

Early Years

Children across Nursery and Reception are baseline assessed using the EYFS areas of learning. Staff then use ongoing assessments through observations and adult-led learning and conversations to inform their own judgements. The Children are assessed and tracked against their relevant age-band in months. At the end of Reception, a final assessment will be made across the areas of learning and each child will be assessed against the early learning goals (ELGs). This will determine whether a 'good level of development' has been made (GLD). If a child does not achieve the GLD measure, structured, planned interventions are planned for Year 1 to ensure that they can continue to develop the essential early years foundation from which future learning will be built upon.

Year 1

In the Summer term of Year 1, the pupils will individually take part in a national phonics screening check. This will involve them reading a series of 'nonsense' sounding words based on the Letters and Sounds via Little Wandle programmes delivered from Nursery up until this point in the year. The children will be awarded a 'pass' if they meet the agreed threshold and results will be shared with parents and carers alongside the child's written school report in the Summer term.

Year 2

In the Summer term of Year 2, the pupils will individually take part in optional Standardised Assessment Tasks (SATs) in Mathematics and Reading. Writing is teacher assessed against the work produced during class time which has been fully independent. Results of the optional SATS and Teacher Assessment levels are agreed alongside the school's assessment tracking system/progression grids.

Year 1,2,3 and 4

Assessment is ongoing and reviewed regularly in line with National Curriculum expectations. School tracking is used alongside regular marking to assess levels of progress and attainment on a termly basis. A balance of formative assessment systems and summative testing is used to inform accurate assessments that are recorded and shared as part of pupil progress meetings and also with parents/carers at consultations and as part of the end of year written report in the Summer term. The pupils also complete a Multiplication Tables check in the summer term of Year 4. This test is completed online and involves completing 25 questions based on times tables up to the twelve times table. The children have 6 seconds per question to provide the answer.

Recording Progress

- Nursery – Development Matters informed ongoing assessments (completion of mapping grids)
- Reception – NFER Baseline tests, Development Matters ongoing assessments
- Years 1,2, 3 4 – Class Tracking, Whole School Record Grids and Growing Knowledge Trees

- Annual Report to Parents/Carers
- Transition Information
- Moderation of Assessment across SVLP (Seaton Valley Learning Partnership)
- Use of White Rose assessments for maths, Star Reader for reading from Years 2-4, Little Wandle ongoing assessments from Reception to Year 2. For pupils who do not reach the threshold pass mark for phonics in Year 1, they will begin a rapid catch up programme from Little Wandle in Year 1 and then then depending on progress, possibly in Year 3.

Growing Knowledge Trees

For pupils in Years 1 to Year 4, the school has designed their own 'Growing Knowledge Tree' proforma which is utilised for foundation subjects. This style of assessment represents the pupil voice in terms of articulating their learning, identifying where the journey started and how they have progressively built upon their knowledge. This includes what they are able to remember and use their learning to make links and apply their knowledge further. The visual of a tree is particularly helpful in establishing the solid foundation from which future learning is 'grown'. An example of this can be found below to demonstrate one aspect of learning in music:

Growing knowledge in: Drawing (Year 2) in Art



Branching out

I will create a further masterpiece that is in the style of Kandinsky. This time, I will have more freedom to develop my own ideas and show different shades, line types and thickness.

Growing more

I will use my learning to create some of my own masterpieces in the style of Kandinsky. This means that I will be able to show different shades. I will do this using pencils and pastels.

Growing

I am going to use thick and thin lines by adding pressure. We will look at the artist Kandinsky and learn about how he used shapes and lines to create masterpieces.

When I was in Year 1, I drew different lines to make sketches of different themes such as myself, Kings and objects. This included wavy, zig-zag and thin lines. I also learnt about the artist James Rizzi who created pop art style pieces. (Foundation)

Reporting to Parents

It is a legal requirement that parents receive a written report at least once a year.

Our written reports:

- Take account of each child's particular strengths and next steps for learning, making it clear that the school knows and values them as an individual.
- Set realistic targets in English, maths and science for future action

Other ways of informing parents/carers at this school are:

- Parental consultations in the autumn and spring terms
- Informal regular meetings at the request of teacher or parent
- Newsletters fortnightly
- Displays of children's work
- Opportunities for parents to view their child's work
- Home/School Diary and Reading Record
- Phonics Meeting for Reception Parents/Carers during the Autumn term
- Curriculum talks if and when appropriate
- New Starters Meetings for nursery children in autumn, spring and summer terms
- New Reception Parents/Carers Meeting during the summer term
- Annual Meeting for Parents in June to inform parents/carers about the organisation of the school for the forthcoming academic year

Transfer of Information

On transfer, present legislation requires that the head teacher sends the pupil's CTF (Common Transfer File) to a receiving school within 15 days of the pupil ceasing to be registered at the old school, or within 15 days of receiving a request from the new school. A CTF contains all the information that is kept about the child on SIMS.

Transfer of information to Middle School

The transfer of information to middle school consists of:

- SIMS tracker (shows progress from EYFS to end of Year 4)
- SEN details
- Medical information
- Pastoral records
- Child protection records
- Personal and Social meeting between First and Middle School
- Work completed during transition week at both the First and Middle School

Class to Class transfer

From class to class we transfer:

- School tracking for attainment in reading, writing and maths
- Results of Little Wandle phonics assessments and Star Reader tests
- Examples of work that is unaided demonstrating levels of independence
- Grids including assessment of skills and knowledge in foundation subjects
- Details of any catch-up interventions

- Pastoral notes

Records enable the receiving teacher to build on a pupil's experiences and achievements and plan an appropriate curriculum.

Informal meetings

Informal meetings are vital for the sharing of important information and take place towards the end of the summer term between existing and receiving teachers.

These meetings take place in order to share:

- Individual progress and the setting of targets
- Social/Emotional/Behavioural information
- Medical information
- SEND information
- Any other factors which may affect the child's progress or wellbeing in school

Other diagnostic tests are used for individual children in consultation with the Head Teacher and outside agencies in order to identify specific learning difficulties. The results are used to inform future programmes of work as appropriate.

Special Educational Needs and Disabilities (SEND)

The school uses the 3-stage model of the Code of Practice for SEND. This is divided into:

1. SEND support
2. SEND support plan
3. EHCP (Education Health and Care Plan)

The School holds a SEND register of children. This shows details of their needs which could be:

- Cognition and learning
- Social, emotional and mental health
- Communication and interaction
- Physical need.

The school uses the TES programme, 'Provision Map' to produce pupil learning plans. These are used where appropriate for children who are on the SEND register. Pupil Plans which include consistency in approach are used to match the targets to the children's need and reference is made to these in the teacher's planning. These are reviewed twice a year at SEND review meetings.

Pupils identified on the SEND register who cannot access National Curriculum are assessed using the school's tracking framework provided through TAPESTRY called 'Cherry Garden'. This breaks down progress into smaller steps to success which are communicated with parents.

The role of the assessment coordinator is:

- To take a lead in policy and assessment developments to ensure progression and continuity

- To support colleagues in the development of planning for assessment
- To monitor the range of assessments made
- To keep up to date with the developments in assessment and disseminate as appropriate
- Inform new colleagues of all procedures. Supply them with a copy of the policy and guidelines
- To audit the subject and produce an action plan for monitoring and assessment arrangements indicating priorities for improvement

Use of assessment information and results in evaluating provision and raising standards

In order to maximise pupil progress, assessment results are scrutinised by teachers who will then:

- Review and set targets
- Track progress and measure effectiveness
- Ask questions about appropriate expectations for pupils and set targets
- Examine data to investigate how well pupils do in our school compared to pupils in similar schools elsewhere
- Examine data to investigate any year on year trends
- Use information to improve teaching and learning
- Use information to inform the SIP (School Improvement Plan)
- Use information to inform Performance Management

Use of ICT to Manage Assessment Data

There are plans in place to train staff in the use of SIMS and the management of assessment data.

This policy was reviewed by staff in October 2024

This policy should be reviewed again in October 2025

Amanda Bennett
October 2024