Assessment, Recording and Reporting Policy

St Mark's CofE Primary School

I praise you because I am fearfully and wonderfully made; your works are wonderful, I know that full well.
Psalm 139:14

Principles of Assessment at St Mark's

1. We believe God loves us for who we are, not what we can achieve. **Therefore, we will not define our pupils by our assessment processes or judgements**; they merely indicate what we need to help our pupils with on their learning journey.

2. Because of God's design of our human intellect and sense of wonder, we believe that all children can learn and want to learn. It is intrinsic in who we are. We know that we get deep satisfaction from learning. **Therefore, we choose not to put limits on what children can learn and achieve.**

3. We believe that learning encompasses the whole of life, and is much more than reading, writing and maths. We want our pupils to develop an understanding of who they are, who God is, and the world we live in. Character, emotions, social interactions, serving, social justice, leading, and so on are aspects that can also be developed and improved on. Our assessment systems must encompass the whole of our school provision, so that we are able to continually improve and provide outstanding education – academically, socially and in character development. **Therefore, learning and assessment at St Mark's will not be limited to just reading, writing and maths.**

4. We want to give our pupils knowledge, understanding and skills in all areas of life so that they are able to *live life to the full*. We have a balanced perspective, knowing that reading, writing and maths are important tools for communicating and understanding our world, and in providing access to learning and opportunities in life. They are key subjects to learn in themselves, but also enable learning. **Therefore, we want to provide an academic rigour across all of the subjects we teach**, and especially in reading, writing and maths. Assessment of these subjects is important.

5. Our Christian values of love, faith, hope and forgiveness are at the centre of our learning of St Mark's. See our Teaching and Learning policy for more information. Love and Hope are particularly important in our view of assessment: love because levels do not define who we are; hope because we believe all children can achieve, and go on achieving. **Therefore, our Christian values are key in our understanding and development of this policy.**

6. For assessment to be productive, it must be honest. **Therefore, in our judgments as staff and leaders at St Mark's, we will act with integrity, always with the best interests of the children foremost in our discussions and decisions.**

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Introduction

This policy aims to define how learning is assessed, recorded and reported to the different stakeholders at St Mark's.

Assessment is a continuous process that provides information on the achievements of learning. Assessment will inform the planning, teaching and learning of all aspects of school life. Whilst it will provide an overall judgement on how well a child has achieved, the key purpose of assessment is to enable the staff to support the child more effectively in their learning.

Learning is complex, and is made of a variety of aspects. In general, learning is about gaining knowledge, skills and understanding through exploration, experience, study and/or teaching. Learning is a journey which can be linear at times, but is often much more 'up-and-down', as we tussle and grasp with the subject at hand.

Assessment should be part of everyday teaching. It should always be purposeful, providing information to the staff and/or pupils about their learning, and how to move them forward. It should ultimately encourage a child in their learning journey, and care must be taken to ensure this is the case.

What does our assessment system look like?

Daily assessment at St Mark's is carried out by teachers, LSAs, and pupils. It includes:

- Clear learning objectives, based on an understanding of what our pupils need to learn.
- Effective questioning, which aims to challenge our pupils and ensure they are secure in what they know.
- Observing children's work and responses within lessons, in order to establish their understanding and current capability so their next steps can be planned.
- Marking in books, with the primary aim of giving feedback to move learning on.
- Verbal feedback in lessons to support learning.

- Talk partners, to provide opportunities to verbally discuss ideas and rehearse learning.
- Self or peer assessment to promote learning from one another or through reflection.
- Mini-plenaries, which aim to help children consider their progress in a lesson or review misconceptions.

At St Mark's, we also use more formal assessment systems to help track progress and learning. These include the national tests that schools are obliged to take part in.

- Assessment of learning is initiated through the use of the Foundation Stage Profile (EYFS) and Baseline Assessments for Reception (Year R).
- All children undertake the end of Key Stage 1 Tasks and Tests in Year 2 and KS2 tests in Year 6.
- In Year 1 all children will complete a Phonics Test that is reported nationally; pupils who haven't achieved a certain score are retested in Year 2.

Alongside these formal national assessments, we have systems in place for assessing:

- Reading, Writing and Maths
- Foundation subjects, including Religious Education, science, art, geography etc.
- Children who have special educational needs

Reading, Writing and Maths

What forms of assessment are used for Reading, Writing and Maths, and with what frequency?

Reading

Ongoing Assessment	Assessment in class and on 1-1 basis, including listening to and responses from children Little Wandle (LW), including fluency (possibly Fresh Start where appropriate) Phonics assessments regrouping Changing book bands and books Use of Plazoom and other reading strategies Ongoing moderation in year groups							
Half-termly	Adaptation of interventions							
Termly	Overall teacher judgement made (below, just below, on-track, greater depth), carried out in conjunction with other assessment data available Moderation in year groups Salford Reading Assessments							
Yearly	Moderation with other schools where possible							
Specific Year Groups Assessments	Reading	**Year R**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Baseline Sept	EYFS judgements	LW	LW	–	–	–	Y5 NFER/SATs
	Autumn	EYFS judgements LW	LW	NFER SS LW	NFER SS	NFER SS	NFER SS	SATs practice
	Spring	EYFS judgements LW	NFER SS Phonics Practice LW	NFER SS LW	NFER SS	NFER SS	NFER SS	SATs practice
	Summer	EYFS judgements LW	NFER SS LW Phonics Test	NFER SS LW Phonics Re-Test	NFER SS	NFER SS	NFER SS	SATs Test
	SS = Standardised Score							

Writing

Ongoing Assessment	Assessment in class Marking of work, including across the curriculum Ongoing moderation in year groups
Half-termly	Completing at least two longer pieces of writing (may be with support or over time but not heavily scaffolded) Adaptation of interventions
Termly	Overall teacher judgement made (below, just below, on-track, greater depth), carried out in conjunction with other assessment data available. Moderation in year groups
Yearly	Moderation with other schools – e.g. in Cluster Groups Year 6 – End of KS Teacher Judgments (PKF, WTS, EXS, GDS)

Spelling and Grammar

Ongoing Assessment	Weekly spelling focus linked to high-frequency words, spelling rules, project vocabulary, or year group words. Grammar within English lessons, informal grammar tests to support practise of grammar-style questions.
Termly	In all year groups, a pupil's spelling accuracy shown in daily writing activities contributes to the overall teacher judgement of spelling. Year R – EYFS judgments (apart from grammar) Year 1 - Common exception word spelling test each term Year 2 – SATs practice SATs papers in Spring and Summer Years 3, 4, 5 - NFER assessments that combine a grammar test and spelling test, and give a standardised score. Year 6 – practice SATs tests, with the final test in May

Maths

<table>
<tr><td>Ongoing Assessment</td><td colspan="8">Assessment in class
Ongoing moderation in year groups
Times Tables tests
Number Sense</td></tr>
<tr><td>Half-termly</td><td colspan="8">WhiteRose unit tests (at end of each unit, so two or three times per half term)
Adaptation of interventions</td></tr>
<tr><td>Termly</td><td colspan="8">Overall teacher judgement made (below, just below, on-track, greater depth), carried out in conjunction with other assessment data available.
Moderation in year groups
Moderation with other schools – e.g. in Cluster Groups</td></tr>
<tr><td>Yearly</td><td colspan="8">Year 4 National Times Tables Test</td></tr>
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Foundation subjects

The strategies for daily assessment as stated earlier also apply to foundation subjects, including Religious Education.

Further, on a termly basis, the key statements for the foundation subjects taught will be assessed, especially in relation to who has not met the objectives.

This assessment information is used in various ways, including:

- To fulfil our statutory duty of reporting to parents.
- To help subject leaders see patterns of attainment, including for groups of learners.

Children who have Special Educational Needs and Disabilities (SEND)

Where appropriate, some pupils will have further assessments carried out to help identify any academic, social or emotional difficulties. At St Mark's, we use a range of tools such as Rapid Dyslexia Screening, Sandwells, Strengths and Difficulties Questionnaire (SDQ), Language Link, and more. See our SEND policy and SEND Information Report for more information.

Reporting to parents

At St Mark's, we believe it is important to ensure that parents receive quality information regarding their child's academic and personal achievements.

On a termly basis, parents will receive a report which includes information regarding achievements in reading, writing and maths. The summer term report will include an overview of the year, including information regarding the other subjects taught during the year.

Twice per year, typically in October and March, we will hold parents' evenings in order to give parents a formal opportunity to meet with the child's teacher.

We also have an open-door policy, allowing parents to meet with the teacher at an appropriate time.

Validation of assessments

It is important to ensure that formal judgements are validated so that there is reliability, consistency and integrity in the assessment process. Therefore, teachers will moderate their judgments between themselves, across the school, and with teachers from local schools.

Transfer of information

At the end of the school year the following information is normally passed to the new class teacher:

- Copies of annual report (stored on the system)
- Pupil Assessment Data (stored on the system)
- Most recent workbooks and test papers (where appropriate)
- Individual reading record sheets, colour trackers, word checklists
- Details of children in receipt of Pupil Premium, Service children and LAC/Post Adopted pupils
- Information regarding any children who are currently involved with Children's Services
- Learning Plans for children with SEN, end of year SEN review, SEN Pupil Trackers and other relevant information
- Details of intervention groups and which children have accessed them.

When a child transfers to a new school, the School Office and AHT will collate appropriate information as above. The Annual Report is added to the confidential file if the child moves at the end of the school year. Work books may be

given to the parent to take to the new school but other records should only be given directly to parents in exceptional circumstances and must be discussed with the Headteacher first.

When a child transfers to St Mark's from a different school the School Office and teachers aim to collect as much information as appropriate. They will contact the previous school to obtain information if it has not been received. Information they will ask for may include:
- assessment data (in particular end of Year R and end of KS assessments in reading, writing and maths and any previous data the school may have including Year 1 phonics score) – most of this is sent electronically
- previous annual school reports
- SEN information if appropriate
- any other relevant information, including safeguarding and current/ previous contact with Children's Services

Confidentiality and GDPR

It is important that all information held at the school complies with the school policies and national requirements for storing data. All assessment systems, including electronic and paper-based tracking, will comply with GDPR regulations. See the GDPR policy for more information.

Monitoring and Review

Curriculum leaders and Year Group Leaders will lead and manage the monitoring of classroom assessments and work books, feeding back to staff the strengths and development points identified.

Curriculum leaders, supported by the senior leadership team, will monitor and evaluate the curriculum planning for progression and continuity across each key stage and year group.

The senior leadership team will then be given information from the monitoring and carry out their own sample of scrutiny throughout the year.

There are planned opportunities for all teachers to moderate pieces of work both internally and externally. Pupil Progress meetings are held regularly.

The role of Governors

Governors will ensure that the processes in this policy are carried out.

Governors will review the achievement made by pupils at Full Governing Body meetings and Standards meetings. Reports will show information of the progress and attainment for each year group/class, and for each group across the school. These groups are those which make up the context and demographics of the school community, and could potentially be vulnerable, particularly in relation to pupils in receipt of pupil premium, children in Local Authority care, and those from a service background, special educational needs, and those at the early stages of learning English.

Specific reference will be made to those priorities identified and outlined in the School Improvement Plan.

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