Grange Community Nursery and Primary School
Assessment, Recording and Reporting Policy

1. Policy Statement

1.1   This policy covers the commitment of Grange Community Nursery and Primary School to the Assessment, Recording and Reporting of our pupils, by our staff and for our parents and governors.

1.2   Effective assessment provides invaluable information to improve teaching and learning. At Grange Community Nursery and Primary School we are committed to "Assessment for Learning" and teach children strategies for both self and peer assessment.

2. The Purpose of Assessment

2.1   Assessment is an integral part of teaching and learning and as such serves several purposes:

- to use assessment for learning to make immediate and effective judgements;

- to enable our children to demonstrate what they know, understand and can do in their work;

- to help our children understand what they need to do next to improve their work, through clarity of marking;

- to encourage pupils to peer and self-assess;

- to enable teachers to judge whether teaching has been effective and learning objectives have been met, also identifying next steps;

- to allow teachers to plan work that accurately reflects the needs of each child;

- to use guided sessions and targeted marking of children's work as an invaluable source of assessment for learning;

- to provide regular information for parents that enables them to support their child's learning in the form of a "Non-Negotiable Booklet" for each year group;

- to provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school;

- to ensure early identification of children with SEN or who are Able, Gifted and Talented.

3. Planning for Assessment

3.1   We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge and assessment of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability, in order to challenge and move learning forward. Guided reading and writing sessions focus specifically on the needs of each child and ways to move their learning on. Our lesson plans make clear the expected outcomes for each lesson and link to assessment focii. We evaluate lessons informally and adjust our planning accordingly.

3.2   In Nursery and Reception class, an initial baseline is completed. A profile of attainment is built up over the year for each child. Weekly planning reflects this and opportunities for assessment are built in.

4. Target Setting

4.1   All lessons and sequences of lessons have their own targets set through our Learning Objectives for that unit of work. These are shared with the children before, during and in the plenary of lessons.

4.2   Targets are a direct result of teacher assessment. Areas for development are highlighted and these form the focus of the whole school, class and group targets.

4.3   Children with additional educational needs have work differentiated, to closely match their ability, for example, pupils on School Action or School Action Plus or with a Statement of Special Educational Needs/Education, Health and Care Plan may have targets linked to their specific difficulties and are taken from p-levels or another appropriate assessment focus.. Similarly, targets for very able children may be taken from year groups above where the child is working as appropriate.

4.4   Targets are displayed and referred to in the classroom on a regular basis.

4.5   Individual targets are identified and developed. These are kept in the back of children's planners and are reviewed 1:1 and updated on a half termly basis.

4.6   Children are taught how to evaluate with their peers, using success criteria in order to decide how they are doing with their targets.

4.7   Children's targets can then change and groupings are not rigid, as the teacher and the child respond to progress against targets.

4.8   The parents are informed of targets through planned information evenings, activities to help their children at home and annual reports.

5. Recording

5.1   We follow the statutory guidelines for reporting to parents in Year 2 and 6.

5.2   Assessment of Reading, Writing and Maths takes place regularly using a variety of appropriate assessment material including end of key stage assessment frameworks.

5.4   Target Tracker allows teachers to access gaps in learning in all subjects. Planning should include specific direct teaching in order to address these gaps.

5.5   Target Tracker is updated daily, when possible, in order to link in with marking and look at the next target for each child. On a half termly basis, teachers input steps for Reading, Writing and Maths to reflect the progress that the children have made. They also ensure that the statements of learning have been updated and correspond to the step judgement. SLT then monitor this data to ensure it is accurate before the analysis takes place.

5.6   Three times per year, teachers update the progress and attainment of all foundation subjects. Subject Leaders then triangulate this data to ensure validity.

5.7   This individual pupil data is collated for each class the end of each half term, and cohort analysis is undertaken – identifying patterns in achievement of pupils in specific groups. This data is then put in to a whole school data booklet showing attainment and progression of every child in the school, as well as single year group data booklets to show specific cohort information.

5.8   Pupil Progress meetings take place the week after assessment week where progress, attainment and gaps are thoroughly discussed and recorded. Support is put in to place where needed and actions are addressed for the half term ahead.

WE ARE ENCOURAGING THE CHILDREN TO REFLECT ON THEIR SUCCESS ALONGSIDE THE TEACHER AS MUCH AS POSSIBLE.

6. Assessment of Learning

	September	October	November	December	January	February	March	April	May	June	July
Foundation Stage	1:1 individual targets and One Page Profiles created. On Entry Foundation Tracking- Baseline inputted on to TT. Benchmarking Assessment as appropriate	Evidence Collection for all areas – inputted on to TT. Steps updated on TT. Benchmarking Assessment as appropriate Phonics Assessment Data Booklets. Pupil Progress meetings.	1:1 individual targets and One Page Profiles reviewed and updated. Evidence Collection for all areas – inputted on to TT. Benchmarking Assessment as appropriate	Evidence Collection for all areas – inputted on to TT. Steps updated on TT. Benchmarking Assessment as appropriate Phonics Assessment Data Booklets. Pupil Progress meetings.	Evidence Collection for all areas – inputted on to TT. 1:1 individual targets and One Page Profiles reviewed and updated. Benchmarking Assessment as appropriate Phonics Assessment	Evidence Collection for all areas – inputted on to TT. Steps updated on TT. Benchmarking Assessment as appropriate Phonics Assessment Data Booklets. Pupil Progress meetings.	Mid-year Foundation Tracking. 1:1 individual targets and One Page Profiles reviewed and updated. Evidence Collection for all areas – inputted on to TT. External and Internal Moderation Areas of learning	Evidence Collection for all areas – inputted on to TT. Steps updated on TT. Benchmarking Assessment as appropriate Phonics Assessment External Moderation takes place Data Booklets. Pupil Progress meetings.	Evidence Collection for all areas – judgements for moderation being made External Moderation takes place	External and Internal Moderation Areas of learning. 1:1 individual targets and One Page Profiles reviewed and updated. TT updated. Benchmarking Assessment as appropriate Phonics Assessment Data submitted to CWAC	Final Foundation Tracking – TT updated. Benchmarking Assessment as appropriate Phonics Assessment Data Booklets. Pupil Progress meetings.

Foundation Stage Profile
Prime Areas: PSED (Personal Social and Emotional Development), Communication & Language, Physical Development
Specific Areas: Literacy, Maths, Understanding of the World, Expressive Art and Design

Key Stage One											
	Year 1 On-entry levels gathered 1:1 individual targets and One Page Profiles created and implemented. Input individual statements for the assessment of Reading, Writing and Maths using TT. Benchmark Reading Test As appropriate HFW and Sound Recognition	Benchmark Reading Test As appropriate Foundation Subject Assessment Input individual statements and steps for the assessment of Reading, Writing and Maths using TT. Data Booklets for SLT and GB Pupil Progress Meetings	Y1 Phonics Screening Practise 1:1 individual targets and One Page Profiles reviewed and updated. Input individual statements for the assessment of Reading, Writing and Maths using TT.	Benchmark Reading Test As appropriate HFW and Sound Recognition As appropriate Input individual statements and steps for the assessment of Reading, Writing and Maths using TT. Foundation Subject Assessment Subject Leaders analyse FS data. Data Booklets for SLT and GB Pupil Progress Meetings	1:1 individual targets and One Page Profiles reviewed and updated. Input individual statements for the assessment of Reading, Writing and Maths using TT. Individual targets set on a 1:1 basis.	Benchmark Reading Test As appropriate HFW and Sound Recognition As appropriate Foundation Subject Assessment Input individual statements and steps for the assessment of Reading, Writing and Maths using TT. Data Booklets for SLT and GB Pupil Progress Meetings	Input individual statements for the assessment of Reading, Writing and Maths using TT. 1:1 individual targets and One Page Profiles reviewed and updated.	Benchmark Reading Test As appropriate HFW and Sound Recognition As appropriate Foundation Subject Assessment Subject Leaders analyse FS data. Input individual statements and steps for the assessment of Reading, Writing and Maths using TT. Data Booklets for SLT and GB Pupil Progress Meetings	Foundation Subject Assessment Input individual statements for the assessment of Reading, Writing and Maths using TT.	Benchmark Reading Test As appropriate YEAR 2 SATS Assess using TT evidence collected over the term in Reading Writing and Maths. Year 1 PHONICS CHECK (& Y2 who did not pass last year in Y1) Input individual statements for the assessment of Reading, Writing and Maths using TT. 1:1 individual targets and One Page Profiles reviewed and updated.	Benchmark Reading Test As appropriate HFW and Sound Recognition As appropriate Foundation Subject Assessment Subject Leaders analyse FS data. Input individual statements and steps for the assessment of Reading, Writing and Maths using TT. Data Booklets for SLT and GB Pupil Progress Meetings

	September	October	November	December	January	February	March	April	May	June	July
Key Stage Two	1:1 individual targets and One Page Profiles created. Input individual statements for the assessment of Reading, Writing and Maths using TT. SWST Benchmarking as appropriate	Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. Benchmarking as appropriate Data Booklet for SLT and GB Pupil Progress Meetings	1:1 individual targets reviewed and updated. Input individual statements for the assessment of Reading Writing and Maths using TT.	Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. SWST Foundation Subject Assessment Subject Leaders analyse FS data. Benchmarking As appropriate Data Booklet for SLT and GB Pupil Progress Meetings	1:1 individual targets and One Page Profiles reviewed and updated. Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. Benchmarking As appropriate	Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. Benchmarking As appropriate Data Booklets for SLT and GB Pupil Progress Meetings	1:1 individual targets and One Page Profiles reviewed and updated. Input individual evidence for assessment Reading, Writing and Maths using TT. Foundation Subject Assessment Subject Leaders analyse FS data.	Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. SWST Data Booklets for SLT and GB Pupil Progress Meetings	YEAR 6 SATS Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. Benchmarking As appropriate	1:1 individual targets and One Page Profiles reviewed and updated. Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. Y6 TA send to LA. Y4 Multiplication Test	Input individual steps and statements for the assessment of Reading, Writing and Maths using TT. Foundation Subject Assessment Subject Leaders analyse FS data. SWST Benchmarking As appropriate Data Booklets for SLT and GB Pupil Progress Meetings

7. Foundation Stage Assessment

7.1   Nursery and Reception Assessments follow the Foundation Stage Assessment Guideline, using the Early Years Foundation Stage Profile. Assessment is carried out daily through observation, questioning and discussion, which is recorded using electronic Learning Journeys, Target Tracker, post-its and through photographs, in addition to children's group work and child-initiated activities.

7.2   The assessment is ongoing throughout the year. The seven main areas (three 'Prime Areas' and four 'Specific Areas') are divided into seventeen sub areas and for each sub area each child is assessed as either 'emerging' or 'secure'. At the end of the year, pupils are assessed as either 'emerging', 'expected' or 'exceeding' in each of the seventeen areas and a corresponding score gives each child an overall score for the year. Each half-term the children carry out a phonics assessment and Benchmarking assessments are carried out as and when needed.

8. Teacher Assessment

8.1   Day to day assessment of children's work can be carried out formally and informally through:

- Observation,
- Listening,
- Interaction – question and discussion,
- Marking of written work and feedback, providing the next steps.

8.2   Some tasks are set specifically to generate assessment evidence. These may include specific, individual or group assessment tasks within Maths and English lessons. End of topic assessments provide evidence of children's understanding in Science and the foundation subjects.

8.3   Medium Term Plans identify learning objectives for each curriculum area. These objectives are drawn from the National Curriculum (2014) document. Following completion of a lesson, evaluations highlight those children who have exceeded expectations and those who will require additional support to achieve objectives set.

8.4   Setting targets is central to moving pupils' learning forward.

9. Portfolios of Assessed Work

9.1   Examples of moderated banded work are available to help staff make clear judgements.

10. Pupil Records

10.1   It is our policy that each child's record folder should include:

  ➢   Copies of Annual Reports to parents.
  ➢   Results of National Tests and LEA Tests.

10.2   Pupil records are kept on the school's SIMS programme.

10.3   More detailed records are kept for children with Special Educational Needs. These include detailed SEN Pupil Profiles containing specific targets for improvements, which can be carefully monitored. SEN Pupil Profiles are regularly reviewed by class teachers and support staff. Parents are informed of targets and are asked to sign as necessary.

11. Reporting to Parents

11.1   Parents' Evenings are held in the latter half of the Autumn Term and Spring Term and all parents are encouraged to attend.

11.2   A written Summer Report for each child is issued during the latter half of the Summer Term and at the Parent's Evening in the Summer there is the opportunity to discuss their child's report. Children's achievement in the Key Stage One and Key Stage Two SATS are also reported to parents at this stage.

11.3   Individual learning targets for children are reported on a termly basis, via Parents' Evenings and through the Annual Report to parents. They are also visible in children's planners.

11.4   If the Headteacher, a member of the teaching staff or parent wish to discuss a child's progress at other times of the year a mutually agreed appointment is made.

12. Reporting to Governors

12.1   Each term, at the Teaching and Learning Committee, feedback regarding pupil progress will be shared with governors, including the summary analysis of tracking data, in the form of a termly report form the Assessment Manager.

12.2   Information will then be disseminated from this committee to the Full Governing Body. On a termly basis this will include a Report from the Headteacher and SIP, a summary Attendance Report and the Health and Safety Governor Report on the Learning Environment.

12.3   In the Autumn Term this will also include the Teaching and Learning Committee's own analysis of ASP and an annual Arbor report.

13. Monitoring and Review

13.1   All subject leaders monitor examples of children's work within their subject areas. Subject leaders use the Statutory Requirements form the National Curriculum (2014) material and their own expertise, to make judgements about the attainment of the children's work.

13.2   Staff meetings and Key Stage meetings are planned to assess work as a whole, so that everyone is aware of the expectations in each subject, and the work that is typical of different National Curriculum Levels. By doing this we moderate assessments and ensure that we make consistent judgements about standards in the school.

13.3   The Assessment Manager is responsible for monitoring the implementation of this policy, using their time to scrutinise samples of the children's work, talk to children about their learning and to observe the policy being implemented in the classroom.

14. Review and Evaluation:

14.1   The Implementation and ownership of this policy is the responsibility of *all* staff.

14.2   This policy should be considered alongside other related policies in school. Staff will review it every year, in line with our Policy Review Cycle, unless there are significant changes and therefore a need to review it sooner.