

Reviewed Sep 2023



ASSESSMENT, RECORDING AND REPORTING POLICY.

"To go further than we thought
To run faster than we hoped
To reach higher than we dreamed
To become the best we are able to be".

This policy reflects the school values and philosophy in relation to Assessment. It sets out a framework within which both teaching and non-teaching staff can operate, and therefore should be read in conjunction with the following school policies:

- Presentation and Marking policy.
- Curriculum Statement policy.
- All curriculum subject policies.

Rationale and Aims

"Promoting children's learning is a principal aim of schools. Assessment lies at the heart of this process. It can provide a framework in which the educational objectives can be set and pupils' progress charted and expressed. It can yield a basis for planning the next step in response to children's needs.....it should be an integral part of the educational process, continually providing "feedback" and "feed forward". It therefore needs to be incorporated systematically into teaching strategies and practise at all levels"

TGAT, 1988.

The main purposes of assessment in school are to:

- Ensure all children progress.
- Celebrate achievement, for pupils' to raise their own expectations and increase self-motivation.
- Enable children to demonstrate what they know, understand and can do in their work.
- Empower pupils to understand what they need to do next in their work.
- Allow teachers to plan work, which accurately reflects the needs of every child.
- Assist in evaluating the success of curriculum delivery.
- Promote continuity and progression between year groups.
- Provide information for parents that enables them to support their child's learning.
- Provide evidence of attainment to the SENCO and outside agencies where necessary.

- Provide the Head Teacher, SLT and Governors with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

Assessment has always been an essential part of teaching, is central to the effective implementation of the National Curriculum, and as such serves several purposes.

- **FORMATIVE** ~ Showing what pupils know, understand, and can do. This informs the next teaching and learning steps; it provides a feedback and also a feed forward.
- **DIAGNOSTIC** ~ Identifying particular strengths and weaknesses. Primarily used for individual pupils, it enables the teacher to support learning by changing support and/or resources.
- **SUMMATIVE** ~ at the end of a Key Stage. It fulfils a summarising function, summing up attainment at a particular time.
- **EVALUATIVE** ~ Showing how effectively different elements of the curriculum have been delivered and where modifications may be necessary. Can be used by the teacher or school as a whole as part of monitoring procedures.

Statutory Obligations

In line with the statutory requirements for assessments, we have a duty to secure the implementation of the National Curriculum and assessment arrangements and a contractual duty to comply with these statutory arrangements. The statutory arrangements are explained in the Assessment and Reporting Arrangements, EYFS, Key Stage 1 and Key Stage 2 published annually by STA.

School Arrangements for Statutory Assessments

At Helmsore Primary School careful consideration is given to the management and administration of the statutory assessments throughout school.

Early Years Foundation Stage Assessment

Staff complete the Reception baseline Assessment during the first 6 weeks of our pupils starting school. The RBA is a short, interactive and practical assessment of a child's early literacy, communication, language and mathematics skills when they begin school, using materials that most children will be familiar with. The data is used by the Department for Education to provide the baseline, which is used to measure the progress from reception to year 6. Children's achievements are shared with parents through discussion at Parent's Evening and during school reports.

Phonics Assessment

These assessments are undertaken primarily in Year 1 and sometimes for specific children identified in Year 2. They are based on key knowledge and skills as outlined in the Primary Strategy's six-phase phonics programme, 'Letters and Sounds'. The results of these assessments are reported to parents in the end of year academic report.

End of Key Stage 1 Assessments

KS1 Assessments are now optional, however as a school we have decided to continue to use these assessments to further support our Teacher assessment judgements at Y2. There are two Year 2 classes at our school undertaking the KS1 assessments, consisting of approximately 60 pupils. The tests are undertaken in the classroom setting and both the Year 2 teachers have responsibility for the administration arrangements along with the Head teacher and Assessment Co-ordinator. Curriculum meeting time is provided to support staff in the marking and moderation process. Staff are encouraged to moderate work together to ensure continuity and attend local cluster moderation meetings when invited.

Staff are encouraged to attend training courses, in order to review and update their knowledge and understanding of the tests.

End of Key Stage 2 Assessments

The tests at Key Stage 2 are undertaken by two Year 6 classes and take place in the school hall and classroom areas. Provision is also made for those children who lack confidence and need additional support to work in the classroom areas, where display work is covered, so as not to assist them in their tests. The Year 6 teachers and the Headteacher have the responsibility for the administration of all the tests.

End of Key Stage Teacher Assessments

There are also requirements for the recording and reporting of end of Key Stage 1 and 2 Teacher Assessment. A holistic "best fit" approach is used to make this summative judgement. The class teachers use all the relevant assessment evidence available about the pupil, (class work, reports, progress tests, KLIPS etc) and make a judgement against Age Related Expectations. These judgements are reported to the LEA and also to parents.

Planning

At Helmsore Primary School, planning involves the whole staff, including support staff. All planning reflects our school aims. The National Curriculum and Lancashire Schemes of Work are used to support teaching. The assessment guidance in these schemes is used to identify each pupil's attainment.

Lessons are planned with clear learning objectives, based upon detailed knowledge of each child. All tasks set are appropriate to each pupil's level of ability. Planning formats make clear the expected outcomes for each lesson. Individual pupils who do not achieve at the expected level for the lesson are noted, and this information is used when planning for the next lesson. It is kept as a record of progress made by the class teacher.

It is possible to identify three broad levels of planning:

- **LONG TERM PLANNING** ~ These reflect the whole school curriculum framework, taking into consideration the Early Years Foundation Stage curriculum, the programmes of study, schemes of work, time available and any planned thematic work.

- **MEDIUM TERM PLANNING** -Recognising that all groups of children will be different and so medium term plans meet the needs of changing cohorts of children. Teachers have a good understanding of the Age Related Expectations so that work can be matched appropriately. This understanding allows staff to match the learning intentions to the needs of the pupils, and as a school we have identified in our medium term planning "targets" for assessment. Medium term plans have suggested activities, but staff are aware that these can be changed in short term plans to meet the needs of current pupils. It is evident in medium term plans that staff take into consideration a range of teaching techniques and assessment approaches, which reflect pupils' different learning styles.
- **SHORT TERM PLANNING** ~ Short term planning takes into account a range of learning styles which is based on teachers' prior knowledge of the individual in the class. Our plans also recognise that all learning does not need to be assessed and recognises and values unanticipated learning. The plans also recognise what specific areas are to be addressed and for which groups or individual pupils, and also notes how this will be done and who will do it. This assessment information is then used to plan the next steps for pupils.

At Helmsore Primary School all planning is completed as agreed in the Planning policy. An agreed planning folder is used and completed using all three stages of planning. Weekly planning formats and both Maths and English grids are completed and inserted into the relevant week that they are undertaken. Evaluations of daily lessons need to be made in order to provide useful information for future teaching and learning objectives. Learning objectives and lesson information must be indicated using black ink. Evaluations must be completed using blue ink. Assessment opportunities and tasks must be identified using red ink.

Monitoring plans

The Headteacher and Assessment Co-ordinator have an overview of all planning at long and medium term. All co-ordinators and SMT monitor medium and short-term plans. Short-term planning formats are being monitored, involving all staff.

Teacher Assessments

Helmsore Primary School has agreed that targets for individuals/ groups should be set at the beginning of each term, these can be academic (Reading, Writing and Numeracy) or behavioural, but must be achievable by the individual, and measurable by the Class Teacher. Targets should be shared with the children / parents and regular feedback on progress given.

Regular focused assessment tasks are completed and judgements about children's work are undertaken using Age Related Expectations, KLIPS and LPDS Assessment materials. This information is then used to plan the next steps in children's teaching and learning experiences.

Teacher Assessment judgements are moderated in house at regular staff meetings. External moderation of work is provided by the Local Authority every two - three years, focusing on both KS1 and KS2.

Evaluations of all lessons are detailed against the relevant learning objectives, and comments made on those pupils who achieve above or below the expected norm are identified in lesson evaluations.

Other arrangements for Assessment of Learning

The following tests are used to monitor attainment, for value added purposes and to evaluate progress made by pupils.

Year Group	Assessment used	When	Why
EYFS	<p>DFE Baseline (RBA)</p> <p>Ongoing formative assessment of steps towards ELG's (all 16 areas)</p> <p>Phonics checks</p> <p>EYFS End of Year judgements</p>	<p>On entry within the first 6 weeks</p> <p>Ongoing throughout the school year until end of Summer term</p> <p>Every few weeks</p> <p>End of year</p>	<p>Baseline Assessment - Statutory and monitors progress</p> <p>R-Y6 Progress check</p> <p>Informs planning</p>
YEAR 1	<p>Salford Reading Age Assessment.</p> <p>Weekly Spellings</p> <p>HFW checks</p> <p>Phonic Checks</p> <p>Lancs Maths Tests</p> <p>Phonics Assessment</p> <p>Independent Writing</p>	<p>Autumn / Summer Term</p> <p>Weekly</p> <p>Termly</p> <p>On-going</p> <p>Termly</p> <p>June</p> <p>Following a unit of work</p>	<p>Reading progress.</p> <p>Assess Spelling ability</p> <p>Assessment of Phonics.</p> <p>Assessment against ARE.</p> <p>To assess if writing skills are embedded.</p>
YEAR 2	<p>Weekly Spellings</p> <p>Y2 Exception Words</p> <p>Lancs Maths Tests</p> <p>Use of KS1 Test materials.</p> <p>End of KS1 Assessment Tests.</p> <p>Independent Writing</p>	<p>Weekly</p> <p>Termly</p> <p>Termly</p> <p>May</p> <p>Monitor progress.</p> <p>Following a unit of work</p>	<p>Assess Spelling ability</p> <p>Assessment against ARE</p> <p>Measure of progress within KS1</p> <p>To assess if writing skills are embedded.</p>
YEAR 3	<p>Accelerated Reader</p> <p>STAR Reading Assessments.</p> <p>Termly Progress Tests ~ Test Base materials.</p> <p>Lancashire Termly Maths Tests.</p> <p>Weekly Spelling Quizzes.</p> <p>Weekly Mental Arithmetic Tests.</p> <p>Independent Writing</p>	<p>Termly / weekly / daily</p> <p>Termly</p> <p>Termly</p> <p>Weekly</p> <p>Weekly</p> <p>Weekly</p> <p>Following a unit of work</p>	<p>Monitor Reading Progress</p> <p>Monitor progress against ARE</p> <p>Assess Spelling ability</p> <p>Assess mental fluency</p> <p>To assess if writing skills are embedded.</p>
YEAR 4	<p>Accelerated Reader</p> <p>STAR Reading Assessments.</p>	<p>Termly / weekly / daily</p>	<p>Monitor Reading Progress</p>

	Termly Progress Tests ~ Test Base materials. Lancashire Termly Maths Tests. Weekly Spelling Quizzes. Weekly Mental Arithmetic Tests. Multiplication Times Tables Check Independent Writing Tasks	Termly Termly Weekly Weekly Weekly June Following a unit of work	Monitor progress against ARE Assess Spelling ability Assess mental fluency Statutory Assessment of Times Tables. To assess if writing skills are embedded.
YEAR 5	Accelerated Reader STAR Reading Assessments. Termly Progress Tests ~ Test Base materials. Lancashire Termly Maths Tests. Weekly Spelling Quizzes. Weekly Mental Arithmetic Tests. Independent Writing Tasks	Termly / weekly / daily Termly Termly Weekly Weekly Weekly Following a unit of work	Monitor Reading Progress Monitor progress against ARE Assess Spelling ability Assess mental fluency To assess if writing skills are embedded.
YEAR 6	Accelerated Reader STAR Reading Assessments. Termly Progress Tests ~ STA materials. Lancashire Termly Maths Tests. Weekly Spelling Quizzes. Weekly Mental Arithmetic Tests. Statutory Tests KS2 Independent Writing Tasks	Termly / weekly / daily Termly Termly Weekly Weekly Weekly May (timetabled) Following a unit of work	Reading progress. Statutory and monitors progress. Monitor progress against ARE Assess Spelling ability Assess mental fluency To assess if writing skills are embedded.

Assessment for Learning

Whilst all aspects of assessment, recording and reporting are important, pupils' learning is most directly affected by what goes on in the classroom every day. The effective use of assessment for learning strategies together with constructive feedback/marking is the key to ensuring learning is appropriately challenging and purposeful.

Effective formative assessment starts with the setting of clear intended learning outcomes at the planning stage. This is implemented throughout school by ensuring that we have a good range of assessment for learning strategies, which include:

- Sharing the learning intentions with pupils.
- Marking work alongside pupils and ensuring that feedback is linked to the success criteria of the lesson.
- Ensuring that pupils know how to improve their work.
- Asking specific questions.
- Asking pupils to demonstrate or explain their work.
- Motivating pupils through encouragement and reward systems.

- Providing opportunities for learners to improve their work.
- Encouraging pupils to have the capacity and desire to learn through 'self-assessment'.
- Ensuring that planning takes account of learning criteria and informs pupils of their expectations against those criteria (how they will be assessed).
- Informal tests.

It is recognised and appreciated that, whilst the planning of the learning objectives are of paramount importance, and that some of the above strategies for assessment for learning can and should be planned beforehand, all of these assessments take place during teaching. The teacher will therefore utilise some of these strategies as and when the need arises to make teaching more appropriate. Therefore not all of the above will always be formally recorded, either at the planning or the recording stage. However we aim at Helmsore Primary School to incorporate all these strategies as appropriate in our teaching practice.

Assessing Pupil Progress at Helmsore

Staff at Helmsore are constantly assessing children's work against Age Related Expectations. Pupil progress is carefully monitored and tracked by all staff and SLT using Tracking Records. Intervention programmes are utilised to help narrow the gap between groups of children. Regular focused assessment tasks are completed on a half termly basis and used to inform planning and future learning. Evidence is collected for individual pupils in Class Assessment Folders to demonstrate pupil progress through school (HAPP Folders).

Target setting - statutory

We are committed to giving all pupils every opportunity to achieve the highest of standards. Target setting is the means by which specific and measurable goals that help to improve the standards achieved by all pupils are identified. Targets may relate to individual pupils, groups of pupils within classes or whole cohorts of pupils.

Target setting also allows us to ask questions about the performance of the school. These are:

- How well are we doing?
- How well should we be doing?
- What more should we aim to achieve?
- What must we do to make it happen?
- What action should we take and how do we review progress?

The Governing Body is required to set and publish annual performance targets for the end of Key Stage 2 in English, Mathematics and Science. Analysis of assessment data from statutory assessments and other formal summative tests informs the setting of the targets.

Process

At Helmsore Primary School, a range of information to support the target setting process is used. Teachers are expected to be familiar with:

- ASP
- LSIP
- Health LSIP
- Inspection Dashboard

- End of KS1 and KS2 Assessment Tests.
- Progress Tests for Years 3, 4 and 5.
- Baseline Data
- Tracking Records

The Governing Body accepts that targets set are based on the current attainment of each cohort of pupils. Improvement year on year is not necessarily expected because targets must reflect the ability of each cohort and carry an appropriate level of challenge.

Governors publish the finalised targets in English and Mathematics for eleven year olds in their Annual Report to Parents. This gives the details of the percentage of children who are expected to achieve Age Related Expectations in the National Tests.

Class, group and individual target setting

Target setting is used with pupils as a routine part of teaching and learning. It informs the development of appropriate and challenging learning for all pupils, and Individual Provision Maps (IPMs) for pupils on the Special Needs Register or Gifted and Able children.

Teachers use targets set for each child to develop classroom activities that are designed to enable pupils to meet their targets. Teachers' planning will take account of this when identifying work for different groups of pupils.

We involve pupils in the target setting process and, wherever possible, negotiate and encourage them to set targets for themselves. 'I can statements' are used and adapted by staff, and these are shared with children in their books and within the classroom environment. Regular feedback from staff enables pupils to be aware of how they can improve their work and achieve their targets.

We produce a statement about each child's progress towards his or her targets as part of the child's annual report, this then forms the basis for discussion and review of the pupil's progress during the Parents' Evening in the Autumn and Spring Terms.

Data Analysis

All staff are involved in the analysis of their class data. The school ASP Report, LSIP and Inspection Dashboard is given to and discussed with staff on an annual basis and helps to focus staff on the evaluation of teaching and learning opportunities at school. The Headteacher, SMT and Assessment Co-ordinator monitor the progress of cohorts of pupils through school. Information concerning SEN and Gifted and Able children is discussed with relevant teaching staff during SEN update meetings. The Assessment Co-ordinator and the Head teacher meet with the school Governors to analyse and discuss the end of Key Stage 2 results and to identify future developments to support, challenge and meet the needs for the next cohort.

Every class teacher has their own data file containing assessment data for their particular class. The Headteacher keeps a master copy of all the school's data.

Record Keeping

The school maintains the formal curricular records for individual pupils as required by the Education (School Records) Regulations by keeping a copy of the annual school report. This is passed to the next teacher to give an overview of the pupil's progress and it is used to plan the next steps of learning.

Other Formal Pupil Records

- Barriers to Learning proformas.
- IPMs
- Subject Evidence Folders - Samples of assessed work are kept to exemplify agreed standards and to model success.

Teachers' Informal Records

We recognise that teachers use different informal records about their pupils and these help them to plan the next steps of learning. Records will vary from class to class depending on the ages of the pupils and also on the teaching styles of individual teachers, which is important to recognise.

Some examples at Helmsore Primary School:

- Plans - notes on the evaluation columns
- Guided reading / individual reading records.
- Record books

Reporting

The reporting requirements at Helmsore Primary School seek guidance from STA and DfES (Assessment Arrangements booklets KS1 and KS2), which are published annually. Any changes in guidelines are immediately changed in our policy and school guidance.

At Helmsore Primary School we are very aware of making clear the reporting of pupils' progress to their parents and carers. All staff and new staff receive guidance on the school's expectations and reports are carefully monitored and read by the Headteacher.

During the Autumn term, our parents / carers are given the opportunity to visit their child's new classroom, to meet their new class teacher and to informally discuss how their child has settled in. In addition to this, during the second half of the Autumn term, parents are invited to attend a parent consultation meeting, to have a discussion with the class teacher regarding progress and 'targets' are discussed with parents which the teacher considers would support the child during their stay in that class.

A second formal Parents' Evening is held in the Spring Term.

These meetings will be conducted as both face to face or virtually through SchoolCloud. In July, a Family Evening is held, where parents are informally invited to discuss their child's report and any issues or concerns that the class teacher has identified.

In addition to these formal sessions, parents are informed that if there are any issues about their child's progress they wish to discuss then they can contact their class teacher at any time during the school year.

Early Years Foundation Stage

A report devised by the Early Years staff and which is based on all the Early Learning Goals is used to inform parents / carers. Reception staff also record the EYFS Profiles which are to be completed in June. It has been considered by staff that these are too

complicated to send home to parents in their entirety, so they are used to help complete the written report on the areas of learning which is issued in July.

Reports to Parents / Carers

At Helmsore Primary School we produce an end of year academic report, which parents receive in the Summer term. Details on progress in the core and foundation subjects are included, and a section is completed on the pupils' progress and attitudes. Details of authorised and unauthorised absences are also included. Copies are retained by the school and serve as the Curricular Record.

End of Key Stage Reports

These are additional reports for pupils in Year 2 and Year 6. Guidance is taken from the LEA. At Helmsore Primary School we use "Sims Assessment Manager" to record and report the statutory assessments. An explanation sheet is also sent to parents to help them interpret the appropriate National Curriculum levels and grades.

Transfer to other schools

It is important that a good system exists of transferring information onwards once pupils leave school.

Once informed by the parent / carer that the pupil is to leave school and transfer to another, the class teacher gathers together a portfolio to send to the appropriate school.

This portfolio consists of:

- The pupil's last school report.
- The pupil's last statutory assessment results.
- Any appropriate Test data.
- Completed tracking profile.
- The statutory transfer form which details teacher assessments and appropriate test results.

Pupils transfer at the end of the Key Stage

Good relationships have been established with feeder secondary schools the agreed Rossendale transfer forms are used, which are sent electronically.

Overview:

The Year 7 teacher visits all pupils from their feeder secondary school. The teachers discuss school life, type of work, and expectations. All pupils have the opportunity to visit their feeder secondary school. They are shown various aspects of their new school and are invited to discuss any issues.

Information sent:

- Statutory transfer form with Key Stage 1 and 2 results and teacher assessments.
- Last school report.
- Raw score marks for the Key Stage 2 statutory assessments.

Roles and Responsibilities

HEADTEACHER:

- Ensures the implementation of whole school approach in consultation with the Assessment Co-ordinator, subject Co-ordinators and whole staff.
- Ensures the provision of Inset and resources.
- Consultation with outside agencies.
- Ensures that statutory assessments are carried out.

ASSESSMENT CO-ORDINATOR:

- Development of whole school policy for Assessment, Record Keeping and Reporting through consultation with the Headteacher and staff.
- Dissemination of information and ideas from INSET attended
- Assisting staff development.
- Development of resources for assessment.
- Reporting developments to parents as requested by the Headteacher.
- Moderation between schools, through cluster meetings.
- Review of SATs with subject co-ordinators.

SUBJECT CO-ORDINATORS:

- Staff development and raising awareness of new developments in assessment materials.
- Attend relevant courses.

CLASS TEACHERS:

- Curriculum planning and recording. Planning for assessment opportunities.
- Assessment of pupils' work against consistent criteria, including National Curriculum Statements of attainment (Subject portfolios).
- Keeping on-going records for each pupil.
- Reporting to parents, annual written report, parent's evenings and oral reporting as appropriate.
- Year 6 teacher has additional responsibility for Secondary Transfer and National Testing.
- Year 2 teacher - National Testing.
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GOVERNING BODY:

- Know the assessment procedures undertaken within our school.
- Requests evidence of the effectiveness of assessment procedures.
- Focuses on attainment of year group cohorts.

Evaluation and Review

The Assessment Co-ordinator will ensure that all assessment aspects are monitored in this policy. This will be an ongoing process that will be done through staff discussion, observation of assessment techniques, looking at plans, sampling work and reports, checking resources and adapting the policy each year to meet any new guidance.

All staff will be involved in the review and evaluation process. Assessment, recording and reporting practices and policy are systematically reviewed in terms of how they impact upon pupils learning.

The review and evaluation of assessment practice and policy informs the School Development Plan. This will be the vehicle for describing how strategies for further development will be implemented.

Policy Review

This policy will be reviewed in September 2024, led by the Assessment Co-ordinator and SMT, involving all staff.

Signed: Headteacher

Signed: Chair of Governor

Date: September 2023