



we are a learning community with the spirit to succeed

Holywell Primary School

Assessment, Recording and Reporting Policy

Status:	Non-Statutory
Approval Body:	Governing Body
Review Frequency:	2 Years
Last Review:	February 2022
Next Review:	Spring 2024

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Assessment, Recording and Reporting Policy

1. Purpose

A key aim of the school is that every child will achieve to his or her full potential. We believe that this will be accomplished through a close partnership with parents, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff. The purpose of the assessment policy is to help pupils know what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning. It may also be used to put pupils into ability groups.

2. Roles and responsibilities

2.1 The **Headteacher** will ensure that:

- pupils will only follow syllabuses or be entered for external examinations approved by the governing body; this includes registered pupils studying in other schools and colleges
- where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of pupil progress
- national tests are administered in accordance with the statutory framework
- all teachers receive training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion and questioning, and giving feedback
- marking of pupils' learning complies with the school's marking policy, and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- a database of pupil attainment will be used to track individual progress, but information about individual pupils will only be made available to them or their parents/carers
- all pupils will receive a report for each subject once per year written in accordance with agreed procedures
- parents will be informed regularly about their child's progress and annually about the results obtained in national tests and examinations
- any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

2.2 The Leader of Assessment will ensure that:

- assessments are carried out throughout the year, and are compiled in the class assessment folders.
- staff are provide with information about assessment procedures, including those with and without national standards, so that effective assessments can take place

- assessment information is collated into cohort files
- targets are set for all pupils across the school each year in addition to the statutory target settings arrangements
- all teachers are provided with training on how to use formative assessment to inform lesson planning – this will include setting learning objectives, observing pupils learning, discussion, questioning and giving feedback
- marking of pupils learning complies with the school’s marking and feedback policy, and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- pupil progress meetings with teachers are held at least once a term, discussing in depth each pupil’s progress and the data produced for each cohort of pupils
- the attainment of pupils and their individual progress are tracked, ensuring that information about individual pupils will only be made available to them or their parents/ carers
- the use of assessment in the school is promoted as a tool for enhancing teaching and learning
- they keep abreast of new assessment procedures, building them into the school’s systems as appropriate
- they help staff co-ordinate pupils into relevant groups or interventions
- they liaise with relevant staff members about the setting of national assessments and the co-ordination of results

2.3 All **staff** are expected to ensure that:

- pupils are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment builds pupils’ motivation, confidence and self-esteem
- lessons begin with clear expectations, learning objectives, and success criteria that are shared with pupils. These are reviewed at the end of the lesson or series of lessons
- each pupil receives feedback about the standards of their work, although this may not always be in writing
- where work is marked this may show the standards reached against the national expectation if close to the end of a key stage, but it must always show what is required for the pupil to improve and move on to the next stage of learning as set out in the marking and feedback policy.
- all pupils agree personal attainment targets
- results of assessment are used to inform further planning and differentiation.

2.4 **Pupils** are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other pupils
- asking for help and advice in improving their work and suggest ways themselves to improve their work.

3. Arrangements for monitoring and evaluation

3.1 Subject leaders will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling will be part of this process. The leadership team and the governing body will evaluate the success of the policy by asking for feedback from pupils, teachers and parents.

3.2 The Headteacher will report termly to the Governing Body on:

- the outcomes of monitoring, and changes in practice that have resulted from them
- the overall standards achieved in each subject by year group
- the standards achieved by pupils with SEND and groups considered to be vulnerable
- the impact of external intervention or support on standards

In addition, the overall standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks will be reported annually.

3.3 Target-setting

In line with Local Authority and national standards we set targets for each year in our school, submitting statutory targets to the relevant authorities as necessary. We encourage through performance management of staff and regular meetings about assessment, the need to set inspirational and meaningful targets for all pupils across our school.

3.4 Reporting to parents/carers

3.4.1 Keeping parents/carers informed and consequently involved in their child's learning and progress is key to their success and as a result of this we have developed appropriate robust systems.

3.4.2 Each term we offer parents/carers the opportunity to meet their child's teacher. These meetings are structured and teachers fill in a comment sheet before the meeting, which can be shared with the parents/carers.

3.4.3 During the summer term we give all parents/carers a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We provide information on progress and attainment and comment on the core subjects. In the Early Years we comment on the prime areas of learning plus literacy and maths.

3.4.4 In reports for pupils in Year 1, Year 2 and Year 6 we provide details of the levels achieved in the National Curriculum tests

3.4.5 In Year 1 we report the results of the phonics screening test.

3.5.6 In Year 4 we report the results of the new multiplication test.

3.4.7 At the start of each half term we provide parents/carers with a curriculum map, identifying class targets and content to be studied in that term.

3.4.8 Parents/carers are given opportunities to speak with staff at the beginning and end of each day, as well as through informal group meetings and more formal discussions in parents' meetings.

3.5 Feedback to pupils

We believe that high quality feedback is an important part of assessment at Holywell Primary, and this policy is complemented by our marking and feedback policy which details how we mark and feedback to pupils.

3.6 Inclusion

3.6.1 As a school we are committed to inclusive practice and we actively seek to remove the barriers to learning and participation that can hinder or exclude individuals.

3.6.2 We make sure that pupils with special educational needs have the access arrangements that they need in order to perform at their best in all assessments. We also recognise that some pupils with additional needs may not progress as quickly as their peers, but should always receive suitable challenge in their learning.

3.6.3 The Equality Policy provides further details about how our inclusive practice is carried out in our school.

3.7 Consistency

3.7.1 Assessment that is accurate is crucial to the effective teaching and development of pupils. In order to ensure that all our levelling of pupils work is comparable and in line with National Standards we have regular staff INSET on levelling and moderating pupils work. Some of this we complete with other schools.

3.7.2 All subject leaders are responsible for ensuring that they provide samples of assessed work so that teachers can benchmark the work that pupils produce. All our teachers have opportunities to share their work so that we have a common understanding of the expectation in each subject.

3.8 National Assessment

3.8.1 Key Stage 2 Assessment Arrangements

We complete the national key stage tests in English (reading) and Maths and provide teacher assessments for English, Maths, Science and ICT at the end of Year 6. We believe that it is important that pupils are prepared for these examinations and provide opportunities for pupil to gain insight into the examination prior to them sitting the test. As the arrangements vary slightly on an annual basis we follow the guidance set out in the ARA (Assessment Reporting Arrangements) document which is published each autumn.

In Year 4, pupils take the multiplication screening check. This assessment is conducted online in class and the results are collated by the DfE and reported in ASP.

3.8.2 Key Stage 1 Assessment Arrangements

We complete teacher assessments at the end of Year 2 in English, Maths and Science. These assessments are conducted throughout the year and every care is taken by staff in Year 2 not to stress pupils and these assessments are not timed. As the arrangements for reporting levels vary slightly on an annual basis we follow the guidance set out in the ARA (Assessment Reporting Arrangements) document which is published each autumn. Year 2 results are subject to periodic moderation visits.

At the end of Year 1 pupils take the phonics screening check. This assessment is conducted by their class teacher and the results are sent to the DfE via the Local Authority.

At the end of Year 2 pupils who did not meet the required standard in the Year 1 will be required to resit the phonics test as determined by the DfE.

3.8.3 Foundation Stage Assessment overview

Like Key Stage 1, Foundation Stage Assessments are conducted throughout the entire year. Every care is taken by staff in Reception not to stress pupils and these assessments are based on observations, and evidence gathering. As with Key Stage 1 results, Foundation Stage Assessments are subject to periodic moderation visits. As a school we use development matters to assess in the Foundation Stage.

All end of key stage assessments are reported to the Local Authority and nationally, in accordance to current guidelines.

3.9 Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Assessment Policy sets out the equality of opportunity for assessment of all pupils within the school.

4. Monitoring and Review

- 4.1 The assessment co-ordinator is responsible for the monitoring of this policy and ensuring that it is comprehensively followed by staff.
- 4.2 This policy will be reviewed by the Governing Body every two years, or earlier if considered necessary.