




ASSESSMENT, RECORDING, REPORTING POLICY

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Review Group	<i>Staff</i>
Ratification Group	<i>Staff</i>
Review Frequency	<i>Every 3 years</i>
Review Date	<i>September 2024</i>
Previous Review Amendments/Notes	
Related Policies	Homework Marking & Feedback PSHE RSE RE
Chair of Governor's Signature	



St Michael's Church of England Primary School

Learn ~ Care ~ Enjoy

Behaviour and Discipline Policy Guidelines

This school aims to be a learning community in which all:

- Achieve their full potential
- Are motivated to work independently and collaboratively
- Take initiative and responsibility
- Show respect and consideration for others and their environment

Rationale

Assessment is a tool to aid children's learning and progression through education. Teaching, learning and assessment are inter-related. Assessment and its recording should form a natural part of teaching and learning activities thereby ensuring pupil progression and curriculum continuity. All assessments should be measured against age related expectations referenced by the National Curriculum. Accordingly, pupils' achievements will be reported to parents, when transferring schools and to the wider community and be used as a measure to monitor standards in our School.

Principles for Assessment

Assessment in our school will be in two forms, summative and formative.

Summative assessment will:

- demonstrate achievement against National Curriculum Programmes of Study
- demonstrate progress in learning
- be understandable to parents to allow them to support children in their learning
- be understandable to third parties
- be shared and understood by all staff and Governors
- be consistent and fair, based on a range of evidence
- be appropriate to the level of development of the child
- be moderated
- be used to inform allocation of resources e.g. CPD, personnel, equipment

Formative assessment will:

- progress high expectations of learning
- inform planning, teaching and learning
- be understandable to pupils
- be consistent and fair
- be achievable, and rewards and recognises success whilst providing next steps in learning
- meet clear objectives linked to the Programmes of Study
- be manageable and addresses the balance of teaching, marking, assessing and learning
- allow pupils to contribute to their own learning
- be rigorous and judged against agreed standards

Assessment Guidelines

Evidence

The range of evidence for assessment can be formal and informal e.g.

- Pupil's Workbooks
- Tests – published and teacher produced
- Teacher's knowledge of pupils
- Oral work
- Pupil participation

Recording

- Children are taught within the age related programme of study and therefore will be assessed either beginning, within or secure measured against the final age related expectations (ARE). However certain children will be taught different programme of study and therefore will be assessed and recorded against the appropriate ARE for that child. This means that the majority of children will be working within the ARE for their year group.
- Insight is used to record when individual children are working towards and when they have achieved the Programme of Study (PoS) in Maths, Reading, Writing and Science.
- Assessment wheels are used in all Foundation Subjects

Monitoring - Statutory

Year Group	SUBJECT	Comments	Completed by
EYFS	Reception Baseline		Within first 6 weeks of school
EYFS	Areas of learning and early learning goals	Foundation Profile	Stage June
Y1/2	Phonics		June
Y2 SATs and TA -	Reading, Writing, Mathematics, Science		End of June
Y6 SATs and TA	Reading, Writing, Grammar, Punctuation and Spelling Mathematics, Science		End of June

Monitoring – Internal

Assessments will be submitted three times a year in Reading, Writing and Maths for monitoring by SLT and Governors. Other assessments are for the purpose of highlighting children not making sufficient progress. Children will be assessed as Below, Just Below, On-track or Greater Depth once a term. Ongoing-assessment of the children against the objectives from the Programme of Study will be recorded as:

- 0 – Taught, but not yet understood
- 1 – Some evidence, but not yet secure
- 2 – Objective secured
- 3 – Working at Greater depth

Date	Spelling, Punctuation &	Reading	Writing	Maths	Science
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	Grammar				
End Sept	Reception Baseline Assessment				
Sept (Wk1&2)	Keywords Spelling Test				
Autumn T2	Teacher Assessment	NFER	Teacher Assessment - submitted on Insight	White Rose Assessments – Teacher Assessment submitted on Insight	Teacher Assessment - submitted on Insight
Spring T4	Teacher Assessment	NFER	Teacher Assessment - submitted on Insight	White Rose Assessments – Teacher Assessment submitted on Insight	Teacher Assessment - submitted on Insight
Summer T6	Teacher Assessment	NFER TA submitted on Insight	Teacher Assessment - submitted on Insight	White Rose Assessments – Teacher Assessment submitted on Insight	Teacher Assessment - submitted on Insight

Moderation

To ensure consistency, fairness and accuracy of assessment across the School we will:

- Moderate English and Maths internally three times a year
- Use STA exemplification
- Liaise with cluster schools
- Use external moderators e.g. LA Advisors, Challenge Support Partner

Reporting

- There will be 2 Parents Consultations each year. Parents and pupils will receive rich, qualitative information of what has been achieved and indications of what they need to do next.
- Each child will have a written Annual Report which will record the child's achievement, benchmarked against the Programme of Study for the curriculum year group in Reading, Writing, Maths and Science. Other subjects will report progress towards the end of Key Stage Attainment Targets, including knowledge, application, understanding and skills. Other subjects will report the child's achievement towards the aspects of the Programme of Study taught.
- Statutory Assessments will be published and included on the School Website.

Conclusion

By having effective strategies for the Assessment, Recording and Reporting of pupils' achievements, pupil's progress will be maximised.