**Tattingstone CVEC Primary School**

Adopted: Sept 2023

**Assessment, Recording and Reporting Policy**

This policy and procedures has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sept 2015) and in line with the ‘Purposes and Principles of Assessment without Levels’. (https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final- report)

**Aims and Principles of Assessment**

To ensure that:

* assessment is an integral part of teaching, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children’s education.
* high quality, in depth teaching, is supported and informed by high quality formative assessment (ongoing assessment used to inform planning)
* the school ethos promotes and emphasises the opportunity for all children to succeed if taught and assessed effectively.
* there is always a clear purpose for assessing and assessment is fit for its intended purpose.
* assessment is used to focus on monitoring and supporting children’s progress, attainment and wider outcomes.
* assessment provides information which is clear, reliable and free from bias and informs teaching and learning.
* assessment supports informative and productive conversations with pupils and parents
* children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve.
* we achieve our assessment without adding unnecessarily to teacher workload.
* assessment is inclusive of all abilities.
* a range of assessments are used including ‘Rising Stars’ and ‘White Rose Maths’.

**Delivery**

At Tattingstone Primary School, we use three broad overarching forms of assessment: Day to Day In- School Formative Assessment, In-School Summative Assessment and Nationally Standardised Summative Assessment’.

**Day-to-Day in-school formative assessment**

This is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension (enrichment activities to deepen understanding) as necessary and informs progress. It enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

Through Day-to Day In-School Formative Assessment, we will

* support children in measuring their knowledge and understanding against learning objectives and wider outcomes, identifying where they need to target their efforts to improve.
* ensure that problems are identified at the individual level and that every child will be appropriately supported to make progress and meet expectations

A range of Day-to-Day In-School Formative Assessments, will be used including, for example,

* + Reference to Oxford Writing Criterion Scales for Writing (Year R to Year 6)
  + Cold and Hot tasks within all subjects
  + Making use of rich higher order, open questioning
  + Marking of pupils’ work, (See Marking and Feedback policy)
  + Observational assessments
  + EYFS Learning Journeys and Tapestry
  + Regular short re-cap quizzes / mini plenaries / Retrieval techniques
  + Scanning work for pupil attainment and development
  + Discussions with children
  + Pupil self-assessment e.g. during Fix it in Five, re-drafting work, self-marking against agreed success-criteria, up-levelling
  + Peer marking.

**In-School Summative Assessment**

In-school summative assessments will be used to monitor and support children’s performance. They will provide children with information about how well they have learned and understood a topic, or sequence of work taught over a period of time, providing feedback on how they can continue to improve. In-school summative assessments will also inform parents about achievement, progress and wider outcomes. Teachers will make use of in- school summative assessments to evaluate both pupil learning at the end of a unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes will support teachers in planning for subsequent teaching and learning. In-school summative assessments will also be used at whole school level to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

A range of In-school-summative assessments will be used including, for example.

• End of year tests  
• Short end of topic or unit tests, or tasks  
• Reviews for pupils with SEN and disabilities

* Termly monitoring of progress with teachers, at Pupil Progress Meetings.
* Half termly ‘best fit’ assessment relating to the National Curriculum age related expectations, are reported on Sonar Tracker for Reading, Writing and Maths.
* EYFS termly ‘best fit’ assessment relating to the Statutory Framework for the EYFS, are reported on a traffic light grid, on the seven areas of learning, Sonar Tracker and Tapestry
* Read, Write, Inc. half termly assessments.
* Termly reports to parents, outlining progress and attainment of children in relation to National Curriculum age related expectations in Reading, Writing, Maths and Science.

Sonar Tracker will be analysed three times a year at half term for Reading, Writing and Maths; assessments can be entered by class teachers at any time that suits them. Assessment of other subjects is more generic and tries to seek more broadly what the children have learned and retained.

(See Appendix 1: Assessment Cycle 2023-24)

**National standardised summative assessment**

Nationally standardised assessments will be used to provide information on how children are performing in comparison to children nationally. They will provide parents with information on how the school is performing in comparison to schools nationally. Teachers will have a clear understanding of national expectations and assess their own performance in the broader national context. Nationally standardised summative assessment enables the school leadership team to benchmark the school’s performance against other schools locally and nationally, and make judgements about the school’s effectiveness. The government and OFSTED will also make use of nationally standardised summative assessment to provide a starting point for Ofsted’s discussions, when making judgements about the school’s performance.

A range of Nationally standardised summative assessments will be used:

- A Baseline Assessment in Year R  
- A phonics test in Year 1  
- National Curriculum teacher assessments at the end of Key Stage 1

- Multiplication check in Year 4

- National Curriculum tests and teacher assessments at the end of Key Stage 2

**Reporting to Parents**

**F**ollowing In-School Summative Assessments, teachers record and report progress to parents during termly Parent Consultation Day meetings. These provide parents with a broad picture of where their children’s strengths and weaknesses lie in Reading, Writing, Maths and Science, and what they need to do to improve.

Pupils also attend the meetings, in order to reinforce the partnership between parents and schools in supporting children’s education.

The consultation reports form the end of year report with the addition of a ‘General Comments’ page by the class teacher, a ‘Pupil’s comments’ page and an attendance summary.

Day-to Day In-School Formative Assessments may lead to informal meetings with parents, to share strengths, weaknesses or personal achievements within particular subject areas.

**An inclusive approach to assessment**

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people’s Special Education Needs and any requirements for support and intervention.

**Training for staff**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the Induction Program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice.

The school makes significant use of technology to assess and in order to support staff; training in the use of Sonar Tracker will be given.

Continuing professional development may take various forms including the provision of direct face-to-face training and online training. The Teaching, Learning & Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school’s assessment policy and are in line with the aims and principles outlined.

Reviewed: Sept 2023

****Tattingstone CEVC Primary School

Assessment Cycle 2023-24

Overview

Every Half Term

**All year groups:**

***One piece of independent cross-curricular writing to be produced each half term (or more frequently as a CLPE teaching sequence ends)*** and Sonar Tracker statements used to assess alongside the Oxford Writing Criterion scales. This will be based on ‘independent writing’ linked to the teaching sequence and cross-curricular genre specific writing.

**Years 1-6:**

*White Rose end of unit maths assessments (hot tasks). Sonar Tracker statements used to assess.*

Key to the below: English; maths; SEN

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term** | **Year R** | **Year 1** | **Year 2** | | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn 1st Half** | First six weeks– On-entry Baseline Assessment carried out.  W/B 9th October Submit baseline to Headteacher  W/B 9th October: Read Write Inc Reading Assessment carried out | W/B 4th September: initial assessments for SEN interventions  Ongoing - End of unit maths assessments  W/B 11th Sept - Pupil Progress meetings / update Provision maps / target setting / performance management meetings - Teachers identify children in need of intervention  W/B 11th Sept: Interventions begin. Parent and pupils review meetings with SENCo, including drawing up new one page profiles.  Week beginning 9th October: Assessment week -   * TT Rockstars multiplication grid * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out. * Oxford Writing Criterion scales to be updated   W/B 9th October: post-assessments for SEN interventions  Wednesday 11th October: Update Sonar Tracker | W/B 4th September: initial assessments for SEN interventions  Ongoing - End of unit maths assessments  W/B 11th Sept - Pupil Progress meetings / update Provision maps / target setting / performance management meetings - Teachers identify children in need of intervention  W/B 11th Sept: Interventions begin. Parent and pupils review meetings with SENCo, including drawing up new one page profiles.  Week beginning 9th October: Assessment week -   * TT Rockstars multiplication grid * Rising Stars English Tests carried out – Reading & SPAG * Oxford Writing Criterion scales to be updated   W/B 9th October: post-assessments for SEN interventions  Wednesday 11th October: Update Sonar Tracker | | | | | |
| Note: ‘Show and Share’ of children’s books/work Thursday 19th October, including RWI assessment sheets and books.  Update Attainment and Progress reports, Attainment targets, Value added, data in SEF & SDP, Pupil Premium statement | | | | | | | |
| **Autumn 2nd Half**  **Autumn 2nd Half continued** | Parent Consultation: W/b 6th November | | | | | | | |
| W/B 4th December: Autumn Term Data entered onto traffic light tracking grids  W/B 4th December: Read Write Inc Reading Assessment carried out. | W/B 30th October: Pupil Progress meetings / update Provision maps - Teachers identify children in need of intervention  W/B 30th October: Interventions begin.  Ongoing - End of unit maths assessments  Week beginning 4th December: Assessment week -   * TT Rockstars multiplication grid * White Rose end of term assessment * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out. * Oxford Writing Criterion scales to be updated   W/B 4th December: post-assessments for SEN interventions | W/B 30th October: Pupil Progress meetings / update Provision maps - Teachers identify children in need of intervention  W/B 30th October: Interventions begin.  Ongoing - End of unit maths assessments  Week beginning 4th December: Assessment week -   * TT Rockstars multiplication grid * White Rose end of term assessment * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out(only for children who are still in the RWI phonics programme). * Oxford Writing Criterion scales to be updated   W/B 4th December: post-assessments for SEN interventions | | | | | |
| Note: ‘Show and Share’ of children’s books/work Thursday 14th December, including RWI assessment sheets and books. | | | | | | | |
| **Spring 1st Half** | W/B 5th February: Read Write Inc Reading Assessment carried out.  Oxford Writing Criterion scales to be updated | W/B 4th January: initial assessments for SEN interventions  Ongoing - End of unit maths assessments  W/B 8h January - Pupil Progress meetings / update Provision maps / review target setting - Teachers identify children in need of intervention  W/B 8th January: Interventions begin. Parent and pupils review meetings with SENCo, including drawing up new one page profiles.  Week beginning 5th February: Assessment week -   * TT Rockstars multiplication grid * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out. * Oxford Writing Criterion scales to be updated   W/B 5th February: post-assessments for SEN interventions  Friday 16th February: Deadline for all data to be entered on to Sonar Tracker | W/B 4th January: initial assessments for SEN interventions  Ongoing - End of unit maths assessments  W/B 8th January - Pupil Progress meetings / update Provision maps / review target setting - Teachers identify children in need of intervention  W/B 8th January: Interventions begin. Parent and pupils review meetings with SENCo, including drawing up new one page profiles.  W/B 5th February: Star Reading Test;  Week beginning 5th February: Assessment week –   * TT Rockstars multiplication grid * Rising Stars English Tests carried out – Reading & SPAG * Oxford Writing Criterion scales to be updated   Read Write Inc Reading Assessment carried out(only for children who are still in the RWI phonics programme)  W/B 5th February: post-assessments for SEN interventions  Friday 16th February: Deadline for all data to be entered on to Sonar Tracker | | | | | |
|  | Note: ‘Show and Share’ of children’s books/work Thursday 15th February, including RWI assessment sheets and books.  Update Attainment and Progress reports, Attainment targets, Value added, data in SEF & SDP, Pupil Premium statement | | | | | | | |
| **Spring 2nd Half** | Parent Consultation: W/B 4th March  W/B 26th February - Pupil Progress Meetings | | | | | | | |
| W/B 18th March: Spring Term Data entered onto traffic light tracking grids.  W/B 18th March:  Read Write Inc Reading Assessment carried out.  Oxford Writing Criterion scales to be updated | W/B 26th February : Pupil Progress meetings / update Provision maps - Teachers identify children in need of intervention  W/B 26th February: Interventions begin.  Ongoing - End of unit maths assessments  Week beginning 18th March: Assessment week -   * TT Rockstars multiplication grid * White Rose end of term assessment * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out. * Oxford Writing Criterion scales to be updated   W/B 18th March: post-assessments for SEN interventions | | W/B 26th February : Pupil Progress meetings / update Provision maps - Teachers identify children in need of intervention  W/B 26th February: Interventions begin.  Ongoing - End of unit maths assessments  W/B 18th March: Star Reading Test;  Week beginning 18th March: Assessment week -   * TT Rockstars multiplication grid * White Rose end of term assessment * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out(only for children who are still in the RWI phonics programme). * Oxford Writing Criterion scales to be updated   W/B 18th March: post-assessments for SEN interventions | | | | |
| Note: ‘Show and Share’ of children’s books/work Thursday 21st March, including RWI assessment sheets and books. | | | | | | | |
| **Summer 1st Half** | W/B 13th May: Read Write Inc Reading Assessment carried out.  Oxford Writing Criterion scales to be updated | W/B 15th April: initial assessments for SEN interventions  Ongoing - End of unit maths assessments  W/B 15th April - Pupil Progress meetings / update Provision maps / review target setting - Teachers identify children in need of intervention  W/B 15th April: Interventions begin. Parent and pupils review meetings with SENCo, including drawing up new one page profiles.  Week beginning 13th May: Assessment week -   * KS1 assessments * Rising Stars English Tests carried out – Reading & SPAG   Week beginning 13th May:   * TT Rockstars multiplication grid * Read Write Inc Reading Assessment carried out. * Oxford Writing Criterion scales to be updated   W/B 13th May: post-assessments for SEN interventions  Friday 24th May: Deadline for all data to be entered on to Sonar Tracker | | W/B 15th April: initial assessments for SEN interventions  Ongoing - End of unit maths assessments  W/B 15th April - Pupil Progress meetings / update Provision maps / review target setting - Teachers identify children in need of intervention  W/B 15th April: Interventions begin. Parent and pupils review meetings with SENCo, including drawing up new one page profiles.  Week beginning 13th May: SATs/Assessment week –   * Rising Stars English Tests carried out – Reading & SPAG   W/B 13th May: Star Reading Test;  Week beginning 13th May:   * TT Rockstars multiplication grid * Oxford Writing Criterion scales to be updated   Read Write Inc Reading Assessment carried out(only for children who are still in the RWI phonics programme)  W/B 13th May: post-assessments for SEN interventions  Friday 24th May: Deadline for all data to be entered on to Sonar Tracker | | | | |
| Note: ‘Show and Share’ of children’s books/work Tuesday 21st May (as Grebes are at Hilltop on Thursday 23rd), including RWI assessment sheets and books.  Update Attainment and Progress reports, Attainment targets, Value added, data in SEF & SDP, Pupil Premium statement | | | | | | | |
| **Summer 2nd Half** | Parent Consultation: W/B 10th June  Pupil Progress meetings: W/B 3rd June  Wednesday 3rd July- transition day  Reports sent home Wednesday 10th July | | | | | | | |
| June: End of Year Data entered onto traffic light tracking grids and FSP sent off to DFE.  W/B 1st July: Read Write Inc Reading Assessment carried out.  Oxford Writing Criterion scales to be updated | W/B 3rd June : Pupil Progress meetings / update Provision maps - Teachers identify children in need of intervention  W/B 3rd June: Interventions begin.  Ongoing - End of unit maths assessments  **W/B 10thJune: Year 1 Phonics Screening.**  Phonics Data sent to County  Week beginning 1st July: Assessment week -   * TT Rockstars multiplication grid * White Rose end of term assessment * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out. * Oxford Writing Criterion scales to be updated   W/B 1st July: post-assessments for SEN interventions  Friday 12thJuly: Deadline for entering any end of year data on to Sonar Tracker to hand over to the next teacher | | W/B 3rd June : Pupil Progress meetings / update Provision maps - Teachers identify children in need of intervention  W/B 3rd June: Interventions begin.  Ongoing - End of unit maths assessments  W/B 1st July: Star Reading Test;  Week beginning 1st July: Assessment week -   * TT Rockstars multiplication grid * White Rose end of term assessment * Rising Stars English Tests carried out – Reading & SPAG * Read Write Inc Reading Assessment carried out(only for children who are still in the RWI phonics programme). * Oxford Writing Criterion scales to be updated   W/B 1st July: post-assessments for SEN interventions  May 2021: KS1 test period - optional  Schools should administer the [multiplication tables check](https://www.gov.uk/government/publications/multiplication-tables-check-administration-guidance) within the 3-week period from Monday 13th - 16th May 2024.  Science sampling in June.  June: Year 2 (teacher assessment) Data submission to DfE  Friday 12thJuly: Deadline for entering any end of year data onto Sonar Tracker to hand over to the next teacher | | | | |
| Note: ‘Show and Share’ of children’s books/work Thursday 11th July, including RWI assessment sheets and books.  Plus an opportunity for parents to talk about reports if required. | | | | | | | |