

Assessment and Recording Policy

Head Teacher: Rebekah Alsey

Chair of Governors: Jan Draper



Tadley Primary School
Learning for Life

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Our Vision

At Tadley Primary School, we are passionate about equipping our children with the personal characteristics and educational outcomes for their successful futures. Our vision for each child is to develop an active curiosity of their world, discover their own interests and talents, and grow in their own confidence and love of learning. We do this by providing children with an irresistible invitation to learn through our knowledge-rich and diverse curriculum.

Learning for Life the Tadley Way!

Aims

This policy should also be read in conjunction with the teaching and learning policy, the marking policy and the homework policy.

The main aim of our assessment is to recognise the strengths and talents of pupils and to identify and support their areas of improvement. It is used to monitor progress through continual and regular assessment and therefore informs future planning for groups of children or individuals.

Forms of Assessment

Teachers continually assess pupils' performance through:

- Formative teacher assessments – happening daily in lessons, through feedback, marking and observations.
- Summative Assessments – happening at a moment in time, normally at the end of a unit of work or end of term. These include Statutory Assessments that every primary school must administer. These include:
 - Reception Baseline Assessments in the first 6 weeks of Year R.
 - Phonics Screening in Year 1 (and Year 2 if a child did not pass in Year 1)
 - Multiplication Tables Check in Year 4
 - Key Stage 2 Statutory Assessment Tests in Year 6.
- Diagnostic Assessments – to identify specific learning difficulties and strengths e.g. phonics, reading and spelling, maths, Language Link, Dyslexia Screening and others.

Recording

Records of attainment are useful to map children's progress for teachers, parents, other school learning support services and governors. The school collates records of pupil progress in curriculum subjects on an online cloud based platform.

Records will also include:

- Reception Baseline Data
- EYFS progress records
- Reading records – individual and guided reading records
- Key stage phonic and high frequency spelling records

- Cohort attainment and progress tracking documents
- Visual maps
- Venn diagrams
- Summative assessment results
- Individual personal plans where needed
- Subject portfolios held with the co-ordinator as an aid to monitoring

Reporting and Monitoring

Records of assessment and children's progress are used to report information about individuals and target groups to a number of stakeholders in a variety of formats, both formal and informal.

Reporting to parents includes:

- Annual written report
- Formal meetings to discuss progress and share information such as assessment results and targets twice a year
- Individual personal plan meetings where required

Internal school reporting and monitoring:

- Termly pupil progress meetings with a member of the Senior Leadership Team
- Transition group meetings between staff at the end of the year to inform future planning and target grouping.
- Regular reports to governors on cohort assessments and results
- Moderation through work sampling/book interviews
- Inspections by external agencies
- Internal observations by subject co-ordinators and senior members of staff
- Co-ordinator learning walks for a curriculum subject
- Whole school learning walks

Assessment, Reporting and Recording guidelines

Formative Teacher Assessment

This is the most important form of assessment within the school. It is used to describe the everyday and ongoing assessments made by teachers that take place throughout the key stage. It should involve both the teacher and the pupil in the process of continual reflection and review about progress. Rapid assessment should take place during prompt feedback and marking in and out of lessons. Class teachers need to build in assessment activities to their weekly planning and then adjust future planning in response to this formative assessment.

In addition, class teachers need to:

- Carry out an AfL (Assessment for Learning) piece of work with all children prior to planning the unit (where appropriate)
- Share learning objectives and success criteria with children
- Provide feedback which leads children to identify what they should do next to improve
- Involve pupils in self-assessment and peer assessment

Summative Assessments

This involves Summative assessments carried out at least three times a year in all year groups which monitor progress and helps identify individual pupil targets. Formal Statutory Summative assessments take place at the end of KS2. In all other year groups assessments take the form of teacher assessment throughout the year. These

assessments may be aided by NFER (National Foundation for Educational Research) assessments and previous KS2 SATs. EYFS Progress records are continuously updated throughout the year and are reported to parents termly.

Diagnostic Testing

Diagnostic testing for phonics, reading, spelling and maths are used to support further assessment for specific children and may also include assessments such as Language Link and Dyslexia screening.

National Data

Regular school assessment will be used in conjunction with annual national data by core co-ordinators to analyse children's progress and their findings will be reported to Governors and used for the basis of the School Development Plan.

