

# Polehampton CE Infant and Junior Schools

## Assessment and Reporting Policy



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## Introduction

At Polehampton Church of England Infant and Junior Schools, our vision is "Let your light shine" (Matthew 5:16). Jesus reminded us in Matthew's gospel that we are lights for the world. As we seek to follow him, we can share his light with others and change the world. Supported by our school values of gratitude, friendship, perseverance, forgiveness, honesty and compassion, we seek to help pupils make positive choices in all they do. We follow our Christian values to enable everyone in our school community to let their light shine.

At Polehampton Church of England Infant and Junior Schools, we use assessment and monitoring to help our pupils let their lights shine. This ensures our staff have the most accurate information to help pupils achieve.

It should be noted that all references to 'parents' should be read as 'parents or carers'.

## Intent

We believe that assessment is integral to learning and teaching, and that all forms of assessment should be used to improve teaching and learning.

At Polehampton, we believe that the best form of assessment results from ongoing dialogue and interactions with children. Daily interactions are what provide the soundest judgments of pupil progress and are what should inform planning and teaching. We recognise that progress in learning is not linear and, therefore, children should not be judged solely on the basis of a test or individual piece of work.

Where data is gathered, it should also be used as a means to support those children who are underachieving or to extend the most able.

We have agreed on the following principles as the basis of our assessment system:

**"Let your light shine" Matthew 5:16**

Gratitude - Friendship - Perseverance - Forgiveness - Honesty - Compassion

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- All forms of assessment should be used to improve teaching and learning.
- Assessment should be simple to use and understand.
- Testing should be rigorous and reliable.
- It should be underpinned by a knowledge of the curriculum.
- It should inform planning and delivery of the curriculum.
- It must help a child to recognise the next steps in their learning.
- No unnecessary paperwork that does not contribute to teaching and learning should be undertaken.
- Assessment must provide reliable information to parents about how their child is doing.

Keeping up to date with the latest evidence-based approaches ensures that Sonning CE Primary School is keeping up with external best practice.

### Assessment

At Polehampton, three key forms of assessment are used:

- Assessment of learning:
  - Summative/formal testing.
  - Termly or half termly.
  - Question level analysis enables teachers to identify pupils' areas for development, successes and where groups/classes require further support or more challenge.
- Assessment for learning:
  - Formative assessment.
  - Day-to day assessment of learning to inform planning and provision. This may be from marking, discussion or observation.
  - Children may be involved in self or peer assessment against clear success criteria.
- Assess whilst learning:
  - Retrieval practise used to embed learning.
  - This could be in the form of a pop quiz or task sometime after the teaching to check that learning has been remembered.

### Roles and Responsibilities

The following roles and responsibilities are outlined:

#### Teachers

- Plan opportunities to use assessment for learning strategies to inform future provision.
- Use summative assessments to assess understanding at the end of a half-term, term or topic.
- Use question level analysis to identify strengths and weaknesses in teaching and learning.
- Plan in opportunities to assess key objectives through retrieval practise or low-stakes quizzes.
- Record the assessment of objectives on Target Tracker (Year 1-6) – or as appropriate – and steps progress termly.
- Undertake baseline assessments to inform provision.
- Set challenging targets for children in reading, writing, maths.
- Assess all subjects on tracking grids termly, or as requested by senior leaders.
- Engage in pupil progress meetings with SLT where individual, group and class performance is analysed and provision planned.
- Follow the school's Feedback and Marking Policy.
- Attend moderation events within school, the Trust, and for EYFS, Year 2 and Year 6, local authority moderation sessions.

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- In addition, EYFS, Year 2 and Year 6 may be chosen for external moderation by the local authority. When this is the case, teachers, with the support of SLT, are expected to prepare relevant documentation.

### Senior leaders

- Ensure staff are clear about the expectations for each subject based on the National Curriculum statutory requirements.
- Ensure consistency and accuracy of teacher assessment, feedback and marking.
- Gather and analyse data with regard to performance and progress of classes, key stages and vulnerable groups.
- Provide support for teachers and teaching assistants on best practice based on reliable evidence.
- Attend Trust and Local Authority training, and stay abreast of development in best practice.
- Arrange moderation events within the school and facilitate Trust wide moderation.
- Ensure all statutory assessments take place and are reported in accordance with national guidance.
- Purchase relevant assessment materials.
- Regularly review assessment procedures to ensure that the workload involved does not place an unnecessary burden on staff.

### Governors

- Monitor procedures related to statutory assessments.
- Monitor standards (Achievement and Standards Team and Full Governing Body).

## Early Years Foundation Stage (EYFS)

In the EYFS, assessment forms a key part of daily practice. All staff in Reception should assess children's progress and achievements on a daily basis, choosing when and how to intervene in their self-initiated activities in order to move learning on in the best way. Observational assessments of children are recorded daily, which then builds up an individual learning record of each child's achievements.

Children in Reception are assessed on a termly basis against 17 areas of learning, in order to measure progress from each pupil's starting point. These assessments are recorded on tracking grids. Assessments may be made more frequently than every term depending on the needs of particular groups of pupils or at the request of the SLT.

On entry to Reception, children will be assessed in line with the Government's baseline assessment guidance within their first six weeks of school. This will be done using the national baseline programme (RBA). At the end of the Reception year, children will be assessed against the Early Learning Goals. This will be a comprehensive process, involving all Reception staff, Year 1 staff and colleagues from other schools to ensure consistency of judgements. This information is recorded and shared with parents in a written report.

Ongoing assessment data will be used to plan targets to support individual children, to plan for intervention groups and to request further support from the SEND department where needed

## Statutory standardised tests (SATs)

Standardised assessment tests / tasks inform teachers and parents about the achievement of individual children and provide statistical information with which to evaluate the school's performance.

- Phonics Screening Check (PSC), administered in Year 1.
- End of Key Stage 1 assessments (Reading; Writing; Grammar, Punctuation and Spelling; and Maths)
- Multiplication Check (Year 4)
- End of Key Stage 2 assessments (Reading; Writing; Grammar, Punctuation and Spelling; Maths; and Science).

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Special arrangements are made for children with Special Educational Needs

### Assessment of SEND pupils

Children with SEND have Individual Provision Plans (IPPs). These are reviewed termly with each child and the parents. At this point, new targets are written (if required), and children and adults working with them are made aware of the targets they are working towards. For more information, please refer to the SEND Policy and Information Report.

### Reporting

The following aspects are key to reporting procedures:

#### Pupil Progress Meetings

Following termly assessment data collection, a formal pupil progress meeting is held between senior leaders and the class teacher in each class. The purpose of this meeting is to discuss each child's progress and performance, the needs of each child and the year group as a whole. Targets for pupil progress in specific areas are set each year as part of a teacher's performance management targets. Intervention strategies and support systems are also reviewed and evaluated during the meetings.

#### Communication with parents/carers

Each parent/carer has three formal opportunities each year to meet their child's teacher to discuss their progress and attainment.

- Autumn Term: Parent/Carer meetings
  - This is a 10-minute meeting in the first half of the Autumn term (or just after half term). It is designed to allow the teacher and parent/carer to share any concerns or anxieties they may have regarding their child's new class. Initial impressions will be shared. The end of year School Report and targets generated by the previous teachers and points to help the development of the child will be discussed. The child's books and work samples are available for the parents/carers to examine.
- Spring Term: Pupil Progress meeting
  - This is a 10-minute appointment designed to discuss attainment and targets for the child to help them to progress further in English, Maths and in any other way deemed important by the school. The child's books and work samples are available for the parents/carers to examine.
- Summer Term: Written report
  - A written report on pupils' achievements will be completed towards the end of each academic year and sent to parents. In reports for pupils in Year 1 (PSC), Year 2 and Year 6 (SATs), details of the levels achieved in the national tests are included. Following the publication of the child's report, all parents are given the opportunity to meet with the class teacher. This is optional. These appointments are typically 10-minutes long.

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