ASSESSMENT, RECORDING AND REPORTING POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12). We have high expectations of all and strive to provide a safe, challenging and stimulating environment where everyone can flourish spiritually.

Our Values:

To ensure the highest standards of learning for all children, both at home and at school, these are met through our school values of:

- Respect – reporting progress and attainment in a respectful and supportive manner.
- Compassion – using the outcomes of assessment, recording and reporting to develop effective next steps that consider each individual child.
- Creation – create regular and varied opportunities for children's learning to be recorded, reported and celebrated
- Perseverance – using the information from assessments to support children in continuing their learning journey
- Service – supporting children to achieve and succeed, while informing parents of their child's learning across the curriculum.

At Willaston Church of England Primary School we recognise that whole-school assessment, recording and reporting of children's learning is essential. Assessment complements and supports teaching and learning. It is an integral part of the National Curriculum statutory procedures.

This policy aims to outline the purpose, nature and management of assessment within Willaston CE Primary School and should be read in conjunction with the Marking Policy. It outlines the different assessments taking place in school presently.

The Purposes of Assessment

Assessment at Willaston CE Primary School serves several key purposes:

To monitor children's progress: Our teaching staff use assessment to track how children are learning and growing over time. This helps identify areas of strength and areas where children need extra support and intervention.

To inform instruction: Assessment data helps teaching staff make informed decisions about their teaching. They can adjust their lessons to better meet the needs of all pupils.

To provide feedback to children: Assessment provides children with valuable information about their own learning. This feedback helps them understand what they know, what they need to work on, and how to improve.

To communicate with parents: Assessment results can be shared with parents to keep them informed about their child's progress. This helps parents understand their child's strengths and weaknesses and how they can support their learning at home.

To ensure accountability: Assessment data can be used to hold our school and teaching staff accountable for pupils' learning. This data can help identify areas where staff need to improve their instruction.

There are many different types of assessment used in primary school, including:

Formative assessment: This type of assessment is ongoing and used to monitor children's progress during instruction. It helps teachers identify areas where children need additional support.

Summative assessment: This type of assessment is used to evaluate pupils' learning at the end of a unit, topic or term. It helps teachers determine whether children have met the objectives.

Diagnostic assessment: This type of assessment is used to identify children's prior knowledge and skills. It helps teachers plan instruction that is appropriate for all children.

Assessment is an essential part of the teaching and learning process at Willaston. It helps teachers ensure that all children are learning and growing to their full potential.

Foundation Stage Profile and E-Profiling

Children in the Early Years Foundation Stage will be tracked through the year using the 'Early Years Development Matters' document. Information will be collected through observations of children in teacher led and child-initiated activities. This information will

be recorded in the form of observation notes, photographs, videos and children's work and will be collected and stored within each child's individual learning journey. In the summer term, children will be assessed according to the Early Learning Goals and obtain a grade of Emerging (1), Expected (2) or Exceeding (3).

Teacher Assessment

Teacher assessment is ongoing throughout the school year. The class teacher is able to make judgements against the National Curriculum guidelines as to whether the children are working: at the 'expected level', 'working towards the expected level' or at 'greater depth'.

All teacher assessment is the responsibility of the class teacher. They may use a range of diagnostic tools to assess the children including:

- Ongoing assessment through the marking of the children's work.
- Regular dialogue with the children
- Assessment tasks designed to assess the children within a range of levels
- End of Unit/Block testing
- Optional SATs
- Key Stage Statutory Assessment Tests (SATs)
- Tracking notes
- Termly reading and spelling age assessments
- Learning Journeys
- Record of Achievements
- Other formative assessment strategies such as quizzes

Learning Journeys

Each child has a Learning Journey that they use to record what they have learnt after a unit or block of work has been completed. This is done in the context of a mind map, where key information about that focus of learning is recorded. The Learning Journey then moves through school with the child and is added to each year. Children are then provided with regular opportunities to reflect back on what they have recorded. Children's ability to recall the information in the Learning Journeys will be utilised by the class teacher when assessing children's progress.

When reporting attainment/achievement, the evidence taken from all of these sources should be considered with no weight being put on one more than another. Teacher assessment should present the whole picture of where that child is. The teacher is expected to make an informed, professional judgement.

Cohort Progress – Insight

Each class has a tracking recorded on Insight (online assessment and tracking platform) for all pupils for reading, writing and maths. The platform shows a pupil's current position in relation to their previous statutory assessment. Children are tracked termly. Using the grids, class teachers collate and present data which represents gender, pupils with additional needs and pupils in receipt of pupil premium at their termly pupil progress meetings. Cohort data identifies children not on track to make expected progress as well as those children exceeding expectations.

Monitoring of Pupil Progress

Standards in across the curriculum are monitored regularly by the Senior Leadership Team and subject leaders. Information from these monitoring sessions feed directly into the School Development Plan and subject specific action plans.

The Headteacher, Deputy Head Teacher, Key Stage Two Lead and SENDCo meet each class teacher at the end of each term for a pupil progress meeting. Pupils who are not making the expected progress across their key stage will be identified and targeted for intervention. All pupils' achievements are also celebrated.

End of Key Stage Testing

Key Stage 1

Phonics Screening Check: A short, one-to-one test assessing children's ability to decode words.
Purpose: To ensure children are developing strong foundational phonics skills.

Teacher Assessment: Teachers make judgements on children's progress across the curriculum, focusing on:
Reading: Accuracy, fluency, and comprehension.
Writing: Composition, transcription, and presentation.
Mathematics: Number and number systems, calculation, measurement, geometry, and statistics.

Key Stage 2 (Year 6)

Statutory Assessments:
Reading, Writing, and Mathematics: Standardised tests (SATs) in these core subjects.
Purpose: To assess children's attainment against national expectations.
Format: A mix of paper-based and online tests.
Science: Teacher assessment based on evidence gathered throughout the year.
Teacher Assessment: Teachers continue to make judgements on children's progress across the curriculum, considering a wider range of subjects.

Assessments

Pupils in Years 3, 4 and 5 will take part in assessments at the end of autumn, spring and summer term. The results from these tests will be standardised and recorded on a whole school tracker so that the progress of individuals can be recorded throughout the year and across each key stage. The results of these tests will be used to support teacher assessment of pupils.

In addition to these termly assessments, children will also be assessed termly in reading and spelling. The outcomes of these tests will provide teachers with a reading and spelling age of every child. This will then be used to inform next steps such as interventions and adaptations to the challenge of work provided in school and online. The outcomes of these assessments will be analysed and discussed during termly Pupil Progress Meetings and Senior Leader Meetings.

Reports

Written reports are sent to parents annually during the summer term. They include details of achievement in maths, English, science, computing and foundation subject areas. Areas for future development are also highlighted.

Parents' Evenings

Parents are invited to attend Parents' Evenings twice a year. The first meeting takes place in October of each year, while the second evening takes place in February. These evenings are used as an opportunity to share information on each child's progress and attainment. Children in year groups, 4, 5 and 6, are invited to be part of the process during October meetings, while in the Spring Term evenings, this invitation is extended to our Year Three children.

If a parent wishes to speak to their child's class teacher at any other time, they should contact the school office to make further arrangements.

Arrangements for Remote Learning

Should we need to teach remotely, our on-line platform, Seesaw, will be used. This is also used to provide weekly homework for children. Teachers will consider the contributions children make remotely on Seesaw when considering teacher assessment.

Record of Achievements (ROA)

Each child has a Record of Achievement book which follows them through the school. Each term, at least two pieces of work are recorded in the book. At least one of these must have an English or maths focus, with the other piece of work being an achievement in any other part of the school curriculum. A broad balance of the curriculum is reflected in the Record of Achievements, and these demonstrate a pupil's achievement.

Approved by Governors February 2025



Signed Chair of Govern**ors**