



ELVINGTON CHURCH OF ENGLAND PRIMARY SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Rationale

Children's progress is closely monitored at Elvington Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. All assessment activities aim to ensure that the children are able to make excellent progress in their learning whilst taking into account the needs of individual children.

Aims and Objectives

- to enable our children to demonstrate what they know, understand and can do in their work;
- to allow teaching teams to plan work that accurately reflects the needs of each child;
- to help our children understand what they need to do next to improve their work;
- to provide regular information for parents that enables them to support their child's learning;
- to contribute towards accountability data;
 - to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessing without levels

As part of reforms to the National Curriculum, the old system of 'levels' used to report children's attainment and progress has been removed from year groups and at present will not be replaced by a National system .

This has allowed teachers greater flexibility in the way that they plan and assess pupils' learning. The programmes of study within the new National Curriculum (NC) set out expectations at the end of each key stage. The curriculum must include an assessment system which enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents.

At Elvington Primary we have implemented a new assessment system which allows us to track children's progress against age related expectations for all National Curriculum subjects. Reading, writing and maths will be assessed quarterly. Teachers in Years 1-6 will assess children on the following six-point scale against age related expectations:

Working towards the expected standard		Working at the expected standard		Working at greater depth within the expected standard	
T	T+	E	E+	D	D+

Having a six-point scale enables teachers to track progress closely; the + sign indicates that a child has demonstrated confidence in all of the standards and is beginning to work within the next stage.

Foundation stage profile

In the Foundation Stage, staff use an online tracking system, specifically for assessing against the Early Learning Goals. There is also online learning journal that both parents and school can contribute and view individuals' progress. A summative judgement is made quarterly, based on information gathered from learning journals and small group and individual assessments. This information is based on three categories - emerging, developing or securing within the appropriate 'Age and Stage' band for each individual child. Insights will be shared at parent consultation meetings.

Our assessment tracker enables staff to produce a range of reports to help identify strengths and weakness across key stages, year groups and subjects. Having this knowledge allows teachers, subject leaders and the senior leadership team build a clear picture of attainment and progress of every individual at Elvington Primary School.

Assessment takes into account children's strengths as well as areas where they need support. It consists of both formative and summative strategies and a range recording methods, as detailed below:

Formative assessment

Teachers at Elvington use the assessment cycle to plan for the needs of the children in their class. Observations, differentiation and marking and feedback enable staff to respond to children's strengths and areas for development.

In years 2 and 6, children are assessed against the interim teacher assessment frameworks for each key stage in English, maths and science. In all other years, staff assess against age related expectations from the National Curriculum.

Our Curriculum policy sets out how we respond to children's work and how together we move their learning forward.

Summative assessment

In addition to observations and marking and feedback, children in years 1-6 sit half-termly tests to support teacher assessment of maths, reading and spelling, punctuation and grammar. Although these tests are non-statutory, it helps teachers build a more detailed picture of a child's attainment and progress.

In Foundation Stage, Year 1 and at the end of each Key Stage, there are statutory assessments:

Year One Phonics Check

All children in Year 1 participate in the phonics screening check. This assessment is administered a teacher and results are included within the Year 1 end of year report.

Assessment at End of Key Stages

From summer 2016, there are more challenging SATs tests to reflect the new curriculum at the end of the Key Stages. Children will receive a scaled score instead of a level. Their raw score - the actual number of marks they accrue - will be translated into a scaled score; this helps to allow for differences in the difficulty of the tests from year to year so that pupils' results can be compared accurately.

A child's raw score, scaled score and whether they have reached the national standard for maths, reading, writing and spelling, punctuation and grammar is reported to parents in the end of year report.

Learning Review Meetings

Quarterly, in line with summative judgements, teachers meet with the senior leadership team and the Achievement and Curriculum Committee to discuss and document the attainment and progress of the children in their class. Teachers report the number of children on track to meet the end of year expectations and discuss strategies to support and challenge those children to exceed. For those children who are not on track to meet the end of year standard, support is put in place to ensure every individual reaches their potential. The senior leadership team work with staff to plan appropriate interventions to meet the needs of all children.

Subject leaders for maths and English use the information from Learning Review Meetings to report quarterly to the Achievement and Curriculum Committee within the school's governing body.

Reporting to Parents

Children's progress and attainment is reported to parents in writing once a year according to statutory arrangements. At Elvington we concentrate on their progress, their strengths and achievements, areas for development, their social well-being and targets for improvement.

We have a range of opportunities to keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. Parents are given the opportunity to formally discuss their child with their class teacher in the first half of the autumn term.

Children on the SEND register have an IEP; this is reviewed every term with the class teacher, child and parent present. Progress is discussed and a new IEP agreed.

In the summer term, parents are once again invited to discuss their child's progress in the light of the end of year written report. Results from the Phonics Check and end of Key Stage SATs (Year 2 and Year 6) are included in the written report.

Monitoring and Review

The assessment co-ordinator is responsible for monitoring the implementation of this policy.

Summer Term 2016

Headteacher

Review Summer Term 2018

Chair of Governors