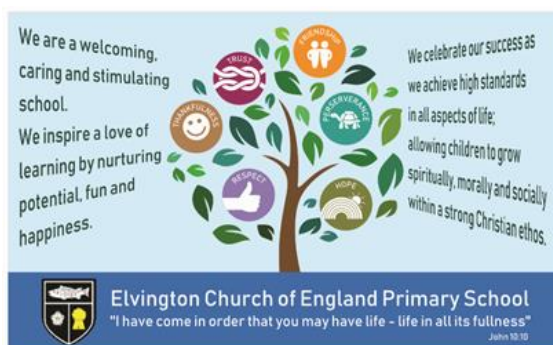




Assessment and Reporting Policy

The Governing Body of Elvington CE Primary School endeavours to write and adopt policies that are fully inclusive for all children / staff / parents / carers / Governors and members of the wider community.

Policy approved by Governors:	December 2023
Signature of Chair of Governors:	
Date for renewal:	December 2026





Elvington Church of England Primary School



Purpose

Children's progress is closely monitored at Elvington Church of England 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 individual needs.

Assessment is most effective when it is established as an integral part of teaching, learning and planning at all levels. Its central focus is to establish and understand pupil's learning needs and the action needed to achieve good progress and high standards. Assessment for Learning (AFL) is a whole school responsibility.

Aims

Our aims in assessment and reporting are to ensure that:

- AFL is embedded in learning and teaching.
- Learning goals and success criteria are shared with learners.
- All learners know and recognise the standards for which they are aiming.
- AFL involves learners in peer and self-assessment.
- Feedback is provided which leads to learners recognising their next steps and how to take them.
- AFL is underpinned by the confidence that every learner can improve.
- Both learner and teacher review and reflect on assessment information.
- Teacher's planning is modified in response to assessment information.
- The school creates a culture of achievement in order to raise pupil self-esteem, the foundations of which are clear expectations; focussed praise; constructive criticism and celebration of success.
- Each child's progress and attainment is monitored throughout their school life.
- Continuity and consistency is provided between year groups and key stages.
- Parents are informed of the progress that has been made over a given period; weaknesses as well as strengths are identified.
- Assessment is an integral part of the process to identify and support special needs.
- We fulfil statutory requirements.

Guidelines

AFL focuses on what is needed to promote pupils progress. It generates information that helps to:

- Identify specific strengths and weaknesses in pupils' learning.
- Identify the next steps needed to build upon success; address any weaknesses in pupils' learning and to modify planning accordingly.
- Identify the most appropriate and effective teaching and learning strategies to promote progress.



Elvington Church of England Primary School



- Inform School Development Planning and the action needed to raise standards.

Assessment of Learning generates performance data by measuring attainment at given points. This enables schools to:

- Measure and compare standards across pupil groupings, cohorts and key stages and to set quantitative targets for improvement.
- Raise important questions about pupils' progress and attainment and a school's performance overall.
- Use data as a tool to improve learning, but only when it is analysed and evaluated within a wider context of information about progress, which includes the impact of teaching, learning and the curriculum.

Both strands of assessment are essential tools which, when used together, enable schools to ensure that every pupil makes best possible progress both in the curriculum and in their personal development.

Assessment during the foundation stage will provide a profile for benchmarking.

All assessments will be collated using an agreed school format, the responsibility for updating this lies with the class teacher.

Communication with parents about their child's progress will be through:

- Informal meetings as required.
- Two parents evening meetings per year – one in the Autumn term and one in Spring term.
- Annual written reports followed by parent interviews where necessary. Pupils who have reached the end of a key stage e.g. FS, KS1 and KS2 will be offered an appointment to discuss their child's progress and attainment.
- The setting of individual targets.

In order to record the outcome of Assessment in ways that will both serve the teacher's planning and supply important information for statutory National Curriculum reporting and assessment procedures, we keep records such as the following.

Ongoing records

- Daily assessments to be written on planning sheets. Relevant information only to be recorded.

Record keeping should be manageable and useful to teachers so the school recognises the need to keep these procedures under review.



Elvington Church of England Primary School



Children joining the school outside normal entry

It is accepted that some children will join the school outside the normal cycle. In such instances, teachers will make their own assessment of these children and their on entry level of attainment will be recorded on the school tracker. All evidence of on entry assessment should be retained by class teachers so that value added progress can be clearly evidenced, alongside information retained on the tracker.

Individual pupil report folders contain:

Medical information

Information sent from previous schools

The Reception Baseline Assessment (RBA)

The RBA is a relatively new assessment of the early literacy and numeracy skills of 4-year-old children, administered by teachers within the first 6 weeks of the child joining reception class. The cohort's attainment scores will be used as the new starting point for which progress will be measured at the end of Key Stage 2 (Standards Agency 2020). The RBA and Key Stage 2 SATS will be compared across the cohort, regardless of whether the cohort in Year 6 is made up of the same pupils from the original reception class.

Formative Assessment

Teaching staff are responsible for ensuring that work is marked promptly and that children are provided with timely and useful feedback on the quality of their work and to indicate the extent to which learning objectives have been met and to introduce timely intervention to provide support. Teaching staff were introduced to assessment using Sonar for foundation subjects.

Summative Assessment

The school will undertake periodic (half termly) assessment of reading, writing and mathematics and will use these assessments to refine future planning and to develop appropriate intervention to address underperformance where this may be detected.

Assessing Without Levels

We use the Sonar (<https://sonar.junipereducation.org/home>) assessment management system in order to assess without previous National Curriculum levels. Children will continue to be monitored at assessment points (termly) to examine the extent to which they are:



Elvington Church of England Primary School



- Below expectations for the year group
- Working towards expectations for the year group
- At the expected level for the year group
- At mastery level for the year group
- At an exceptional level for the year group

In addition to the assessment measures detailed above, the school will use a suite of assessments across the school to assist staff in making these judgements.

Please see the Annual School Report format for additional information.