



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We endeavour to enable individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live, embrace Christian values and reach our full potential.

Title of Policy	Assessment, Recording and Reporting Policy
Date Adopted by the Governing Body	September 2018
Review Date	September 2020
Signed by the Chair of Governors	

Assessment, Recording and Reporting

Rationale

Assessment is useful to measure attainment and progress but it is most effective when it is used to inform future planning. In this policy we describe two types of assessment; Summative assessment which indicates a child's attainment at a given time and Formative assessment which is the on-going assessment used to move children's learning forward.

Aims

- To offer children regular opportunities to demonstrate what they have learnt in order to celebrate achievement and progress
- To use assessment to identify areas for further improvement
- To use assessment to plan for more effective teaching and learning that meets children's needs
- To monitor the school's effectiveness against national and local data
- To share with Parents and Carers information about their child's learning and progress

Formative Assessment

Staff use a range of techniques and strategies to find out how pupils are progressing with their learning. These include:

- Observation
- Questioning
- Talking with and listening to children
- Marking work
- Use of peer and self – assessment

The information is used to provide feedback for children to help them move their learning forward and to help staff plan for the children's next steps.

Summative Assessment

This creates a judgement about learning over time, at the end of a unit of work or given period of time. An overall judgement is generated by looking at evidence of learning over that period of time using the statements marked off on Target Tracker (electronic assessment programme) and may be confirmed through the administration of a relevant test. These summative assessments are then used to measure progress over time and the effectiveness of teaching and learning.

Recording

In the Early Years staff undertake summative baseline assessments of the children, on entry to Nursery and Reception (unless children have been part of our nursery class and end of year data has been passed on to the Reception class), against Development Matters. This is used to plan for teaching and learning. In Nursery the two- year old check has to be completed before a child's third birthday. Summative assessments are made six times a year and recorded on the school's electronic

tracking system, Target Tracker. Summative judgements are subject to internal (Nursery) and external moderation (Reception). F3s assessments are only reported against the prime areas of learning. At the end of the Early Years Foundation Stage children are assessed against the Early Learning Goals (ELGs) and reported as Emerging, Expected or Exceeding. Children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in the early learning goals in the prime areas of learning (**personal, social and emotional development; physical development; and communication and language**) and in the specific areas of **mathematics and literacy**.

Formative assessments during Early Years are carried out by staff. Each child in nursery is assigned a key worker who is responsible for ensuring they know each of their children's capabilities and next steps. All Early Years staff can contribute formative assessments to a child's Learning Journey using Target Tracker. Notes, observations, photographs and work samples are gathered as evidence for the Learning Journey. Parents are invited to contribute to these assessments by using "WOW" vouchers and by making comments in homework books and Reading Records. The pupil's own voice is also recorded in the Learning Journey.

In addition to the Learning Journey, and to aid transition into Year 1 children are assessed on their ability to:

- recognise numbers and 2 D and 3D shapes
- form numerals correctly
- form letters correctly
- say letter sounds and names
- read and spell tricky words

In Key Stage One and Two formative assessments are made in the variety of ways listed in this policy and children are given feedback to improve their learning (see marking and feedback policy for more details).

Summative assessments are made six times a year and entered into the school's electronic assessment system, Target Tracker. A range of tests are used to support making these summative assessments.

(see appendix A for list of school based internal tests and assessments used)

Internal and external moderation supports the consistency and accuracy of these assessments.

External tests include:

- Y1 Phonics Screening Test
- Y2 SATs papers (Reading, Maths, Spelling, Punctuation and Grammar)
- Y6 SATs papers (Reading, Maths, Spelling, Punctuation and Grammar)

Assessment outcomes are analysed to identify areas of strength and areas for further improvement. Target Tracker is also used to identify gaps in learning and attainment and is used to inform future planning.

Reporting

National test data is submitted to Oxfordshire County Council, ODST (Oxford Diocesan Schools Trust Academy) and the DFE as required.

National test outcomes are reported to governors, ODST and to parents/carers. A link to the latest outcomes is available through our school website.

Data reports are compiled by the headteacher six times a year at the end of each term. These reports are shared with staff, governors and the school's ODST advisor in order to support school improvement. Subject leaders use the school data to help monitor the effectiveness of teaching and learning in the subjects they are responsible for.

Parent evenings are held three times a year for children in EYFS and twice a year, in the Autumn and Spring Terms, for children in the rest of the school. This enables us to keep parents up to date with their child's progress and discuss their next steps.

A written report is given to parents at the end of Foundation Stage and for all children at the end of each academic year.

Special Educational Needs

Pupil Profiles are kept for children on the SEND register. These detail the additional support the child is receiving and records the impact of this provision. These records are maintained by the class teacher and SENCO and senior leaders monitor the progress of this group of children. These records are shared with Parents/Carers at Parent Evenings. (See SEND Policy for more details). Three times a year SENCO presents a progress report to the Governors.

Pupil Premium

It is the responsibility of the leadership, including Governors, to monitor and be accountable for the impact of Pupil Premium spending on the attainment and progress of these children. The attainment and progress of children in receipt of Pupil Premium is reported to Governors as part of the termly data report and a report on the impact of spending is available on our website.

Internal Assessments and Testing Cycle**EYFS**

Assessment	Time/frequency	Storage of results/outcomes
Phonic phase assessment record	End of each phase and then periodically to fill in gaps	Phonic records sheets-1 per child
High frequency/Tricky words – read and spell	Weekly	Record sheet – 1 per child
Letter formation	Termly	Record sheet -1 per child
Number formation	Termly	Record sheet -1 per child

Key Stage One

Assessment	Time/Frequency	Storage of results/outcomes
Letter formation	As required	Record sheet -1 per child from EYFS
Phonic phase assessment record (Y1 & 2)	Termly or as required	Record sheet -1 per child from EYFS
Phonic Screening Check (mock) –Y1 Phonic Screening Check Test –Y1 & 2	Term 2 & 4 Term 6	Recorded on TT and filed in child's personal folder in office
Cracking comprehension (Y1) Cracking Comprehension (Y2)	Terms 3, 4, 5,6 Terms 1,2,4,6	English assessment file-outcomes reported to English lead each term
High frequency/Tricky words – read and spell	Half termly	Record 1 per child – continuum
Y2 SATs Reading and SPaG	Dec, Feb, June	English assessment file – reported to English lead

Opportunities for independent writing to support assessment of children's independent application of skills and SPaG to be given at least twice each half term (12 x per year)	2 x termly (x 12 per year)	In English books but marked clearly as independent work
KIRFS (Y1 &2)	Termly	Record sheet- reported to Maths lead
Headstart non -number papers x 4 (Y2)	As required to support Teacher Assessment and end of KS judgements	Maths assessment folder- reported to maths lead
Maths SATs papers (Y2)	Dec, Feb, June	Maths assessment folder- reported to maths lead
Science end of unit tests (Y2)	To be used as required to support teacher assessment	Science assessments to be kept until end of KS1

*spelling lists and letter formation are cumulative records of attainment and must be passed to the next teacher

* Assessment papers (including KS1 SATs) can be destroyed once final teacher assessments have been moderated and agreed.

Key Stage Two

Assessment	Time/Frequency	Storage of results/outcomes
Headstart Comprehension (Y3-5)	Term 2,4,6	English assessment file – outcomes analysis reported to English lead
SATs (Y6) – Maths, Reading and SpaG	Term 1,2, 3 & 4	Relevant assessment files – outcomes reported to subject leads
Common exception word lists (Y3-6)	Termly	English assessment file – outcomes analysis reported to English lead
SPaG Headstart Tests (Y3-5)	Term 2, 4 & 6	English assessment file – outcomes analysis reported to English lead

Opportunities for independent writing to support assessment of children's independent application of skills and SPaG to be given at least twice each half term (12 x per year)	2 x termly (x 12 per year)	In English books but marked clearly as independent work
KIRFS (Y3-6)	Termly	Record sheet- reported to Maths lead
Maths Headstart Number strands Y3-5	Term 1,3,5	Maths assessment folder and outcomes analysis to be sent to Maths lead
Maths Headstart Non Number strands Y3-5	Term 2,4,6	Maths assessment folder and outcomes analysis to be sent to Maths lead
Science end of unit tests (Y3-6)	Termly	Science assessment folder and passed to next teacher with science books

*spelling lists and letter formation are cumulative records of attainment and must be passed to the next teacher

*Maths and English assessment papers can be destroyed at the end of the academic year once end of year judgements have been moderated and confirmed on Target Tracker.

*In KS2 science books and the assessments folder must be passed on to the next teacher and kept until the end of Y6 and final end of KS judgements are moderated, confirmed and submitted.