



ODST
Oxford Diocesan
Schools Trust

Bampton CE Primary School and Nursery

Learning together with Respect, Friendship and Perseverance



School Vision Statement

We aim to enable all children to reach their full potential, embrace Christian values and prepare themselves to be learners for life.

Title of Policy	Assessment, Recording and Reporting Policy
Date Adopted by the Governing Body	January 2018
Review Date	January 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 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, 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 three times a year and recorded in 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

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 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.

Reporting

National test data is submitted to Oxfordshire County Council 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 three times a year at the end of each long 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 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 the 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

TERM	Reading (Not EYFS)	Phonics/Spelling	Writing	Maths (Not EYFS)
1	Cracking comprehension x 2 papers (not Y1)	Phonic phase assessments GAP test x1 Spelling lists	Fortnightly independent writing EYFS/KS1 – Letter formation assessment	KIRFS Number strands –Headstart
2	Cracking comprehension x 2 papers (not Y1)	Phonic phase assessments GAP test x 1 Spelling lists	Fortnightly independent writing EYFS/KS1 – Letter formation assessment	KIRFS Non-number stands – Headstart (as appropriate)
3	Cracking comprehension x 2 papers	Phonic phase assessments GAP test x1 Spelling lists	Fortnightly independent writing EYFS/KS1 – Letter formation assessment	KIRFS Number strands –Headstart
4	Cracking comprehension x 2 papers	Phonic phase assessments GAP test x 1 Spelling lists	Fortnightly independent writing EYFS/KS1 – Letter formation assessment	KIRFS Non-number stands – Headstart (as appropriate)
5	Cracking comprehension x 2 papers	Phonic phase assessments GAP test x 1 Spelling lists	Fortnightly independent writing EYFS/KS1 – Letter formation assessment	KIRFS Number strands –Headstart
6	Cracking comprehension x 2 papers	Phonic phase assessments GAP test x 1 Spelling lists	Fortnightly independent writing EYFS/KS1 – Letter formation assessment	KIRFS Non-number stands – Headstart (as appropriate)

*spelling lists and letter formation are cumulative records of attainment