



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 all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.

Title of Policy	Assessment, Recording and Reporting Policy
Date Adopted by the Governing Body	November 2022
Review Date	November 2025
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
- Quizzes
- Talking with and listening to children
- Marking work
- Use of peer and self – assessment
- Tests

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 record observations using an online learning journey called Tapestry alongside evidence captured in work books. In Nursery the two- year old check has to be completed before a child's third birthday. Within the first six weeks of entering the Reception Class children undertake the national Baseline Assessment. At the end of the Early Years Foundation Stage children are assessed against the Early Learning Goals (ELGs) and reported as Emerging or Expected. Children will be defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they achieve 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 Tapestry. Notes, observations, photographs and work samples are gathered as evidence for the Learning Journey on Tapestry. Parents are invited to contribute to these assessments. The pupil's own voice is also recorded in the Learning Journey on Tapestry.

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

Year 1 staff continue to use Tapestry to capture children's learning journey alongside evidence in work books.

Reception, Key Stage One (and any Key Stage Two) children on the Read, Write Inc programme will be regularly assessed on their phonics progress using the Read, Write, Inc scheme of work and built in assessment programme.

In Year 1-Year 6 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 three times a year for children in Reception to Year 6 and for children in Nursery from the term after they turn 3 years old. These are entered into the school's electronic assessment system, Target Tracker and used for monitoring and reporting. 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)
- Y4 Multiplication Check
- 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 in the core subjects (Maths, Reading, Writing and Science)

Reporting

National test data is submitted to Oxfordshire County Council, ODST 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 ODSST 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 twice a year, in the Autumn and Spring Terms. This enables us to keep parents up to date with their child's progress and discuss their next steps. Individual Assessment Summaries are given to Parents at the end of each long term.

A written report is given to parents at the end of Foundation Stage and at the end of each academic year. Parents are given the opportunity to book an appointment to discuss this report.

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.

APPENDIX A

Assessment Cycle

Maths		
Assessment	Year Group	When & Where
Assessing against Target Tracker Statements linked to Maths units using Test Base/Journaling/NCTEM/RSM & WhiteRose as appropriate.	Y1-Y6	Each short Term on blue paper, stuck in maths book or stored in assessment folder
SATS Papers	Y2	Dec/ Feb & May - Tracker to be kept by class to record outcomes
SATs Papers	Y6	Sept/Dec/Feb & May -Tracker to be kept by class to record outcomes

Reading		
Assessment	Year Group	When
Cracking Comprehension	Once in Blue & grey group (RWI) through to Y6	Each long term and analysis grid completed and saved in staff shared area
KS2 SATs papers	Y6	Sept/Dec/Feb & May -Tracker to be kept by class to record outcomes
KS1 SATs papers	Y2	Dec/Feb & May - Tracker to be kept by class to record outcomes
Phonic screening	Y1 + Y2 (not passed)	Nov/Feb/April & JUNE- Tracker to be kept by class
Reading of statutory word lists (cumulative record sheet)	Rec and KS1 or until completed Y2 word list.	Each short term Child's individual record kept in assessment folder and passed on to next teacher
Book banding progression	Once off RWI (end of Y1/Y2)	Updated half termly or as required

Spelling, Punctuation and Grammar		
Assessment	Year Group	When
Test against spelling patterns as set out in Target Tracker statements, including use of dictation	Y1-Y6	Each short term In SPaG book
Test against statutory word lists (cumulative record sheet)	Y1-Y6	Each long term Child's individual record kept in assessment folder and passed on to next teacher
Punctuation and Grammar Tests to support TT statements	Y1-Y6	Each short term – Tracker grid completed on shared area
KS1 SATs	Y2	Dec/ Feb & May - Tracker to be kept by class to record outcomes
KS2 SATs	Y6	Sept/Dec/Feb & May -Tracker to be kept by class to record outcomes

Writing		
Assessment	Year Group	When

Independent writing tasks at end of each unit of work. Weekly or fortnightly piece of writing not linked to JC unit of work.	Rec-Y6	During Innovate part of writing sequence. In response to cross curricular learning Written in Independent Writing Book.
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Science		
Assessment	Year Group	When
Tapestry and Science Floor Books	Rec-Y1	Evidence collated during units of work.
Science Floor Books and unit tests	Y2	Trough out and at end of Unit of work
Short end of Unit Tests (Twinkl/Test Base) or quizzes.	Y3-Y6	At end of each unit of work on pink paper and stuck in science books.

Foundation Subjects		
Assessment	Year Group	When
Religious education	Rec-Y6	Discovery RE Statements marked off on Target Tracker at the end of each unit of work
PE	Rec-Y6	Get Set 4 PE assessment at the end of each unit of work
PHSE	Y1-Y6	Jigsaw RE Assessments at the end of each unit of work. Statements marked off on Target Tracker.