



Mill Rythe  
JUNIOR SCHOOL

# Assessment, Reporting and Recording Policy

<b>Date of Policy:</b>	May 2021
<b>Date of Next Review:</b>	May 2022
<b>Review Cycle:</b>	Annual
<b>Signature (Chair of Governors):</b>	

## **Assessment, Reporting and Recording Policy**

### **Principles**

Assessment should:

- Be used to inform and adjust planning / teaching in order to maximise pupils' learning and rates of progress (both within lessons and over a longer period of time).
- Enable teachers to understand children's unique set of strengths and areas for further development.
- Include both on-going / day-to-day strategies in the classroom (formative) and more formal assessments to evaluate the impact of education over time (summative).
- Involve the pupils in monitoring their own achievement and progress.
- Involve a variety of strategies including written and verbal.
- Create a clear picture of the child's achievement in a subject and their progress throughout the Key Stage, allowing for comparisons to be made with national expectations and norms.
- Be useful and informative, taking the minimum amount of time away from teaching and learning.
- Help to identify whole-school trends and priorities for development.

### **Policy into Practice**

#### **Formative Assessment**

Formative assessment is a type of assessment which gives teachers and pupils information that forms the basis of successful action in improving performance. It provides consequences for teachers and pupils about what they should do next. In essence, it reveals the weaknesses to be taught and as such informs subsequent teaching and planning. This is an ongoing process that teachers and teaching assistants are constantly engaged with.

#### **Summative Assessment**

Summative assessments measure children's achievement at the end of a period of time e.g. at the end of a term, Key Stage, academic year or specific unit of work. They are used to inform longer term planning and to track children's progress. Results will always be recorded and may be passed on to other colleagues, external agencies or parents.

The School uses summative assessment in the following ways:

### **Retrieval Tasks**

The challenge of retrieval strengthens long term memory. As such the use of retrieval tasks in different forms is fundamental to our approach to teaching and learning. Retrieval tasks form part of all lessons after the first lesson in a unit of learning, this may be in the form of an activity to start a lesson, knowledge organisers/mind maps, call and response, maths morning meetings, arithmetic, EGPS starters or pupil conferencing. More formal retrieval tasks are used in maths three weeks after each unit of learning to assess what knowledge, understanding and skill has been transferred successfully to long term memory and just as importantly to assess what knowledge, understanding and skill is not secure and requires further teaching.

### **National Statutory Tests**

On entry to the school full note is taken of Key Stage 1 test results and teacher assessment in terms of indication of potential and progress needed to achieve national expectations. In addition, Year 3 children complete the key stage 1 assessments at the end of the first half term. Analysis of these papers provides teachers with valuable knowledge about areas of the curriculum that children know well, knowledge that has not been transferred to long term memory and as such needs addressing through teaching or intervention and the types of errors that children make which will also inform future teaching.

Toward the end of Year 6, children are entered for the statutory end of Key Stage 2 tests. During the year, individual needs will be assessed to ensure that access arrangements provide appropriate support for all children during the tests. Year 6 teachers are also responsible for assessing the quality of writing. We work alongside both County moderators and other local schools to ensure the consistency of these judgements across a range of writing and areas of the curriculum.

### **National Non-statutory Assessments**

All children carry out a standardised spelling test and reading test at the start of the Academic Year. Results of these tests will be given to the Special Needs Co-ordinator, to the English Leader, Reading Recovery Leader and class teacher. These assessments are then repeated termly for all children so that progress can be carefully tracked, quality of education can be evaluated and further support identified as required.

Years 3, 4 and 5 will take NfER tests in Reading and Maths at mid year and in July. The information from this will be used to:

- Evaluate the impact of the quality of education in both English and maths.
- Identify knowledge that has and has not been transferred to long term memory.
- Identify gaps in knowledge that need to be addressed through subsequent teaching.

- Identify the type of errors that are made so that teachers can address these misconceptions.
- Review the school's progress towards reaching their end of Key Stage targets.
- Track the progress of individual children and of trends of achievement within and between the Year Groups.
- Plan appropriate interventions and strategies to address any gaps for individuals or groups of children.
- Inform end of year reports to parents.

All children in the year group will be expected to complete the assessments or to have individual arrangements made for them. All absentees will take the assessments on their return to school, or have arrangements to take them before where this is possible. Analysis of year group data is completed by the leadership team and is then reflected upon with class teachers as part of pupil progress meetings.

## **Writing**

Whilst teachers assess writing on an on-going basis using the 'Mill Rythe Assessing Writing' document, writing judgements are formally moderated on a termly basis. Writing teacher assessment is completed formally by class teachers twice a half term and this is recorded on teacher assessment sheets in the classes assessment file.

## **Other Subjects**

Subject managers include in their long-term planning, end of unit expectations for children working towards, at and beyond age related expectations. Class teachers assess their classes outcomes and these judgements are then moderated by subject leaders. This information is used by Subject Managers for monitoring standards.

A breakdown of percentages at each judgement (Working Towards, Working At and Exceeding Expectations) will be passed on to the Subject Managers and Curriculum leader at the end of each unit of work. **We aren't doing this at the moment. Should we...**

## **SEN Provision**

All children who are assessed to be working significantly below year group expectations in reading, writing or maths have individual learning journeys. These are carefully sequenced units of learning which enable children to address gaps in knowledge and as a result to transfer the most important knowledge to long term memory. These children may also be engaged in additional intervention work to address specific gaps relating for example to speech and language or fine and gross motor skills,

## **Reporting arrangements**

## **Autumn Term Parents' Evening**

During the Autumn Term all parents are invited to meet with their child's class teacher to discuss the progress they are making. Conversations will include:

- Information about where the child is in terms of meeting the year group expectations in reading, writing and maths from the previous year.
- The amount of effort they are displaying in each subject.
- Information about their personal and social development and character.
- Information about their attendance and punctuality.

## **Spring Term Parents' Evening**

During the spring term, parents are invited to meet with their child's maths and English teacher/class teacher for a more in-depth conversation about their child's progress in these subjects. Outcomes of mid-year assessments alongside teacher assessment will be shared at these meetings.

## **Summer Term Reports**

In the summer term, parents will be sent written reports. The reports include information relating to their child's attainment, progress and effort in the core subjects of reading, writing and maths, information about their child's effort and attainment in the foundation subjects, information relating to their child's personal and social development and attendance and punctuality data.

## **Transfer Information**

Hayling Cluster schools will negotiate a timetable for the transfer of statutory information at the end of the Key Stages. Year 6 teachers will complete teacher assessment before the transfer of their children to secondary school.

Year 3 teachers will also arrange a programme with Year 2 teachers at the infant Schools, for the transfer of information for children entering Year 3 at the start of the Academic Year.