



Assessment, Reporting and Recording Policy

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Assessment, Reporting and Recording Policy

Assessment at Mill Rythe Junior School is an integral part of teaching and learning. It is a continual process and is incorporated systematically into our teaching strategies with the aim of promoting better than expected progress for all pupils. Our aim is to ensure that high quality teaching is supported and informed by our various types of assessment, allowing teachers to respond accurately to the learning needs of every pupil. All assessment has a clear purpose and is done without adding unnecessarily to teachers' workload.

Please note that this policy should be read in conjunction with our Marking and Feedback Policy

Assessment Principles at Mill Rythe:

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.
- Use on-going / day-to-day strategies in the classroom (formative)
- Use 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
- Allow for comparisons to be made with national expectations, norms and trends.
- 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.

Formative Assessment

Effective in-school formative assessment is the day-to-day assessment carried out by teachers and is key to effective classroom practice.

It enables teachers to:

- Identify what pupils already know or what they can already do
- understand pupils' progress
- ensure teachers can adapt and shape their teaching to best suit the needs of all learners
- provide appropriate support or extension where necessary
- identify where pupils need to consolidate their learning and when they are ready to further progress
- evaluate their own planning and teaching flexibly in order to plan future lessons accordingly.

Examples of formative assessment used at Mill Rythe include:

- Making use of rich questions and answers
- Targeted questioning
- Use of whiteboards to quickly gain a whole class picture of understanding
- Verbal Feedback
- Marking of pupils' work within lessons
- Ongoing observations
- Discussions with children individually and in groups
- Pupil conferencing
- Assessment for Learning tasks prior to the start of a unit of work

Retrieval Tasks

Research shows that the challenge of retrieval strengthens long term memory. The use of retrieval tasks in different forms is fundamental to Mill Rythe's approach to teaching and learning.

Retrieval tasks form a part of all lessons after the first lesson in a unit has been taught. This may be in the form of:

- an activity to start a lesson
- knowledge organisers/mind maps
- call and response
- fluency sessions (previously known as maths morning meetings)
- arithmetic
- GPS starters
- pupil conferencing.
- Retrieval techniques such as; retrieval rockets, cops and robbers, retrieval tennis, retrieval relay, retrieval practise placement, retrieval baskets.

More formal retrieval tasks (Exit Tickets) 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 to assess what is not secure and requires further teaching.

AfL Tasks

At the start of every unit of work in foundation subjects, children complete an AfL task to determine prior knowledge. This informs teaching and allows teachers to group children according to their understanding and prior knowledge. After each unit, children complete the same AfL which shows what has been retained over the course of the term and determines what areas of the curriculum will need to be returned to.

Entry and Exit tickets are used in maths, following the HIAS planning, to assess knowledge prior to the start of the unit and then retainment of knowledge 2-3 weeks after the unit is taught.

Summative Assessment

Summative assessments are carried out termly across the school year to assess the progress and attainment of individuals as well as groups and attainment data is recorded on our data management systems.

These assessments are used to:

- monitor and support pupils' progress
- inform parents about their child's achievement and progress
- allow the progress of cohorts, classes and other key groups to be tracked so that this information can be reported to Governors and appropriate action can be taken to address any concerns
- Inform CCC meetings (Child Centred Conversations) to plan for the term ahead, ensuring any children who are not making good progress are provided with the appropriate support/intervention to enable them to 'catch up' or to extend the learning of those children who may be able to make excellent progress.

Mill Rythe uses summative assessment in the following ways:

KS1 Data

On entry to Mill Rythe Junior School, Key Stage 1 test results and phonic scores, as well as teacher assessment, are passed up to the Year 3 teachers. Year 3 children complete key stage 1 assessments at the end of the first half term to provide a baseline. Analysis of this data provides teachers with valuable knowledge about areas of the curriculum that children know well, as well as knowledge that has not yet been transferred to long term memory. This informs future teaching and interventions in Year 3. End of KS2 results are also compared with end of KS1 results to monitor progress throughout the key stage.

KS2 National Statutory Tests

National standardised assessments are used to provide information on how our children are performing in comparison to children nationally and to children in similar schools. They provide parents with a clear understanding of how the school is performing in comparison to schools locally and nationally. They also provide the leadership team with information to benchmark the school against other local and national schools and will therefore contribute to the judgements on the school's overall effectiveness. The government and OFSTED make use of nationally standardised summative assessments to provide a starting point for OFSTED's discussions when making judgements about the school's performance.

In May, Year 6 children at Mill Rythe are entered for the statutory end of Key Stage 2 tests. During the year, individual needs are 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 that judgements are consistent across a range of writing and areas of the curriculum. Year 6 teachers complete a teacher assessment for writing and science and this is submitted to the Primary Assessment Gateway.

In June, Year 4 complete the annual Multiplication Tables Check and children are prepared for these tests. Years 3, 4 and 5 complete termly 'Soundcheck' tests using Times Tables Rock Stars.

Non-statutory Assessments

Years 3, 4 and 5 complete NFER tests in Reading, Maths and SPAG at the end of Autumn term, Spring term 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 been transferred to long term memory.
- Identify gaps in knowledge that need to be addressed through subsequent teaching.
- Review the school's progress towards reaching end of Key Stage targets.
- Track the progress of individual children and of trends of attainment within and between the year groups.
- Plan appropriate interventions and strategies to address any learning needs for individuals or groups of children.
- Inform end of year reports to parents.

Writing

Writing is assessed by teachers at the end of each taught unit using the 'Mill Rythe Assessing Writing' objectives, with children completing a 'hot write' to demonstrate the skills that they have embedded during a unit of work. Teachers can assess writing using any pieces of independent writing in addition to the 'hot writes.' Writing judgements are submitted half-termly and are moderated 'in-house' on a termly basis.

Reading

All children carry out a standardised reading test at the start of the academic year which provides a reading and comprehension age that is then compared to the child's chronological age. The Assistant Headteacher and Inclusion Leader uses the results of the data to identify children working below their chronological age in order to target reading teaching and interventions. The lowest 20% of the year group are also closely monitored with interventions to raise attainment put in place and are retested at the end of each term so that progress can be carefully tracked and further support identified as required.

Maths

Maths is assessed by teachers at the end of each unit of work against the unit objectives. Entry and Exit tickets are used at the start of a unit and 2-3 weeks after to assess what knowledge, understanding and skill has been transferred successfully to long term memory and to assess what knowledge, understanding and skill is not secure and requires further teaching. All children use TTRS to develop their times tables knowledge and records of progress are utilised by teachers to inform teaching. As Year 4 children are required to take part in the National Multiplication Tables Check in June, all children in years 3-5 complete a termly 'Soundcheck' assessment in TTRS to monitor fluency and accuracy of times tables knowledge.

Spelling

All children carry out a standardised spelling test at the start of the academic year which provides a spelling age and standardised score. Results of these tests are given to the Assistant Headteacher and Inclusion Leader and the English Leader. The class teacher modifies spelling teaching and homework to accommodate the needs of their lowest attaining children. Spelling age assessments are then repeated termly for all children so that progress can be carefully tracked and further support identified as required. Spelling rules are taught and are tested weekly by the class teacher.

Foundation Subjects

End of unit expectations for children working towards, at and beyond age related expectations based on the subject's progression of knowledge are included in long-term planning. Class teachers assess their classes outcomes and use Insight Tracking to record these judgements against each objective for the unit, as well as giving an overall judgement of attainment (WT, ARE or GDS) for each foundation subject.

Recording Assessments – INSIGHT

All assessment data is recorded on our assessment programme INSIGHT to enable teachers to have a whole picture of individual pupil attainment as well as that of groups and classes. At the end of every half term, class teachers record their teacher assessments for all subjects, using the following descriptors:

Working Towards WT, Expected ARE, Greater Depth GD

Where a child is working significantly below their peers, the most relevant year group judgement will be recorded – for example a Year 5 child who is working securely but only just within the Year 3 curriculum will be assessed as 'below – Year 3'.

In addition to this half-termly judgement, subject objectives are also assessed each term, which allows subject leaders and class teachers to see where specific areas need to be revisited or where current strengths lie.

INSIGHT data is then used by class teachers, subject leads and SLT to identify and analyse trends and patterns in attainment.

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. HAM Assessments and the SEND Planning Tools inform teacher planning. 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. Class teachers complete a HAM assessment relevant to the year of study the individual child is working on. Each objective is highlighted

for each term to show progress. These are passed on to new class teachers at the start of the year.

CCC Meetings (Child Centred Conversations) Previously known as Pupil Progress Meetings

All teachers undertake termly CCC Meetings where individual children's attainment and progress is discussed and compared to their KS1 teacher assessment (where this is available). Teachers and SLT discuss strategies for developing children's attainment and for supporting them to reach their full potential. Alongside discussions around academic attainment, the social, emotional and mental health and wellbeing of the pupil is taken into account. Any pastoral provision for the pupil which is either currently taking place, or may need to start, is reviewed and planned for.

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.
- Suggestions on how parents can support with learning at home.

Spring Term Parents' Evening

During the spring term, parents are invited to meet with their child's 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

At the end of the summer term, parents are 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
- attendance and punctuality data.
- Any special achievements throughout the year

Consistency in Assessment

We ensure consistency in our assessments in the following ways:

- Agreeing clear criteria
- Using tests to inform teacher assessments
- Moderation within and across year groups

- Moderation with members of the leadership team
- Moderation with teachers from other schools
- Moderation with other local Headteachers and with consultants from the Local Authority
- Continual, informal partner teacher discussion around consistency.

Transfer Information and Transition

Hayling cluster schools negotiate a timetable for the transfer of statutory information at the end of the Key Stages, for both attainment results and personal and social information. Year 3 teachers 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.