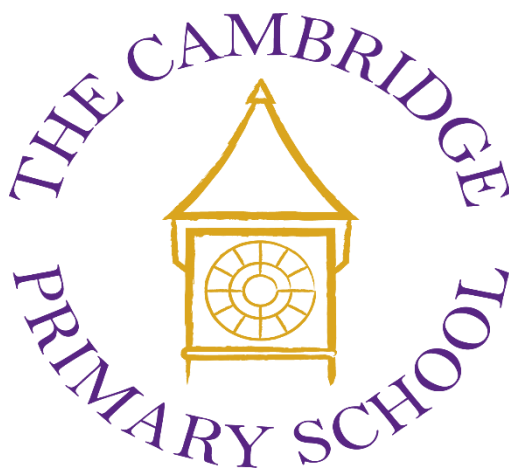


# THE CAMBRIDGE PRIMARY SCHOOL

*'Inspiring Minds Together'*

## ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

2022



Date of Approval:	July 2022
Date of Next Review:	July 2024

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## The Cambridge Primary School

### Assessment, Record Keeping and Reporting Policy

This policy should be read in conjunction with The Cambridge Primary School Summative Assessment and Reporting Guidance and Timetable and the Fast Feedback and Recording.

## INTENT

At The Cambridge Primary School, we believe that the assessment, record keeping and reporting of all pupils' achievement, behaviour and attitudes in school involves all teachers and all pupils. It is an important part of a whole school policy and strategy. We use assessment to inform us about children's learning and believe that the monitoring and evaluating of pupil progress is vital in raising standards and ensuring all pupils fulfil their potential.

We intend:

- To gather systematically, record and review evidence of pupil attainment in relation to National Curriculum Levels and the statutory attainment targets.
- To assess, record and report on the wide range of a child's achievements.
- To use the outcomes from assessment, recording and review of progress to monitor, evaluate and make adjustments to curriculum planning.
- To link reports to parents of children's achievements and progress to the assessments and recording process.
- To track and analyse individuals and cohorts throughout and between schools to monitor their achievements and set targets in order to raise the level of progress.
- To use assessment information for school improvement and development.
- To identify strengths and weaknesses in the school provision.
- To ensure that the legal requirements for assessing, recording and reporting are met.

## Purposes of Assessment

1. Assessment should assist the pupil in the learning process by:
  - involving the pupil
  - involving home and school in the assessment process
  - indicating strengths and achievements to aid the development of growth mind-set
  - providing motivation through the identification and celebration of 'Marvellous Mistakes'
  - enabling a diagnosis of individual pupil needs
  - providing information to assist the creation of a Special Needs programme for an individual pupil
2. Assessment should assist the teacher in the evaluation of curriculum provision by:
  - indicating the strengths of the teaching programme
  - indicating the areas of the curriculum which need enhancing, adjusting and improvement
  - providing information for short and long term action for curriculum change
  - providing information for evaluation across all curriculum areas

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- indicating which pupils need support or stretch and challenge
3. Assessment should provide information:
- to set SMART targets
  - to facilitate pupil progression
  - to aid the subject lead
  - for parents
  - for colleagues in school
  - for guidance or possible referral
  - for Local Advisory Committee and local authority

## IMPLEMENTATION

### Planning for Assessment

We believe that high quality curriculum planning is essential for effective assessment and recording. Both formative and summative assessments should be incorporated into the planning process. Assessment should relate directly to the learning intention and provide the evidence that such intention has been achieved. The planning should offer guidance on assessment, adaptation and resources. The MTPs should be evaluated following each topic (every half term) and annotated to identify adjustments and changes.

As explained in our Fast Feedback Policy, teachers are encouraged to identify those children who have not achieved the learning objective and provide swift intervention to allow them to keep up rather than catch up. Likewise, teachers are encouraged to identify and provide challenge for children who achieve more than expected. All information regarding children's achievement towards meeting the lesson intention should be noted on the CPS Whole Class Feedback Sheet and used to inform the next lesson and steps for development.

We recognise that the type of assessment we make and the various methods of assessing children's learning varies from subject to subject.

### Methods of Assessment

Formative Assessment – is used to assess children while learning is happening. It is also known as assessment for learning.

Summative Assessment - is used to assess what a child can do at a particular time by comparing it against some standard or benchmark. These can be used as comparators. It is also known as assessment of learning.

**EYFS****Formative Assessment**

Children are assessed on a daily basis in Reception. Teachers and Learning Support Assistants constantly observe the children as they engage and interact with each other and the learning environment. This is to understand what they can do, so their next steps can be planned and progression made. It is called the observation, planning and assessment cycle. Teachers and Learning Support Assistants also act as play partners to support, gain a greater awareness of and to extend a child's understanding. Children receive direct feedback as they are interacting and are encouraged to express how they feel about their learning which develops the self-assessment skills used in Key Stage 1.

The objectives in our Reception Progress Curriculum are used to support teacher assessment judgements. The objectives detail the key skills a child learns in the prime and specific areas throughout the year.

**Prime Areas:**

- Communication and language
- Physical development
- Personal, social and emotional development

**Specific Areas:**

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Observations are also made on the ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – known as the characteristics of effective learning. These characteristics underpin learning and development across all areas and support children to remain effective and motivated learners.

**Summative Assessment**

On entry to school, all children will complete a short assessment with a teacher in literacy, communication and language in addition to mathematics using the statutory Reception Baseline Assessment. The Reception staff will also carry out long observations on every child as they interact with their peers and the learning environment. This will inform planning, set targets and aid early identification of special needs, if not identified already. In addition, any assessment records available for children who have attended pre-school prior to starting school will be shared and discussed with the Reception teachers.

Throughout the year, children will be assessed at 3 further points (autumn, spring and summer), against the objectives in our Reception Progress Curriculum. Teachers will record children are 'working towards the expected level of development' or 'meeting the expected level of development.'

Phonic knowledge within the taught phases, will be assessed every half term using the Little Wandle assessment tool. This includes recalling the sounds individually, as they appear in words and the tricky words. Assessment will be added to the Little Wandle online assessment tracker for analysis.

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Data provides information for the class teacher to plan how best to support and challenge the children individually and what their next steps are. This is discussed at Pupil Progress Meetings following data checkpoints.

At the end of the reception year, the reception teacher completes the statutory Early Years Foundation Stage (EYFS) Profile for each child. Profile judgements are made on the basis of cumulative observational evidence recorded over the course of the year; children do not undergo any tests. The Early Years Foundation Stage Profile (EYFSP) describes a child's level of attainment at the end of the EYFS, and identifies their learning needs for the next stage of school.

### **Key Stage 1 and 2**

#### Formative Assessment

Teachers and Learning Support Assistants assess the children's learning throughout lessons in accordance with our Fast Feedback and Recording of Learning Policy. They use a technique called 'helicoptering' and provide 'fast feedback'. This is immediate and personalised to address misconceptions or provide further challenge. The CPS Whole Class Feedback Sheet is also completed during and straight after lessons.

At The Cambridge, we feel it is important for pupils to develop a growth mind-set and that their contributions to their overall assessment are important if they are to develop a greater responsibility for their own progress.

Children self-assess during and after recording their learning. This is supported by 'fast feedback', the learning intention, teaching points and checklists. Children highlight the targeted teaching in green and are encouraged to edit to improve using purple polishing pens. This guides pupil conferencing with adults or peers to celebrate successes and marvellous mistakes. Children add a RAG rated circle to the learning intention to identify how they feel about meeting it. After completing a book look following the lesson, teachers will initial the RAG rated circle if they agree with the assessment and plan next steps to ensure personalised learning.

In practical lessons, where there is photographic evidence or copies of whiteboard work, a learning objective is provided in the book and the children self-assess as above. If there is nothing in the book, children indicate their self-assessment using their thumbs.

#### Summative Assessment

Throughout the year, children will be assessed at 4 points (baseline, autumn, spring and summer) with summative judgements made and added to Scholarpack to enable data analysis. Data provides information for the class teacher to plan how best to support and challenge the children individually and what their next steps are. This is discussed at Pupil Progress Meetings, appraisal meetings and presented to Governors.

Summative judgements are made using:

- Ongoing teacher assessment

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- NTS Reading Assessment Papers
- GAPs Grammar, Punctuation and Spelling Assessment Papers
- NTS Mathematics Assessment Papers in arithmetic and reasoning

Phonic knowledge, will be assessed every half term in Year 1 using the Wandle assessment tool. This includes recalling the sounds individually, as they appear in words and the tricky words. Assessment will be added to the Little Wandle online assessment tracker for analysis.

In Year 1, children complete a National Phonics Screening Check (PSC). This data is collected and submitted to the DfE. The Phonic Screening can be repeated in Year 2 if children have not met the expected standard in Year 1. All children in Year 1 and those who have not achieved the phonic screening check threshold, in Year 2, take part in a termly mock phonic screening check and the results added to the Phonic Screening Check trackers.

In Year 2, children complete the end of KS1 SATs assessments in Reading, Writing and Maths.

In Year 4, children will complete the Multiplication Tables Check (MTC).

In Year 6, children complete the end of KS2 SATs assessments in Reading, Writing, Maths and Science.

### **Records and Record Keeping**

At The Cambridge Primary School, we recognise that recording needs to be ongoing, manageable and useful.

The purpose of recording is to help teachers monitor pupils' progress against age related expectations and class, group and individual targets. Teachers are also able to use these records as a basis for reporting to children, parents, members of the Senior Leadership Team, Governors, the Local Authority, the child's next teacher and other schools.

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports. Records are kept in many ways. These include:

- Tracking on Scholar (Trust Assessment Package)
- Teacher's plans
- Children's work
- Home/School book
- Teacher's notes on the CPS Whole Class Feedback Sheet
- Pupils' books and whole class journals
- Reports to parents
- Record of interviews with parents,
- Pupil Progress Meeting Review
- SEND Provision Maps

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### **Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on assessment criteria in the following ways:

- With colleagues in school
- With colleagues in the academy trust
- With colleagues from other schools within the locality
- By attending group sessions to ensure our judgements are in line with other schools
- By using exemplification materials

The Local Authority complies with statutory moderation requirements provided by the Standards and Testing Agency. When a Local Authority moderation visit is requested (end of KS1 or end of KS2), the school follows all procedures and advice to provide the requested information.

### **Reporting to Parents**

At The Cambridge Primary School, we have a range of strategies that keep parents fully informed of their child's progress in school. A Topic Overview is sent home to parents each half term in addition to a weekly letter, informing them of the areas that will be covered within the topic. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Parent – teacher meetings are as follows:

Autumn term: Parent- Teacher meetings after school – all parents encouraged to attend.

Spring term: Parent- Teacher meetings after school – all parents encouraged to attend.

Summer term: Annual Reports with parent teacher meetings only to answer specific concerns.

Children are discouraged from attending parents' evening due to Health & Safety issues, because staff are not able to supervise them.

Any parents who do not attend Parent Teacher Meeting will be noted and efforts made to engage with them, to ensure that each pupil's progress and needs are reviewed.

It is important that the annual report to parents is of the highest standard otherwise the confidence of the parents in our ability to do the best for their children will be undermined. The reports should be clear and honest, based on actual evidence, give a clear statement of strengths and weaknesses and set targets for the future.

The annual report should:

- Conform to statutory requirements
- Inform pupils of their progress
- Inform parents of the child's progress
- Recognise the child's achievements and acknowledge success
- Be based on continuous formative assessment
- Use constructive statements which indicate strengths and areas for improvement

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### Special Educational Needs

Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. See 'SEND Policy' for more information. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met. The SENCO will arrange any necessary assessment of children.

Both formative (observations, work in class, learning walks, reports from outside agencies/professionals etc.) and summative assessments (HAST-2, New Salford Reading, Nessy Dyslexia Screener, NTS assessments etc.) are undertaken by class teachers and these are monitored by the senior leadership team, including the SENCO. These assessments seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rates of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly progress meetings, teachers meet with the SENCO to carry out a clear analysis of pupils' needs. This is based on both formative and summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

### SEND file

Every child on the intervention register or who has an Education Health Care Plan has an SEND file from the point of the child being identified. These files may contain one or more of the follow which monitor progress:

- Education Health Care Plan
- Annual Reviews
- SEND Support Arrangement Plans (reviewed termly)
- Individual Provision Maps
- Reports from outside professionals
- Meeting/observation notes

### Equal Opportunities and Inclusion

We aim to ensure that there are opportunities for boys and girls of all abilities to complete appropriate assessment tasks free from stereotyped or biased expectations. There must be equality for those learning English as a second language and for pupils from all different learning backgrounds. Analysis of assessments will also include gender differences and this will be investigated in order to inform teaching and learning. For more information, refer to our Equality Policy.

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## IMPACT

At the Cambridge Primary School, the impact of our assessment will be seen through:

- Sharing of good practice through quality assurance
- Data in line and justified through internal moderation
- Data in line and justified through external moderation of schools within the EEEa Trust
- Data in line and justified through external Moderation (HCC)
- Parent surveys indicating they feel positive regarding updates about their child's progress
- Data summaries and reports periodically to the Local Advisory Committee (LAC), including challenge and support
- Expected or better progress and attainment of pupils as a result of closely monitored assessment data and pupil progress meetings

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