



St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'

Assessment and Reporting Policy

Date:	January 2025
Review:	January 2027



Aims of this policy

The aim of this policy is to explain the school's procedures for assessing pupil progress, marking pupils' work and reporting outcomes to Parents.

Introduction

This policy outlines the framework for assessment, recording and reporting in our school. It outlines how the statutory requirements are met whilst at the same time incorporating the important process of involving pupils and parents in recognising and recording achievement in all areas of development.

Assessment

Two distinct types of assessment are identified and used in our school. These are:

a) Assessment for Learning (AfL):

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strength as well as weaknesses. Assessment for learning essentially promotes future learning and is ongoing.

b) Assessment of Learning:

Assessment of learning is more associated with judgement based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and should be used in all classes within our school.

- Assessment for Learning is a key part of our approach to teaching and learning. It is part of the planning cycle and is integrated within the school's Teaching and Learning Policy
- In the classroom, the assessment process is ongoing with pupils; verbal and written feedback are provided, pupil involvement in self and peer assessment is promoted, work is checked and marked regularly and used to inform the teacher as to the appropriate teaching and learning strategies for subsequent work.
- Checks are made regularly on pupils' progress, and the Head of school will monitor this process.
- To ensure consistency and accuracy of teacher assessment levels there will be opportunities for staff to moderate between classes and key stages.
- As appropriate, pupils' work will be assessed according to nationally agreed criteria at the end of each key stage, at Year 2 and Year 6.
- Pupils will be given opportunities at appropriate times to review and assess their work and be involved in setting their own targets based on discussion with their teachers.
- The range of strategies used in assessing pupils includes: consideration of finished work; general discussion and feedback; group teaching sessions; teacher questioning; observed activities and focused assessment.

- The school uses SONAR Statement grids which is a system of steps to measure progress and attainment. Half termly assessments take place in reading, writing and maths which informs planning, enabling teachers to adapt the curriculum to meet the needs of the class more closely.

We believe the key purpose of assessment is to move all children on in their learning in order for them to be ready for the next phase of education. Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

Principles

The principles that underpin assessment are:

- Every child can achieve: teachers have the mindset, 'What do I need to do next to enable each child in my class to achieve?'
- The National Curriculum statutory requirements will be used as the expectations for all children.
- Children will make age appropriate progress.
- Teachers will use assessment effectively to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and more importantly, why.
- Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria.

Assessment Strategies

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis:

- Marking and Feedback of Pupils' Work

- Discussion and questioning
- Observations
- Children's self-evaluation and peer assessment
- End of unit tasks for Foundation subjects
- Termly NFER tests
- Termly SATs tests for Year 6 pupils
- SONAR tracking

This formative assessment is recorded electronically on SONAR. Objectives are recorded as 'Achieved' only when a child has mastered it. In order to master an objective children must:

Be taught it
Practise it
Apply it

Tracking and Data Snap-shots

Data snap-shots take place at class and subject level 3 times a year, towards the end of each term.

Core Subjects:

Data snap-shots take place for reading, writing, and mathematics termly. Children's attainment is recorded in SONAR.

At the end of each term, children's attainment is recorded as what they are on track to achieve at the end of the year.

Code	What it means
Below (B)	Your child is working below the expected standard for their year group.
Just At (JA)	Your child is working at the expected standard within their year group but needs to make accelerated progress to consolidate their learning and to work securely at age related expectations.
Securely At (At)	Your child is confidently working at the expected standard within their year group.
Above (A)	Your child is working above the expected standard within their year group.

To make these assessments the staff use a range of assessment information as mentioned within the assessment strategies.

SATs at the end of Key Stage 2

Standardised assessment tests / tasks inform teachers and parents about the achievement of individual children and provide statistical information with which to evaluate the school's performance.

Assessment in EYFS

In the Foundation Stage, assessment forms a key part of daily practice. All staff in the Nursery and Reception classes assess children's progress and achievements on a daily basis, choosing when and how to intervene in their self-initiated activities in order to move learning on in the best way. Assessments are made regularly and these are then highlighted on the pupils assessment document.

Children in Nursery and Reception are assessed on a termly basis against the age bands in the Development Matters guidance, in order to measure progress from each pupil's starting point. These assessments are recorded on Sonar Tracker.

On entry to Reception, children will be assessed in line with the Government's baseline assessment programme within their first six weeks of school. At the end of the Reception year, children will be assessed against the Early Learning Goals. This will be a comprehensive process, involving all Reception staff, Year 1 staff and colleagues from other schools to ensure consistency of judgements. This information is recorded and shared with parents in a written report.

Ongoing assessment data will be used to plan targets to support individual children, to plan for intervention groups and to request further support from the SEN department where needed.

Assessment of SEN Pupils

Children with Additional Needs have Individual Provision Plans. These are reviewed termly with each child and the parents, new targets and IEPs are written and children and adults working with them are made aware of the targets they are working towards. (refer to SEN Policy).

Reporting

a) Pupil progress meetings

Following the assessment data snap shots a formal pupil progress meeting is held each term between a member of the SLT and the class teachers in each year group. The purpose of this meeting is to discuss each child's progress and performance, the needs of each child and the year group as a whole. Targets for pupil progress in specific areas are set each year as part of teacher's performance management structure and these are also reviewed at this meeting. Intervention strategies and support systems are also reviewed and evaluated during the meetings.

b) Communication with parents/carers

Each parent/carer has three formal opportunities each year to meet their child's teacher to discuss their progress and attainment.

- Autumn

This is a ten-minute evening interview in the first half of the Autumn term. It is designed to allow the teacher and parent/carer to share any concerns or anxieties they may have regarding their child's new class. Initial impressions will be shared. The end of year School Report and targets generated by the previous teachers and points to help the development of the child will be discussed. The child's books and work samples are available for the parents/carers to examine.

- Spring

Pupil Progress meeting: This is a ten-minute evening appointment designed to discuss personal targets for the child to help them to progress further in English, Maths and Social Skills. The child's books and work samples are available for the parents/carers to examine.

- Summer

Written reports on pupils' achievements will be completed towards the end of each academic year and sent to parents. In reports for pupils in Year 2 and Year 6 details of the levels achieved in the national tests are included. Following the publication of the child's report, all parents are given the opportunity to meet with the class teacher. This is optional and arranged at a mutually convenient time. These appointments are typically 10 minutes long.

Review

This policy will be monitored by the Head of School. SLT will monitor books and talk to children about their work. Feedback and support will then be provided to staff. This policy will be reviewed annually by the Assessment Leader.