Caythorpe Primary School Assessment, Recording and Reporting Policy

Policy Reviewed: February 2025
Date of Next review: February 2026

Introduction

At Caythorpe School we believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment for learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to narrow the gap in their knowledge).

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels. We monitor the progress of our children in line with our progress rating grid (Appendix B). We use assessment weeks to ensure that we are taking a measure of achievement and progress three times in each year (Appendix A).

We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards and that it empowers pupils to take action towards improving their performance.

Objectives

The objectives of assessment at Caythorpe school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the head teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Planning for assessment

We plan our lessons with clear learning intentions. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's ability. Our weekly and medium-term plans make clear the expected outcomes for each lesson.

Teachers always share the lesson's learning intention (WALT: We Are Learning To..) with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning intention, and the criteria against which the work will be judged (success criteria/steps to success).

Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal their misconceptions.

We use the school assessment timetable (appendix A) in order to ensure that formal testing is carried out and used to measure progress.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject (see appendix A). We find it unnecessary to keep a formal record of all these assessments; we record only the information that affects future learning.
We formally record pupil's standardised scores on reading and maths star assessments and writing assessment in excel tracking documents for each year group. This enables teachers to see pupil attainment and progress in previous years. A range of information in order to monitor progress and inform the level of support that individual children need is used across the school(Appendix B). Assessment results are recorded on our Schools Information System Bromcom.

Target-setting

We set targets for each cohort of children based on the cohort's prior attainment and our baseline assessment for that period of the pupils' education. Performance management always includes at least one target relating to pupil progress/achievement. After each assessment data point, teacher have a pupil

progress meeting with a senior leader. Using a "Plan-Do-Review" approach the attainment of pupils and impact on progress and learning of First Quality Teaching and interventions implemented for groups is analysed. Any pupils are identified for support or challenge and interventions planned accordingly.

Assessing pupils with SEND

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching.**

At Caythorpe Primary School we follow a graduated support approach which is called "Assess, Plan, Do, Review". This means that we will:

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do - the provision in place to meet those outcomes
- Review the support and progress

Pre-**key stage** standards are used to **assess pupils** at the end of a **key stage working below** the level of the end of **key stage assessment**. The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

How should schools use the engagement model?

The engagement model does not replace existing planning and assessment systems and schools will have autonomy over how it will be implemented.
The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.

Please see the SEND Policy and Report documents for more details.

Assessment of Science and the Foundation Subjects

For the recording of the assessment of science and each of the foundation subjects Caythorpe Primary school has a proforma for each subject. On this document class teachers highlight each knowledge statement within the unit of learning green where the vast majority of pupils are secure with this aspect (at this stage) and therefore no adjustments need to be made to the curriculum next year. Teachers highlight red if there are a large number of pupils who are

There is also an opportunity for notes for the next class to reference any adaptations which may be needed in the following year's curriculum. There is also an opportunity to include notes to inform the curriculum/subject leader to pass on any information regarding provision for the subject and inform monitoring of the subject and action planning.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. During these sessions we report on the children's progress and attainment levels including their test results.

During the summer term we give all parents a written report of their child's progress and achievements during the year.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that all staff in each key stage mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we use both the marking symbols system and we write comments on the children's work during marking.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met. We use this judgement to monitor the progress made in learning and quality of teaching.

Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Inclusion and assessment for learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgments about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs. We also carry out pupil observations within class to ensure that we are proactively changing lesson content, structure and planning to meet the needs of individual children.

Caythorpe Primary School

Appendix A

Summative Assessment

Year Group	Baseline Assessment (September)	Autumn Term	Spring Term	Summer Term
EYFS	STA and Trust Baseline Assessment	Trust Assessment Phonics Little Wandle (Every 5 weeks)	Trust Assessment Phonics Little Wandle (Every 5 weeks)	Trust Assessment Phonics Little Wandle (Every 5 weeks)
All Year groups	Star Assessments for Reading and Maths (online)	Star Assessments for Reading and Maths (online) End of unit foundation subjects Fluency Checks Writing Assessment (Wow writing) x2 Speaking and listening Complete tracking excel/upload to Bromcom		
1	Phonics Little Wandle (Every 5 weeks) Phonics Screening	Phonics Little Wandle (Every 5 weeks) Phonics Screening Fluency Checks	Phonics Little Wandle (Every 5 weeks) Phonics Screening Fluency Checks	Phonics Statutory Test Fluency Checks
2	Phonics Little Wandle (Every 5 weeks) Phonics Screening (if still on phonics curriculum)	Phonics Little Wandle (Every 5 weeks) Phonics Screening (if still on phonics curriculum) SATS style Reading, maths and SPAG papers)	Phonics Little Wandle (Every 5 weeks) Phonics Screening (if still on phonics curriculum) SATS style Reading, maths and SPAG papers)	Phonics Statutory Test for those WT Y1 SATS style Reading, maths and SPAG papers
3 – 5	Year 4 MTC tracker	Year 4 MTC tracker	Year 4 MTC tracker	Statutory Year 4 MTC
6	SATS style Reading, maths and SPAG papers)	SATS style Reading, maths and SPAG papers)	SATS style Reading, maths and SPAG papers)	Writing Assessment Statutory SATs - Reading Maths (Arithmetic and Reasoning) SPAG
SEN	We use a range of summative assessment task/tests for pupils who need interventions that are additional to or different from those provided in quality first teaching .			

Summative Assessment will use the following criteria to understand performance:

- Age standardised score vs chronological age
- Standardised score vs historical standardised scores
- An indication of the child's attainment vs that which is expected for their year group

All of the bullet points below will be considered each time that pupils are assessed and compared with historical results for the individual pupil, specific groupings of pupils and whole cohorts.

Achievement:
Learning Age and Chronological Age:
- If a child's reading/mathematics age is within 4 months (above or below) of their chronological age then this will be within the bounds of expected achievement.
- If the child's reading/mathematics age is between 4 and 9 months behind then this will indicate that they are approaching the expected achievement level or have declined from the expected progress level.
- If the child's reading/mathematics age is more than 9 months behind their chronological age then this will indicate a child who may need extra support to reach the expected level of achievement
- If a child's reading age is more than 4 months ahead of their chronological age then they will be judged to be either at the expected outcomes or in excess of the expected outcomes.

Standardised Score
- Children will be considered to be working at the nationally expected level if their standardised score is between 95 and 105
- They will be working towards or have fallen back from the nationally expected level if between 90 and 95
- They will be considered below the nationally recognised level should their standardised score be below 90

Please note: We recognise that a judgement about each child against the Year Group expected standard can only be made at the end of the academic year. However the system allows us to ensure that we know if the child is in line with the progress needed to obtain the expected outcome throughout the year.
We also recognise that the link between standardised scores and chronological age will vary – this system gives us two opportunities to measure attainment and use our professional judgement on the standards achieved.

Progress:
Progress will be measured from the baseline score for the reading and numeracy ages and standardised scores. The gain/loss for both areas will be used to see the trajectory of progress as follows:

- Neutral if between a 5 month gain or loss
- Additional action if greater than a 5 month loss
- Children who are making more than 5 months additional progress will be monitored to see why this has happened – this will be fed back to staff
- The same system will be used for standardised scores but with following criteria – gain/loss of 5 standardised points, loss of more than 5 standardised points, gain of more than 5 standardised points.

In this way we will have a comparative progress measure for all children of all abilities.
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