



# Ashby Hastings Primary School

*Executive Head – Mr Matthew Brookes    Head of School – Mrs Rachel Mckeown*

*“Inspiring minds to foster confidence”*

## Assessment Reporting and Recording Policy

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Adopted by Ashby Hastings Primary School on:	Date: 23 <sup>rd</sup> August 2021
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	1.0

For the purpose of this policy, the ‘Head Teacher’ refers to the Executive Head teacher, Head teacher or Head of School.

### **RATIONALE**

At Ashby Hastings Primary School assessment is central to teaching and learning, only when we know where children are can we plan how to move on. Objectives need to be set against a known background from which progress can be monitored and checked. Assessment must be built into any planning to provide feedback to children and teachers. Assessment analysis shows what has worked well and what needs to be improved.

## **AIMS OF ASSESSMENT**

Using the principles and processes of assessment we aim:

- To find out if our teaching is effective.
- To comply with statutory requirements.
- To support learning, enabling children to reflect on their achievements and set new learning targets, ensuring appropriate differentiation.
- To discover what stage each child has reached and what s/he knows, understands and can apply.
- To inform parents and the wider school community of pupil achievements.
- To guide future planning, teaching and curriculum development.
- To provide information to ensure continuity when the pupil changes teachers or school.
- To provide information which determines the allocation of human resources throughout the school.
- To be purposeful and advance learning.

## **WHAT AND HOW DO WE ASSESS**

### **1) Assessment Procedures and Processes**

#### **a) Statutory and Key Stage Assessments**

All pupils have statutory assessments at the following times;

- Foundation Stage
- Phonics Screening (end of year 1)
- SATs (end of Key Stages)

#### **b) Standardised tests**

From year 1 to year 6, all pupils have termly standardised tests in maths and reading. Year 6 use past SATs papers for standardised results

#### **c) Symphony On Track**

All pupils from year 1- year 6 are assessed termly through teacher assessment in reading, writing and maths using our Symphony On-Track assessment system (details of which can be found on the school website).

#### **d) Non-Core assessments**

All pupils from year 1- year 6 are assessed twice a year in each non-core subject (our Symphony Foundation Subject Assessments are on the school website).

### **2) How We Use Assessment To Inform Planning.**

#### **a) Short Term**

Teachers use individual planning sheets on a weekly basis, reflecting on how the learning objectives for all pupils have been met, and these are primarily used for literacy and numeracy plans.

Significant outcomes are recorded and action taken in the following weeks plan.

## **b) Medium Term**

Year groups meet on a regular basis to evaluate schemes of work in light of the Long Term Plan. Activities are changed, maintained and schemes of work modified accordingly. Pupil work is standardised in year groups and whole staff meetings to ensure there is a consistent interpretation of assessment.

## **c) Long Term Plan**

Summative assessments (e.g. Standardised Tests) are monitored in order to inform ongoing staff discussion regarding curriculum plans.

## **3) Records**

Recording /Evidence

Records are kept in many ways. These include:

- Teachers' plans
- Children's work
- Teachers' notes e.g. of significant outcomes
- Teachers' markbooks
- Assessment results
- Detailed recording sheets outlining objectives
- Individual pupil portfolios (RoA – Record of Achievement)

## **4) Standardisation/Moderation**

- a) We meet in year groups and departments to moderate work.
- b) We meet as a school in cross phase groups to build up the school portfolio of standardised work
- c) We meet with other Symphony Learning Trust schools to moderate assessments
- d) Symphony have sent representatives to the County LA sessions to ensure our judgements are in line with County and National expectations.
- e) Standardised testing across the Trust

termly Portfolios

The school is building up subject portfolios of standardised work.

## **5) Reporting**

Parents' evenings are held twice a year with an open evening in the summer

- In the autumn term to discuss the child profile, how the child is settling in and targets for the year. A brochure with the work to be tackled during the year is given to the parents.
- In February, pupil progress and targets for the remainder of the year are discussed with the parents, this is a working document and copies are not normally given.
- In June a written report is given to each parent with the option of individual interviews offered.

## **6) Marking**

All children's work is marked in accordance with the school marking policy.