Assessment, Recording and Reporting Policy
VERSION: January 2025
NEXT REVIEW: January 2027

Rationale

At Ashby Hill Top 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 adaptation
- To discover what stage each child has reached and what s/he knows, understands, can apply and remember
- 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?

Assessment procedures and processes

Statutory and key stage assessments

All pupils have statutory assessments at the following times;

Start of foundation stage

Phonics screening (end of Year 1)

KS2 SATS (end of Year 6)

Termly Assessments- Standardised tests
All pupils from Year 1 to Year 6 are assessed termly through teacher assessment in reading, writing and maths using the national curriculum and our own assessment materials.

From Year 2 to Year 5, all pupils have termly standardised tests in maths and reading.
Year 6 use past SATS papers for standardised results

Non-core assessments
All pupils from year 1- year 6 are assessed in each non-core subject, using the progression map which is RAG rated.

How we use assessment to inform planning

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

Medium term
Subject leaders, in conjunction with the whole staff team have developed progression maps for each subject. Children's work is standardised in phases and whole staff meetings to ensure there is a consistent interpretation of assessment.

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

Records
Records are kept in many ways. These include:

Teachers' plans
Children's work
Teachers' notes e.g. of significant outcomes
Assessment results

Standardisation/moderation
We meet in year groups and as a school to moderate work.

We meet with other Symphony Learning Trust schools to moderate assessments

We send staff to LA moderation sessions to ensure our judgements are in line with county and national expectations.

Standardised testing across the trust termly

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

- In the autumn term to discuss the settling in report and targets for the year.
- In February each child is issued a mid-year report, pupil progress and targets for the remainder of the year are discussed with the parents.
- In June a written report is given to each parent with the option of individual interviews offered.

Monitoring and evaluating

The quality and effectiveness of teaching, learning and assessment will be monitored to identify trends in overall attainment. The headteacher, governors and staff will evaluate how well the procedures and policy adopted by the school are being met