



## Assessment, Recording and Reporting Policy

Our vision, rooted in the words of Jesus (Matthew 19:14), "***Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.***" is to provide a safe, happy and caring environment where all pupils are nurtured and valued within a Christian ethos.

To achieve our vision we:

- provide inspirational and enjoyable learning experiences through a curriculum that is broad, balanced and based on the needs of our children
- work hard to reach our full potential
- share each other's success
- promote a sense of belonging to our school, local and Church community
- foster high self-esteem and nurture high aspirations
- ensure pupils become more confident independent learners
- provide a safe, warm and welcoming Christian environment within which everyone feels valued and respected
- develop spirituality, a moral ethos and an appreciation for Christian values
- enable everyone to grow and blossom into responsible and successful citizens through the firm Christian foundations we provide and an appreciation of national and global communities.

We are a strong team of proud pupils, parents, staff, governors, the Church and the local community.

Our Christian faith gives rise to our service to God and to the community. Our core principles are friendship, forgiveness, hope, trust and courage. These give rise to justice, wisdom and thankfulness.

July 2022

Accepted by Staff and Governors

July 2025

Date for Review

The purpose of the assessment, recording and reporting policy is to inform future planning, identify and track individual attainments and progress, plan appropriate targeted interventions where necessary and evaluate our curriculum, planning and teaching strategies. We have always strived to close the gap between school and national expectations with a strong and rigorous focus on Reading, Writing and Maths throughout the whole of the curriculum. With the shift in focus to the Curriculum, we have embraced and welcomed opportunities to offer our children even more creative learning opportunities, relevant to their needs and the ARR (Assessment, Recording, and Reporting) policy will be reviewed and revised regularly to keep up with these changes.

### **Principles:**

**The Assessment, Recording and Reporting Policy is committed to and guided by the principles of:**

- promoting a coherent approach to assessment, recording and reporting within the school
- supporting pupils' learning, progress and achievements across and beyond the national curriculum
- involving pupils in evaluating their own progress, enabling them to take ownership of their own work and know how to improve it further.
- ensuring equality of opportunity for all pupils to display achievement
- ensuring progression and continuity of learning within the school and across the different stages of education
- providing valid, reliable and comprehensible information for teachers, pupils, parents and other users
- ensuring requirements for assessment, recording and reporting are met.
- the Feedback and Guidance Policy.

### **Aims:**

#### **Assessment:**

- enables an informed judgement to be made about a pupil's knowledge, understanding, skills and attitude
- is a continuous process which is integral to the teaching and learning programme and should be built into the curriculum and inform future planning
- should be based on clear, consistent criteria which are known and understood by both teachers, pupils and parents, and are guided by national criteria and statutory requirements where appropriate
- practice should be subject to effective moderation and standardising procedures in order to achieve consistency
- encompasses a wide range of assessment techniques to be used in different contexts and for different purposes, including the Academy Trust agreed standardised termly assessments from NFER.
- should provide opportunities for effective differentiation to take place

- should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding
- should involve pupils so that they are encouraged to take responsibility for their own learning and help them to understand what they need to do to raise their own standards in order to progress.
- should recognise achievement, not just attainment, and seek to increase pupils' confidence and motivation
- should support individuals in identifying strengths and weaknesses, enabling future learning goals to be planned, and assisting them in decision-making
- practice should be monitored regularly and systematically and assessment procedures modified if necessary as a result
- results should be systematically recorded, using the Academy Trust agreed tracking system 'Insight' and the Academy Trust Attainment Grids
- should then be used to report to parents, governors and the Academy Trust.

### **Early Years Foundation Stage**

On entry to Foundation Stage, both in nursery and reception, baseline judgements are made through collation of: transition forms from Nurseries; parental input from home/school visits; and initial observations made by the class teacher. This ensures each individual's starting point is known and progression can be planned for.

Progress and achievement is tracked by regular interactions and observations carried out by staff in the Foundation Stage Team. Assessments are completed termly to inform planning and highlight any areas needing support with interventions planned accordingly.

In Reception, Phonics is assessed regularly in order to inform planning and groupings as well as to help us to identify where additional support may be required. Moderation of assessments takes place amongst staff within the unit, across the Trust and local pyramid of schools.

### **Key Stage 1:**

In Key Stage 1 pupils are assessed and progress is tracked throughout Year 1 and 2 in much the same way as in KS2 (see below), using the Academy Trust Agreed Assessment calendar.

Key differences include:-

- Regular assessment of phonics knowledge and understanding in order to inform planning and groupings.
- Phonics Screening practice papers (recorded on Insight) undertaken in Autumn 1 & 2 for Y1 & 2.
- Phonics screening test (Y1) and follow up test in Y2.
- All Y2 pupils will complete the practice PSC in October and December. Only those who do not meet the expected standard for the PSC, will complete the check.

- Final teacher summative assessments in the summer term of Y2 are supported using KS1 SATs, including practice papers and the Y2 TAFs.
- Y1 follow the same cycle of standardised NFER tests in Spring 2 and Summer 2.
- Y2 differ in that they do not undertake NFER tests. Instead practice SATs papers are completed twice a year (during Autumn 2 and Spring 2) and national SATs papers in May.

## **Key Stage 2:**

### **Reading**

#### Teacher Assessment

Insight used termly to record progress and Academy Trust agreed attainment grids to measure against national expectations. These are completed at the end of each term and analysed by Literacy leads. Evidence gathered from:

- Planning, guided reading notes and class-work from Guided Reading using a range of reading resources, including the Pearson Bug Club Decodable Readers & Scheme in KS1; Rigby Navigator, Rigby Navigator Max (HILA) in KS2; First News and Bug Club online (activelearn) across school.
- Academy Trust Agreed Wakefield TAFs used throughout school in all year groups

#### Standardised Assessment

- NFER Termly Assessments used in Y3,4 & 5
- Results inputted in NFER tracking tool for deeper analysis
- Scores recorded on Insight to provide tracking and progress data
- Y6 SATs practice papers used 3x a year in Autumn 1, Spring 1 and Spring 2.
- Results analysed and recorded separately by Assessment/Literacy Lead and reported to SLT and Governors for a comparative judgement.

### **Writing**

#### Teacher Assessment

TAF books to measure progress and Attainment grids to measure against national expectations. These are completed at the end of each term and analysed by Literacy/Assessment leads. Evidence gathered from:

- Planning, marking and class-work, using Talk for Writing strategies (pre/post Cold/Hot tasks).
- TAFs used throughout school.
- Spelling records

#### Standardised Assessment

- Grammar, Spelling & Punctuation NFER Termly Assessments used in Y3,4& 5
- Results inputted in NFER tracking tool for deeper analysis
- Scores recorded on Insight to provide tracking and progress data
- Y6 GASP SATs practice papers used 3 times a year in Autumn 1, Spring 1 and Spring 2.

- Results analysed and recorded separately by Assessment/Literacy Lead and reported to SLT and Governors for a comparative judgement.
- Final teacher summative assessments in Y6 are supported using KS2 Grammar, Spelling & Punctuation SATs.

## **Maths**

### Teacher Assessment

Insight used termly to record progress and Academy Trust agreed attainment grids to measure against national expectations. These are completed at the end of each term and analysed by Assessment/Maths leads. Evidence gathered from:

- Planning and class-work from the White Rose Mastery Scheme
- Standardised assessments

### Standardised Assessment

- NFER Termly Assessments used in Y3,4 & 5
- Results inputted in NFER tracking tool for deeper analysis
- Scores recorded on Insight to provide tracking and progress data
- Y6 SATs practice papers used 3x a year in Autumn 1, Spring 1 and Spring 2.
- Results analysed and recorded separately by Assessment/Maths Lead and reported to SLT and Governors for a comparative judgement.

## **Foundation Subjects**

Each foundation subject is assessed throughout the year, using objectives for each year group in relation to end of year age related expectations. Evidence is gathered throughout each unit and recorded on a year specific grid.

Formative assessment is used in all subject areas to inform future planning.

### **Intervention Groups and 1:1 Tuition**

Y2/6- 1.5 hours per week used as SATs booster with flexible groupings

Virginia North used throughout school for further Literacy Support and EAL support for targeted children.

*N.B- Catch up premium and school led tutoring used post pandemic return to school in 2020-21 and 2021-22 through NTP, in Reading and Maths.*

### **Special Education Needs**

In addition to being part of the regular assessment, recording and reporting systems in school, children who are on the Special Needs Register also benefit from a wide range of interventions and are assessed and tracked in additional ways. This is in order for us to ensure additional progress is being made and so that the success of our interventions can be monitored.

## **Pupils joining our school from other schools**

At Christ Church CE Academy we have moderate levels of mobility. In order for us to meet the needs of pupils transferring to us in KS1 or KS2, we:

- Assess phonic knowledge and understanding (Years 1 – 3).
- Assess reading and writing levels.
- Assess mathematical understanding.

This assessment data is recorded and used as a baseline from which to measure progress in our school.

### **Recording:**

- recording is the process of selecting and retaining a range of information about a pupil
- records should be used to review and monitor pupil's progress throughout the key stages and beyond, and to support their learning by setting appropriate targets for the future
- records should identify pupil's achievements in relation to age-related expectations, enabling the teacher to make judgements about each pupil's level of attainment at the end each year, and thus provide a basis on which to carry out statutory assessment arrangements.
- records should be used by teachers to evaluate the effectiveness of teaching and learning programmes, and to help inform curriculum planning
- records should be used to assist continuity and progression when pupils move from teacher to teacher and from school to school
- pupils should have some involvement in the process of recording which should recognise and reward achievements and thus have a positive impact on pupils' motivation
- records should provide a secure basis for reporting attainment and progress to parents and other interested users
- records should be clear, systematically compiled, regularly updated and manageable.

Summative assessments are uploaded termly onto the Insight tracking system. This tracks progress primarily but also informs the termly attainment grids. These help to build a picture of each individual pupil's progress and the overall progress for each cohort. The information also supports leaders, managers and class teachers to target additional support effectively. The information is shared with governors. Pupil Progress Meetings are held each term to discuss the needs of each cohort and enable class teachers to interrogate their own class data, including that of vulnerable groups.

**Reporting:**

Our reports provide parents and other users with full and accurate statements about pupils' achievements and progress, written in clear and accessible language. We report on effort, as well as attainment and also on attendance, punctuality, behaviour and attitude. The reporting process is part of a continuing dialogue with parents and our reports include an opportunity for pupils as well as parents to make a comment.

Reports to parents and carers are sent out once a year consisting of a summary report in July.

**Parent Consultations:**

Parents are invited to consultations in the Autumn, Spring and Summer Terms to discuss their child's progress. The reports and consultation evenings are used to set learning targets and to enable parents to be involved with the child's ongoing assessment and future learning.

**This policy will be reviewed regularly in line with the Governing Body timetable of policy review. This may be brought forward should there be any significant changes to legislation.**