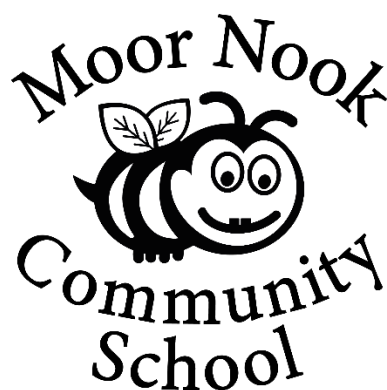


Moor Nook Community Primary School



Assessment, Recording and Reporting Policy

March 2021

Moor Nook Primary School aims to provide quality teaching and learning outcomes for all its pupils.

The objective of our assessment system is to improve pupils' development, progress and achievement. Children's progress is closely monitored at Moor Nook Primary School in order that we can provide the best possible opportunities and highest levels of support for all children to reach age-related expectations of achievement. All assessment activities aim to ensure that the children are able to make progress in their learning whilst taking into account the needs of individual children. We only assess what is required to ensure children's learning needs are met and to meet statutory obligations.

Rationale and aims

At Moor Nook Primary School, we believe that assessment, recording and reporting should:

- Improve the quality of children's learning, thus raising standards
- Assist teachers in their planning
- Inform parents of the progress made by children
- Meet the requirements of the National Curriculum
- Identify strengths and weaknesses
- Ensure consistency throughout the primary years
- Provide the children with the opportunity to celebrate their own achievements.

Assessment

- Is a picture of personal development, academic progress and depth of learning.
- Is an on-going, diagnostic process involving children receiving and responding to feedback.
- Identifies what children can and can't yet do.
- Informs teachers of learning needs, enabling them to adapt plans to close gaps and deepen learning.

Reception baseline

All state-funded primary schools with a reception cohort will need to carry out the reception baseline assessment (RBA). The RBA is scheduled for introduction in September 2021.

Foundation Stage Profile

The foundation stage uses ongoing assessment and planned observations throughout the year to complete a Foundation Stage Profile of every child. At the end of the year EYFSP data is reported to the Local Authority.

EYFS assessment at Moor Nook Primary School

- EYFS teachers have a statutory responsibility to report the attainment of pupils at the end of the year using a 1/2/3 scale which mirrors the school's 'emerging / expected / exceeding' reference points and reports on 'Characteristics of Effective Learning'.

- At Moor Nook we conduct the statutory Reception Baseline Assessment (RBA). In addition to this we also gather information from home visits carried out before a child attends school by our Foundation Stage teacher and teaching assistant. Careful observations are also made of the children's starting points during their first 3 weeks of starting the school. The baseline data forms a starting point for the child's next steps. These observations are built upon throughout the year on an online Learning Journey (Target Tracker) which supports us in tracking progress throughout the year.
- Data is entered using Target Tracker half termly. A gap and strength analysis is conducted and actions are implemented to ensure progress is made.

Phonics Checks

- **Year 1** - all children in Year 1 will participate in a phonics check. This assessment will be administered by the Year 1 teacher. Results are reported to parents.
- **Year 2** - children in Year 2 who did not meet the required standard in Year 1 will participate in a phonics check in the Summer Term. This assessment will be administered by the Year 1 teacher. Results are reported to parents.

Multiplication Tables Check

- **Year 4** - all children in Year 4 will participate in an online multiplication tables check. Results are reported to parents.

SATs & Summative Assessments

- Children in Year 2 and Year 6 are assessed during May. The results of these assessments are reported annually to the parents. Pupil attainment and progress measures are recorded using a 'Scaled Score'.
- In addition to this statutory assessment, teachers across the school assess regularly using our school tracking system, which is informed by a range of formative and diagnostic assessment tools.

Examples of these include:

- AET Show me what you know assessments, Stop the clock assessments and Key learning checklists. (Y1-6)
- Scaffolded and independent writing tasks through teaching sequences.
- Internal and external moderation of writing.
- Reading comprehension assessments (Y 2- 6)

At Moor Nook, progress is measured and monitored in the following ways:

- **Pupil Progress Meetings** - held 3 times a year, creating notes about individual pupils/groups not reaching or moving beyond the expected standard, barriers to learning e.g attendance, intervention, booster "Keep up not catch up" programmes.
- **Teacher Appraisal** - Pupil Progress Targets highlight key pupils who will be monitored closely from year start to end with strategies to accelerate and measure progress agreed (linked to PPMs).
- **Target cards** - these are used in writing. They are an on-going, formative assessment card that are used to capture progress within writing and aid next step planning.

- **Target Tracker** is used to record progress in reading.
- **Children's books and pupil Interviews** - book scrutiny monitoring reports and discussions with pupils will identify progress.
- **End of Year Progress** (class/year group/whole school) - summarised as part of assessment point 3 PPMs and teacher appraisal review meetings. Reports provided for governor monitoring.
- **Parent surveys and report reply slips** - governors monitor views of parents regarding pupil progress; parents provide written feedback following mid-year and end of year reports.
- **Target Tracker** - this electronic tracking tool, adopted in September 2019, is used to compare end of year attainment and progress since the end of the previous key stage to monitor the achievement of groups of pupils.

Moderation

In order for judgements made against the key objectives to be valid and reliable, the school undertakes a range of moderation strategies throughout the year:

Subject leader book scrutinies.

Peer moderation.

Cluster moderation of writing.

Local Authority moderation of writing (Y2, Y6)

Feedback to children

At Moor Nook, we know that children are critical partners in the assessment process and ensure that they are effectively included. This is achieved through a range of strategies - see Feedback and Marking Policy.

Reporting to Parents

Parents receive verbal feedback from teachers at least twice a year (autumn and spring) and written feedback in July. Parents are informed whether children are meeting age-related expectations and are given feedback about their progress. Statutory Tests results in Y2 and Y6 are shared with parents and state whether children have reached the expected standard.

The school website provides an overview of school performance based on actual results (attainment) and the value-added pupil progress that pupils have made from one Key Stage to the next (progress). This provides a simple comparison of school performance against national averages. For value-added progress measures, this comparison is based on the average progress made by similar pupils across the country (prior attainment, gender and month of birth).

Reviewed by - S. Paterson

Reviewed - March 2021

Review date - March 2023