Assessment & Record Keeping Policy for Primary Schools

Policy Title	Assessment Policy for Primary Schools
Version number	1.0
Approved by and date	
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Policy Owner/Author	Director of Primary Education

Rationale

Rigorous and accurate assessment is a fundamental part of successful learning. Connect Multi-Academy Trust believes that, to secure outstanding outcomes, all teachers and leaders should use assessment to:

- check pupils' understanding effectively, and identify misconceptions accurately;
- provide clear, direct feedback to pupils to reinforce or extend learning, acknowledge effort, praise or raise self-esteem and to indicate areas to improve;
- help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts;
- respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

Purpose

The purpose of the policy is to ensure that all primary staff within the trust are very clear about the expectations of assessing pupil progress.

The purpose of assessment across primary schools in the Trust is to:

- support individual pupils in their learning by identifying strengths, areas for development, and providing motivation through success.
- track smaller steps of progress for children with significant and complex SEND using relevant frameworks.
- help teachers plan effectively and improve teaching and learning
- promote curriculum development both in the classroom and across the school.
- provide sufficient data for Teacher Assessments at key transition points, including the end of Foundation Stage, KS1, and KS2.
- support the completion of written reports for parents/carers.
- provide relevant information to stakeholders including pupils, parents/carers, teachers, governors, SENDCOs, Educational Psychologists, and support staff.
- monitor and analyse achievement using data to measure school effectiveness.

Guidelines

Assessment should be embedded in all teaching from initial planning through to external assessment. It should be personalised and based on the potential of every pupil in each key stage and from the lowest to the highest ability.

Assessing Progress - EYFS

Children are assessed on entry to Reception (reception baseline assessment) within four weeks of starting school but usually within the first two weeks. At the end of the Reception year, children are assessed using the Early Learning Goals set out in the Early Years Framework, which is a statutory requirement and outcome data shows how well a child has achieved in their Reception year.

Ongoing assessments are carried out throughout Nursery and across the Reception year, using observation, direct assessment tasks, interaction and any other appropriate opportunities for measuring progress and achievement of each child. This is enables staff to

review progress throughout the year. Staff moderate with other schools for consistency and accuracy.

Assessing Progress – KS 1 & 2

Day to Day

Teachers should make explicit with pupils what they should know, remember and be able to do by the end of a lesson. At appropriate points in each lesson, the teacher must check for understanding and monitor the progress of all learners using a range of assessment methods including:

- observation;
- interaction;
- effective questioning;
- quizzes;
- low-stakes testing;
- use of mini-whiteboards;
- reflection and self-assessment;
- peer assessment;
- post-it notes with ideas/summaries;
- pupils rating their understanding;
- using the success criteria as a checklist.

It is vital that teachers use assessment information gathered to re-shape their lesson so that all learners understand the new knowledge; teachers should not move on to other concepts until all learners have cemented the required knowledge needed to access the next stage of learning. Pupils should be engaged in their learning and given timely feedback (written or oral) and have the opportunity to respond to this.

Weekly

School leaders are given the autonomy to determine what weekly assessments take place in their school. This may differ according the age and stage of pupils and according to the time of year. Data from any weekly assessments conducted are not reported to the Trust and are only used to inform class teachers to support individual pupils in their learning by identifying strengths, areas for development, and providing motivation through success.

Weekly assessments may include, but are not limited to:

- Phonic assessments
- Multiplication Tables
- Spellings
- Listening to pupils read

Half Termly

Alongside day-to-day assessment for learning, each school has the autonomy to strategically map assessments across the year which are designed to assess to what extent pupils are meeting the expectations of the school's curriculum.

At the end of each half term, teachers complete science and foundation subject assessments based on what pupils should know and remember, and be able to do in each unit of work completed that term. The judgements are based upon observations, tasks and interactions between staff and pupils, and the names of pupils who are not meeting the expectations of the curriculum are recorded.

At the end of every term, teachers assess pupils from Year 1 – 6 against national expectations in Reading, Writing and Maths.

Pupils not meeting the expectations of the curriculum are then targeted for intervention, including additional support or consideration during whole class teaching or retrieval sessions, additional smaller group teaching sessions, and individual targeted intervention.

Statutory Assessments

Towards the end of Year 1, pupils undertake the Phonics Screening Check. This national test is carried out by school staff familiar to the children and as directed by national criteria. Any pupils who fail to meet expected levels of phonic knowledge and application will be targeted for intervention and retested towards the end of Year 2.

In Year 4, pupils take the Multiplication Times Tables Check in the summer term. The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12. The check is an on-screen activity consisting of 25 times table questions.

Towards the end of Year 6, pupils are assessed using statutory attainment tests (SATs) which are implemented following strict guidelines as directed by the national Standards and Testing Agency. Test papers are marked externally. Pupil's attainment is measured against their ability to meet Age Related Expectations (ARE).

Target Setting

Targets are set for each child at the start of the year in Reading, Writing and Maths in Years 1-6. These targets are based on the child's achievement at the end of the previous key stage as well as their current performance. Pupils' targets are aspirational.

School level targets, for all Connect Multi-Academy TRust primary schools, are then set in collaboration with the headteacher of each school for end of KS2 SATs and the Director of Primary Education. The following methodology is applied when producing these targets:

- Pupil targets are based on the pupil achievement at the end of the previous key stage. However, in 2025 & 2026, pupils do not have KS1 data following the impact of Covid-19, therefore only attainment targets have been set, in line with national accountability measures.
- Pupil targets are agreed with the Director of Primary Education and the headteacher of each school.
- School targets take into account the context of the cohort including the proportion of SEND and the impact of small pupil numbers.

At the beginning of each academic year, class teachers are given access to their pupils' assessment information, which contains prior performance and the pupils' KS2 target.

Recording, Monitoring and Reporting Progress

Record keeping is part of our statutory requirements with regard to recording and reporting.

Year 1

In the autumn term, pupils in Year 1 are assessed in phonics using materials from the school's own phonics programme and/or a phonics screening check from a previous year. Teachers use these results and report to the Trust whether the pupil is 'below track', 'almost on track' or 'on track' to meet the expected standard in phonics by the end of Year 1.

Teachers also report a 'forecast' grade to the Trust for each pupil. *For example, recording whether the pupil is forecast to 'meet the expected standard' in the phonics screening check by the end of the year or whether they will still be 'working towards' the expected standard in phonics.*

In the summer term, pupils in Year 1 are assessed in Reading, Writing and Maths using a standardised assessment as in Year 2 – 5.

Year 2 - 5

At the end of the autumn and summer term, all pupils from Year 2 – 5 complete assessments in Reading, Writing and Maths. In Year 2 – 5, these assessments are in the form of NFER (National Foundation for Educational Research) tests in Reading and Maths, and teacher assessment in Writing. Class teachers input pupils' scores (in Reading and Maths) into the NFER system which will produce a **standardised** score.

Standardised scores are reported to the Trust through the management information system (Arbor).

Year 6

At the end of the autumn and summer term, pupils in Year 6 are assessed using Statutory Assessment Tests (SATs) from previous years in Reading and Maths, and teacher assessment in Writing. *For example, in Autumn 2025, Year 6 pupils will complete the SATs from Summer 2024 leaving the Summer 2025 SAT to be used by class teachers in the Spring Term as an additional assessment opportunity*.

Class teachers input pupils' scores in Reading and Maths, and teacher assessment in Writing, into the school's management information system (Arbor).

Scaled scores are reported to the Trust through the management information system (Arbor).

Teachers also report a 'forecast' grade to the Trust for each pupil. *For example, recording whether the pupil, by the end of Year 6, is forecast to:*

- *be working towards the expected standard in Reading, Writing and Maths;*
- *meet the expected standard in Reading, Writing and Maths; or*
- *reach a higher standard in Reading and Maths or greater depth in Writing.*

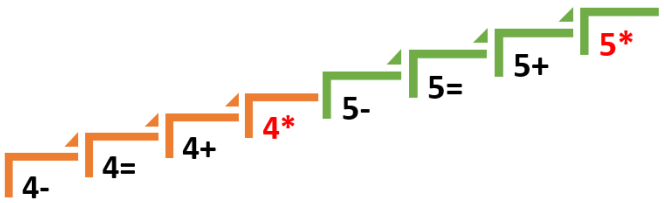
Year Groups Year 1 - 6

Each term, class teachers will also record a teacher assessment in reading, writing and maths, using the outcome of these tests, as well as observations, tasks and interactions with pupils, to inform their teacher assessment judgement. Teacher assessments are reported to the Trust through the management information system (Arbor).

Example

A Year 4 pupil meeting age related expectations and on track to reach the expected standard by the end of the year should be graded as 4- in the autumn term, 4= in the spring term and 4+ in the summer term.

*Pupils who show a particular flare in reading, writing or maths may, by the end of the year, achieve a 'star' *. This would indicate that the pupil is excelling in the subject and should be targeted to achieve higher standard in Reading or Maths, or greater depth in Writing by the end of Year 6. Pupils are expected to progress through the gradings from 4- > 4= > 4+ > 5- > 5= > 5+, etc as not all pupils will achieve a 'star' in the subject.*



Pupils with SEND

SENDCOs in each school work closely with class teachers. Through the assessment process, SEND pupils are identified and then appropriate, strategies and differentiated tasks (including Support Plans) can be devised. For these children, the challenge of attaining a Good Level of Development at the end of Reception and/or the expected standard in Reading, Writing and Maths in KS1 and KS2 can be immense.

In these circumstances, it becomes even more important that appropriate, achievable targets are set, so that even small improvements can be identified and these achievements (which may include social and personal accomplishments) can be fully assessed and recorded.

Appreciation of the context in which achievements are made is crucial to any consideration of pupil's individual successes.

Progress for pupils with SEND is tracked through the pupil's SEND Support Plan, reviewing termly whether pupils have achieved their target. Alongside this, pupils will access appropriate assessment materials at the level to which they are working. For example, if a pupil is working within Year 3 expectations, they may be assessed using a Year 3 NFER assessment to support a teacher assessment judgement. This will also be reported to the Trust alongside all pupils.

Reporting to Academy Committees and Trustees

Teacher assessments are reported to the Trust at pupil level in time for the data deadlines agreed each year.

Term	Assessments	Date
Autumn	Phonics Screening Check (Current TA) NFER Reading and Maths (Year 2-5) TA Reading, Writing and Maths (Year 1-6) Year 6 Mock Scaled Score for Maths, Reading (Current and Forecast) Year 6 TA Writing (Current and Forecast)	**December** Year 1 - 6
Spring	Phonics Screening Check (Current TA) TA Reading, Writing and Maths (Year 1-6)	**March / April** Year 1 - 6
Summer	ELG's and GLD Phonics Screening Check Results NFER Reading and Maths (Year 1-5) (Yr2 to complete Spr tests) Year 4 MTC Results Year 6 Scaled Score for Maths, English Results Year 6 TA Writing Results TA Reading, Writing and Maths (Year 1 – 5)	**July** All year groups

Pupil assessment data is then collated by the Trust Data Team for each school to report to their own Academy Committee as well as Trustees.

Data packs contain the following information at a school level for the current year as well as data from the previous 2 years:

1. School Basic Characteristics
2. Behaviour Data, including suspensions and exclusions
3. Absence Data, including overall absence and persistent absence
4. Attainment
   4.1. Year 1 Phonics
   4.2. KS2 SATS
   4.3. NFER

<u>Reporting to Parents</u>

Parents receive Autumn and Spring term progress update reports which indicate the current standard the child is working at in Reading, Writing and Maths against national expectations for the child's year group. The report also identifies 'next step' targets for each child, as well as a snapshot of attendance, attitude to learning and behaviour.

These progress update reports are used as a basis for Parents Evening discussions. Parents and carers are invited to meet with their child's class teacher once during the Autumn Term and again in the Spring Term. During these meetings, the child's progress, together with any concerns are discussed.

For children new to the school in EYFS, 'settling in' meetings focus on the behaviours children use in order to learn. These 'Characteristics of Effective Learning' include a child's engagement, motivation and creative and critical thinking. In Reception, children's attainment and progress in all areas of the EYFS curriculum are considered.

Parents receive an Annual School Report towards the end of the Summer Term and this includes:

a) Subject attainment against national expectations

b) Attendance, behaviour and effort grades

c) Targets for the following year (English and Maths)

d) General comments

e) Statutory assessment results if applicable