



# Long Lane Primary School

## Assessment and Record Keeping Policy

Date	Description
May 25	Agreed by Operations Committee

<b>Review Schedule</b>	Two years
<b>Next Review</b>	May 2027

## **Aims**

This assessment policy aims to support teaching to the highest standard by making explicit how teachers can enable children to learn by using assessment;

- support teachers in sharing this process with colleagues.
- help teachers make well-founded judgements about pupils' attainments and progress.
- track the attainments and progress of individual pupils and pupil groups over time.
- collate information that enables the Governing Body to evaluate practice across the school.

## **Responsibility**

### **The Headteacher will:**

- Ensure that a rigorous whole school assessment system is in place.
- Ensure that the principles and practices outlined in this policy are communicated to and followed by all staff.

### **The Assessment Co-ordinator will:**

- Produce termly and ad hoc analysis of test results and teacher assessments
- Review end of Key Stage 2 results (EYFS (Early Years Foundation Stage), Year 6 SATs) and share with Senior Leaders, Middle Leaders, Governors and Teachers.
- Track pupil's progress, monitoring performance and progress of key groups.
- Regularly review pupil's progress and monitor the performance and progress of key groups through discussion with Senior and Middle leaders.
- Ensure assessments set are fit for purpose and enable pupils to demonstrate the knowledge and skills learned.
- Ensure that all teachers have an up-to-date understanding of testing specifications.
- Conduct regular moderation of assessments in conjunction with teachers.

### **The Assessment Administrator will:**

- Produce Annual Assessment Cycle
- Keep stock control of test papers
- Ensure test materials are provided to staff
- Ensure all tests are recorded on Sims and reports provided to teachers
- Ensure Puma Maths, PiRa Reading & Salford Reading test results are recorded on the online Rising Stars Assessment Mark system and analysis reports provided to teachers
- Ensure targets and end of year assessments are recorded on FFT Aspire online system
- Submit results of National tests

### **Classroom teachers will:**

- Have an up-to-date knowledge and understanding of relevant testing specifications.
- Assess pupil's work accurately using appropriate assessment criteria.

- Keep up to date teacher assessment records.
- Enter end of term data (3 times a year) onto SIMs by the deadline.
- Administer additional tests throughout the year, in line with our assessment cycle, for example, PUMA Maths, PiRa Reading, Hodder Spelling, etc.
- Attend moderation meetings.
- Prepare for and attend termly Pupil Progress Meetings.
- Keep Class Needs Analysis tool up to date for each term.

**Parents/Carers will:**

- attend Parent-Teacher consultation meetings to discuss their child's progress.

## **Policy Statement**

The purpose of the school's ASSESSMENT is to:

1. Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning, progress and attainment, in order to teach effectively.
2. Identify, celebrate and share achievement.
3. Provide parents with accurate information about their child's attainments and progress; regularly and when needed.
4. Provide feedback to pupils to help them take control of their learning.
5. Identify "next steps" for each pupil and express these as targets for their future learning.
6. Provide information to relevant professionals.
7. Be accountable and fulfil legal requirements.
8. Aid the transition to a future school.
9. Identify and evaluate the progress that each pupil is making within individual lessons and over time.

## **Procedures**

All staff and associated stakeholders should familiarise themselves with the accompanying document entitled "*Assessment and Record Keeping Guidance and Procedures*".

## GUIDANCE AND PROCEDURES

### Foundation Stage Profile

By the end of the Foundation Stage each child will have a profile which gives their attainment in each of the 3 prime areas of learning and 4 specific areas of learning. At the end of the foundation stage the profile summary is sent to West Berkshire LA (Local Authority) and passed on to Year 1. The Foundation Stage Profile is based on teachers' ongoing observations and assessments in seven areas of learning. Each child's typical developments and achievements will be recorded on 17 assessment scales derived from the early learning goals.

<b>Prime Areas</b>			
<p><b><u>Communication and language</u></b></p> <ul style="list-style-type: none"> <li>Listening, attention and Understanding</li> <li>Speaking.</li> </ul>	<p><b><u>Physical development</u></b></p> <ul style="list-style-type: none"> <li>Gross Motor Skills</li> <li>Fine Motor Skills</li> </ul>	<p><b><u>Personal, social and emotional development</u></b></p> <ul style="list-style-type: none"> <li>Self- Regulation</li> <li>Managing SelfBuilding relationships</li> </ul>	
<b>Specific Areas</b>			
<p><b><u>Literacy</u></b></p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Word Reading</li> <li>Writing</li> </ul>	<p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>Numbers</li> <li>Numerical Patterns</li> </ul>	<p><b><u>Understanding the world</u></b></p> <ul style="list-style-type: none"> <li>Past and Present</li> <li>People, Culture and Communities</li> <li>The Natural World</li> </ul>	<p><b><u>Expressive arts and design</u></b></p> <ul style="list-style-type: none"> <li>Creating with Materials</li> <li>Being imaginative and Expressive.</li> </ul>

### Formative Assessment (continuous)

This takes place through evaluating planning, Teacher assessment (observation, marking, feedback, questioning, discussions with pupils), self-assessment and peer assessment.

In **Reading**, staff will assess using the LA framework grids as a guide, they will assume a 'best fit' (by this we mean most objectives secure) with consideration of the individual child's profile. Staff will expect to see a 'range of work' (3-5 pieces of evidence) at secure standard.

In **Writing**, staff will use LA framework grids as above and a combination of summative and formative assessments to make judgements.

In **Maths**, staff will use the Long Lane maths assessment grid (and other mastery summative assessments)

Staff will attend LA writing moderation and moderation with other linked schools once per year.

### Summative Assessment

This is carried out through; End of Key Stage Tests/tasks, PUMA Maths, PiRa Reading, Hodder Spelling and Salford Reading. RWI spelling and phonic assessments, IXL and Accelerated Reader can also be used to support judgements made.

### Moderation of judgements

Staff will moderate their judgements within school at staff meetings at each data point

### **Target Setting**

Targets are set at various levels:

1. School targets to predict what each year group will achieve at the end of the academic year
2. Individual children's targets for performance (attainment and progress) in English and Maths.
3. Targets within Support and Achieve Plans (SAPs).

## **Records**

**The following information will be kept for each child in the school;**

- Foundation Stage – Nuffield Early Language Intervention (NELI) Assessment, Baseline and end of year
- Year 1 and Year 2 Phonics Screening results
- Year 4 Multiplication Table Test Check
- Key Stage Two NC test results
- Results of Salford Reading, Hodder Spelling, Puma Maths and PiRa Reading Tests
- STAR Reading Assessments
- Pupil record form
- Teacher assessment for Core subjects at the end of each term
- Teacher assessment for Foundation subjects at the end of the year
- Copies of Annual Pupil Report to Parents
- Educational records passed on from other schools

All data will be used to inform planning, and identify children who have special education needs, including Potential High Achievers and those who are close to ARE. This will be monitored through the Class Needs Analysis and Pupil Progress Meetings. All assessment data will be stored on SIMS to; aid pupil-tracking analysis, target resources and assist the target setting process.

## **Recording and Reporting**

A written report is sent to parents every year. In Year 6 parents are given information about their child's achievement and the year groups' results compared to national results for the previous years. In Year 4 parents are given the results of their Childs' Multiplication Table Check. In Year 1 they will be given notification of their child's phonics screening result and in EYFS, their Foundation Stage assessments.

Phonics Screening results, Multiplication Check and Year 6 teacher assessments are sent to the Local Authority (LA) electronically via SIMs, and the LA passes these on to the DFE (Department for Education). All teacher assessments and test results for Y6 are sent to the Local Authority (LA) electronically via SIMs, and the LA passes these on to the DFE and to secondary schools on our behalf.

## **GDPR (General Data Protection Regulation)**

Please refer to our GDPR policy for further information.

## **Teacher Assessment Terminology Used**

1. Emerging
2. Developing
3. Secure
4. Mastered

[Assessment annual cycle 2024-25.docx](#)

