

ASSESSMENT, RECORDING, AND REPORTING POLICY

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Person(s) Responsible for Review:	SLT (DHA, Head of Pre-Prep and EYFS Curriculum Coordinator)

ASSESSMENT EYFS, KS1 and KS2

(For additional EYFS information please see page 9 onwards)

Assessment is an integral part of teaching and learning. It plays a key role in all areas of school life. This policy should be read in conjunction with the Framework for Pupil Performance at The Manor.

Aims of Assessment

The aims of assessment are:

- To clarify pupils' understanding and areas of weakness and strengths
- To plan activities to meet the needs of all pupils and to ensure their progress
- To nurture pupils' learning and identify areas for further work
- To evaluate staff teaching and planning
- To report progress of achievements to pupils, parents and other staff
- To monitor pupils' learning in terms of individuals, sets, classes and other criteria such as EAL
- To monitor the effectiveness of teaching
- To set targets and track progress

Methods of Assessment

It is important that judgments focus on the process through which a child has gone, as well as the output attained when children's work is assessed.

Assessment is ongoing and is carried out in a variety of ways:

- Working with or speaking to pupils – questioning and discussion
- Observation of practical tasks and pupils working
- In marking of written and pictorial tasks
- Testing

Types of assessment

Assessment can be broadly categorised as either Assessment for Learning (formative) or Assessment of Learning (summative). Formative assessment is a process of on-going continuous assessment used in mapping out the steps which

pupils are following in their learning. Summative assessment considers what a child has achieved at a set moment in time. Additional end of unit assessments are carried out in many subjects.

At The Manor, each carries equal importance. They are addressed separately in this policy.

ASSESSMENT FOR LEARNING

This is an ongoing process throughout the school in order to facilitate pupil progress and direct teaching and learning. It is part of the day to day classroom activity and forms part of a teacher's planning. This assessment, which can broadly be described as formative, is a process of continuous assessment used in mapping out the steps which pupils are following in their learning.

Planning

Planning is done at three levels:

1. **Long Term (whole school)** Plans ensure a clear progression throughout the school, ensuring that a broad and balanced curriculum is delivered. In the Early Years Foundation Stage coverage towards the Early Learning Goals is carefully mapped within topics. Each class teacher ensures that the curriculum offered matches the needs of the pupils in their class.
2. **Medium Term (termly/half termly)** Teachers plan for each subject, identifying clear learning objectives and activities. This planning informs teachers' weekly planning and paces the learning for the term.
3. **Short Term (daily/weekly)** Teachers recognise the range of needs and abilities within their class. They select appropriate activities and resources, which take account of pupils' prior learning. Teachers' assessment methods are appropriate to the learning objectives and planned activities and assessments inform future planning.

Adaptive teaching, scaffolding and differentiation in Planning

Medium term plans and individual lesson plans refer to at least 3 levels of ability:

- HA = Higher ability
- MA = Medium ability
- LA = Lower ability

Plans also reflect SEND, More Able and EAL provision.

Formative Assessments in Teaching and Learning

Teaching techniques and assessment methods take into account and reflect pupils' individual learning styles and evidence of formative assessments are collected through:

- observation
- questioning
- talking and listening
- samples of work
- allowing pupils to evaluate and assess their own work
- marking work
- children presenting work to others e.g. during plenary sessions

The information gained from these on-going formative assessments helps teachers plan the next step in children's learning for the whole class, groups or individual children. We believe that children should be involved in the process of Assessment for Learning, so they know what they are supposed to be learning, what they have achieved and how they can improve. Much of this is achieved through thorough marking with stated areas for improvements as well as through 1:1 verbal feedback. This is part of the target setting process. The pupils are given opportunities to self-assess and peer assess their work against the shared learning intention and success criteria and identify learning improvements.

Self-Assessment and Peer Assessment

Self-assessment (where pupils engage in assessing and reviewing their own progress, setting targets for future improvement) and peer assessment (where pupils engage in collaboratively assessing their peers) are both encouraged at The Manor.

It is important to involve children in self-assessment activities in order that they become central agents in their own learning. It gives them the vocabulary to engage in their own progress, encourages them to take responsibility for their learning and to become more independent and self-regulatory in the learning process. Peer assessment fosters positive relationships between pupils and enables children to participate cooperatively and collaboratively as a community of learners.

The School aims to encourage pupils to reflect on their achievements in relation to pre-acknowledged success criteria. This takes place in conjunction with formal target setting and review **as well as** independently from target setting and review procedures. Self-and peer-assessment procedures include:

- Sharing objectives and their linked success criteria with pupils
- Discussing objectives and their linked success criteria with pupils
- Setting objectives and their linked success criteria with pupils as they gain experience
- Encouraging children to reflect on their performance
- Encouraging children to reflect on their performance and discuss this with peers and staff
- Encouraging children to reflect on their performance and record their thoughts in an informal way

- Encouraging children to reflect on their performance and record their thoughts in a more formal way such as a pre-prepared framework
- Linking these reflections to setting targets for future learning

As indicated above, self-and peer-assessment procedures may be expected to increase in sophistication, formality and regularity as the children progress through the school. However, much of this can be achieved verbally, and evidence will be found in everyday teaching and learning throughout the curriculum. It is not intended that self-assessment be a paper bound activity, and recorded details may not be largely in evidence.

ASSESSMENT OF LEARNING

This gives a summative picture of progress made at the end of a term/academic year or Key Stage. The on-going, end of topic and end of year assessments provide a measure of performance in selected parts of a subject on a particular day. On-going Teacher Assessment provides a picture of the child's performance in the whole subject over a period of time. The two forms of assessment are complementary and together provide a more complete picture of a child's attainment. At key points in the academic year assessments are administered to track pupil progress, plan appropriate learning experiences and to set curriculum targets. The Manor has a comprehensive schedule of assessments from PN to Year 6 and progress of cohorts and individuals is monitored throughout.

At The Manor we track pupil progress to ensure that children are achieving their full potential. In the Autumn all classes complete formal assessments in Reading, Writing, Spelling and Maths, and in the Summer, English, Maths and, for Years 3-6, Science. Meetings are held during which the progress of all pupils will be discussed. Any dips in achievement are noted and acted upon. For example, the SENCO may use additional specialist assessments with pupils whose assessments are not as expected. Assessments are also used to identify those who are performing above the expected levels, so that those pupils too can be given the challenge and extension they need.

In addition, each child in Year 3 and Year 5 undertakes specialist screening tests for dyslexia and Year 4 and 5 children complete Cognitive Ability Tests (CATs).

GL ASSESSMENT

Our Year Group standardised assessments are carried out by the same company, GL Assessment.

The advantage of a single company providing our standardised assessments is that the results can be more reliably compared than if the tests were provided by a variety of different companies.

We also know what they mean in national terms. For example we know that:

STANDARDISED SCORE	NATIONAL PERCENTILE
85	18
90	26
95	38
100	50
105	62
110	74
115	82
120	89
125	95
130	97

The reports GL Assessment produce for the school include:

For each subject test:

- Individual Student Report for Teachers
- Group Report for Teachers

In addition, the system can produce comparative reports. The CAT4 Combination report takes data on pupil ability from CAT4, and on attainment from the Progress Test in Maths (PTM) and Progress Test in English (PTE). It can also include data on reading from the New Group Reading Test (NGRT) as an alternative to PTE.

With this we can:

- Correlate a pupil's performance in English, Maths or Reading with their ability as demonstrated in CAT4
- Identify whether the relationship between ability and attainment is as expected or whether there is a significant divergence in scores which may need further investigation
- Compare performance using the national benchmark
- Deepen the understanding of pupils' current and potential performance.

Monitoring and Planning for Progress

The Manor's approach is to continuously monitor progress for all pupils. In the Early Years we use the Target Tracker programme and from Y1-6 we use iSAMS Tracking Manager to house assessment results and help monitor progress for each pupil. Class and group sizes are deliberately small: thus care for the individual is given every encouragement. When teachers talk to pupils with comments on their work, the focus is very much on building short-term steps.

Pupil Voice Learning Surveys help us to assess not only the children's thoughts on the way that they are being taught but also their attitudes to their own learning.

TRACKING THE INDIVIDUAL PUPIL

Each pupil's progress is tracked by their teachers carefully throughout the academic year and there are 'hand-over' meetings to the following year's teachers at the beginning of the academic year where each pupil is individually reviewed and notes are documented

Additionally, the standardised assessment data for English and Maths for KS1 and KS2 pupils is put on an individual tracking sheet; CATS and Science scores are added where appropriate in KS2.

The assessment data on each EYFS pupil is entered into Target Tracker (this is overseen by the EYFS Curriculum Coordinator). Target Tracker enables teachers to track a pupil's progress from entry to The Manor on the 'Development Matters' grids. This provides evidence of progression and development throughout the Early Years. (Please see Appendices 4 – 11 for sample Target Tracker reports.)

FOLLOWING STANDARDISED SCORES

Personnel

All staff are very much involved in assessment but the key staff are:

1. **Deputy Head Academic** is the head of assessment and has overarching responsibility for assessment.
2. The **Education and Welfare Committee** (Governors with educational experience, the Head, Deputy Head Academic, Deputy Head Pastoral and Head of Pre-Prep) oversees all of the academic side of the school, including Assessment. Assessment is a standing item on the termly agenda.
3. **ISAMs Co-ordinator** This post-holder has responsibility for ensuring that all the relevant marks are put onto ISAMs, the school's Management Information System.
4. **EYFS Curriculum Coordinator** This post-holder supports the Deputy Head Academic, the iSAMS Co-ordinator and the Head of Pre-Prep. They are responsible for tracking progress through EYFS using Target Tracker and for administering the Reception Baseline assessments.
5. **Learning Support Team** In close conjunction with teachers, the Learning Support Team tracks individuals on the Learning Support List very closely to inform teaching, additional support needs and next steps. They make provision for additional support for individual pupils as appropriate and monitor and review the impact of the provision to ensure that expected progress is being made. A member of the Learning Support Team is at every Section meeting. Children who are raised as a concern at this meeting are monitored closely.
6. **More Able Coordinator** The post-holder is responsible for updating the More Able Register and guides the staff in how to best support, encourage and challenge the More Able children. Please see Provision for the More Able.

7. **Heads of Subject and Pre-Prep Subject Coordinators** have an important role to play in analysing the progress that individuals and groups of pupils are making in their subject.
8. The SLT and members of the teaching staff access analysis data on Google Workplace and meet regularly to review outcomes and discuss next steps
9. Assessment appears on the SLT Weekly Agenda as a standing item so that the DHA can make SLT aware of all developments and ongoing assessment.

Staff Meetings

Regular staff meetings are used to discuss year group assessments and the children's outcomes so that we can consider how best to support the children's progress and focus the teaching even more sharply.

RECORDING OF ASSESSMENT

Records kept electronically

Pupil tracking data is stored on Google Workspace and on the iSAMS Management Information System so that all staff can access this data as required.

Analysis and Tracking of the Individual Child's Progress through KS1 and KS2

The Deputy Head Academic has the overall responsibility of continually updating each child's individual tracking information from Y1 upwards. They maintain records of assessment data about each child. The Deputy Head Academic, Learning Support Team, Heads of Subject and Pre-Prep Subject Coordinators analyse and discuss data with the relevant staff (including Class Teachers, specialist teachers, More Able Coordinator and EAL Coordinator) as well as action that is required as a result of the analysis. They are also responsible for providing information to the SLT about trends within the school, i.e. reading progress between years and SEN tracking data. Assessment Analysis Meetings take place throughout the year.

Formal data from internal assessments and the GL assessments is used in the following ways:

- a. **GL reports:** the GL system allows us to produce reports as detailed earlier, showing pupils' raw and standardised scores and a detailed breakdown of individual pupil's strengths and weaknesses in each relevant subject area. **It is also possible to draw reports covering the performance of the following groups:**

- i. EAL
- ii. Learning Support and SEN
- iii. Gender groups
- iv. Individual pupils

- b. **iSAMS Tracking Manager:** this uses all the assessment data on the database and allows analysis of an individual pupil's performance since

they joined the school, showing their progress and performance against their peers

Records kept by the Form Teacher and Subject Teachers

Form (up to Year 4) and subject staff (Years 5 and 6) keep records of pupil progress, sufficient to inform teaching, report writing and parent meetings. This is in the form of marks in their mark books and annotations on the medium term planning documents.

Writing assessments are completed termly and the papers are kept by the Form teacher (up to Year 4) or English teacher (Years 5 and 6) and handed on, each September, to the new English teacher. Each pupil has an Online Writing Portfolio, which is updated annually with the final piece of assessed writing for that year. This portfolio of writing is handed on in September to the new English teacher.

Standardised Assessment Data is all stored in the Assessment Drive within the Google Workspace.

Non-standardised assessments are the responsibility of the Subject Teacher.

Where there are particular concerns over a child's progress, extra documentation may be kept at the discretion of the Learning Support Teacher and the Form Teacher.

REPORTING TO PARENTS

Reporting to parents takes place in four forms:

- Informal verbal reporting on an individual basis
- Formal Parents' Evenings
- Formal written reports
- Learning Journeys in EYFS

○ **Informal verbal reporting**

This may take place at the initiation of a parent or staff member. Arrangements are made to the mutual convenience of all involved parties, and the staff member present keeps a record of any decisions made. The staff member must report any issues of importance to the Head/Head of Section as soon as possible after the conclusion of the meeting and record the meeting on a Parent Meeting Form to be stored in Pastoral records CPOMS.

○ **Parents' Evenings**

All parents are sent a letter of invitation from the relevant Head of Section, in liaison with the Head's EA. Parents are invited to make electronic bookings. A schedule of appointments is then generated for all relevant staff to view.

Where occasionally parents or a staff member cannot attend Parents' Evening, alternative arrangements are made to the mutual consent of all involved parties. Staff members must report any issues of importance to the Head/Head of Section as soon as possible after the conclusion of the meeting.

- **Written Reports**

Written reports are sent to parents at least once during each academic year.

ASSESSMENT, RECORDING AND REPORTING IN EYFS

ASSESSMENT ON ENTRY TO THE EYFS

On entry to the EYFS children are assessed to determine their level and stage of development. This is entered on Target Tracker. Children entering Reception are currently assessed through the CEM Baseline Assessment (from Sept 2022) for value added analysis as well as through internal baseline assessments.

Progress Check at the age of two

Between the ages of two and three, we review the child's progress and provide parents with a written summary of their development in the Prime areas. This is discussed at a meeting with parents who are asked to add their comments. Parents are encouraged to meet with their health visitors prior to this check. If there are any developmental concerns other professionals are consulted and action is taken. e.g. EYSENIT, speech and language therapists, occupational therapists etc.

ASSESSMENT OVER THE COURSE OF THE EYFS

Class Teachers / Key Persons have responsibility in making assessment an integral part of teaching and learning.

Assessment is based primarily on the practitioner's professional knowledge of what the child knows, remembers and can do day to day. It is a means of checking whether a child has learnt what has been taught (for example letter/sound correspondence) or can take place during routine interactions with children and does not need to be planned or documented. The practitioner may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of every day learning to plan what to teach next. Where something has been well taught a child's learning is embedded and secured. The child is likely to demonstrate what they know and can do consistently in a range of situations.

Summative assessment is based on a holistic view of the child's development, learning and progress. Summative assessments are made to provide a summary of a child's development and learning across all areas. Summative assessments include the 2 year old check and the Early Years Foundation Stage profile data

against the ELG at the end of Reception. When assessing children against the ELG's, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child. The ELG's are interconnected, meaning that children demonstrate attainment in more than one area of learning when engaging in a particular activity. Practitioners should consider the child's development across the areas of learning, and whether the levels of development in relation to each of the goals make sense when taken together.

Assessment is predominantly based on the teacher's professional judgement but should also take account of contributions from a range of perspectives, including the child, their parents and other relevant adults. *[EYFS Profile Handbook 2024]*

Each child has a Learning Journey of achievements and milestones. This may be in the form of photographs (using the Target Tracker App), child initiated work and observations. These are shared regularly with parents and their contributions are encouraged.

PARENTAL CONTRIBUTIONS

Parents provide us with valuable information before starting in the EYFS. Parents have opportunities every day to communicate with their child's Key Person or class teacher.

Parents' Evenings (appointments system) are arranged during the Autumn and Spring term for parents of all children in the EYFS. These are opportunities to discuss individual children's progress and plan their next steps.

Parents are sent questionnaires about their child's progress and asked to inform us of landmarks they observe to add to their child's Learning Journey Profile.

Developmental Journals (National Children's Bureau) - SENIT DJ

This is designed to help families, teachers and other practitioners support development, especially where children have SEN and disabilities. The Journal is used for a child who is unlikely to progress in the same way or at the same rate as other children, whether or not a particular learning difficulty has been identified at this stage.

TARGET TRACKER

PUPIL TRACKING AND TARGET SETTING

Pupils' progress is tracked on Target Tracker.

Analysis of results

Target Tracker enables:

- A variety of graphical reports and charts to be produced.
- Identification of strengths and weaknesses of individuals and cohorts

- monitoring of achievements and review of practice
- the informing of curriculum planning
- the informing of development plans

The continuous reviewing and updating of tracking data gives practitioners the opportunity to revise and refine targets for the class. This includes identifying intervention groups such as Gifted and Talented and those with Special Educational Needs (SEN). In doing so it is possible to ensure that every pupil has challenging and realistic targets set for them. By recognising the individual abilities of pupils, the setting can make finely tuned adjustments for the target setting of each cohort. The potential to achieve these targets is made possible through effective classroom organisation, setting of learning groups and careful planning.

Other formal assessments

These occur during the Reception year and include the CEM Assessment Baseline (from Reception 2022) . This enables progress to be tracked from Reception onwards, using standardised scores.

ASSESSMENT AT THE END OF THE EYFS - THE EARLY YEARS FOUNDATION STAGE PROFILE

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:

1. Personal, social and emotional development
2. Communication and language
3. Physical development

The specific areas of learning:

4. Literacy
5. Mathematics
6. Understanding the world
7. Expressive arts and design

The learning characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

[EYFS Profile Handbook 2024]

The **Foundation Stage Profile** is completed in the final term of the year the child reaches 5 and no later than the end of June in that year.

For each ELG, teacher's must judge whether a child is:

- meeting the level of development expected at the end of the EYFS (expected); or
- not yet reaching this level (emerging)

The ELG's are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development.

This information is shared with parents alongside a written end of year report. This report is also shared with Year 1 teachers.

Moderation Arrangements

We take part in any moderation activities provided by OCC and submit data as requested at the end of the Summer Term for summer born children to OCC.

There is no other external moderation from OCC. Internal moderation between classes ensures that our assessments are accurate and robust. We meet with Year 1 teachers to aid our moderation between the two Key Stages.

REPORTING ARRANGEMENTS

Throughout the EYFS, Parents' Evenings are held in the Autumn and Spring Terms. Parents are able to view Learning Journeys termly or on request.

Formal reports are issued at the end of each academic year for Reception and Nursery children. This report is divided into curriculum areas. As well as any 2 year old checks throughout the year, Pre-Nursery staff write a letter report summarising their progress at the end of the year which is sent to Parents.

Throughout the Early Years we provide informal opportunities, for example at the end of the school day, via email or by a telephone conversation, for parents to discuss their child's progress or any worries and concerns they may have.

In Nursery and Reception, the child's reading progress is reported in Reading diaries. A parent-school partnership is encouraged in this process.

We fulfil the legal requirements by completing:

- The 2 year old check
- Within the final term of the EYFS (Reception Year) we provide the parents with:
 - an End of Year written Summary Report reporting on the child's progress covering each of 7 areas of learning (including assessment against each of ELG (Early Learning Goal) descriptors. A copy of the EYFS Profile, where the parent requests it
 - details of the arrangements under which the EYFS Profile and its results may be discussed between a practitioner and the parent, giving a reasonable opportunity to do so.

TRANSITION FROM EYFS TO KS1

EYFS practitioners and Year 1 teachers meet to discuss and expand on the information presented in the EYFS Profile. The statutory requirement at the end of EYFS is to make an accurate judgement between the two outcome bands of the EYFS Profile for each of the 17 Early Learning Goals (ELGs). A principled approach

to assessment ensures that a detailed holistic picture of each child's learning and development accompanies the 17 ELG decisions.

OTHER ARRANGEMENTS

When a child moves to a new provider during the academic year, we send the following information to the new provider within 15 days of a request:

- any EYFS data recorded by us
- our assessment made in respect of the child
- where no EYFS Profile of the child has been recorded, the reason why the assessment has not been carried out

As an EYFS provider, we send Oxfordshire County Council the numerical FSP score in all 17 ELG descriptors. Emerging =1 and Expected =2. This is for each child in Reception who is in EYFS provision and in receipt of government funding in the Summer term. All data is internally recorded on 'FS Target tracker' and track children's progress and evaluate our practice and continually raise standards.

If a child starts a new school or provider on the first day of the second half of the summer term (or any time after that), then the previous school should submit the data. If a child moves school or provider any time before the half term, then the new school should submit the data.

The data is used "to gain an overview of young children's attainment and of how children are performing against the early learning goals." *[Assessment and reporting arrangements DfE 2024]*

WHOLE SCHOOL ANNUAL TIMETABLE OF ASSESSMENTS

For an overview of the annual timetable for assessments, reports and Parents' Evenings for each year group please see the '**Framework for Pupil Performance at The Manor.**'

[WIP Framework for Assessment \(March 2024\)](#)