



# **Assessment, Recording and Reporting Policy**

## **Kington St. Michael C.E. Primary School**

<b>Policy agreed (date):</b>	<b>10/01/25</b>
<b>Policy published</b> (including on website):	<b>16/01/25</b>
<b>Next review (date):</b>	<b>January 2026</b>
<b>Reviewed by:</b>	<b>Ellie Burfoot</b>

### **KSM Rationale**

- Assessment should show clearly what a child knows, understands, can do and what they need to do next.
- Teacher assessment should have clear aims and inform future planning and teaching.
- Formative assessment should be part of the teaching and learning process.
- Children should know what is expected, what they are being assessed on and what they need to do to improve.
- Assessments should be recorded in a clear and concise way to inform future planning.
- Assessment should involve looking at the “whole child”, their personal and social development and their attitudes to work.
- Assessment should focus on learning processes, as well as intended outcomes.
- Assessment should identify strengths and be used to identify targets for improvement.
- Assessment should be used effectively to raise standards of attainment and achievement.
- Assessment should provide information for outside agencies.

### **The aims of assessment at Kington St Michael School are:**

- To enable active involvement of learners in their own learning.
- To promote learning and raise standards of achievement and attainment.
- To develop the attitude in every learner that they **can** improve.
- To promote motivation and self-esteem.
- To provide positive interaction between teacher/learner and learner/learner and parent/teacher/learner.
- To create a positive learning environment.
- To celebrate success.
- To help encourage learners to overcome difficulties and build resilience.
- To inform planning so that it meets the needs of all learners.
- To support those not achieving their potential.
- To challenge and raise standards.
- To set accurate individual targets.
- To monitor and track those children vulnerable to underachievement
- To promote a smooth transition within and beyond year groups.



### Teachers have a responsibility to ensure:-

- That they are clear about the objectives for what pupils are to learn and make regular provision for assessment which is related to these objectives.
- Use of their professional judgement when making assessments.
- That assessment and target setting processes are an integral part of their planning.
- That they are able to monitor the progress of pupils successfully and judge the effectiveness of their teaching.
- That they work with colleagues to moderate their judgements about pupils' work.
- That they keep records updated.
- That they provide pupils with effective feedback to support their learning and their next steps.

### Records should:-

- Be clear, concise and easy to maintain
- Be easy to interpret
- Show what an individual child has learnt and understood and is able to do.
- Give information about the levels children are working within in relation to the National Curriculum.
- Indicate next target for learning for the child in an appropriate format.
- Be shared and accessible to parents and children

### Consistency in Teacher Assessment

#### Planning of teaching and assessment

- Collaborative process within year groups and key stages
- joint team planning across the whole school
- agreeing objectives and developing common activities
- set Assessment Weeks during the year
- moderation of work in planning teams/whole school/as subject leaders and as a cluster with other schools

#### Making judgements at the end of each year

- collaboration across year groups, key stages and whole school.
- planned and coordinated assessment
- team moderation
- national moderation

### Stages of Assessment

- **Plan** the teaching based on the skills and knowledge to be taught.
- **Plan** for assessment opportunities.
- **Focus** on the performance of an individual or group of pupils, looking for evidence of learning.
- **Record** what is significant, including achievement beyond the curriculum.
- If necessary, **adapt** teaching plans to promote learning following observations
- **Annotate** pupils' work as a normal part of classroom activities
- Keep ongoing **Teacher Records** of pupil progress
- **Track** attainment and progress of individuals
- **Track** attainment and progress of groups vulnerable to underachievement (SMARTIE Book)
- Update **Insight** with assessment data in line with the monitoring and assessment schedule.



- Evaluate formative and summative data to demonstrate trends/strengths/weaknesses
- Track **progress and attainment** against national expectations and personal targets
- Finalise **Assessments** for each pupil at the end of each year through **Insight**
- Annotate **curriculum progression and coverage** for future planning

### **Assessment Schedule at Kington St Michael**

#### **Annual Assessment**

National Data

School analysis of achievement and progress data

End of Key Stage 1 SATs (optional)

End of Key Stage 2 SATs

End of Year 1, 3, 4, 5 summative tests / assessments

Year 1 Phonics Screening

Year 4 Multiplication Check

#### **Three times per year**

**(School assessment fortnights October, February, May)**

Tracking individual progress and attainment in reading, writing, maths and science

Update Insight tracking with attainment scores

Complete foundation subject assessments through WINKs.

Discussion with SLT on class progress and pupil attainment

Tracking of pupils vulnerable to underachievement (100 Day Plan)

Group and individual targets

Subject leader observations, work scrutiny, moderation



## **Weekly Assessment** (varies with each age group)

Spellings (including common exception words)

Reading (individual or guided)

Multiplication practice/Arithmetic

Homework

Phonic checks- 3/weekly

Evaluation and annotation of planning

## **Ongoing Formative Assessment**

Marking of pupils work

Feedback at the point of learning

Observations

Dialogue with learners/pupil conferencing

Summative testing when appropriate (end of unit/topic)

Pupil-driven self-assessment

Annotation of plans

Reviews of My Support Plans and EHCPs

## **Year Group Assessments**

### **Reception**

School entry information sheet (ISN/F form) – completed by parents giving developmental information and family details

Induction pack with activities for children to complete

Baseline Assessment by end of Week 6

Assessment fortnight - reading, writing and numeracy assessment in October, February and June

Foundation Stage Profile at end of Reception year

Targets set for attainment at end of Year 1

### **Year 1**

Phonics assessments – Every three weeks

Assessment fortnight - reading, writing and numeracy assessment in October, February and June

Future learning targets set

Targets set for attainment at end of Key Stage 1

Phonic Screening Check - May



## **Year 2**

Assessment fortnight - reading, writing and numeracy assessment in October and February  
Optional SATs tests in May  
Phonic checks if required  
Future learning targets set  
Targets set for attainment at end of Key Stage 2 and at the end of Year 3.

## **Year 3**

Assessment fortnight - reading, writing and numeracy assessment in October, February and May  
Future learning targets set  
Targets set for attainment at the end of Year 4.

## **Year 4**

Assessment fortnight - reading, writing and numeracy assessment in October, February and May  
Future learning targets set  
Multiplication Check - June  
Targets set for attainment at the end of Year 5.

## **Year 5**

Assessment fortnight - reading, writing and numeracy assessment in October, February and May  
Future learning targets set  
Targets set for attainment at the end of Year 6.

## **Year 6**

Assessment fortnight - reading, writing and numeracy assessment in October and February  
Future learning targets set  
SATs testing in May  
Transition meetings with secondary schools  
Transition projects completed

## **Day-to-Day Assessment**

Strategies of questioning, observation, discussion, conferencing and checking on children's understanding and analysing their responses are used for different purposes and in different contexts

- asking questions to assess children's starting points, to develop understanding and to check understanding
- using thinking time and talk partners to ensure all children are engaged in answering questions
- use of Teaching Assistants to support children to become engaged, involved and to ensure understanding
- watching children and listening to their discussions to assess their learning as it is happening
- making planned observations of particular children or groups to support their learning and assess progress
- discussing with children to assess understanding, tackling misconceptions or concerns and sharing next steps in learning
- marking and assessing work with children to identify any misconceptions, and to guide them on how they can improve and progress
- independent self and peer assessment, in which the children identify their own achievements, and that of others, and think about what they need to do next to improve



### Assessment for Learning

This is a vital component in the assessment process and through this we aim to:

- allow all pupils to have a clear understanding of what they are trying to learn.
- allow all pupils to be clear about the success criteria and to be able to judge the quality of their own and each other's' work and identify how best to improve it.
- allow pupils to relate their learning past, present and future learning and relate learning to other contexts.
- encourage pupils to talk for learning and to use it to advance their thinking.
- create a classroom buzz where pupils initiate discussions, ask questions and direct their learning.
- support learning through class, group and paired discussions.
- encourage all learners to have an appetite for learning.
- ensure lessons are planned to appropriately challenge and scaffold learning.
- identify pupils who may benefit from same day intervention or future pre teaching.
- provide opportunities for pupils to determine some success criteria themselves.
- be flexible in our teaching and be responsive to pupils' learning needs and the progress they are making.
- use skillful questioning, appropriate resources and engaging activities to focus and sustain learning.
- Be creative in how we assess pupils- WINKS, question cards, quizzes. Different ways to check pupils are remembering more and therefore able to do more. Ensuring the 'sticky knowledge' we want pupils to retain 'sticks'
- Regular opportunities to revise and revisit concepts and skills to ensure pupils are retaining their learning.

### Target Setting and Tracking

Precise target setting and rigorous and regular tracking of progress towards targets is central to the effective systems used. A range of data is used in the process:

- School data
- National and local data
- Prior attainment data showing standards achieved in assessments
- Teacher assessment data
- Data showing proportions of pupils making above, at or below expectations in each cohort
- Data showing proportions of pupils expected progress, or above or below this
- Attendance data
- Gifted and talented data
- Groups vulnerable to underachievement tracking
- Group and individual targets and progress tracking
- Individual, group and cohort target setting and tracking
- Subject leader performance and attainment data and analysis
- Moderation and standardisation practices
- Progress and attainment data for intervention groups

### Setting targets

Target setting is a vehicle by which standards can be improved. Effective target setting enables pupils to improve their learning as they will know where they are now, where they need to be and how they are going to achieve their goal. This motivates the children as they are able to take responsibility for their own learning. Pupil targets are shared with pupils in a child friendly way and are made available as a visual cue during their learning. This enables teachers to celebrate achievements and move pupils learning on in a timely manner.



### **School targets**

Assessment data collected is used as a starting point to identify areas of strengths and weaknesses in the school. From these reviews, school development and improvement plans, staff development, subject leader action plans and priorities and resourcing needs are identified.

### **Cohort and Class targets**

Teachers review previous assessment information to make predictions about how groups of children should be performing. Teachers track the class or cohort progress in relation to these predictions. They may require intervention at class or cohort level so that the children can achieve what is expected of them.

### **Individual Profiles**

An individual file is kept for each child and passed onto the new teacher or school. It contains:

- ✓ Medical information
- ✓ Pre-school information sheet
- ✓ Pre-school records of attainment (if available)
- ✓ Pre-school report (if available)
- ✓ Any relevant records held from a previous school
- ✓ Dated Reception entry sheet
- ✓ Baseline Assessment results
- ✓ Topic books for the current school year
- ✓ Reports (past and present)
- ✓ Future learning targets sheet
- ✓ Home/School Reading record (latest completed)
- ✓ Latest completed numeracy and writing books
- ✓ Keywords check sheet
- ✓ Special Educational Needs Support Plans or reports (where applicable)
- ✓ Progress sheets
- ✓ Tracking sheets
- ✓ Assessments results
- ✓ Targets

### **Other Curriculum Areas**

Pupils work from different curriculum areas are presented a book or a file. These are subject specific such as History, Geography, RE, PSHSE. These will demonstrate the breadth of work covered by the topic and, over the year. Work is dated, marked and select pieces may be annotated to demonstrate understanding, progress and future learning targets. Pupils complete an age appropriate WIAK (What I already know) activity to identify starting points and highlight any pupils who may benefit from pre teaching. At the end of the topic pupils complete a WINK (What I now know) activity. This enables teachers to assess knowledge and understanding of the topic area, address misconceptions and stretch and challenge where appropriate.

A knowledge organiser is stuck into the front of the book to demonstrate the areas of the curriculum covered. Subject Leaders monitor coverage and standards by scrutinising these books and our Cohort Curriculum Tracker, known as the 'Smartie File.'

### **Special Educational Needs**

Some children may be identified as having additional needs, and our special educational needs coordinator will be informed. A separate file is kept on a child with special educational needs. (See KSM SPECIAL EDUCATIONAL NEEDS POLICY)



## Reporting

Reporting, whether written or verbal, has a dual purpose –

- ❑ To inform parents of the course of study covered and the progress attained by their child.
- ❑ To be used as an informative record for the child's next teacher either within the school or on transfer to a new school.

Verbal – Parents are welcome in school at any time. An appointment to discuss their child's progress may be made with the class teacher, SENCO or head teacher.

In Term 2 and 4, parents are invited to attend a formal parent/teacher consultation to discuss assessments, progress and future learning targets. Written target reports are provided for parents to enable parents to support their child at home. All parents are encouraged to attend this meeting.

In Term 4, a mid-year report is sent to parents to demonstrate progress and attainment in reading, writing, maths and science along with future learning targets.

In Term 6, a full written report is sent to parents. Parents are invited to discuss the report with the class teacher and to look at their child's books.

Topic webs, knowledge organisers and class newsletters are sent to parents at the beginning of each term. This enables parents to see the areas of learning to be covered. These are also in the KSM website.

The Home/School Reading Record allows for good communication between home and school regarding progress in reading.

## The Role of subject leaders

Subject leaders at KSM:

- Monitor teachers' marking and assessment practice across their subject and evaluate its effectiveness.
- Promote consistency in assessments across their subject area.
- Provide guidance to other teachers when statutory judgements are being made.
- Provide opportunities to discuss pupils at risk of under achievement.
- Provide opportunities to discuss disadvantaged pupils and put actions in place to support these pupils.
- Use the results of statutory tests and tasks and teacher assessment to inform curriculum planning
- Discuss learning with pupils and observe teaching.
- Monitor coverage, progression, expectations and standards in their subject.
- Use pupils curriculum books, progress files and workbooks to carry out scrutiny of work.