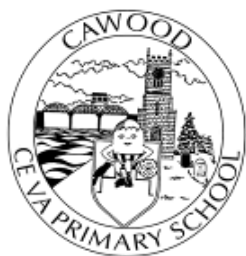


# CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL



## Assessment and Recording Policy (2022)

Document Status			
<b>Date of next review</b>	June 2024	<b>Responsibility</b>	Teaching and Learning Committee
<b>Date of Policy Creation</b>	03 February 2014	<b>Status: Approved at full GB 14.3.18</b> <b>Reviewed at full GB (CV) 27.8.20</b>	
<b>Date of Policy Adoption by Governing Body</b>		<b>Responsibility</b>	Chair of Teaching and Learning
25 February 2014		<b>Signed</b>	
<b>Method of Communication</b>			
Website, Server			

At Cawood CE Primary School we aim to continuously assess the progress of each child and to plan learning programmes based on the information gained. **We aim to record that which is significant.**

### Assessment and Recording at Cawood CE Primary School:

- is formative – assessment for learning; and summative – assessment of learning
- makes judgements of the child’s attainment and progress set against the early year’s framework and the national Age Related Expectations (ARE)
- can be used diagnostically to ascertain *gaps* in a child’s knowledge, skills or understanding.
- is used for target setting, grouping children in a teaching context, setting and reviewing intervention groups
- involves all stakeholders in the teaching and learning process: all staff, children, parents, governors, advisors, the diocese, the local authority

### Assessment and Record Keeping at Cawood CE VA School includes:

1. Long and Medium Term Planning – assessment for learning (Mastery and responsive teaching) is embedded into daily practice throughout the school. This is evidenced in teachers’ planning and is based on observational assessment by the teachers and teaching assistants and involves pupils in the evaluation and assessment of their learning.

2. We achieve agreement on pupil progress and attainment by
  - Mark schemes for statutory end of Key Stage tests
  - QCA mark schemes for Years 3, 4 and 5 optional tests and NFER Tests for Maths and Reading
  - Making judgements using the age appropriate Age Related Expectations (ARE)
  - Moderation with colleagues at our school and other cluster schools
  - Moderation of the FS profile and other LA moderation
  - Quality assurance meetings with the SIA
  - Ofsted and Siams inspections
  - Use support materials.
  
  - Writing moderation with our local school and with the authority if we are a selected school.
  - Analysis and discussion at pupil progress meetings every half term
3. Individual Pupil Portfolios - these include
  - End of EYFS Individual Record Sheet from SIMS assessment materials
  - End of Key Stage Assessments, including the Year 1 Phonics Screening Test
  - Copies of Reports to Parents including a March mid-term report and a final end of year report.
  - Copies of any medical, social or SEN reports or letters regarding absence during term time
4. Additional Assessment Portfolios include
  - Learning Journals for pupils in EYFS and online Tapestry records
  - A child's individual ICT file on the school server
  - Age related standard files include copies of pupil work
5. Individual Record Sheets
  - A tracking spreadsheet of the children's test results For Reading, Writing, Maths and SPAG. These are updated at the end of every half term.
  - The child's level of attainment is recorded using teacher assessment and specific tests
  - Reading ages are recorded termly until the child reaches the top of the scale
  - Reading progress is regularly monitored as part of the RWI monitoring process.
  - Reading records are closely monitored at KS1 and KS 2 to monitor reading, fluency and comprehension
  - Spelling ages and the RWI spellings are used to measure progress at the end of a unit or on a termly basis.
6. Completed project and exercise books are kept in school for one school year and the Autumn term and all books are continued from year to year.

Teachers use their own mark books/files for recording as appropriate. These are individual teacher's notes and are not part of the overall monitoring

7. Reporting to Parents
  - The Nursery and Reception teachers complete the EYFS profile and report to parents in the first term, discussing with them what the next steps will be.
  - Parents are offered two interviews a year, more frequently if considered necessary by the class teacher or parents. During the period of the pandemic (COVID-19) interviews may take place via

the telephone or zoom. In exceptional circumstances, where an interview cannot take place with the use of technology, the school will offer a safe socially distanced meeting.

- Once a year parents receive written reports, including next steps for learning. Parents also receive an interim report on progress in the Spring term.
- At the end of Key Stages parents are informed of their child's level of attainment in the core subjects by using the results from the end of Key Stage Assessments.

#### 8. Reporting to a new school

When children transfer to new schools we use the DfE electronic Common Transfer Form (CTF) and pass on as much information as possible to help the transition go smoothly and effectively. If a child transfers to another primary school we pass on the child's Individual Portfolio which is updated with a short narrative and his/her exercise and project books.

When children transfer to secondary school, the Year 6 teacher liaises closely with the secondary staff, completes the Selby Area Common Transfer form, PE levels sheet and MfL coverage sheet. They also pass on Individual Portfolios and any further information requested.

**NB This Policy should be read in conjunction with the Policy for Special Educational Needs and the Policy for the EYFS.**

**14.3.18**

**Updated 23.8.20 (COVID -19)**

**Updated June 2022**