



ASSESSMENT AND REPORTING POLICY

Rationale

Assessment complements and assists teaching and learning and is a vital tool in supporting school improvement and raising standards of achievement and attainment for all of our pupils. This policy outlines the purpose, nature and management of assessment in our school and the reporting of results to parents.

The Nature and Purposes of Assessment

All assessment should:

- Help all pupils to demonstrate what they know, understand and are able to do.
- Include reliable judgements about how learners are performing related, where appropriate, to national standards.
- Involve both teachers and pupils reviewing and reflecting upon assessment information.
- Provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these.
- Enable teachers to plan effectively, ensuring work is well matched to a child's level of attainment.
- Identify where specific help or intervention is required.
- Provide the school with information to evaluate its work and set appropriate targets at whole school, class and individual pupil levels.
- Enable parents to be involved in their child's progress.

Implementation Procedures

Teacher assessments should:

- Be made systematically and continuously throughout each key stage.
- Give all pupils the opportunity to demonstrate what they know, understand or can do.
- Use a variety of assessment techniques.
- Be carried out as part of normal classroom activities.
- Use both formal and informal assessment opportunities.
- Follow published guidelines regarding help allowed, equipment used and time limits etc.

Teacher assessments should be carried out in all classes with children in Kindergarten to Year 6. Part time and temporary teachers and teaching assistants should also contribute to teacher assessments in consultation with the class teacher.

Types of Assessment

Assessment procedures in Ayscoughfee Hall School will involve both formative and summative assessments.

Formative Assessment

Formative assessment takes place on a day to day basis in every classroom. The purpose of formative assessment is to evaluate children's knowledge and understanding. It impacts on planning classroom practice and on the use of support for pupils.

Formative assessment will take a variety of forms including:

- Observations of pupils during lessons
- The setting and monitoring of targets in reading, writing and mathematics to help pupils achieve specific goals. Targets to be reviewed regularly – at least each half term – and written on pupil’s individual target sheets
- Marking and feedback of pupils’ work, particularly the use of verbal feedback
- Question and answers given during class/group discussions
- Analysis of independent learning activities
- End of unit investigations or tests
- Spelling or short maths tests (for example mental maths in junior classes).
- Information from children about their views of how well they have understood something

Summative Assessment

Summative assessment enables the school to track pupil progress over time and against national standards. Through summative assessment the school is able to monitor pupil attainment throughout their time at the School, ensuring that all children are challenged and meet their full potential.

Summative Assessments will take the following forms:

EYFS

Information about new children joining Ayscoughfee Hall School in Kindergarten is gained prior to them starting school through discussions with playgroups and nurseries, parents and any other relevant parties.

A baseline assessment for Kindergarten is informed from this information and staff’s own observations over the first few weeks of the term. The Reception baseline is formed from the Kindergarten end of year results and Reception teachers own initial observations. Both are recorded on O Track using their format. In the EYFS, Development Matters, along with professional judgement is used to help us meet the requirements of the Statutory Framework for EYFS. Development Matters sets out pathways for children’s development in broad ages and stages. This is not a tick list however the observation checkpoints help us identify children at risk of falling behind and help us define the next steps that are required.

Throughout Reception professional judgement is used to contribute to each child’s Foundation Stage Profile and is shared with parents termly through a learning journey. At the end of the Reception year, a full report on Characteristics of Effective Learning and the Early Learning Goals is provided for parents.

Years 1 - 6

- Children from years 1 to 6 will be formally assessed in mathematics and reading using the Rising Stars PIRA and PUMA tests at the end of each full term. These assessments will take place during a specified week and should be marked by the Class Teacher. Children should, as far as possible, be given age appropriate tests; for those children working significantly below their year group, a lower year group test may be administered following consultation with the SENDCO/Head teacher and subject leaders.
- Times tables assessments through the use of the Times Tables Taekwondo scheme are used each week.
- Writing is assessed through the teacher assessment of a variety of pieces of work throughout the term and a level given at the end of each term.
- Foundation subjects are assessed through the O Track system at the end of each half term. Teacher judgement is used to assess the children in each subject. The following grades are given:
 - Working below expected standard (B)
 - Working towards expected standard (W)
 - Working at expected standard (A)

- Working at a greater depth than expected standard (G)

Children's progress will be closely monitored by the Senior Management Team and SENDCO. Data from standardised assessments will be used to inform intervention programmes for those children who do not meet the expected standard or above for their age group.

The structured programme of formal assessments will be monitored by the Senior Management Team and Subject Coordinator where relevant.

Reporting

The school considers the sharing of assessment information with parents to be essential in helping to maximise the full potential of every child. Reporting allows for successes to be built upon and areas of development supported.

Effective reporting should:

- Provide parents with a summary of their child's achievements in all aspects of school life. It enables parents to see clearly what progress their child has made and what can be done to assist that progress in the future.
- Play an important role in helping parents to understand the work of the school and strengthen the partnership between home and school.
- Comment clearly and perceptively on the child's progress and by the inclusion of targets for future learning the report can help parents, pupils and receiving teachers to see how progress can best be made.

Entitlement and Statutory Requirements

Parents of all pupils of statutory school age must receive an annual written report containing:

- Brief particulars of the pupil's progress in subjects and activities studied as part of the school curriculum.
- Strengths and particular achievements together with any particular weaknesses.
- Details of the pupil's general progress.
- Details of how to arrange a discussion about the report.
- A summary of the pupil's attendance record.

Reporting Arrangements at Ayscoughfee Hall School

At the end of each full term parents of pupils from years Reception to 6 will receive:

- A written report of pupil's progress in core subjects and general progress (Autumn and Spring Terms)
- A full written report of pupil's progress in all subjects (Summer Term)
- Assessment information from summative assessment tests at the end of each term (years 1-6)
- Assessment information from INCAS assessments (Autumn Term only , years 2-6)
- Children in Kindergarten and Reception receive written targets throughout each term which are updated regularly and are attached to the learning journey. Targets are on termly reports and are shared with parents.

Presentation and Content of School Reports

- The class teacher is responsible for writing the subject comments in the reports for each pupil in his/her class and comments on general progress. The latter may include comments on pupil behaviour, his/her contribution to the life of the school and any special achievements in the school

year. Written comments from specialist teachers are included in the end of year report, for Reception upwards.

- Each report must be signed by the class teacher and countersigned by the Head Teacher. All end of year reports must be received by the Head Teacher for approval, comment and signature before their distribution to parents.
- The required attendance figures (total numbers of sessions with unauthorised absences) will be entered on the report before distribution to parents.
- The end of year report shall refer to total absences for the year. Comments will be typed using Calibri font, size 12. Care must be taken to ensure correct spelling, grammar and punctuation are used in the report.
- Written comments should give a clear picture of the child's attainment in each subject. Comments should be clearly related to each subject and to elements within the subject (e.g. spelling, handwriting, or more specific skills which the child has mastered or is having difficulty with) where appropriate.
- Comments should include clear targets to enable children to improve their work and for parents to see how they can help their child. End of year targets for reading, writing and mathematics will form the basis for new targets at the beginning of the next academic year.
- Reports will be sent to parents by 'pupil post'. For parents whose child is absent on the date of distribution, the report will be sent by post on that date.
- For parents who live apart and for whom we have contact details, two copies of reports will be made available and sent to each parent individually.
- A copy must be filed in the A4 "Report" folder kept by each teacher to be passed on to subsequent teachers and a second copy filed in the office. Copies of all previous reports will be sent together with the pupil's records on transfer to a new school.
- When a child transfers to another school, other than at the end of a key stage, the School Secretary will collect the information detailed in this policy from the class teacher and forward it to the new school, together with the pupil's records, as indicated within the time scale outlined below in this policy.
- Parents' evenings will be held two times a year in the Autumn and Spring terms to enable parents to discuss their child's progress and to view his/her work. Following the summer reports all parents are given the option of arranging a meeting with the class teacher if needed.

Passing Information to Other Schools

For pupils who move to a new school other than at the end of year 6, the school will provide the receiving school with a record containing specified information about the pupil's attainment and achievements when he/she transfers. For pupils moving on to secondary school, the School will provide copies of pupil's reports during their time at Ayscoughfee Hall School, together with all relevant pupil information as required. Information will be forwarded to the receiving school within 15 days of the child leaving Ayscoughfee Hall School if the school is known to us, or within 15 days of notification of the receiving school.

To be read in conjunction with the following policies:

- **Data Protection Policy**
- **SEND & EAL Policy**

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
SMT	Theresa Wright	Autumn 2021	Autumn 2022	4