

Assessment Policy

Handale Primary School



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Policy prepared by	Rio Farrier
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Assessment Policy

Overview

Successful assessment procedures and approaches as part of a high quality curriculum are at the heart of high quality teaching and learning at our school. We understand that when a curriculum is well planned and of good quality, it is the progression model which is set for our children; it is the key driver for progress. As such, curriculum and assessment are inextricably linked.

Our school aims to ensure that all children achieve as well as they possibly can; accurate and appropriate assessment ensures that learning issues, barriers and successes are quickly identified so that teaching is precise and children progress.

We understand that when children make progress, they simply know more and remember more – the impact of good quality teaching, tied to a high quality curriculum.

The key features of our assessment approach are...

- ✓ Assessments of children are wide ranging and appropriate: summative assessments are only ever made using a 'basket of measures'. We understand that 'tests' are limited in their validity of use and that teacher's professional judgement, coupled with rigorous moderation and discussion are key to accurate assessment of pupils achievements and progress. Tasks, tests, quizzes, speaking with pupils about what they know and remember, as well as directly looking at their work and observing them learn are fundamental to accurate and purposeful assessment of pupil performance.
- ✓ We fully recognise and appreciate that by building in opportunities to recall and retrieve previous learning strengthens the memory – and by providing opportunities to do this frequently, increases children's fluency – for example, the more times we recall our times tables, the faster we become at retrieving the facts.
- ✓ Assessment practices need to be useful to teachers and leaders – they are precise and inform teaching and learning, without being unwieldy or detracting from the core business of direct contact with children, helping them to learn.
- ✓ Assessment practices are at the heart of day to day teaching; they are not a bolt on at the end of a term.
- ✓ Children are actively involved in their own assessment – and become increasingly able to assess and improve their own work.
- ✓ It is constantly evolving; we evolve in line with latest research to be the best that we can be for our children and families.
- ✓ We understand that 'tracking data' is useful – but is simply a means to try and 'capture and measure learning'. It is only one way of demonstrating the impact of schools' intentions and implementation of their curriculum, but how these summative judgements are made is key. Leaders may use this data as a starting point to assess how well children are progressing, but as a school we understand that for a fully rounded view of pupil progress, children's books, their knowledge and articulation of learning, and the way in which outcomes were judged are all important areas to consider alongside it.

Formulation of the Policy

This policy was created as a result of a genuine review of assessment approaches. It was created in partnership with the wider Trust, who utilised clear messages from staff, pupils, governors and a range of relevant documentation. These documents included:

- ✓ Commission on Assessment Without Levels: final report
- ✓ OFSTED School Inspection Handbook
- ✓ OFSTED Education Inspection Framework
- ✓ Beyond Levels: Alternative Assessment Approaches developed by Teaching Schools
- ✓ Reducing Teacher Workload: Review Group Reports
- ✓ DFE Primary School Accountability Documentation
- ✓ 2010 Progression Guidance and 2018 materials for assessing pupils below year group standards
- ✓ Teacher's Standards
- ✓ The Rochford Review (SEND assessment)

- ✓ EYFS, KS1 and KS2 Assessment and Reporting Arrangements

Day to Day – Formative Assessment – Assessment for Learning

The bedrock of an effective assessment system is effective formative assessment procedures. By and large, effective approaches to formative assessment is a key assessment driver in relation to pupil progress. Formative assessment and feedback are heavily linked to:

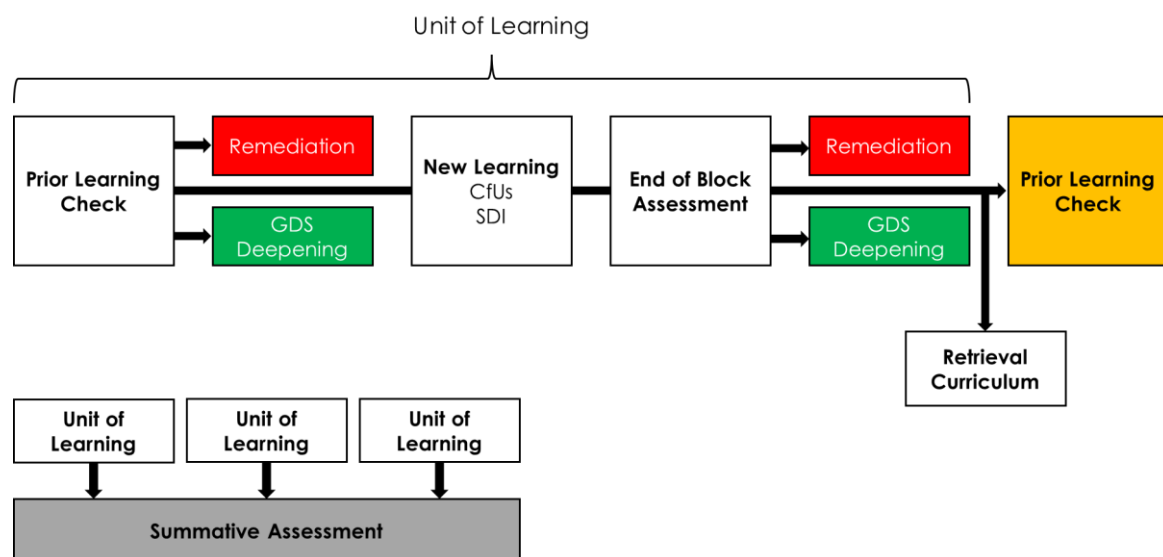
- ✓ Effective and deep questioning
- ✓ Quality feedback, be it written or verbal – which facilitates the children to improve their learning
- ✓ Well developed and understood self and peer assessment techniques
- ✓ Appropriately detailed formative assessment records of what children know, and need to know next – linked to the Trust Assessment system, and approaches to 'whole class feedback', phonic tracking etc.
- ✓ Effective planned and incidental intervention to ensure misconceptions, or gaps to not materialise or widen and are closed
- ✓ Appropriate tasks to ensure understanding is applied and challenged
- ✓ Quizzes, RRR tasks, rote recall, mini tests, daily knowledge checks and other tasks which promote regular retrieval of prior learning. There are planned and dedicated 'retrieval' sessions across each week – in addition to recall opportunities as part of lessons. Alongside this, we also have a 'Knowledge Day' once every half term.

The Lingfield Teaching Compass supports teachers to understand and embed effective assessment strategies. Assessment particularly links to Pillar D: Feedback, and Pillar E: Adaptive Teaching.

Mathematics Assessment

The trust assessment system for maths is designed to ensure that all children are ready for their next new learning. Each unit of new learning begins with a check of prior learning / pre-requisite knowledge; any gaps identified are remediated before the new learning begins while those with no prior learning gaps complete greater depth deepening activities linked to the prior learning. Following a unit of work, diagnostic end of block assessments are completed; any gaps identified are remediated and retested before the next unit begins with those having been identified as working at a greater depth working on a greater depth task. Within the lessons of a unit strategically placed 'checks for understanding' ensure all children are ready to work independently or have the required scaffolds/support. Daily, low-stakes retrieval tasks, which are repeated on a planned cycle, then ensure new learning is committed to long-term memory.

Summative assessments are completed after a selection of units to allow children to work across a range of topics. These summative assessments are completed as a unit of work when they are reached (not on a set date) thus ensuring children are only ever tested on what they have been taught, have practised and have retrieved.



These layers of assessments, are complimented by regular fluency checks (see below) and together they form our 'basket of measures' for maths that allow teachers and leaders to build up an accurate picture of the success of children, classes and indeed the curriculum, and put in place intervention/modifications where required.

An online assessment tracker pulls all of these assessment measures together into one weighted grade, which can be entered into the trust MIS system. This tracker also allows staff to identify where intervention and re-testing is required.

Mathematics 'Fluency Checks'

As a trust, we aim to ensure factual knowledge is never a barrier to any child accessing their year group's curriculum. The two main strands of factual knowledge are addition/subtraction table facts and multiplication/division table facts. Without automaticity in these facts, children will find all other areas of maths much more challenging. For example, children can quickly grasp the idea of bar charts but will struggle when the questions turn to the sum of and difference between given bars, if they do not know their calculation facts. To ensure children have automaticity with these facts, all KS1 classes run daily addition/subtraction fact fluency sessions; KS2 classes do likewise for multiplication/division facts. These sessions use concrete resources to expose the structure of these facts, however to ensure this leads to automatic recall our trust has a system of half-termly, timed fluency checks from Year 1 to Year 5 – 'phonics-screening of maths'. From the results, teachers can target intervention to ensure every child leaves their year group knowing all the facts they should automatically.

In addition to ensuring children have 'fact fluency,' this system of deep conceptual teaching and timed checks means children are ready come the end of Year 4 DfE multiplication tables check (MTC) with our aim being that all children know all facts automatically meaning they can never be a barrier to other maths.

To ensure this fact fluency is retained long-term, Year 5 also complete half-termly checks for both sets of facts with any gaps or misconceptions being highlighted for intervention with the goal being all children enter Year 6 with these facts still automatic.

Reading Assessment

The assessment of reading is complex and a changing picture dependant on the age and stage of development for the child. For example, a child at the early stages of learning to read will be more heavily assessed for their understanding of the grapheme-phoneme correspondences, and whether these GPCs can be effectively blended, rather than their comprehension ability.

Phonics

Children in our school follow the Little Wandle Synthetic Phonics Scheme. The scheme has in-built opportunities and resources to assess pupil's growing phonic knowledge, which produce 'heat maps', identifying both the strengths and weaknesses of the cohort and the child. These weaknesses can then be addressed through whole class reviews, grouped intervention (for common needs), or 1:1 targeted work.

Ongoing assessment against what has been taught is the strongest indicator of a pupil's reading ability. The school and Trust also, however, expose pupils to a small number of past Phonics Screening Checks across Year 1. This data is analysed at Trust level to compare and identify schools which may require additional support and reviewed at school level to ensure that pupils are appropriately prepared for the test approach, such as knowing how to tackle 'alien words'.

Reading Fluency

As a school and Trust, we recognise the importance of developing reading fluency across school as the bridge between word reading and reading comprehension. To this end, we assess children's word reading accuracy and automaticity through termly fluency checks from the end of Year 1 until the end of Year 6. Children's prosody is also informally assessed through 1:1 reading with an adult.

This assessment information is used at a school and Trust level to identify particular barriers for children in terms of their reading progress and ensures that fluency is a high priority across the whole curriculum throughout school.

Reading Comprehension

In Reception and Key Stage 1, the Trust endpoints are used to judge whether children are making progress in relation to language comprehension. All Trust schools are required to assess comprehension in Year 2 using informal, verbal comprehension checks. These are administered termly 1:1 following the fluency checks.

In Years 3-5, the NFER Reading Comprehension tests are utilised on a termly basis to support teacher assessments in reading. In Year 6, SATs papers are used to inform teacher judgement.

Reading Assessment Schedule

	Autumn	Spring	Summer
Reception	- Reception Baseline Assessment (on entry) - Ongoing phonics assessments - Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document	- Ongoing phonics assessments - Judgement of attainment in Word Reading and Comprehension against statements in Trust Ready document	- Ongoing phonics assessments - Judgement of whether children have met Early Learning Goals within Word Reading and Comprehension as part of the EYFSP
Year 1	- Ongoing phonics assessments - Phonics Screening Check	- Ongoing phonics assessments - Phonics Screening Check	- Ongoing phonics assessments - Statutory Phonics Screening Check - Reading Fluency Check - Use Curriculum Endpoints for Year 1 to judge comprehension elements of reading
Year 2	Reading Fluency and Comprehension Check	Reading Fluency and Comprehension Check	- Reading Fluency and Comprehension Check - Retake Phonics Screening Checks for those who didn't meet the standard in Year 1 - Use Curriculum Endpoints for Year 2 to judge comprehension elements of reading
Year 3	- Reading Fluency Check - NFER Comprehension Test	- Reading Fluency Check - NFER Comprehension Test	- Reading Fluency Check - NFER Comprehension Test
Year 4	- Reading Fluency Check - NFER Comprehension Test	- Reading Fluency Check - NFER Comprehension Test	- Reading Fluency Check - NFER Comprehension Test
Year 5	- Reading Fluency Check - NFER Comprehension Test	- Reading Fluency Check - NFER Comprehension Test	- Reading Fluency Check - NFER Comprehension Test - SAT baseline
Year 6	- Reading Fluency Check - Practice SAT Reading Paper	- Reading Fluency Check - Practice SAT Reading Paper	- Reading Fluency Check - SAT Reading Paper

Writing

Ongoing formative assessment of writing takes place across the year for all children. Summative assessment judgements are based on children's independent writing following a teaching sequence. These summative judgements are made against the Trust termly writing attainment criteria and support staff in identifying gaps and informing teaching and learning priorities.

Curriculum Target Setting Using the 'Planning Grids' and 'Target Setting' section of the TAS

Teachers and Support Staff will use the cumulative picture against the objectives taught (for example in the mathematics planning grids as they develop) in order to target teaching, activities and questioning in order to allow for the coverage of the appropriate year group 'Standard'. Individual children may also be assigned

individual curriculum targets when they are adrift from the group (e.g. the only child who hasn't secured an objective when other children have mastered it) which require additional intervention in order to meet them.

Summative data targets are set and reviewed in the Arbor system. These targets are set at the beginning of a school year, based on prior attainment at the previous key stage and year group, in partnership with teachers – and current assessment data to ensure that progress is not capped for children who are capable of achieving beyond previous performances. For example, over key stage 2, many children who exited key stage 1 at the 'expected standard' may well make strong progress and achieve 'greater depth' / 'high score' if challenged appropriately. They can be changed as the year progresses for pupils who are making accelerated progress. Targets should be added to the curriculum marksheets early in the Autumn term, for each child.

A Basket of Measures

In order to make a termly summative grade judgement to enter in to Arbor, we employ a range of assessment tools to ascertain an overall termly attainment grade. These are detailed below:

	Reading	Writing	Maths
Assessment Tools	✓ Phonic Tracking and Assessment Records ✓ Reading Comprehension Assessment (Comprehension Checks/NFER) ✓ Reading Fluency Checks ✓ Ongoing formative assessment through lessons, 1:1 reading, small group reading etc.	✓ Ongoing formative assessment leading to termly summative judgements of writing	✓ Times Tables / Fluency test records ✓ Mathematics written assessments ✓ Ongoing pupil work and assessment for learning activities, encompassing fluency, reasoning and problem-solving activities.
	+	+	+
Professional Judgement	✓ Yes	✓ Yes	✓ Yes
	=	=	=
	Termly Attainment Grade – Assessment of Learning	Termly Attainment Grade - Assessment of Learning	Termly Attainment Grade - Assessment of Learning

We do not equate a certain proportion of objectives per term – as teachers need professional freedom to take longer to deepen understanding of weaker areas as they emerge. For example, one child may have 7 objectives mastered fully, whilst another may have 5, with 3 understood but not quite mastered at that point, but both children may be assigned the children the same summative termly grade. Equally, as objectives are 'year end' expectations, it may be that by Christmas a child has mastered no end of year expectations – but has kept up with the curriculum that has been taught (e.g. several objective areas have been introduced, but not 'mastered'). **So long as the child is keeping up with the taught curriculum, they are always working at the standard expected of them for that point in time.** It is the role of schools' leadership to challenge gradings when planning grids and/pupil books/pupil knowledge highlight a disparity between judged attainment and evidence of learning.

Trust level moderation sessions also support this approach, led by the Trust School Improvement Advisors and Network Leads.

Attendance as a 'measure'

The Commission on Assessment without Levels reminds teachers that an awareness of a child's attendance plays a vital part in assessment procedures. Children may be seen to be struggling with year group content when formally assessed, but we must question whether the issue is that the child is struggling academically, or that their poor attendance is the issue that requires addressing in order to raise attainment. As a result, pupil attendance is

included in the pupil data system so that attendance can always be considered against attainment and progress outcomes. Children who have attendance below 90% are flagged by the system as persistently absent.

Allocating a termly Attainment Grade

Each term, teachers must use their basket of assessment measures to attribute an attainment grade. This attainment grade allows progress through the curriculum to be tracked using the ARBOR marksheets.

The available grades are:

Grade	Tracking System Entry	Description	Expectation
Emerging	- (e.g. 2- for Year 2 Emerging)	Keeping pace with year group curriculum across the Autumn Term.	In order to be on track to be Secure at end of year, this grade would be assigned at end of Autumn Term
Working Within	= (e.g. 2= for Year 2 Working Within)	Keeping pace with year group curriculum across the Spring Term.	In order to be on track to be Secure at end of year, this grade would be assigned at end of Spring Term
Secure	+ (e.g. 2+ for Year 2 Secure)	Secure in most year group content and able to apply appropriately, therefore keeping pace with most of the end of year expectations for the year group.	This is the expectation for the end of the year for most children.
Greater Depth	M (e.g. 2M for Year 2 Greater Depth)	Reading and Writing: Secure in almost all year group content and meets the year group descriptor for greater depth (not next year group content). Mathematics: Secure in almost all year group content and meet roughly half of objectives at the 'greater depth' standard.	

'Working Within' at the end of the Year

Should children be assigned 'Working Within' at the end of the year, they are termed as 'on track'. This is because within the Year 6 SATs, children do not have to be 'secure' in all of their year group curriculum in order to gain the scaled score of 100 (the Expected Standard'), essentially passing the test. Therefore, these children are seen as 'on track' to attain 100 (or the Expected Standard) against Year 6 SAT tests. It also means that at the end of the year, **these children are comfortably 'working within' their current year group content, but not secure in all of it.**

Children who are **secure** in their curriculum demonstrate that they can cope with most aspects of their curriculum, thus answering most questions accurately and attaining well. This is because the year group tests do not contain content from other higher year groups in order to stretch children, but year group content within more challenging problems. We aspire for all children to be secure (YG+) at the end of each year group, but measure the proportion on track to also provide an indication of the proportion of children in each year group who are coping with the year group content and who should be 'on track' to meet the expectations of the Y6 SATs.

In Early Years, children who attain the early Learning Goal for the area of learning should be recorded as an R+.

Greater Depth | Identifying children exceeding across the year

Whilst learning the year group curriculum across the year, some children are working deeper and at a more challenging pitch than what is expected for that stage of the curriculum. These children will be typically on track to attain 'greater depth' by the end of the year.

Schools wish to identify which children are working deeper or more broadly at any point in the year – thus being flagged as 'exceeding' at any given data analysis point.

The Trust recommend that these children are recorded as (where Y signifies the year group, e.g. 4=):

Autumn Term	Spring Term	Summer Term
Y=	Y+	YM

By recording these outcomes, these children would be identified as 'exceeding' at any given data point.

Of course, children may start the year exceeding, but not transfer to YM by the summer term, or accelerate to YM later in the year from lower starting points, once all criteria are taught, assessed and reviewed.

Importantly, across reception, there has been no national description of 'exceeding' since 2021. The focus for practitioners should be to secure as many children as possible in attaining the Early Learning Goals and ultimately, the Good Level of Development. For children who reach these levels comfortably and with ease, at the end of the year, they can be recorded as RM – but simply to signify that these children require stretch and challenge across KS1 and may potentially gain Greater Depth in their learning as time progresses. [In writing, children will not be identified as YM until the end of Year 2, so that transcriptional accuracy is ensured.](#)

Progress Expectations

Children progress at different rates and in different ways. Our assessment system recognises children's growing toolkit of skills, knowledge and understanding as the year's progress, as well as the depth at which they understand it.

We expect all children to make progress over the year, and if children are seen to progress through the appropriate year group content, they are seen to be making good progress. For example, if a child is secure at the end of Year 4, then secure at the end of Year 5, then the child has made good progress across the Year 5 curriculum: they have met the demands of the progressive curriculum. Similarly, this would be the case for 'working within' to 'working within' across a year, although we would always aspire to move as many children as possible to a secure level (YG+) of attainment. If a child is working below the 'on track' expectations for any given term, then a potential increased progress rate is investigated in order to move the child closer to the 'on track' position, in order to give the child the best possible chance of meeting the expected standards at the end of the school year – and ultimately by Year 6. Of course, some children who are working below the 'on track' position may already be making increased and excellent progress over time, in relation to their starting points, needs and issues. We treat children as individuals and our expectations for them are as individual as they are.

Whilst the tracking system expects one point per term per child for years 1 to 6 (e.g. Y4 Emerging to Y4 Working Within over a term), we never forget what this means – and increase in what children know and remember. This data is used as a starting point for pupil progress meetings as it is very important to look at children's progress over time. Over time, children should be making good progress – over the year, key stage and life of the school. Teachers are provided with this data each term and it is discussed to ensure that children are making the progress they are capable of. The pupil level spreadsheet which is provided by 'The School Data Company' is used to investigate subjects, group and individuals in partnership with the summative documentation that is provided by the company.

Pupil Progress Meetings

Each term, pupil progress meetings are held, so that leaders and teachers are crystal clear about the cohort performance and any relative target areas. At the end of each term, class teachers add assessment information to the Arbor system, but before this is submitted for analysis, school SLT review and 'sense check' all data to check for accuracy and missing data. This top level overview is vital for ensuring valid information is presented for analysis.

Once the analysis has been completed, and the interactive spreadsheet has been downloaded, with all pupil level data, it is important that a staff meeting occurs, where teachers analyse their own class outcomes to identify:

- Key strengths of the cohort
- Key weaknesses of the cohort – and what actions are required (e.g. who is making slow progress – and why? What can be done to accelerate the learning of pupils who are stuck at 'on track'?

This staff meeting is typically the first staff meeting of each term.

Transient Children

For children joining a school mid-way through a year or key stage, it is vital that staff are confident that they accurately assess a pupils starting points to the school. We do not expect children to sit a barrage of assessments – as this is not effective induction to a school – however, schools must be able to allocate a summative starting point for the child so that work is pitched appropriately and aspirations can be set. An appropriate phonic

reading ability must be established very quickly so that an appropriately matched phonic reading book can be assigned. As part of the process for including a new child in to the school, it is vital that:

-  The child's historic statutory assessment data is captured from the DFE system – do not solely rely on CTF transfers as they often do not have all of the relevant information
-  Import the information in to ARBOR
-  Where possible, add a result for the end of the previous year, so that an appropriate target can be set and progress can be measured across the year

SEND / Resource Base Provision Progress

"Because of the often vastly different types of pupils' needs, inspectors will not compare the outcomes achieved by pupils with SEND with those achieved by other pupils with SEND in the school, locally or nationally." OFSTED 2021.

For some children, particularly those who are working well below age related expectations, tracking progress using PIVATS is more appropriate. The PIVATS tracking system is accessed through Arbor. The system tracks pupils' progress across the subjects being assessed, and calculates progress against the targets set by the teacher and leaders. Auto-calculated progress expectations are unhelpful for this group of pupils, as this group of pupils needs and progress is individual and bespoke. The narrative behind this grade, including evidence of good progress is detailed within the PIVAT materials. Importantly, if a pupil is to be assessed using the PIVATS system, then for each data point in ARBOR, a 'P' must be entered to signify this – this includes the summer grade of the year before so that progress calculations are correct for the remainder of the cohort.

Termly Tracking Data Presented to Teachers

Each term, once attainment data is entered into the tracking system, by teachers, a variety of useful tracking sheets are produced by The School Data Company in order to support teachers in their planning for progress across the term. These key documents include:

- ✓ Excel tracking sheets (produced by TSDC)– detailing individual past and current summative assessments, pupil progress, attendance and predictions for the end of year
- ✓ A progress summary sheet, detailing the progress of key groups of children, by subject
- ✓ An attainment summary sheet of key groups of children, by subject

Moderation

Moderation is a vital part of a valid assessment system. As such, we work hard to develop our own arrangements across the Trust and within-school moderation procedures. Whilst curricula across Trust schools may vary slightly, so long as criteria for summative judgements are common, moderation can take place. We place particular focus on writing assessment and mathematics, although there are focussed moderation sessions for other subjects also. The Trust also ensure that all reception exit assessments are moderated externally to ensure that children's starting points for KS1 are captured as accurately and fairly as possible. The Trust also employs a data consultant to review data and tracking expectations across the year. As such, as a school, we are confident in our summative assessment judgements.

Assessment in other subjects

Assessment across the curriculum is vital in order for teachers to plan meaningful learning and ensure accurate progression across the school. As there are no nationally agreed 'Expected Standards' for the full range of subjects, our school has created our own Year Group Expectations, based on focus objectives in each year group in each subject. Essentially, each unit has 'core knowledge' identified to remember and assess. The disciplinary aspects of subjects are formally assessed at the end of the year, but if any child is not keeping up with the disciplinary aspect of a subject, this is recorded on the termly subject overviews (see below).

If children are progressing well through the curriculum, and know more and remember more about a subject in line with core knowledge expectations), then we deem this as children making good progress. Tracking is simple in nature – with children being recorded as Above, At, or Working Towards each term in ARBOR – for that point in

the curriculum. This means most children will be 'At' at each term: they are learning the core knowledge, skills and vocabulary expected of them.

Subject leaders in school must satisfy themselves by reviewing pupils work – and importantly talking with pupils about their learning, that children are indeed meeting the demands set out in their curriculum and assessment documentation. For children to exceed in a subject, teachers must refer to the criteria set out in the Trust 'A Curriculum for ALL' documentation which defines key characteristics of pupils who may be working at greater depth in any National Curriculum Subject.

For any child seen as 'Working Towards', teachers complete a brief overview regarding the specific gaps in knowledge which has led them to make this judgment, and importantly, how these will be addressed over time. Subject leaders can also review these to enable them to identify any systemic issues across their subject which may need addressing. As such, each unit of work will culminate in a simple table, as seen below:

Science | Year 2 | Unit Title: Use of Materials

Child / Children	What makes them 'below' at the end of the unit? (E.g. what can the child not do or remember that was taught as part of the unit?)	Action and Refocus
Max (Substantive)	Unable to recall the meaning of key/subject specific vocabulary.	Will continue to address this vocabulary at the start of the lesson. Will pre teach some vocabulary during intervention time.
Evie (Substantive)	Unable to recall the meaning of key/subject specific vocabulary.	Will continue to address this vocabulary at the start of the lesson. Will pre teach some vocabulary during intervention time.
Georgia (Disciplinary)	Needed support with labelling her results table.	Results tables will be revisited next term so that we can revisit the learning.

Assessment in Science

Assessment in science incorporates two strands: 'Working Scientifically' and the knowledge statements linked to the Teacher Assessment Frameworks (TAF). TAF subject knowledge is used to define the 'core knowledge' of any given unit of work. Pupil attainment in science is added to the ARBOR system using the same codes as other core subjects, namely - / = / + / M.

Importantly, a cohort portfolio of pupil work is developed throughout the cohort's journey through school, where a piece of physical evidence is retained of each task which contributes to the teacher assessing the child as meeting the TAF objective. Only one piece of work per statement is retained as a representative sample.

Assessment Across EYFS

Just like the rest of the school, children across our EYFS are assessed continually across the phase. Children are summatively assessed on entry to both Nursery and Reception (nursery exit should reflect reception on-entry in most cases, if the school has a nursery and if children joining reception attended it).

Attainment assessments are completed at the end of each term, using the 'Trust Ready' assessment and curriculum documentation. Nursery children are assessed using these materials, but only N2 children's assessment information is added to the Arbor marksheet. The assessments added to the Arbor system produce similar tracking and progress reports are to aid with planning and intervention.

All 17 aspects of learning are assessed for reception age children. Whereas only the 7 areas of learning are assessed for N2 aged children and only the 3 prime areas of learning are assessed for children in N1 and two-year-old provision.

The EYFS Framework clearly outlines that no specific evidence should be created for the purposes of 'proof' of a standard awarded to a child, but in making a decision about whether children are keeping up with the standards outlined in the Trust Ready documentation, practitioners should consider:

- ✓ Their own knowledge of the child and what they know, remember and can do
- ✓ Classroom floor books
- ✓ Individual work books and learning journals, for example when considering children's writing ability (reception)
- ✓ Display work

- ✓ Observations
- ✓ Photographs
- ✓ Parental contributions

Cohort overviews and individual progress summaries are completed in order for the varying needs of the cohort to be addressed as well as in order to ascertain strengths and areas of provision to develop.

Moderation sessions across the phase are routine, as well as our schools taking part in trust wide and external moderation activities.

Reporting to Parents

Reporting to parents is a vital part of the home-school link. Each year, parents receive both an 'interim' and 'full' school report. The interim school reports detail whether children are attaining in line with their year group expectations and clear targets for learning are also shared with parents. The reports also have space for teachers to provide a comment on key aspects of school life, including: how children are progressing, the effort that the child is making towards their learning, attendance, homework, home reading, spelling homework and behaviour and attitudes – as examples. The 'full' report details more information regarding the standard of attainment in all subjects and a narrative of performance and progress across the year.

Early Years 'Progress Summaries' have been developed to be shared during the year in Early Years, with reception children receiving a detailed report against the 17 areas of learning, and characteristics of effective learning as they exit the EYFS.

Reporting to Governors

Governors play a key role in the strategic development of the school and are accountable to for challenging the good outcomes of pupils. As such, each term, as part of the Headteacher's Report to Governors, governors receive the following information:

- ✓ An overview of the proportions of children assessed at the different grade points in reading, writing, science and mathematics in all year groups
- ✓ An overview of the progress of different groups of children, in all year groups, for reading, writing, science and maths
- ✓ An overview of the attainment of pupils in all foundation subjects
- ✓ An overview of attainment and progress across EYFS

Annually, governors also receive

- ✓ An overview of statutory data points for EYFS, Year 1 & Year 2 Phonics, year 4 multiplication check and KS2 SATs, comparing our school with others locally and nationally
- ✓ A review of ASP and the Inspection Summary Data Report when they are released

Teacher CPD

A thorough review of assessment policy and procedure is part of all induction for teaching and support staff, where appropriate. Regular moderation, data review and assessment practice staff meetings ensure that effective assessment is at the heart of school CPD arrangements. The Trust ECT network focusses heavily upon assessment practice.

Trust Level Analysis

The system has an added layer in order to facilitate 'Trust Level Analysis'. This feature treats all of the children within the trust as 'one big school', so that all children across the trust can be reviewed together in order to identify trends across the trust, strong areas of practice or question whether support is required. These reports are interactive in order for lines of enquiry to be investigated through filtering and grouping pupils – just as individual schools can do within their own analysis sections of the TAS excel sheets.

GDPR

The set-up of the system has been created with GDPR in mind and has been approved by our Data Protection Officer as fully compliant with current data protection regulations. This is providing that:

- Data is not downloaded on to USB devices

- The system is only accessed through the Trust network, or the 'remote desktop' feature.
- Staff do not download data to laptops or personal devices at home. If the TAS is accessed through the remote desktop, downloaded documents are saved appropriately to the Trust network and not the device itself.

Policy Review

This policy will be reviewed at least annually, or when procedures require adaptation in response to external expectations or internal reviews.