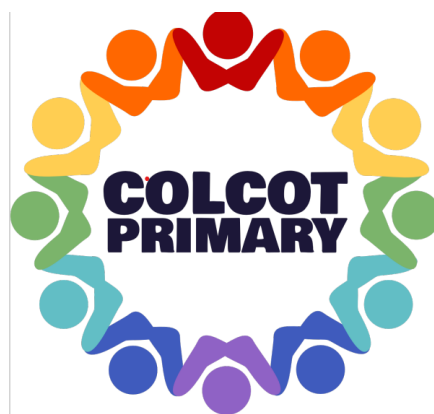


Colcot Primary School



Assessment, Recording and Reporting Policy 2025

Contents:

Aims Assessment and Curriculum

Planning Forms of Assessment – summative and formative Assessment

Approaches and Opportunities – standardisation and moderation

Responding to Pupils' Work

Moderation and Consistency in Assessment

Assessment of Learning

LA and Standardised Assessments

Recording

Reporting

Monitoring

Assessment of well-being

Equal Opportunities

Additional Learning Needs

Assessment for Learning

Appendix – Transfer sheet

Definition of Processes

ASSESSING: Making judgements about the nature and quality of pupils' work and achievements on the basis of clear criteria.

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RECORDING: Noting and keeping qualitative and quantitative information about pupils' performance and achievements.

REPORTING: Providing accurate and meaningful information about progress and achievements to pupils, teachers, parents, and other interested parties.

Policy Aims

To ensure that:

- Pupils' work is evaluated according to the criteria devised by Colcot Primary School.
- The outcomes of assessment are used by teachers and LSAs to inform and evaluate their planning and teaching, identifying strengths and weaknesses, using both summative and formative assessments.
- Pupils' work is regularly marked so that they are provided with supportive feedback about their performance. (See Marking Policy)
- Pupils are encouraged to use the information obtained as a result of assessment as a guide for improving their work. The overall aim is for pupils to become independent, self-motivated, and effective learners.
- Assessment arrangements in the school are manageable and effective in monitoring the progress in individual pupils.
- Assessment is an integral part of the curriculum
- A variety of assessment techniques are used
- Assessment is the responsibility of all teachers and support staff

Assessment and Curriculum Planning

Assessment is key to supporting progression, for the purpose of identifying learners' strengths, achievements, and areas for improvement, and identifying next steps. It is integral to learning and teaching and should not be confused with those activities that contribute to external accountability and national monitoring.

Assessment plays a fundamental role in enabling each individual learner to make progress at an appropriate pace, ensuring they are supported and challenged accordingly. Active engagement between the learner and practitioner on a regular basis is at the heart of supporting learner progression.

All those involved with a learners' journey need to collaborate and work together by establishing:

- Where learners are in their learning
- Where they need to go in their learning
- How will they get there, taking account of any barriers to their learning

All staff follow our Cycle of Assessment which identifies a range of assessment to be used throughout the school year. Detailed records are kept so that we can ensure consistency across the school and identify standards of learning and achievement. Parent consultations are held twice a year. They provide an opportunity for parents to discuss their child's progress with their class teacher. In addition, a written learner progress report is provided each year to parents.

Forms of Assessment

The table below shows how the Stages of Development compared to the Lines of Progression:

Year Group:	Lines of Progression:
Nursery & Reception	Progression Step 1/2
Years 1 to 3	Progression Step 2/3
Year 4 to 6	Progression Step 3/4

Two main forms of assessment may be broadly identified:

Day to day assessment taking the form of (formative assessments):

- Informal judgements based on the regular observation of pupils' learning
- More focused assessment opportunities with explicitly described assessment objectives

A summary of attainment taking the form of (summative assessments):

School determined or devised tests and statutory, externally set tests.

Baseline assessment using the Foundation Phase Profile for Nursery and Reception during the first half term of school. WellComm analysis tool kit is used in Nursery.

Nursery carry out Read, Write, Inc phonic assessments in the Summer Term in preparation for the children starting in Reception the following academic year.

Read, Write, Inc assessments take place on a half-termly basis for children from Reception to Year 3 and where appropriate for children in Year 4-6. (children who are accessing the Read, Write, Inc Programme).

Speech Links assessments are carried out for targeted children from Reception to Year 2 and take place during the Autumn Term (and throughout the year as required).

Language Links assessments are carried out for all children in Reception and targeted children in Y1 and Y2 during the Autumn Term and Summer Term.

Handwriting Motorway assessments are carried out for children in Reception during the Spring Term and for targeted children in Years 1 & 2 as required.

PM Reading Assessments take place half termly for all children from Reception to Year 6.

The Motional Well-being tool is used to assess targeted children from Nursery to Year 6 three times a year.

SELFIE Assessments are carried out for children from Y2-Y6 during the Autumn and Summer Term.

Those children who have completed the Read, Write, Inc Programme complete the SWST Spelling Test in the Autumn and Spring Term. Those children still accessing Read, Write, Inc are assessed against the 100 and 200 high frequency word lists.

The NFER Non-Verbal Test is taken place during the Autumn Term for children from Y3-Y6. Edinburgh Picture Test (Y2) in the Summer Term for targeted pupils.

National Personalised Assessments (Reading, Procedural, Reasoning) take place during the Autumn and Summer Term for children in Y2-Y6.

White Rose Maths assessments are carried out at the end of each unit of work from Year 1 to Year 6. Children in Nursery and Reception use the White Rose Maths Checkpoints to assess their learning.

Science Investigative assessments take place during the latter part of the Autumn, Spring and Summer Term from Y3-Y6.

YN-Y6 Ongoing assessments of the Curriculum for Wales, Six Areas of Learning and Experience will be made as appropriate.

All children are assessed termly for Writing, Oracy and Mathematics against the Literacy and Numeracy Framework.

See ALN policy for further details of other assessments.

Curriculum for Wales / Literacy/Numeracy Framework

When writing learner progress reports, teachers will be using the expectation statements from the Curriculum for Wales to write a narrative about what the child has achieved and what he/she needs to work on next in order to progress.

Children will be tested twice a year, from Y2 to Y6. There are three tests in total; Reading, Number and Reasoning. Some results (Maths Procedural) are in the form of a 'standardised score', in other words, the child's results will have been compared with all other children Assessment, Recording

and Reporting Policy Document (2022) in Wales of the same age in order to identify the range of attainment across the country.

The child's standardised score will show parents what their child has attained compared with all others of the same age.

- 100 is the average attainment.
- Two thirds of all children will score between 85 and 115.
- Very low (below 70) or very high (above 140) are recorded as *

Assessment Approaches and Opportunities

The following approaches and opportunities are taken to gather information about pupils' performance:

- Observation
- Questioning
- Listening
- Reading and analysing pupils' written work
- Discussion
- Pupils' self-assessment
- Focused assessment activities
- Testing

Pupils' Self-Assessment and Target Setting

Please refer to our Live Marking Policy.

Responding to pupils' work is done for several purposes:

- To give pupils encouragement and praise
- To provide a diagnostic or formative comment for pupils and teachers
- To provide information so that comparisons can be made with the pupil's past performance
- To provide information so that comparisons can be made with the attainment of other pupils
- To provide summative information at the end of a section of work that could assist in providing an overall judgement on a pupil's current performance
- To provide evaluative information to assist the teachers' future planning.

At Colcot Primary School, we believe it is essential for pupils' self-esteem to give them praise and encouragement. Responses made to pupils' work should be specific and should be expressed in positive and supportive terms with the aim of reinforcing progress and success.

A major reason for assessing pupils' work is to provide feedback to help them improve their performance. Therefore, pupils should be given helpful diagnostic or formative information.

- Diagnostic feedback aimed at giving pupils guidance so they can overcome specific problems.
- Formative feedback that provides pupils with a challenge and aid to explain what they need to do to make further progress.

Wherever possible, this type of feedback should reflect the success criteria against which the work is being judged. This means there has to be clarity about the nature and quality of the work pupils can be expected to produce.

(Please see Live Marking Policy)

Moderation, Standardisation and Achieving Consistency in Assessment

Moderation (moderating a number of pieces of work with reference to an exemplar year group model) and standardisation exercises are undertaken by staff during designated Inset sessions. This helps develop a common interpretation of standards throughout the school so that assessment of pupils' work is more likely to be reliable and valid.

All teachers, alongside the ALNCo, examine results from the Welsh Government National tests, PM Reading Assessment, in house assessments and non-verbal assessments. These tests are administered as per the assessment cycle overview. Areas causing concerns are noted and any trends highlighted. This allows the AoLE leader to pinpoint potential problem areas so that remedial action can be taken. The findings of this analysis are disseminated to staff and strategies to rectify any problem areas implemented. Pupils are identified during this process for intervention support programmes. Termly Spotlight on Learning feeds into the School Improvement Plan (SIP).

Three school targets are agreed with the School Improvement Partner, Head teacher and staff. These are reviewed on an annual basis and are part of the performance management cycle. The

School's Improvement Partner reviews the progress of the Headteacher's targets and school PM leaders review the progress of individual teachers through PM meetings termly.

Spotlight on Learning highlights the pupils that are achieving below expected progress and inform SLT. Early identification alerts the school to potential difficulties and assists in monitoring pupils' progress closely. These meetings will take place on a termly basis with SLT. This is an opportunity to discuss each individual year group with the class teacher, highlighting those children that are 'on-track' with their learning and making the expected progress. As well as those learners that are plateauing or not making expected progress. Available assessment data, as well as teacher knowledge about the child, will be brought to the meeting. Intervention/support will be put in place for any identified learner.

Recording

To ensure that:

- There are accurate and useful records of the achievement of individual pupils
- The school can monitor and evaluate the outcomes of assessment.
- The outcomes of assessment are available in a form that can be used to monitor trends in overall pupil performance and assist in evaluating the school's effectiveness.

Purposes

Detailed and accurate records and evidence of pupils' academic and personal achievements are kept to satisfy the purposes outlined below. These assist in accurately informing later judgement and comments.

- To assist in the process of regularly reviewing pupils' progress and the setting of appropriate targets for the future.
- To help teachers monitor pupils' progress through the curriculum.
- To help teachers evaluate the effectiveness of their teaching programmes and influence lesson planning and long term curricular planning.
- To assist continuity and progression when pupils change teaching groups or move from school to school.

- To assist in the process of placing pupils in teaching groups, if appropriate.
- To maintain useful and relevant information about pupils' academic and personal development.
- To provide a secure base for reporting attainment and achievement to pupils, parents and others. Assessment, Recording and Reporting Policy Document (2022).
- To ensure that all other statutory reporting requirements are satisfied.

Documentation

Reporting

Records of children's progress are maintained in year group assessment trackers, which are updated at specified intervals during the year.

It is ensured that:

- Reports provide an accurate statement of achievements of pupils. They also contain particulars of pupil's progress in subject skills, key skills and activities studied as part of the curriculum, details of general progress and attendance record.
- Reports have a clear format and are written in readily accessible language. Reports are given to parents termly, conforming to statutory reporting requirements.
- Each term parents are invited to discuss the progress of their child/children with the class teacher and any other agencies involved, if applicable. In the Summer Term Parents' Evenings are focused on discussion of the written report(s) on their child/children.
- Meaningful, concise transfer records are produced for Secondary School or receiving Primary School, if appropriate. These contain pupil's end of Primary Curriculum Teacher assessments and Standardised test results and teachers' latest assessment of the pupil's progress. (see appendix)
- The LA, National Assembly, A.C.C.A.C., W.J.E.C. and any other relevant organisations are provided with any assessment information they may properly require.
- Annually, records are passed on to the receiving class teacher in order to inform future learning and maintain progression.

Monitoring

Books

Members of staff with curriculum leadership roles monitor learning from Progression Steps 1, 2 and 3 in Autumn, Spring and Summer terms. A cross section to exemplify ability range in each class is sampled, i.e., More-Able, Core and Support.

Planning

Headteacher and Deputy Head teacher monitor planning via the Drive.. AoLE leaders have the responsibility to monitor the coverage of their AoLE across the primary phase from Nursery to Year 6. They must ensure the curriculum is progressive and provides a broad and balanced diet using the Descriptions of Learning which make up the Statements of What Matters areas.

In-Class Monitoring and Observation

This is undertaken by the Head teacher, and members of the senior leadership team. The observation may take the form of a more traditional observation or Learning Walks and may include listening to learners. Oral as well as written feedback is given to the class teacher. The feedback is agreed by both parties, following a professional discussion. These observations also provide information for Performance Management target setting.

Listening to Learners

Area of Learning and Experience (AoLE) leaders have the opportunity three times a year to talk to pupils about their learning and understanding of the work covered. The information gathered is then assessed and evaluated and feedback given to the class teachers. Any areas for development are then seen as areas for action for the AoLE leaders and training and support identified.

Head teacher Monitoring Procedures

Oversight of curriculum schemes and policies.

Termly sampling of:

Weekly Plans
Pupils Books
Subject leaders' monitoring forms
Teachers' Planning Analysis of school and LA data

Other monitoring procedures:

Learning walks Teacher and LSA exchanges – classes and roles

Assessment of well-being

Pupils' social and emotional wellbeing is important in its own right because it affects their physical health (both as a child and as an adult) and can determine how well they do at school. The

promotion of good social, emotional and psychological health helps protect children against emotional and behavioural problems. At Colcot Primary School, a number of formal and informal assessments of the pupils' attitudes and well-being are carried out. In PS3, the children complete an online survey, whereby the results are analysed, and support given appropriately. The SELFIE (Social and Emotional Support) is carried out, again results are analysed and addressed. Pupil and parent questionnaires are also completed, and outcomes monitored and addressed. Equal Opportunities Assessment procedures will take account of children who are physically impaired, dyslexic, gifted or slow learners. Consideration will be given to race and gender bias.

(See Equal Opportunities Policy for further details)

Additional Learning Needs

It is the aim of the school to ensure that the educational needs of all children are met. The special educational needs of all pupils are identified, assessed, and provided for. Pupils on the ALN register undertake assessments with their peers and the data from these assessments are recorded on the Assessment Trackers. Using this information, pupils are identified for support. Pupils who have learning difficulties are monitored on EDUKey, triggering a graduated response where appropriate. All children receiving support for their learning are identified on the schools Provision Map in line with ALNET.

(See ALN Policy for further details)

Assessment for Learning

Pupils should know the kind of thought processes they need to engage in to be successful in a particular activity.

At Colcot Primary School the strategies employed are:

- Self and Peer assessment – pupils share the success criteria related to a specific subject area and assess their own/each others' work.
- Thinking Time – pupils are given time to think of their responses and time to structure their thoughts.
- Think, pair and share – pupils are encouraged to think of their answers and then are encouraged to share their thoughts with a partner (ability, random, friendship), and then turn and share with a small group before presenting their ideas to the class.
- Other strategies used include the use of Thinking Routines.

AFL strategies are in place across all year groups, relevant to the age and stage of the pupils. The strategies are adapted and developed to suit the age and understanding of the pupils. The Year 5 and 6 strategies are developed alongside the staff in secondary schools to ensure consistency and cohesion of approach.

Date Ratified:	Review Date:
<i>M. Peplow</i> 7/2/25	7/2/26