



ASSESSMENT, RECORDING AND REPORTING

Policy Statement

Assessment, Recording and Reporting form an integral part of the teaching and learning process at Portway Infant School involving the individual child, parents, teaching and classroom support staff in working together to enable each child to achieve their potential. Assessment is used constructively to inform planning and therefore teaching. Day-to-day formative assessments are used to ensure that the work provided is appropriate and challenging for individual pupils. Assessments made will influence the teaching and delivery of the curriculum. In this respect, assessment is also a means of evaluating and developing the quality of teaching and learning across the school.

Assessment is the means of monitoring individual and school performance and provides the basis for evaluation of our educational provision. The ultimate aim is to raise standards.

Our chosen assessment systems are free from bias, stereotyping and generalisation in relation to gender, class and race. Our assessment procedures are compliant with the Special Educational Needs and Disabilities (SEND) code of practice; however, we do analyse the progress of different cohorts of pupils, to ensure that we meet the needs of individuals and specific groups.

1. Assessment

At Portway Infants we recognise that assessment takes place continuously, operates at different levels, is formal and informal (formative and summative) and has different functions. All children in Foundation Stage and Key Stage 1 are assessed. This enables staff to identify any children needing extra support. Children with identified Special Educational Needs are also assessed against their targets on their Individual Education Plans.

Learning objectives and assessment opportunities are identified within, and are an integral part of, teachers planning. Use of assessment affects planning at all levels from daily planning to the annual curriculum plan.

Assessment for Learning

Assessment for Learning is a key part of our approach to teaching and learning. Staff use success criteria, peer and self assessment to involve pupils in their learning and to inform them of their next steps.

Assessment in Foundation Stage

Pupils complete baseline assessment at the start of the autumn term. During their reception year children will be assessed using the Early Years Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the areas of learning. Regular moderation meetings take place to ensure consistency across the Foundation Stage. Each child's developments and achievements are recorded using a tracking system created by the Early Years leader.

Assessment in KS1

This takes place throughout the year through,

- Adaptive teaching

- Daily on-going informal assessment
- Regular identified assessment opportunities

The process of assessment is carried out through teacher assessment,

- Observation and knowledge of the child
- Questioning and discussions with children
- Use of children's self assessment against learning objectives and success criteria
- Written and tangible evidence
- Guided group times.
- Marking children's work (see marking policy)
- Statutory formal assessments: End of Early Years Foundation Stage, Phonic Screening in Year 1
- Individual Education Plan (IEP) reviews (termly)
- Regular phonic assessment

Use of Assessment

At Portway Infants, all areas of the curriculum are assessed. We use assessment to inform future teaching and learning. Results of assessments enable teachers to provide appropriate, adapted activities which meet the needs of individuals or groups of children. This enables children's individual learning needs to be met to move their learning forwards.

We value assessment information provided by,

- Parents,
 - Skills sheet in Welcome pack
 - Feedback/discussions at parents' evenings and other informal opportunities
 - Home/school reading record
- Early Years Providers,
 - Official records/verbal feedback
- Previous schools,
 - Official records and samples of work
- Previous classes,
 - In-house record keeping systems
 - Discussions with previous teaching staff/Teaching Assistants/Play Leaders
- Other professionals including but not limited to,
 - School Health Service or Educational Psychologist

These assessments identify individual needs (e.g., hearing loss) and enable the class teacher to devise appropriate strategies to enable learning to take place.

Assessment is used

- Within the class to
 - Plan work matched to children's needs
 - Identify where specific support is required
 - Help children progress
- Within the year group to
 - Moderate work
 - Share expectations of performance to ensure equal opportunities and consistency of teacher assessment
- At the end of each year to
 - Provide information for the child's next teacher.
 - Identify children who are not on track.
 - Report to parents and carers

2. Recording

At Portway Infants, recording of assessments has a clear purpose. It is used to highlight achievements, identify areas for further development, enable the teacher to have an overview of a child/ class or groups rate of progress and is used to inform the End of Year Report to parents.

Individual Progress

Assessment can be recorded in the following ways throughout Foundation Stage and Key Stage 1 including,

- Whole class assessment sheets
- Individual record sheets
 - Progress against targets on IEPs
 - Progress against targets
- Notes on planning
- Informal notes
- Results from assessments to be inputted on to Sonar

Access to Records

Class teachers have access to all records for children in their class. The SENDCO has access to all records of children with identified Special Educational Needs and/or Disabilities. The Headteacher has access to all children's records. Parents may request access to their own child's school records at any time.

Other professionals involved in the education and welfare of the child (e.g., Educational Psychologist) may have access to records if appropriate and with the permission of the Headteacher. Administrative staff have access to all records when appropriate.

3. Reporting

At Portway Infant School class teachers provide an annual written report to parents. Written reports are sent to parents at the beginning of July and an opportunity to discuss the report is offered.

The teacher reports on the individual's level of achievement in all curriculum areas, using the Foundation Stage Profile and National Curriculum level descriptors as a basis for their reporting, and explaining how the parents may support their child. The child's participation in and contribution to, the wider life of the school is also reported on.

In the autumn and spring terms parents are invited to attend Parents' Evening. Staff inform parents of progress, in particularly English and mathematics, identify areas to be developed and how the parent may help their child. Parents of children who have just entered Foundation Stage will be informed of their initial Foundation Stage Profile. There is a brief written report about attendance behaviour and attitude to learning as well as academic levels at Parents' Evenings.

The Special Education Needs and Disabilities Co-ordinator (SENDCO) meets at least termly with the class teacher to assess progress made against individual targets and set new targets. Class teachers meet with parents of children with IEPs to discuss their targets termly.

4. Roles and Responsibilities

- The governing body has overall responsibility for the implementation of the policy and procedures of Portway Infant School. They have the responsibility for ensuring that it

does not discriminate on any grounds, including but not limited to ethnicity/national origin, culture, religion, gender or disability.

- The Headteacher is responsible for the day-to-day implementation and management of the policy at Portway Infant School. The Headteacher is responsible for ensuring Early Years Foundation Stage, Phonics Screening are implemented correctly and maintains an overview of assessment.
- Each Key Stage Leader holds moderation meetings each term to ensure continuity across the age ranges.
- The Headteacher is the school leader for Assessment, Recording and Reporting. At least one leadership team meeting per term will focus on assessment which will include maintaining and reviewing the recording procedures.
- The assessment leader is responsible for collecting and interpreting assessment data, implementing systems for identifying, assessing and reviewing individual targets.
- The SENDCO is responsible for maintaining the SEND register, coordinating individual support, handling pupil records, reviewing IEPs and managing education and health care plans (EHCP)
- Teachers have a professional responsibility for marking pupils work, setting individual targets, maintaining accurate pupil records, reporting progress to parents/carers and for sharing information with the SENDCO and the Headteacher.
- All staff, including teachers, support staff and students, will be responsible for following the policy. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Parents and carers are expected to engage with the school in the assessment process by attending parents' evenings and meetings, and by encouraging pupils to do their best in their day-to-day schooling and in summative assessments.

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Summer 2025

To be reviewed summer 2028