



Earsham CE VA Primary School

*We aim to provide a happy, purposeful, Christian environment, in which each child feels secure and develops self-confidence, enabling them to flourish and reach their full potential.
Children's learning journeys are enhanced by working together with the wider community.*

Assessment and Recording

Introduction

At Earsham CE VA Primary School, we believe that assessment and recording are a crucial and integral part of the teaching and learning process. In accordance with the planning policy, learning objectives will be clearly identified in the short term plans and the assessment criteria matched to these.

Aims

Through our assessment and recording policy we aim to:

- Recognise and celebrate all pupils' achievements within and beyond the National Curriculum subjects and Religious Education.
- Provide an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses.
- Ensure continuity and progression.
- Ensure that there is differentiation in our planning and teaching.
- Identify pupils with special educational needs and disabilities and offer support through the local offer.
- Inform parents, support agencies, LEA and governors.
- Provide pupils with the opportunity to review their work, to self-assess and to set future targets.
- Raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child.

Methods of Assessment

Foundation Stage:

Early Excellence Baseline Assessment within the first 6 weeks of a child starting full time in reception.

Early Years Foundation Stage Profile to be completed throughout foundation stage leading to Early learning Goals. Tapestry programme shared with parents to collect evidence to support end of year profile.

Years 1 to 6 use New National Curriculum age related expectations introduced September 2014

Please see Appendix 1 for details of Point in Time Assessment (PITA).

Assessment is at the heart of the planning process, the 2014 National Curriculum is the starting point for units of work. Teachers use formative assessment to make judgements and these inform future plans. Staff will use formative assessment and in school summative assessment to make a professional judgment regarding individual pupil attainment in the second half of autumn, spring and summer terms. This information gained through assessments listed below and teacher assessment and will be entered into the Pupil Asset tracking system at termly intervals for Maths, Reading Writing RE and Science using PITA) Descriptors.

All other subjects will be given an end of year PITA descriptor which will also be entered onto the school tracking system.

English: Year 1 Phonics Assessment (to be repeated in Year 2 if pass level not achieved)

Whole School: Years 1-6

PIRA reading assessment (Reception class also use this assessment from spring term)

NFER Single Word Spelling Test termly
Rising Stars Grammar Punctuation and Spelling Assessments
Rising Stars Weekly Spelling tests linked to New Curriculum
Pupil Asset Tracker
Statutory Assessments

Numeracy: Head Start termly Numeracy Assessments
Pupil Asset Tracker
Statutory Assessments as applicable
Rising Star, Arithmetic Assessments

Science: Levelled work termly for special book

RE: Levelled work termly for special book using age related expectations

All subjects: Assessed as 2014 New National Curriculum age related expectation at end of the year and recorded on the Pupil Asset tracker system.

Pupil Records

- When possible visit to child's preschool is arranged.
- Home visits are completed by a teacher and teaching assistant before the child starts school to assess the child's needs and level of development. This is followed up with a discussion between parents and teacher in the first term of entry.
- A baseline assessment is completed within the first six weeks (3rd if possible) of full time schooling. The school is using Early Excellence Baseline.
The Early Years Foundation Stage Profile is compiled during the pupil's reception year, culminating in an assessments score that is entered on the School Pupil Tracking System as well as being sent to the LEA. Pupil Asset Tracking System is used for recording attainment at the end of each term. Tapestry iPad programme being used from September 2016 to support assessment and engage parents.
- Records for children not progressing as expected are maintained on a termly basis so that progress can be carefully monitored and support requested where necessary. All SEND documentation is kept in the SEND files in locked cupboards.
- A brief progress report is sent to parents in the autumn term, followed by parent/teacher interviews. Written reports to parents are sent home in the summer term in time for the parent/teacher interviews. The content of the report is discussed at parent/teacher

interviews if necessary. Parents keep the original report and a copy is kept in the pupil's file. The school operates a policy of encouraging parents to talk to staff about their child's progress on a regular basis, not feeling that they have to wait for an organised parent/teacher interview. Phonics Assessment results are reported to parents. Year 2 and Year 6 parents are given Teacher Assessment levels and SATs results with the end of year report. Assessment results in numeracy, reading and Grammar/Punctuation, are entered on the pupil's tracking system termly at the mid-term point of each term. Individual children's records are confidential and access is only available to parents who make a request to the teacher.

- Medical records are confidential and are kept in the office.
- Reading records are incorporated into the home/school diary which goes home each day. Both parents and teachers write comments in these books. Older pupils may also add their own comments. Home/school diaries are used throughout the school.
- Class teacher records are confidential to the class teacher and only used to guide planning. They inform the teacher about the appropriateness of the work presented to the whole class, group or individual.
- Termly reading age related score recorded in every school diary.

Transfer of Records

Records are always forwarded to the new school following confirmation that the child has started school there. This includes CTF files and hard copy paper work (for which a receipt is requested).

It is insufficient for a parent to advise us of the new school. Records to be forwarded are:

- CTF (main computer record giving child's basic details, ie SEND status, medical details and attendance)
- Reports
- The pupil tracking record
- Any special needs information
- Child protection records (A copy must be kept at school, in the locked blue filing cabinet in HT office).A receipt is required to show that records have been received.

Appendix 1

Point in Time Assessment (PITA)

	Number		Earsham C.E.V.A Primary School Point in Time Assessments.
Well below expected	1	80-84 pts	Is working on P-Scales .
	2	85-89 pts	Is working below age related expectations and is following a different curriculum to the rest of the year group.
Below expected	3	90-94 pts	Is not accessing their year group curriculum without heavily personalised support and scaffolding , which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention .
Just below expected	4	95-99 pts	Is working towards meeting year group expectations. Is able to access the correct curriculum but has significant gaps in their learning . They struggle to embed concepts and nearly always need some scaffolding or support . Can often not apply their learning independently.
Expected	5	100-104 pts	Is on track to meet some, but not all , of the end of year expectations. Is more often than not successful at learning new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.
Securely expected	6	105-109 pts	Is on track to meet end of year expectations . They are usually successful learners, at that year group level, showing good understanding of over 80% of the objectives taught . They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.
Just above expected	7	110 -114 pts	Is on track to meet their end of year expectation and to exceed some . Is able to apply skills in a range of contexts making few errors. Is starting to apply skills in a range of contexts.
Above expected	8	115+ pts	Is on track to exceed year group expectations . They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas.
Well above expected	9	GCSE Level or equivalent	As above, but is demonstrating significant skills and knowledge beyond the curriculum . They can consistently apply their skills in a range of contexts and can synthesise and evaluate other's ideas and their own effectively.

Related Policies

Data Protection Policy aims to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation.

Marking Policy

At Earsham CE VA Primary School we believe that marking is an essential part of planning, assessment, teaching and learning. Through careful marking, we are able to assess what children have learnt, how they have learnt and what their strengths and weaknesses are. Responding to pupils' work through constructive comment acknowledges achievement, promotes positive attitudes and behaviour and leads to an improvement in standards.

Teaching and Learning Policy

Sets down the collective understanding we have in our school about how children are taught. We have set down our ideas about how our pupils, teachers and curriculum interact and what we consider to be the essential ingredients for effective learning.

Spiritual, Moral, Social and Cultural Development Policy aims to prepare all pupils for the opportunities, responsibilities and expectations of life.

The Single Equality Scheme states that inclusion for all pupils will be achieved by ensuring the learning environment, resources and activities are appropriate to each child. All staff are committed to inclusion and plan lessons that dispel stereotypical attitudes and discrimination.

The Health and Safety Policy is adhered to in everything we do. The learning environment, resources and activities are planned by staff to take account of this. Children are encouraged to be safety conscious and contribute to the risk assessment process themselves.

The Special Educational Needs Policy stipulates that pupils will be assessed and provided or as an integral part of every lesson. Staff are experienced in effective differentiation and provide opportunities for children to work on their Individual Education Plan targets in all areas of the curriculum.

The Gifted and Talented Pupil Policy ensures that children who are on the register are encouraged to reach their potential through extension activities and problem solving challenges.

Internet Safety and Acceptable Use Policy - In common with most technologies, Internet use presents risks as well as benefits. Pupils could be placed in inappropriate and even dangerous situations without mediated Internet access. The headteacher and ICT coordinator will pass on current information and recommendations by CEOP, the Child Exploitation and On-line Protection Centre to staff and parents. Teachers will use CEOP's "ThinkUKnow" website with children in every class to ensure they understand the dangers of some internet use and are able to make the right choices themselves. Parents will be encouraged to access these materials at home with their children to embed these important safeguarding principles.

Prevention of Extremism and Radicalisation -This policy sets out our strategies and procedures to protect vulnerable pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

Whole School Safeguarding and Child protection Policy

The purpose of Earsham C.E. V.A. Primary School's safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to;

- Protect our children / young people from maltreatment
- Prevent impairment of our children's / young people's health or development
- Ensure that our children / young people grow up in circumstances consistent with the provision of safe and effective care
- Undertake that role so as to enable our children/young people to have optimum life chances and enter adulthood successfully.

Behaviour Policy

At Earsham we believe that helping children develop attitudes that will enable them to become kind, responsible, hardworking citizens is our most far-reaching role. We create overt opportunities for development of their self esteem and work with parents to ensure children grow up with a positive sense of self worth, aware of their rights and responsibilities in a community.

Anti-bullying Policy

Earsham C.E. V.A. Primary School will not tolerate any form of bullying. We believe that pupils and staff have the right to learn in an affirming and safe environment which promotes positive personal growth and self-esteem for all.