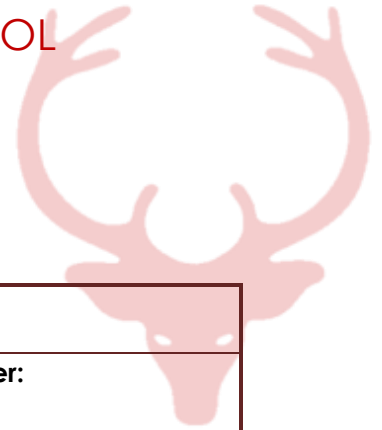


# THE RICHARD CLARKE FIRST SCHOOL

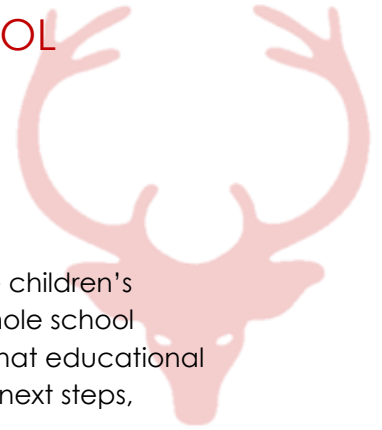


<b>Policy Name:</b>	ASSESSMENT AND REPORTING POLICY		
<b>Policy Author:</b> RCFS STAFF	<b>Linked Governor/reviewer:</b> Mr John Hough		<b>Committee:</b> Standards
<b>Date Approved by Governors:</b>	<b>Related Policies/Curriculum Statements:</b> Feedback		
<b>Review Frequency:</b> Every 3 years or as changes are made	SEND Subject curriculum statements		
<b>Date for review:</b> 2026	<b>Statutory or Voluntary (S/V):</b>	V	
<b>Document Version:</b> 3			

<b>Chair of Governors:</b>		<b>Date:</b>
<b>Audience:</b>		<b>Yes / No</b>
Pupil Governors		
Finance/resources Governors		
Standards Governors	✓	
Teaching Staff	✓	
Support Staff	✓	
Lunchtime Staff		
Parents	✓	
Other		

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## ASSESSMENT AND REPORTING POLICY



### Intent

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

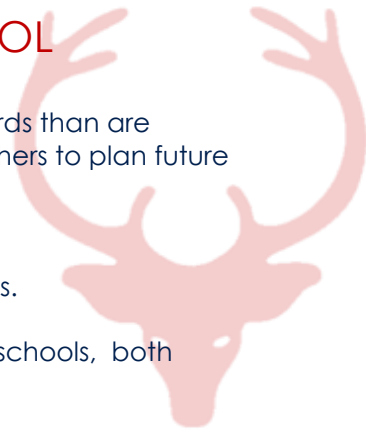
Assessment should be incorporated systematically into teaching strategies in order to assess, progress and diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. We intend our assessment procedures to be free from bias, stereotyping and generalisation in respect of gender, socio-economic groups, race and stage on the SEND code of practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

### Principles of assessment at RCFS

1. Assessment is at the heart of teaching and learning.
  - a. Assessment provides evidence to guide teaching and learning.
  - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
  - a. Assessment is inclusive of all abilities.
  - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
  - a. Assessment outcomes are used in ways that minimise undesirable effects.
  - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
  - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
  - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
  - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
  - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
  - a. The purpose of any assessment process should be clearly stated.
  - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
  - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.

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- d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
    - a. Judgements are formed according to common principles.
    - b. The results are readily understandable by third parties.
    - c. A school's results are capable of comparison with other schools, both locally and nationally.
  7. Assessment outcomes provide meaningful and understandable information for:
    - a. pupils in developing their learning;
    - b. parents in supporting children with their learning;
    - c. teachers in planning teaching and learning.Assessment must provide information that justifies the time spent;
    - d. school leaders and governors in planning and allocating resources; and
    - e. government and agents of government.
  8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

## **Implementation - Our Methods of Assessment:**

### Formative: The 9-point scale (based on year group attainment targets)

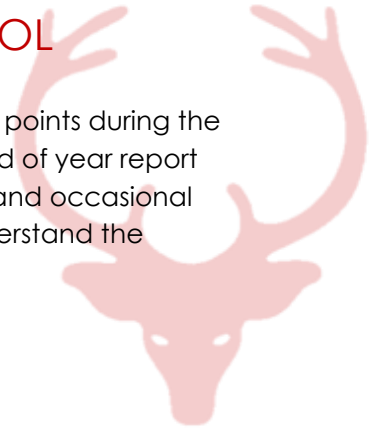
This is ongoing assessment carried out by teachers both formally and informally during a unit of work. Formative assessments have a direct impact on subsequent teaching and learning.

Children have a list of targets in the front of their Real Write, Maths, Science, Art, Guided Reading and Foundation books. School staff use these books to ensure that the children are given opportunities to take ownership of their targets and identify their next steps. These are directly linked with future learning, questioning and feedback. During a year group, children work towards their year group targets. For example, a child in Year 3 will be working towards the Year 3 targets, which are the expectations for a child in Year 3 from the National Curriculum. Children will be judged to be **working towards**, **having met** or **having met with greater depth** particular targets. Should children achieve a level of **mastery** of their year group targets, then the teacher or teaching assistant will decide whether it may be appropriate for that child to move on to **Greater Depth** in order to challenge and deepen understanding of that year group's expectations. Children are assessed on these targets in a variety of ways, but evidence towards targets will usually be found in books and in assessments.

In order to facilitate pupil progress discussions, it is important that school staff rigorously monitor whether children in their class are making progress towards the year group targets. Different groups of children (boys, girls, SEND, PP, EAL etc.) will be analysed to ensure that all are able to make progress.

Children attaining between points 4, 5 and 6 will be judged as having met the expected standard for their year group.

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Attainment and progress information will be shared with parents at key points during the year – autumn and spring parent consultation meetings and the end of year report (July). Information about the system we use will be on the website and occasional information will be provided to ensure stakeholders understand the system.

## **A term by term explanation based on a year 4 child**

**(see Richard Clarke Points Score guidance for further clarity about each scale point)**

*Autumn Term: December*

Working at the expected standard – 4.1

Likely to be working at greater depth within the expected standard – 4.2 or above

Working towards the expected standard – anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum (e.g. a child with SEND who may be working on a previous year group's expectations and could be working on PKS targets) or a child working at 4.0

*Spring Term: March*

Working at the expected standard – 4.2

Likely to be working at greater depth within the expected standard – 4.4 or above

Working towards the expected standard – a 4.0 or 4.1, or anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum (e.g. a child with SEND who may be working on a previous year group's expectations and could be working on PKS targets)

*Summer Term (End of year): June/July*

Working at the expected standard – 4.4 or 4.5 or 4.6

Working at greater depth within the expected standards – 4.7 or above

Working towards the expected standard – a 4.0, 4.1, 4.2, 4.3 or anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum (e.g. a child with SEND who may be working on a previous year group's expectations and could be working on PKS targets)

### Summative: Formal testing

- In addition, school uses a range of standardised and/or other tests to help support teacher judgements. These formal summative, age-related tests occur annually (e.g. Vernon Spelling), each term (e.g. PIRA reading, White Rose Maths, Salford reading) or on a regular basis (e.g. Y1 phonics screening or Y4 MTC)
- Summative testing can also be used to provide further evidence of progress if a child is not making points based progress on the 9-point formative assessment scale or to support teacher judgements.

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- Subject leaders (core) will use the whole school outcomes to identify patterns and review the analysis of the assessments to inform whole school or phase training and report findings to the standards committee of the governing body and ULT trustees.
- SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond).

## Assessment for Learning and Assessment of Learning:

Classroom staff use a variety of strategies that help to inform them of their pupils current level of understanding of learning.

Such techniques may include:

- Mastery Mo activities and/or other challenges relating to the TBQ
- Targeted questioning
- Verbal and/or written feedback based on identified success criteria
- Self and Peer assessment comments based on a child's progress
- Recall activities

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, Diagnostic Reading Analysis, Oxford Reading Tress Assessment pack, FFT etc. Further information can be obtained from the SENDCo and Assistant SENDCo.

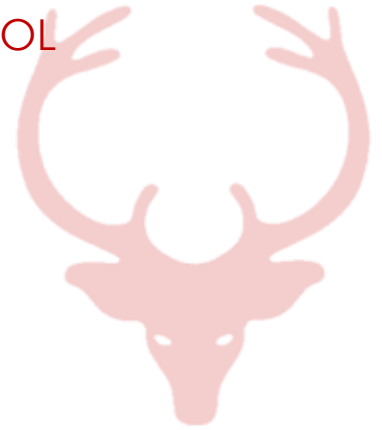
## **Assessment in the Early Years Foundation Stage**

On entry to the school, children will be informally assessed. Baseline assessment results are used to inform planning, set targets and aid early identification/support of special educational needs or disabilities. Alongside this, children will participate in the DfE baseline assessment which will help to form the teacher's judgement and will help to show progress against the children's year 6 assessments.

Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Formal assessments at the end of each term are conducted through knowledge of the EYFS framework as well as a good understanding of child development. These show whether a child is 'on track' to meet the ELGs at the end of the year or 'not on track'. The Reception class team conduct assessment meetings to discuss the children's progress and attainment and these judgements are moderated in school and within the ULT EYFS teams.

At the end of the year, pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

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## The prime areas of learning:

Communication and language  
Physical development  
Personal, social and emotional development

## The specific areas of learning:

Literacy  
Mathematics  
Understanding the world  
Expressive arts and design

For each ELG, practitioners must judge whether a child has met the Early Learning Goal (expected) or has not met the Early Learning Goal (emerging).

## **Records and Record Keeping**

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways, and are for use by the teacher/teaching assistant and/or senior leaders. These may include:

- Children's learning/ books
- Attainment Target trackers in the front of subject books
- Teacher's informal notes
- RCFS Assessment Trackers (Reading, Writing, Maths)
- Reading and spelling ages
- Half termly pupil progress meeting records that includes a review of groups identified from the Assessment Tracker
- For SEND/PP pupils additional assessment data will be in the form of before and after intervention assessment, PKS standards or individual profiles
- National baseline (NFER, Early Learning Journeys, EYFS profile)
- Interactive whiteboard notebook files
- Any other planning documents or resources which may/may not have been used

## **Feedback**

Feedback should follow the school's feedback policy. Feedback is instrumental in ensuring that a personalised learning journey for all children is realised.

Feedback should directly relate to the area of learning success criteria. The primary aim of feedback is to ensure that the pupil can move their learning forward and teachers know what the gaps are so that it can support the planning process. Pupils are encouraged to review and respond to feedback and particular emphasis is

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placed upon quality and timely verbal feedback, and marking which takes place with the child during lessons.

Feedback can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

(See Feedback Policy, Spelling Policy and SEND/Dyslexia Friendly policy).

## **Standardisation/Moderation**

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school (ongoing)
- With colleagues from other schools within the Uttoxeter Learning Trust or wider pyramid

## **Reporting**

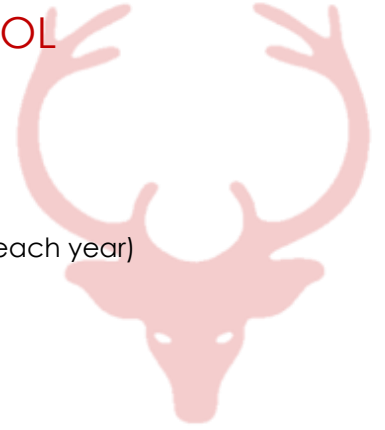
Reports promote and provide:

- Good home /school relationships
- Information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Clear targets for the children

A written report for each child is sent to parents at the end of the academic year. This outlines a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations using agreed language. Targets for English and Maths are also set.

For children at the end of Key Stage 1, additional information including details of national tests is given. For children at the end of Year 4, additional information including their performance in the Multiplication Tables Check (MTC) is given. For children in Year 1, information is given with regards to the phonics check.

Parents are invited to attend formal consultation meetings with the teacher during the Autumn and Spring terms. Should the need arise, parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.



## Appendices

Assessment, monitoring and reporting schedule (for staff; updated each year)

Richard Clarke Points Score