



Assessment and Reporting Policy

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Assessment and Reporting Policy

1. Purposes and Principles of Assessment

The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment:

- formative assessment
- summative assessment
- nationally standardised summative assessments

2. Formative Assessment

Formative assessment is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly. Good formative assessment ranges from the probing questions put to a child as they think something through; recap questions at the beginning of a lesson and work scrutiny, through to marking of work, feedback and next steps.

Observations and trackers

Watching children learn during free play is a vital part of formative assessment. Taking a step back and watching gives staff the opportunity to look at what the children are saying and doing. After an observation time is taken to reflect upon what the child's next steps should be.

Discussion and Questioning

Formative assessments are being made by staff all the time as they have 'learning conversations' with children. Whilst this information may not always be recorded formally this all forms part of a teacher's professional judgement on a child.

Marking, Feedback and Response

Formative assessment is also made through the marking of children's work. Staff regularly give verbal or written feedback with next steps and the children will respond to this.

Annotated Planning

Planning may be annotated with formative assessment information; for example children who have not met the expectations within the lesson or those who exceeded them or particular next steps.

Records of Formative Assessment

There is no expectation on staff to keep records of ongoing formative assessment.

3. Summative Assessment

Summative assessment enables schools to evaluate how much a pupil has learned at the end of a teaching period. At Newtown staff complete summative assessments at the **end of each academic term**, these are recorded on SIMS for tracking purposes.

Early Years

Children in Pre-School and Reception are assessed termly against the Early Years Foundation Stage. These are recorded as working at (WA) or working towards (WT), occasionally we will mark as working below (WB) and only for children with SEN.

Key Stage 1

Children in Year 1 and Year 2 are assessed against the National Curriculum. They will be recorded as working at (WA) or working towards (WT), the expectations for their year group, occasionally we will mark as working below (WB) usually for children with SEN, in addition children who are working beyond the expectations for their year group will be marked at working at greater depth (GD).

4. Nationally Standardised Summative Assessment

Nationally standardised summative assessment is used by the government to hold schools to account.

Early Years Foundation Stage Profile

At the end of Reception all children are assessed against the Early Years Foundation Stage Profile which contains 14 Early Learning Goals. The children are reported as having achieved the Early Learning Goal or working towards it. The children are also assessed as to whether they have reached a good level of development (GLD), in order to achieve a GLD the children must have achieved all the ELGs in three Prime Areas, along with the ELGs for English and Maths.

Phonics Test

All children in Year 1 sit a phonics screening test in June. Children who do not achieve the required threshold at the end of Year 1 repeat the test in June of Year 2.

5. Moderation

The process of moderation is an essential part of the assessment system. At Newtown we set aside time every term to make sure that this takes place both within a year group and across the school. As far as possible we also try to moderate with other local schools and participate in the County Council external moderation.

6. Reporting

At the mid-point in the Autumn and Spring Term all parents will have a meeting with staff where behaviour for learning, progress and next steps can be discussed.

At the end of the Summer Term a summative report is sent to all parents with comments about children's characteristics of effective learning, behaviour and attitudes to learning (see appendix 1 for detail) as well as whether they are working at the expected standard for their year group.

Characteristics of Effective Learning

Playing and Exploring: Engagement

Finding Out and Exploring	• Showing curiosity about objects, events and people
	• Using senses to explore the world around them
	• Engaging in open-ended activity
	• Showing particular interests
Playing with what they know	• Pretending objects are things from their experience
	• Representing their experiences in play
	• Taking on a role in their play
	• Acting out experiences with other people
Being willing to 'have a go'	• Initiating activities
	• Seeking challenge
	• Showing a 'can do' attitude
	• Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning: Motivation

Being Involved and Concentrating	• Maintaining focus on their activity for a period of time
	• Showing high levels of energy, fascination
	• Not easily distracted
	• Paying attention to details
Keeping on Trying	• Persisting with activity when challenges occur
	• Showing a belief that more effort or a different approach will pay off
	• Bouncing back after difficulties
Enjoying achieving what they set out to do	• Showing satisfaction in meeting their own goals
	• Being proud of how they accomplished something – not just the end result
	• Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and Thinking Critically: Thinking

Having their own ideas	• Thinking of ideas
	• Finding ways to solve problems
	• Finding new ways to do things
Making links	• Making links and noticing patterns in their experience
	• Making predictions
	• Testing their ideas
	• Developing ideas of grouping, sequences, cause and effect
Choosing ways to do things	• Planning, making decisions about how to approach a task, solve a problem and reach a goal
	• Checking how well their activities are going
	• Changing strategy as needed
	• Reviewing how well the approach worked

BEHAVIOUR FOR LEARNING SKILLS

ORGANISATIONAL SKILLS	SOCIAL SKILLS	LEARNING SKILLS
1. Starting on time	1. Allowing others to learn	1. Sharing ideas
2. Getting things finished	2. Helping others with their learning	2. Learning in a group
3. Having the correct equipment for a task	3. Inviting others to help with own learning	3. Learning with a partner
4. Planning before doing	4. Sharing equipment	4. Listening to others
5. Keeping work tidy	5. Listening to others	5. Focusing on learning
6. Keeping tables tidy	6. Waiting turn to speak	6. Thinking about other people's ideas
7. Keeping classroom tidy	7. Using the right tone of voice	7. Adding to other people's ideas
8. Knowing where to find the resources needed	8. Explaining ideas clearly & sensibly	8. Trying new things
9. Putting away resources no longer needed	9. Saying "Well done" to others	9. Not giving up when things are tricky
10. Setting self a goal	10. Respecting the views & ideas of others	10. Learning from mistakes
11. Keeping focused on a task	11. Thinking about how what they might say might affect others	11. Making mistakes & moving on
12. Knowing how well they are doing	12. Managing distractions	12. Asking good questions
13. Looking after own property	13. Working collaboratively & cooperatively with others	13. Knowing when to ask for help
14. Looking after others' property	14. Working cooperatively with adults	14. Asking questions if they don't understand

