



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

## Policy Statement on Assessment, Recording and Reporting Pupil Achievement

### *Learning Together, Learning For Life.*

#### Links to Visionary Statement

#### We aim to .....

- keep children's learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

*Agreed and Signed on behalf of the Full Governing Body.....*

*Date:.....*

*Next Review:.....*



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

## Rationale

This agreed policy adheres to our agreed principle that the prime purpose of these processes is to support quality learning for all pupils in the school. It fully reflects the agreed standards for classroom practice and the procedures to be used by leaders for collecting, using and reporting evidence of pupil achievement over time.

The aim of the policy is to:

- ensure that adults and learners are equipped with a wide range of methods that enable the goals embedded in the standards of learning, and progression towards them, to be addressed effectively,
- make explicit the expectation that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need,
- ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners,
- ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually, and at the end of each Key Stage, are met.

Our policy recognises that pupil outcome data will be used for a range of accountability purposes, but makes clear that this must not compromise the validity or the accuracy of the assessments made.

As a result of our assessment systems, the school will be effective in:

- providing the evidence to demonstrate clearly the assessment of pupils,
- keeping parents fully informed,
- enabling governors to make judgements about the school's effectiveness,
- informing OFSTED inspections.

The named Assessment Leaders in our school are: **Julie Hogan and Chloe Butcher**. *Our named Assessment Leaders are responsible for working collaboratively with other local Assessment Leaders and Assessment experts on moderation activities.*

This policy sits alongside the policy for Feedback and Marking which will be reviewed **annually** to ensure that the school is keeping up with external best practice and innovation.

## Definitions:

**Assessment** is the "knowing and understanding of learning", a continual behaviour by which adults process information and make informed decisions about how to support on-going learning and development. It is the relentless processing, analysing and utilisation of information that is available to them.

**Recording and documentation** is a by-product of the assessment process. It reflects the assessments made but it is not an assessment in itself. Its purpose is to provide a clear understanding of the knowledge and understanding of the child as a learner; it supports the knowledge but does not replace it; it assists in recalling and remembering information, but is not a substitute for it. Any recording and documentation will never be at the expense of interaction.

**Reporting** is the communication to others beyond the school, the summative assessment information collected about individuals and pupil groups at key points in their learning journey.



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

**Any and all activities associated with assessment, recording and reporting pupil progress must adhere to the following principles embedded in good practice. They will:**

- ultimately **improve learning and meet the needs of every pupil**, recognising them as diverse, yet richly competent learners,
- reflect current knowledge and understanding of child development and **the way children learn**,
- enable attainment in, and progress towards national Age Related Expectations (AREs) to be facilitated and reported,
- include explicit processes to ensure that information is valid and is as reliable **as is necessary for its purpose**,
- promote public understanding of AREs and their relevance to **learners' current and future lives**,
- be acknowledged as approximations,
- be a part of **a manageable process** of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged,
- promote the **active engagement of learners** in their learning and its assessment,
- **empower and motivate learners** to show what they can do,
- draw on and combine a **range of sources of evidence**, including learners' self-assessments, to inform decisions about learning and next steps,
- meet standards that reflect a broad **consensus on quality** from classroom practice to national policy.

## **ASSESSMENT: Roles and responsibilities**

**All adults working in classrooms are responsible for:**

- planning lessons embedded in learning journeys that are carefully designed to enable learners to MASTER the AREs required by the end of an academic year, phase or Key Stage
- providing frequent opportunities for learners to demonstrate and articulate what they can do through tasks planned to yield information about skills, knowledge and understanding mastered, without compromising the breadth and balance of the curriculum
- developing their own and pupils' assessment skills through a variety of professional learning activities, including reflecting on and sharing experiences with peers and colleagues

**Additionally they will be responsible for using evidence gathered over time to:**

- help learners master their learning, apply their learning and to deepen and enhance the learning appropriately
- using information gathered over time to summarise mastery of learning in line with agreed reporting principles
- reflect on and improve their own teaching

**Leaders and managers are responsible for:**

- establishing and maintaining a positive climate for learning that motivates and encourages all learners
- providing a manageable and meaningful system for record keeping to monitor and report on learning periodically and as required by statute
- analysis of recordable measures that demonstrate comparisons against expected standards and reflect progress over time in order to identify at an early stage those who are not on track to meet or exceed age related expectations by the end of a year
- the provision and organisation of appropriate intervention, additional time or resources required by pupils or groups who fail to master skills and concepts

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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

- ensuring that parents and carers are fully informed about pupil achievements in a manner that engages them in next steps and maintains high levels of confidence in the assessment processes that take place routinely
- providing opportunities for rigorous training in formative, diagnostic and summative assessment so that all staff can improve their practice through professional learning and collaboration
- developing quality assurance procedures within and beyond the school to maximise consistency in assessment judgements

## **ASSESSMENT**

The nature of assessment related activities in which the school community engages is determined and defined by the specific purpose to which they will be put.

Those aspects of assessment whose **prime purpose is formative** are integral to high quality teaching and learning. They take place as learning is happening and are expected to:

- be embedded in all lessons,
- provide evidence of learning that is used to support learners in the next steps in their learning,
- drive teaching that matches the needs of the learner,
- facilitate the collection of evidence of mastery of standards over time.

Adults working with learners will use **a range of formative assessment strategies** to plan activities and tasks that require pupils to respond in ways that demonstrate or articulate their current level of mastery. These planned opportunities will yield rich assessment information that is noted by adults and shared and discussed with learners. Adults in classrooms are provided with professional development in using the following formative assessment strategies effectively:

**Closed Responses (CR):** In which Children are required to select a response from a range given to them. Typified by activities that include responses to Multiple Choice/True- False/Yes-No/ABCD cards or other all pupil response systems (APR) e.g. fist to 5/exit/entrance cards/matching activities.

**Short answers (SA):** Children are required to create a response or a short answer for themselves typically using short sentences or paragraphs (written or spoken)/labelling/visual representations such as diagram/concept map/flowchart/graph/table/mind map/brainstorm.

**Products (PR):** Children are required to create documents or artefacts e.g. Forms of extended writing across the curriculum/artwork/model etc...

**Performances (PER):** Children are required to demonstrate their learning through some kind of action or interaction with others typically through an oral presentation/science investigation/dramatic reading or performance/formal debate/thinking aloud/problem solving /athletic competition etc.

Those aspects of assessment whose **prime purpose is summative** provides information as a snapshot judgement of learning that has occurred by a particular point in time. It is used to:

- analyse the attainment and progress of individuals and groups of pupils at key points
- indicate the extent to which pupils are on track to achieve mastery of end of year or key stage AREs
- inform decisions made about interventions and resource allocations
- inform transition between year groups, key stages and schools
- provide evidence for both internal and external accountability comparing the school community with others locally and nationally



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

<b>WHAT PURPOSE</b> <i>does it serve?</i>	<b>WHY is it important?</b>	<b>How will we do it?</b>	<b>What the adults will be doing?</b>	<b>What the pupils will be doing?</b>	<b>Principle?</b> <b>Effective Assessment must be:</b>
<p><b>FORMATIVE</b></p> <p>(AFL – Assessment for or as learning)</p>	<p><i>Because it is integral to quality teaching and facilitates deep and profound learning.</i></p> <p><i>Because it provides immediate evidence that can be used to support the learners in learning.</i></p> <p><i>So that chosen teaching strategies closely match the learning needs of the learner.</i></p> <p><i>The synthesis between adult understanding of pedagogy and progression in a subject allows the collection of evidence that informs support for</i></p>	<p><i>"On the fly" in lessons.</i></p> <p><i>By making expectations clear in lessons and being explicit about how it contributes to AREs.</i></p> <p><i>By sharing the secrets of success.</i></p> <p><i>Through questioning and the giving and seeking of appropriate, focused feedback.</i></p> <p><i>Through regular, planned learning conversations</i></p> <p><i>(adult/learner, learner/adult,</i></p>	<p><i>Making expectations and AREs clear.</i></p> <p><i>Providing models and exemplars.</i></p> <p><i>Supporting identification of successes and next steps.</i></p> <p><i>Using a wide range of assessment strategies when teaching (CR SA PR and PER)</i></p> <p><i>Asking questions to promote thought and to elicit information of existing knowledge or of learning taking place.</i></p> <p><i>Engaging in interactive dialogue with learners that</i></p>	<p><i>Actively thinking and articulating their learning achievements.</i></p> <p><i>Identifying their learning needs.</i></p> <p><i>Focusing on key aspects of the tasks with reference to success criteria /standards.</i></p> <p><i>Responding in ways that demonstrate where they are in their learning. (CR SA PR and PER).</i></p> <p><i>Collaboratively identifying next steps in learning.</i></p>	<ul style="list-style-type: none"> <li>• <i>Integral to the planning and teaching cycle.</i></li> <li>• <i>Central to classroom practice.</i></li> <li>• <i>Linked with known standards that are predetermined and shared.</i></li> <li>• <i>Promoting the understanding of learning goals and associated criteria.</i></li> <li>• <i>Sensitive and constructive.</i></li> <li>• <i>Fostering motivation.</i></li> </ul>

Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

	<p><i>progression in learning to be provided over time towards an agreed summative goal or standard.</i></p>	<p><i>learner/learner) about learning journeys.</i></p> <p><i>By seeking, reflecting on and responding to evidence from dialogue, demonstration and observation with reference to AREs.</i></p>	<p><i>focuses on the goals and standards.</i></p> <p><i>Managing questioning in ways that engage all pupils.</i></p> <p><i>Looking for the negative and positive impact of the learning experiences they provide.</i></p> <p><i>Giving feedback that requires every learner to think and respond in order to improve.</i></p> <p><i>Creating positive teaching and learning relationships.</i></p> <p><i>Praising and encouraging effort rather than ability.</i></p> <p><i>Using information gathered to intervene appropriately and in a timely manner to take learning forward.</i></p>	<p><i>Expecting/demanding feedback on their efforts.</i></p> <p><i>Evaluating their own and others' work against known criteria.</i></p> <p><i>Explaining their difficulties.</i></p> <p><i>Making improvements in response to suggestions given.</i></p> <p><i>Demonstrating their learning successes.</i></p> <p><i>Helping each other.</i></p> <p><i>Helping the adults to know how to help them.</i></p>	<ul style="list-style-type: none"> <li>• <i>Recognising all educational achievements.</i></li> <li>• <i>Focusing on how learning happens.</i></li> <li>• <i>Helping the learner know how to improve.</i></li> <li>• <i>Developing the capacity for self and peer assessment.</i></li> <li>• <i>A key professional skill.</i></li> </ul>
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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

<b>WHAT PURPOSE does it serve?</b>	<b>WHY is it important?</b>	<b>How will we do it?</b>	<b>What the adults will be doing?</b>	<b>What the pupils will be doing?</b>	<b>Principle? Effective Assessment must be:</b>
<b>SUMMATIVE</b>  (AOL – Assessment OF learning)	<i>As a series of snapshots in time it provides evidence of what learning has taken place individually or collectively to date.</i>	<i>Collect periodically summative judgements based on observations and evidence gathered in lessons.</i>	<i>Using evidence from a range of children's responses collected and gathered over time in the course of their teaching to inform and record, in an agreed manner, summative judgements against the specific standards taught (3-6 times annually).</i>	<i>In the course of their learning, producing clear evidence of what they know, can do and understand.</i>	<ul style="list-style-type: none"> <li>• Reliable</li> <li>• Valid</li> <li>• Fit for purpose</li> <li>• Measuring what has been taught</li> <li>• Very clear about the standards/criteria being measured</li> <li>• Used to develop an understanding of progression</li> </ul>
	<i>Provides evidence over time that can inform decisions made about interventions and resource allocations.</i>	<i>By analysis of summative periodic data, determine where focused support is needed and where deeper learning or application is required.</i>	(SLT)  <i>Collecting centrally and analyse cohort data, and use the analysis to inform adults and pupils about changes required to provision and focus required in interventions.</i>	<i>Articulating their successes and difficulties as well as their learning needs.</i>  <i>Engaging with interest and enthusiasm in well planned activities that yield rich information about what they have learned, are relevant to the standard being taught and closely matched to their learning needs.</i>	
	<i>Provides evidence at the end of a year/key stage about the extent of the</i>	<i>Use end of year and end of key stage summative assessment to judge the</i>	(Teachers)  <i>Reporting end of year</i>	<i>In receipt of information about their personal</i>	

Last Updated: Jan 2020

Next Review: Jan 2022





# Policy Document: Assessment, Recording and Reporting Pupil Achievement

	<i>required mastery that an individual/group/cohort has achieved.</i>	<i>extent of the mastery of the standards by individuals, groups and cohorts.</i>	<i>outcomes as required by statute.</i>	<i>achievements.</i>	
	<i>Provides evidence for accountability purposes - how successful are schools/teachers at improving pupil learning compared with other schools nationally.</i>	<i>Administer end of key stage statutory tests and provide evidence of progress over time from internal tracking.</i>	<i>(SLT and teachers) Recording and reporting outcomes of summative end of KS tests and teacher assessments according to statutory requirements.</i>	<i>Engaging in appropriate transition activities that are fully informed by accurately reported assessments.</i>  <i>Confident in the knowledge that the next teacher is well informed about his/her learning needs.</i>	<ul style="list-style-type: none"> <li><i>Used appropriately as a useful indicator of classroom/ department or whole school performance.</i></li> </ul>





# Policy Document: Assessment, Recording and Reporting Pupil Achievement

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## **ASSESSMENT: Classroom strategies**

**We believe that the most effective learning takes place when both teachers and learners use questioning and feedback techniques well. In order for this to develop we agree that**

**Questions used by adults will be planned:**

- for specific purposes; either to promote thinking or to yield information about a learner's current understanding
- and managed well so that all pupils can and will engage in the dialogue
- to require extended responses in the form of explanation or justification
- to support an understanding that more than one opinion may be valid

**Pupils themselves will be taught how to use a range of questions to support their own independent learning and enquiry.**

**Pupils will be provided with feedback from adults and their peers which takes their learning forward. In order for this to develop we agree that oral and written feedback must:**

- be expected to take place regularly
- be timely and specific to the intended learning
- be targeted at cognitive rather than emotional need
- be specifically about what is next rather than what is right or wrong
- require action

**Pupils themselves will be trained in the principles that underpin effective feedback techniques, so that they become skilled in giving and receiving feedback, and can evaluate their own and others' efforts accurately and robustly with sensitivity.**

**Adults will be entitled to high quality CPD that focuses on these key skills that will enhance assessment, and will be expected to work together in a Teaching and Learning Community that is committed to improving and sharing good practice.**

Agreed strategies for feedback and marking are laid out in the school Marking and Feedback Policy.

Key to the ***Mastery model of teaching and learning*** in the standards based curriculum is the assumption that given time and quality instruction, ***all pupils can and will eventually*** master the core intended learning (basic skills) and meet the standards expected of them annually. We consider a normal distribution of APTITUDE for learning as a baseline from which all things are possible, rather than considering baseline as an indicator of ABILITY that is necessarily fixed. We believe that the time required for some pupils to master new learning in any context will be greater than that required by others, and the learning is therefore be planned carefully to take account of this. We do not believe that it will be the same pupils in each new learning

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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

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experience that will require more time, and are committed to personalising intervention at the point of learning in order to remove any identified barriers that exist to successful mastery.

Thus in lessons embedded in longer sequences and units of work, first **all** pupils are introduced to new learning and given opportunities to develop their understanding. Then formative assessment strategies are

used to distinguish those learners who successfully mastered the new learning, and could clearly demonstrate it, from those who needed more time and correctional instruction in order to do so.

Thereafter, the former group will be provided with opportunities to deepen and enrich their understanding through tasks requiring higher order thinking and independent application of new learning, whilst the latter group will receive further support and feedback personalised to their needs, so that they too achieve the intended learning in the time allocated. Intervention and additional support are provided immediately for any pupil not mastering the basics required in the time given.

Assessing mastery in the classroom is a key skill. Adults and pupils are fully supported by agreed recording and reporting processes as follows:

## **RECORDING AND REPORTING ATTAINMENT AND PROGRESS**

**Evidence of pupil attainment and progress will be generated from:**

- the outcomes of daily learning as observed and noted by adults and pupils themselves
- annual end of year teacher summative judgements of mastery of AREs
- the outcomes of, and comparison between scores in, statutory assessments in Reception on entry (BASELINE), at end of Y2 (KS1 Teacher Assessment informed by tests)

**Principles that underpin our recording and reporting system**

- Formative assessment strategies must be **integral to daily teaching and learning** and used by teachers routinely to gather information to enable them to plan provision that is well matched to need.
- Records kept by teachers of formative assessments made must be simple, manageable and flexibly linked with planning documentation.
- Pupils will be fully engaged in evaluating and collecting evidence of their learning journeys and be expected to contribute to, or lead, pupil conferencing with adults, including parents.
- Systems for measuring and recording summative assessments are to be regarded **as an assessment tool only**- a means of taking a step back to reflect on the "big picture" of where a learner or a group of learners are in their journey periodically. As such, summative judgements will **be made no more than three times annually**.
- To guard against possible negative effects of summative assessment on key elements of successful learning behaviours (self-esteem, self-efficacy, confidence, motivation and positive mindset), the articulation of these summative measurements will **not be part of**

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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

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*the dialogue with pupils* about their learning. The purpose of these summative measurements is purely for recording periodic attainment, in a tracking system, as **a tool for management**. So the language we use to articulate learning and progress to pupils and parents will be clear and direct and will support learning, but will be different from the language we use at leadership level to articulate learning and progress for statutory reporting purposes.

Our aims for an effective recording and reporting system are that it will:

- Be simple and easily understood by internal and external users.
- Provide key indicators about attainment and progress of pupils and the quality of instruction.
- Enable the analysis of the extent to which learners are on track within ELGs/AREs to meet the expected standards as measured by end of EYFS/ KS1 statutory assessments.
  
- Use a language that is sensitive to those whose attainment is currently below the Age Related Expectation.
- Enable parents and learners to understand the extent of their learning so far, and the next steps to be supported on the journey.
- Fully inform the performance management of adults.

## **RECORDING: for purposes of teaching and learning**

The teaching sequences (“constructs”) planned will provide a learning journey in which learners will:

1. **be INTRODUCED** to new knowledge and skills and expected to make efforts to recall and reproduce the learning
2. **DEVELOP** understanding of the concepts by applying their learned skills and knowledge within learning experiences scaffolded by adults
3. be expected to **PRACTISE** and increasingly **DEMONSTRATE** their grasp of the new learning by using it to operate in a range of wider contexts to **MEET** the **BASIC** requirements of the expected learning
4. be provided with meaningful and relevant opportunities for wider and/or deeper experiences because they have met, and are now ready to go beyond the basics of the core learning, and **be independently flexible in their use of it**

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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

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## **SUMMATIVE RECORDING: for management purposes**

Leaders and managers will record pupil attainment on internal systems at Christmas, Easter and at the end of the year. They will collect teacher assessment information from adults **based on the evidence they have to that date** of the extent to which pupils are "on track to meet the end of year standards" in core subjects. The school currently uses a SIMs based tracking system.

These summative judgements made three times a year by teachers, are translated from all their formative records since the last periodic assessment, and are based **on their records of pupil responses to the steps within the AREs taught by that time**. The **language** used to report this is "currently on track to be working below/working in line/exceeding" the specific end of year standards they are working towards.

Best fit judgements are recorded for individuals and points are awarded in each year group as follows for analysis purposes. Pupils currently on track to be Exceeding AREs or in line with AREs by the end of the year are awarded 3 and 2 points respectively, and those VERY FEW pupils for whom weekly records show they are persistently not mastering the learning in the planned time, so are still at working below stages, are awarded 1.

Y	Y	Y
Working below	Working in line	Exceeding
1	2	3
No:	No:	No:
%	%	%

Specific **additional interventions** are then planned in order to ensure these pupils are able to access the next learning. Note is made of the specific difficulty so that this can be planned for when the learning is revisited and taken forward later in the journey. To ensure that pupils do meet the standards required by the end of the year we use a range of strategies to increase the time available for the pupils who require it **beyond that planned for the majority**. These include:

- Engaging parental support in homework.
- Pre teaching and over learning groups.

**Pupils unable to access Y1 programmes of study** are recorded separately using **either:**

- EYFS outcomes
- P-scales (SEND only)

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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

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- Language in Common (EAL only). Pupils arriving in school with little English should **only** be assessed using A Language in Common in the first two years of residence.

**All statutory and other periodic test outcomes for all pupils will be recorded on the SIMs/data system as follows:**

- Baseline assessment on entry to EYFS.
- End of Y1 phonics screening (and Y2 if necessary).
- End of Y2 KS1 Teacher Assessment in reading, maths, writing and Science.

## **REPORTING: performance measures**

We publish the following at the end of KS1:

- Attainment,
- The % of pupils reaching the expected standard in maths, reading and writing at Y2,
- Outcomes of the Year 1 and 2 Phonics Check,
- Progress.

This will be shared through parent teacher consultation.

## **REPORTING: attainment and progress to pupils and their parents/carers**

When reporting to parents we believe that in order to avoid pupils becoming labelled, expectations becoming limited, and the development of fixed mindsets with regard to achievement possibilities, a different language should be used.

The information from assessment is communicated to parents and pupils on a termly basis through a structured conversation about learning that involves the pupil fully, and an annual written report as required by statute.

**Reports to parents** will be a rich, qualitative profile of what has been achieved and will indicate next steps. In particular they will:

- Meet statutory requirements
- Use clear, jargon free language to provide information about attainment compared with national expectations (AREs)
- Indicate whether the pupil is working well within/slightly below the expected range for his/her chronological age, or that he/she has a strong understanding of the concepts taught in the year and has been working on extension activities to deepen his/her knowledge in preparation for the next phase
- Provide examples of particular areas of success, current focus and indications of next steps
- Promote engagement in their child's learning with an opportunity for dialogue that involves themselves, staff and the pupil

Initiate discussion as to the nature of their support throughout the year so that achievement is celebrated and action taken appropriately where learning is less secure.

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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

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## Parents' Evenings at Paulton Infant School

The annual pattern for these evenings is as follows:

### ***Autumn and Spring Terms***

One to one appointments are offered with the teacher as well as the opportunity to look through children's work and around the classroom.

### ***Summer Term***

Following annual written reports we hold a Celebratory Evening for parents and children to come to look at work from the year in the classroom and around the school. For children moving up within the school it is a chance to go and look at new classrooms and for families to familiarise themselves with staff.

Outside of these key evenings we do encourage families to have regular contact with teachers regarding any other needs. Children's achievements and successes are also shared informally and through school routines such as our 'Celebratory Assemblies' and homework sharing.

### **Standardisation:**

We work together regularly to conduct work scrutiny and pupil progress meetings every long term to ensure that assessment judgements made within the school are collaboratively agreed and robustly moderated. We are continuing to add to our Paulton Infant School 'Exemplification Folders' for each subject. These whole school standards files will exemplify what pupils should be achieving in reading, writing and maths a) at the end of each year and b) by Christmas and Easter in each year. These standards files will be reviewed and updated annually and used in moderation meetings with other schools. We will also draw on any national materials which will support us e.g. 'Teaching for Mastery' from the National Centre for the Excellence of teaching in Mathematics (NCETM)

### **Moderation:**

We work together regularly to conduct in house moderation every long term to ensure that assessment judgements made within the school are collaboratively agreed and robustly moderated. We meet with our partner schools/local cluster of infant schools annually to compare our performance and to moderate each other's judgements in core subjects. Where possible we arrange for staff to attend LA moderation events as well as to meet LA moderators with appropriate expertise in order to further moderate our judgements.

**Transition (EYFS to Y1, Y1- Y2, KS1- KS2):** Planned ***transition*** activities include:

- the exchange of assessment information internally between year groups,
- part of induction for new Reception pupils,
- collaboration with our partner junior school for Year 2 children transferring to Year 3.

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Last Updated: Jan 2020

Next Review: Jan 2022



# Policy Document: Assessment, Recording and Reporting Pupil Achievement

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Acknowledgements:

With thanks to Jenny Short (Inspir.ed)/network of BaNES/Frome schools.

Ms. C. Butcher  
2020

To be reviewed 2022

Signed : .....  
Chair of Governors Curriculum & Standards Sub-committee.

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Last Updated: Jan 2020

Next Review: Jan 2022