



# **Covingham Park Primary School Assessment and Record Keeping Policy**

## **Caring for Pupils, Promoting Success**

At Covingham Park Primary School we value each child's individuality and aim to ensure that every child feels happy, safe, secure and empowered to realise their full potential. We believe that we should take care of our children, so that they not only feel safe but are inspired to learn.

Pupils at Covingham Park Primary School will be encouraged to be active participants in their own learning, have positive attitudes, be resilient and ambitious. We encourage them to explore, be curious, have enthusiasm and have the courage to take risks.

We want them to:

Be Ready to learn  
Be Responsible for their learning attitudes  
Be Resilient in their approaches to learning

**Date Written: September 2024**  
**Next Review Date: September 2025**

Assessment is viewed as essential to and an integral part of effective teaching and learning. The purpose of assessment is to improve outcomes for pupils and provide information for a range of audiences.

Assessment at Covingham Primary will be:

- Positive
- Manageable
- Useful and Used
- Consistent
- Effective in improving outcomes for pupils

### **Aims**

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels and ensure good progress for all pupils.
- To gather information to inform future teaching and learning and ensure good progress.
- To evaluate the impact of the curriculum offer to pupils
- To provide information to inform the school's strategic planning
- To track individual attainment and progress

### **Assessment will be used in the following ways:**

- **Formative** – the information gained “forms” or affects the next learning experience
- **Diagnostic** – finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress. Misconceptions are addressed.
- **Evaluative** – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- **Summative** – systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

### **Effective assessment in this school is characterised by:**

- Meaningful and useful information about the pupils' achievements, transferring with the pupils as they move into school, through school and to future schools.
- To analyse performance in terms of cohorts or pupils as well as analysis of the achievement of all groups of pupils:

### **Assessment in the school is enhanced by:**

- Pupils' involvement in self-assessment
- Parents/Carer involvement

### **Assessment – who is it for?**

#### **Teachers / Teaching Assistants will know:**

- Where the pupils are starting from
- Has the class overall learnt what was planned?
- Are all the pupils making expected progress?
- Are pupils working at, above or below age related expectations?
- Are they making sufficient progress against national expectations and prior attainment?
- How are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension?
- Is the planning for activities, resources and staffing well targeted?
- How can the teacher do it better next time?

**Pupils will know:**

- To what extent they have achieved desired learning outcomes, progress against success criteria, next steps towards end of year expectations, progress against National Curriculum where appropriate.
- How to play their part in improving their own progress.

**Headteachers and subject leaders will know:**

- Are the pupils making progress and the rate of this progress?
- Have misconceptions which prevent progress been addressed?
- Is the planned curriculum effective?
- Is the pupil's progress in line with the school's targets?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching/learning need to be strengthened?

**Parents / carers will know:**

- Is my child making good progress, if not what is being done about it?
- How is my child doing compared with others of the same age?
- What can I do to help?

**Governors will know:**

- How is the school progressing against their targets?
- What is the impact of the school improvement plan?
- What is the End of Year and end of Key Stage attainment and progress?
- How does the school compare with other similar schools?
- Are the school's priorities being met?

**Recording**

Recording will be manageable and relevant at short, medium and long-term levels. The degree of details in the recording will depend upon whether:

- It is a core or foundation subject
- The subject is a focus for school improvement

**Short-term**

Annotations about individual or groups of pupils' progress towards teaching objectives in the teachers planning file, on children's individual plans.

The notes will

- Help planning at short and medium-term levels;
- Be useful when talking to another teacher / SENCO or in identifying particular problems;
- Inform the teaching approach;
- Inform the grouping of pupils;
- Inform the choice of resources.

**The school will make effective use of verbal assessment. Teachers will:**

Use effective questioning to check understanding and to shape the pace and direction of lessons.

Make explicit to pupils the purposes of the lesson, e.g. "By the end of the lesson you will be able to....." This may take the form of differentiated success criteria.

Teachers will:

- Provide opportunities for pupils to explain their thinking to each other in pairs, groups or as a class using appropriate technical vocabulary
- Check understanding, reinforce and extend learning
- Conference pupils so that they know what it is they need to improve

- Provide opportunities for pupils to review their day to day learning
- Mark/feedback/respond to pupils' learning including points for improvement, this will take the form of:

- Praise for achievements
- Next steps to improve learning
- Modelling improvements (e.g. showing how to calculate in maths)

Refer to marking policy and spelling policy.

### **Medium-term**

Recorded assessments, 'Target Tracker' data base, collation of short term assessments will inform:

- Discussion with parents and carers;
- Target setting for improvement with individuals or groups of pupils.
- Progression towards End of Year expectations.

### **Long-term**

Recorded assessments will be:

- Early Years Foundation Stage Profile
- Year 1 Phonics Screen
- Year 4 Multiplication Table Check
- Statutory assessments at the end of Key Stage 2 including the end of Key Stage 2 transfer record.
- Any other assessments used by the school – recorded in Assessment file
- End of Year tests and tasks.

Annual reports to parents will identify gains in skills, knowledge and understanding (refer to latest assessment and reporting guidelines) with the next steps in learning. Reports will also make judgements on children's progress towards End of Year Expectations.

### **Assessment information will be used**

- To analyse records to help clarify patterns of performance over time and responses to specific teaching approaches.
- To review targets related to the curriculum so that they can be amended if necessary and yet still be realistic and challenging.
- To review and, if necessary adjust curriculum provision in terms of breadth and balance.
- To inform the governing body of the school's standards and improvement through the headteacher's report to the governing body (this will include an analysis of comparative data).

To maintain confidentiality, Individual Assessments will only be made available to the pupils' parents and professionals who need to see them.

### **Children with special educational needs and disabilities**

The SENDCo will arrange any necessary external assessment by relevant professionals. This could include Educational Psychologist, Speech and Language Therapist, TAMHs, Nylands Campus Outreach Team (Behaviour Support) or Advisory Teachers (SCID, VI, HI, PD, Assistive Technology). The recommendations from these assessments will be co-ordinated by the SENCo and delivered by the class teacher and TA. In the most complex cases, further assessment may be requested from the SEN Resource Allocation Panel (SENRAP), this may lead to an Education, Health and Care Plan and additional funding to help meet an individual child's needs.

### **Equal Opportunities**

All staff and governors will use assessment to ensure all pupils and groups of pupils are tracked for progress and attainment and any significant differences are addressed.

Marking and feedback will be used to inform planning and therefore will be a continuous assessment. The marking will adhere to the marking policy.

### **Assessment and Target setting timetable and procedure.**

**July** – Teachers meet previous teachers and exchange assessment information and assessment files (paper and electronic: Target Tracker). Targets, long term planning for following year, medium term planning adjusted in line with assessments. Class action plans begun. Inform parent/carer of progress and targets.

**October** – End of Year Target setting for all pupils in English and Maths.

**October/November** – Class teachers, in conjunction with teaching assistants monitor and evaluate pupil performance in new classes. Curricular Targets, medium term planning adjusted in line with assessments. Inform parent/carer of progress and targets.

**December** – assessment week, data capture, pupil progress meetings

**January/ February** – Pupil progress meetings, data capture. Targets, medium term planning adjusted in line with assessments. Inform parent/carer of progress and targets.

**March** – Mid Year assessment week; assessment of attainment and progress

**May and June** – During assessment week all children are assessed using relevant test materials and teacher assessment in English and Mathematics, Final data capture. Foundation Stage, KS2 statutory assessment tasks, Year 4 Multiplication Tables Check, Phonics Screening Check are carried out according to assessment and reporting arrangements.

**Data captures** are taken regularly. Teachers need to ensure they have sufficient evidence to make a robust and accurate judgement, moderating with year group partners and other staff.

#### **Data Protection**

'Target Tracker' must only be accessed on school staff laptops. This policy should be read in conjunction with the Data Protection Policy, Target Tracker Cloud Services and the Data Protection Act, Tapestry Security Policy

#### **Monitoring and Evaluation**

The Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development / improvement plan.