



Chater Infant School

An exceptionally high performing
professional and learning culture creating
excellent achievement for all.

Remembered for all the Right Reasons

Assessment, Recording and Reporting Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

Date agreed: Nov 2020

Date of next review: Nov 2022

Rights Respecting School Agenda

As a Rights Respecting School, there are two articles that are integral to our Assessment, Recording and Reporting Policy:

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education
(from the National Convention on the Rights of the Child)

These two articles have been simplified for the Charter Infant School Charter for children to follow;

We have the right to go to school
We have the right to learn.

Rationale

We believe that for effective teaching and learning, assessment **for** learning should complement assessment **of** learning. Key characteristics of day-to day assessment for learning are:

- Giving explicit learning objectives;
- Success criteria generated with the pupils;
- Marking and feedback identifies the successes and helps children know how to improve through the use of red ('racing ahead' positive feedback) and green ('to grow' – next steps) colour coded comments;
- Improvements are made as a direct result of the feedback;
- Children are actively involved in peer and self-assessment;
- Questioning is used effectively to extend the learning for all pupils;
- There is a belief that all can succeed;
- Learning culture instead of performance culture (learning process focus);

It is through careful and regular measuring of progress made through:

- Everyday observations;
- Moderated work;
- End of unit assessments;
- Analysis of outcomes of external tests;
- Standardised tests

Teachers have the information needed to modify the planning, update individual targets (Key Stage 1) and alter or expand on teaching and learning styles so that every child can continue to make progress.

We need to bear in mind the very young ages of the children and any assessment should be carried out without putting undue pressure on the children and regard for their self-esteem a high priority. All assessments

should be dated. Summative assessments from Nursery through to the end of Year 2 are kept in the child's individual file in the PPA Room. This includes the child's highlighted assessments from Nursery and Reception, pieces of independent work from Nursery which have been used for assessment purposes; Good to Be Me dated drawings of themselves, copies of the child's End of Year Reports.

Assessment is closely linked to feedback as stated in the Marking and Feedback Policy.

The following assessments will be carried out at Chater Infant School.

Nursery

Autumn Term

- Baseline/entry level data to be completed in all seven areas 3-4 weeks after entry in September, against the appropriate developmental bands from Early Years Outcomes.
- Beginning of December exit assessment against the appropriate developmental bands from Early Years Outcomes
- Unsupported name writing using name card
- EAL Phase Assessment
- WellComm Toolkit Assessment if necessary
- Class Profile
- Writing Portfolio
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT

Spring Term

- End of March exit assessment against the appropriate developmental bands from Early Years Outcomes
- Unsupported name writing using name card
- EAL Phase Assessment
- WellComm Assessment if necessary
- Reading Tracker
- Writing Portfolio
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT

Summer Term

- Mid June exit assessment against the appropriate developmental bands from Early Years Outcomes
- Unsupported name writing using name card
- Unsupported cutting assessment
- WellComm score for those children in our Nursery- ready for intervention in Reception
- Nursery working below, at or above expected level information for reports
- EAL Phase Assessment
- Reading Tracker
- Writing Portfolio
- Set 1 Phonic Assessment
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT

Reception

Autumn Term

- Baseline/entry level data to be completed in all seven areas 3-4 weeks after entry in September against the appropriate developmental bands from Early Years Outcomes
- Beginning December exit assessment against the appropriate developmental bands from Early Years Outcomes
- Phonics Tracker completed at the end of the term with the phase the child is securely working in
- Reading Tracker
- EAL Phase Assessment
- WellComm Toolkit is used for 'new to Chater' children
- Class Profile
- Writing Portfolio
- Initial Sound Assessment
- Set 1 Sounds Assessment
- Number Recognition
- 2d Shape Assessment
- 3d Shape Assessment
- Name Writing Assessment
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT

Spring Term

- End of March exit assessment against the appropriate developmental bands from Early Years Outcomes
- Phonics Tracker completed at the end of the term with the phase the child is securely working in
- Reading Tracker
- EAL Phase Assessment
- Writing Portfolio
- Set 1/2 Sounds Assessment
- Number Recognition
- 2d Shape Assessment
- 3d Shape Assessment
- Name Writing Assessment
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT

Summer Term

- Mid June exit assessment against the appropriate developmental bands from Early Years Outcomes
- Phonics Tracker completed at the end of the term with the phase the child is securely working in
- Reading Tracker
- EYFS Profile Assessment against the Early Learning Goals
- Independent writing sample-annotated if necessary
- Meet with Y1 for transition talk, cohort summaries and data information
- EAL Phase Assessment
- Writing Portfolio
- Set 1-3 Sounds Assessment
- Number Recognition
- 2d Shape Assessment
- 3d Shape Assessment
- Name Writing Assessment
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT

Year 1

In Year 1, teachers will be using the Herts for Learning (HfL) Assessment Criteria and use teacher judgements to inform what band a child is working at and how much progress they will make. Where a child is not accessing the Key Stage 1 curriculum, children will continue to be assessed using the

Development Matters Framework and the Early Learning Goals (ELG) to support assessments. Teachers will continue to use the Development Matters and ELG until they are ready to use the Hertfordshire Assessment Criteria. It may be appropriate to continue using the IAELD in the autumn term if appropriate to support transition into Year 1. If a child is working at 30-50 months on Development Matters, it will be important to also use the P-Scales alongside in preparation for when the child enters Year 2. Any child with SEND that is working at ELG or below in the summer term of Year 1, needs to be assessed using P-Levels. The P-Level data needs to be inputted on AM7 for the summer term only.

Autumn Term

- Class profile and (attend PPM meeting)
- Baseline assessment in reading, writing and Maths entered onto AM7
- Baseline assessment in reading will include reading the 100/200 (if a child is ready) high frequency words and RWI Sound Set 1, 2 and 3.
- Assessments for reading will be supported through teacher judgement, guided reading sessions as well being linked to the colour band of the child's reading book
- Assessments for writing will be taken from independent writing activities. These activities will be primarily taken from Extended Writing books where children apply their writing skills independently.
- Assessments for Maths will be taken from independent maths activities evident from a child's Maths book
- End of November/beginning of December HfL assessment in reading, writing, Science and Maths entered onto AM7
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT
- Reading assessments will also include a review of the 100/200 high frequency words and RWI Set 1, 2 and 3 phonic sounds
- Assessments will include tracking a sample of children from each ability band in each core subject.
- Phonics Tracker completed at the end of each half term with the phase the child is securely working in onto AM7
- Foundation Subjects Assessment completed
- EAL phase assessment (for children that are new to the country and have very little or no English)
- End of unit assessment – on going
- Weekly spelling / phonic assessments

Spring Term

- Assessments for reading will be supported through teacher judgement, guided reading sessions as well being linked to the colour band of the child's reading book
- Reading assessments will also include a review of the 100/200 high frequency words and RWI Set 1, 2 and 3 phonic sounds

- Assessments for writing will be taken from independent writing activities. These activities will be primarily taken from Extended Writing books where children apply their writing skills independently.
- Assessments for Maths will be taken from independent maths activities evident from a child's Maths book
- March exit HfL assessment in reading, writing, Science and Maths entered onto AM7
- Assessments will include tracking a sample of children from each ability band in each core subject.
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT
- EAL phase assessment (for children that are new to the country and have very little or no English)
- End of unit ICT assessment – on going
- Weekly spelling / phonic assessments
- Phonics Tracker completed at the end of each half term with the phase the child is securely working in onto AM7

Summer Term

- Year 1 Phonics Screening Check in June. This is a statutory assessment. This assessment is administered by Year 1 teachers. Results for this screening check are submitted to SLT and then passed onto the admin staff to record data. Once this data has been recorded, it needs to be thoroughly checked before submitting the data to the DfE
- Assessments for reading will be supported through teacher judgement, guided reading sessions as well being linked to the colour band of the child's reading book
- Reading assessments will also include a review of the 100/200 high frequency words and RWI Set 1, 2 and 3 phonic sounds
- Assessments for writing will be taken from independent writing activities. These activities will be primarily taken from Extended Writing books where children apply their writing skills independently.
- Assessments for Maths will be taken from independent maths activities evident from a child's maths book
- Assessments will include tracking a sample of children from each ability band in each core subject.
- Weekly spelling / phonic assessments
- Phonics Tracker completed at the end of each half term with the phase the child is securely working in onto AM7
- June exit assessment in HfL assessment in reading, writing, Science and Maths entered onto AM7
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT

- Foundation Subjects Assessment completed
- Assessments will include tracking a sample of children from each ability band in each core subject.
- EAL phase assessment (for children that are new to the country and have very little or no English)
- All data will be passed onto the class teacher in Year 2

Year 2

In Year 2, children will be assessed against the Hertfordshire Assessment Criteria. Where a child is working significantly behind the expected standard, children with SEND may be assessed using P-Scales.

Autumn Term

- Class profile and attend PPM
- Check end of Year 1 data to be used as baseline assessment in reading, writing and Maths entered onto AM7
- Assessments for reading will be supported through teacher judgement, guided reading sessions as well being linked to the colour band of the child's reading book
- Reading assessments will also include a review of the 100/200 high frequency words and RWI Set 1, 2 and 3 phonic sounds
Assessments for writing will be taken from independent writing activities. These activities will be primarily taken from Extended Writing books where children apply their writing skills independently.
- Assessments for Maths will be taken from independent maths activities evident from a child's book
- End of November/beginning of December HfL assessment in reading, writing, Science and Maths entered onto AM7
- Assessments will include tracking a sample of children from each ability band in each core subject.
- Phonics Tracker completed at the end of each half term with the phase the child is securely working in onto AM7
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT
- Weekly spelling / phonics tests
- Foundation Subjects Assessment completed
- EAL phase assessment (for children that are new to the country and have very little or no English)

Spring Term

- Assessments for reading will be supported through teacher judgement, guided reading sessions as well being linked to the colour band of the child's reading book

- Reading assessments will also include a review of the 100/200 high frequency words and RWI Set 1, 2 and 3 phonic sounds
- Assessments for writing will be taken from independent writing activities. These activities will be primarily taken from Extended Writing books where children apply their writing skills independently
- Assessments for maths will be taken from independent maths activities evident from a child's maths book
- March exit assessment in HfL assessment in reading, writing, Science and Maths entered onto AM7
- Use AM7/SIMS to create relevant reports on data attainment and progress
- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT
- Assessments will include tracking a sample of children from each ability band in each core subject.
- EAL phase assessment (for children that are new to the country and have very little or no English)
- Phonics Tracker completed at the end of each half term with the phase the child is securely working in

Summer Term

- End of KS1 Assessments (2 x reading tests, Arithmetic test, Maths reasoning paper. Note; The Grammar, Punctuation and Spelling test is not statutory). The End of KS1 Assessments are statutory and are administered by Year 2 teachers in May. Teachers follow the End of KS1 Assessment guidelines. Data will be submitted to SLT. This data is then inputted by the admin team and then reviewed by SLT and Year 2 teachers for accuracy before being sent to the DfE.
- Year 2 teachers will be using the Teacher Assessment Framework(2019) to judge if a child is working towards the expected standard, working at the expected standard or working at greater depth of the expected standard
- Phonics Screening Check is administered by Year 2 teachers for those children who failed in Year 1. This is a statutory assessment as noted above in Year 1.
- Assessments for reading will be supported through teacher judgement, guided reading sessions as well being linked to the colour band of the child's reading book
- Reading assessments will also include a review of the 100/200 high frequency words and RWI Set 1, 2 and 3 phonic sounds
- Assessments for writing will be taken from independent writing activities. These activities will be primarily taken from Extended Writing books where children apply their writing skills independently
- Assessments for Maths will be taken from independent maths activities evident from a child's maths book
- June exit HfL assessment in speaking and listening, reading, writing, maths and science entered onto AM7
- Use AM7/SIMS to create relevant reports on data attainment and progress

- Complete and analyse data and complete the Pupil Progress Meeting (PPM) report
- Attend PPM meetings with SLT
- Phonics Tracker completed at the end of each half term with the phase the child is securely working in
- Foundation Subjects Assessment completed
- EAL phase assessment (for children that are new to the country and have very little or no English)

Pupil Tracking

Each teacher will track children's progress using the HfL Assessment Criteria (A0, A1, A2, A3, A4, A5 or A6) in English, Mathematics and Science. Subject Leaders will at the end of the year for evidence. If a child is working below A0, teachers will need to track individual children working within Development Matters or P-Levels. Data and any analysis are to be passed on to the receiving teacher and the relevant Subject Leader. To track pupils, rigorous pupil performance meetings (PPM) are completed termly for English and Maths which involve the class teacher, SLT and Inclusion Leader. Teachers are expected to input all assessments onto AM7 and to analyse the data so that a professional discussion can be undertaken with a focus on children who are not making expected progress, Pupil Premium pupils or children with SEND.

Pupil Well Being and Growth Mindset

The Chater Learning bricks are used by children in Reception, Year 1 and Year 2 to help them to focus on growth mindset.

Information for Parents

Parents are given information on their child's progress through day to day communication with class teachers as well as through two parent consultation evenings a year. In EYFS parents are given 'Next Steps' sheets in autumn and spring term and 'what next targets' in the summer term reports. In KS1 parents are given half termly targets for their child in reading, writing and maths. They are also provided with a mini progress report at the end of the Autumn and Spring Terms.

Parents receive their child's end of year report at the end of each academic year. In addition to this, parents receive:

- Nursery working below, at or above expected level information
- Reception Early Years Foundation Stage level information
- Year 1 phonics screening score and retest score if retaken in Year 2
- KS1 assessment judgement at the end of Year 2

Children's learning journals from Nursery and Reception are sent home to parents usually by the half term of the following academic year once the new class teachers have settled the children into their new classes.

Information sent to Hertfordshire

The following assessment data is submitted to Hertfordshire on a yearly basis:

- EYFSP scores at the end of Reception
- Year 1 phonics screening test scores and Year 2 re-test scores
- KS1 assessments at the end of Year 2

SEND Assessments

Where appropriate, children with Special Educational Needs may be assessed using the following:

- Individual Assessment of Early Learning and Development (in EYFS)
- Laurance Haines Specific Learning Difficulties Base Assessments in Literacy and Numeracy
- SNAP Infant Check (this gives an indication of where the child's difficulties lie.)
- Non-verbal skills assessment
- Observations of the child in class by the Inclusion Leader
- B Squared assessment materials for children at P levels for children who are not able to be assessed using the Hertfordshire Assessment Criteria
- Small Steps criteria
- Speech and Language assessments
- Termly review of support plans
- IEALD assessments (baseline at the beginning of the year and termly)
- Six monthly or annual review of EHCP targets

A child may also be referred to a number of outside agencies for further, more specialist assessment eg Speech and Language Therapy, Educational Psychologist, Chessbrook Education Support Centre (for behavioural, social and emotional issues) and Colnbrook Outreach support.

Senior Leadership Team

The Senior Leadership Team evaluates and analysis data for children across the school by using internal reports including AM7, PPM reports and data, as well as using Analysing School Performance and the Inspection Dashboard Summary Report (IDSR). These assessments are vital to support SLT with setting targets and action plans for the children at Chater Infants and provides further data that is reported to the school Governing Body.

Moderation

To ensure that our assessments are accurate, the school will undertake a range of moderation activities throughout the academic year. Moderation activities will have an specific focus. Moderations take part within the school in relevant key stages as well as with other local schools.

Current moderation activities include:

- On entry to Nursery/Reception internally and externally with other schools
- On exit moderation for Reception internally and with other local schools
- Cluster moderations for EYFS and KS1 classes with local other schools (Watford infant school clusters)
- Cluster moderations EYFS and KS1 classes with local Watford schools
- HfL Year group moderations (e.g. Year 2 or Year 1 moderation only)
- End of KS1 Assessments moderation with local schools cluster
- Internal moderation on specific subject areas (RWM and Science)
- External moderation by County for EYFS
- External moderation by County for End of KS1 Assessments (Year 2)

Training

To support staff with assessment, ongoing training and support is available within school and courses are available through Herts for Learning.