Wincanton Primary School Assessment, Recording and Reporting Policy

July 2025

Approved by the Governing Body

Signed:

Date: July 2025

Proposed Date of Future Review: July 2027

1. Rationale

Children's progress is monitored very carefully at Wincanton Primary School in order that we can provide the best possible opportunities and highest levels of support for all children. This will ensure that all children achieve their best. All assessment activities aim to ensure that children are able to make excellent progress in their learning whilst taking into account their individual needs.

2. Aims

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work.
- To allow year teams to plan work that accurately reflects the needs of each child (referencing National Curriculum expectations).
- To help our children to understand their strengths and what they need to do to improve their work.
- To provide regular information for parents so that they can support their child's learning.
- To take stock of whole school data and to identify future whole school development needs.

Marking and feedback to pupils, both written and oral are important aspects of the assessment process. They are integral to support an individual child on their learning journey and personal development.

3. Principles

Assessment in our school will help children and teachers decide where the children are in their learning, where they need to go and how best to get there. The principles below demonstrate this process. Assessment in our school will:

1. **Be part of effective planning.**
2. **Focus on how pupils learn.**
3. **Be central to classroom practice.**
4. **Be a key professional skill for teachers.**
5. **Be sensitive and constructive.**
6. **Foster motivation.**
7. **Promote understanding of goals and criteria.**
8. **Help learners know how to improve.**
9. **Develop the capacity for self-assessment**
10. **Recognise all education achievement**

4. Arrangements for the Assessment, Recording and Reporting of the Achievements of Pupils.

Assessment for Learning

Formative assessment describes **processes of teaching and learning.**
A range of appropriate assessment techniques and evidence are used including e.g.:

- Clarifying learning objectives at the planning stage.
- Sharing learning objectives/success criteria at the start of a lesson and referring to them throughout the lesson.
- Questioning of, and discussion with, children.
- Listening to, and observation of, group/pair discussions.
- Marking and reviewing progress focused on the learning objectives

- Individual target setting/ child self-evaluation.

The knowledge gleaned by the teacher from this continuous assessment process is used to plan the next steps of learning for individuals, groups and the whole class.

It is agreed that it is good practice for teachers to:

- Make learning objectives clear to children for each lesson.
- Put the lesson in the context of the unit of work by reviewing what the children have already done and will do next.
- Consolidate the learning during each lesson by reviewing what knowledge/skill/concept has been learnt e.g., "now you are able to...".

Foundation Stage

The curriculum is broken in the Prime areas of personal, social and emotional, communication and language, physical development and the Specific areas of literacy, mathematics, understanding the world and expressive arts and design. The Foundation Stage Profile in the Foundation Stage, as part of the learning and teaching process, assessments are made through formative and summative assessments.

Formative assessment is based primarily on the teacher's professional knowledge of what the child knows and can do day to day. It can be gathered during routine interactions with children, and does not need to be planned. The teacher may simply reflect on the knowledge, skills and understanding that the child demonstrates in the course of everyday learning to plan what to teach next. Where a child's learning is embedded and secure the child is likely to demonstrate what they know and can do consistently in a range of situations. Summative assessment is based on a holistic view of what the child can demonstrate against each ELG (Early Learning Goal) at the end of the Reception year. When assessing children against the ELGs, teachers should look at the whole description for each goal to determine whether this best fits their professional knowledge of the child, taking into account the child's strengths and weaknesses. The ELGs are interconnected, meaning that children are likely to demonstrate attainment in more than one area of learning when engaging in a particular activity. By the end of the final year of the Foundation Stage, the children should either be working within the ELG or will not be on track.

Assessment of Learning

This is assessment that provides overall evidence of the achievement of pupils and of what they know, understand and can do. In school, we make teacher assessments every term. This is recorded on Insight (our online assessment tool) adopted July 2025. This is a process of structured periodic assessment for Reading, Writing. Grammar Punctuation and Spelling (GPS) and Mathematics. It supports teachers by promoting a broad curriculum and by developing teachers' skills in assessing standards of attainment and the progress children have made. It involves 'stepping back' periodically to review pupils' on-going work and relate their progress to National Curriculum levels, and provides information to help teachers plan for the next steps in children's learning.

Assessment in Years 1 to 6 is recorded on an Assessment sheet and recorded on Insight termly. Children are assessed against the following descriptors:

- Emerging
- Developing
- Secure – exhibits skills independently
- Greater depth – exhibits skills spontaneously and with confidence, representing higher levels of attainment.

The focus of each assessment will be related to National Curriculum criteria and learning objectives. Assessment sheets will be completed as summative documents and recorded on our INSIGHT system. Each

key performance indicator or National Curriculum criteria should be taught on several occasions during the school year. This will enable teaching teams to evidence progress. It will also identify areas that need to be re-taught on occasions.

Most assessment information will be collected through observations, information in books, pupil self-assessment and assessment activities such as tests or quizzes.

Assessment information will be used to inform planning and to identify children who may need extra support. A summative cohort document will be produced each term for English reading, English writing, and Maths and, for some year groups, grammar, punctuation and spelling (GPS). This will be based upon the programmes of study. Judgements will be based on information from the assessment documents, assessment feedback from the children and teaching teams, observations and work contained in books. The cohort document will contribute to Pupil Progress Meeting (PPM) discussions and toward accountability data.

Pupil Progress Meetings (PPM)
Meetings take place termly between the Headteacher and class teacher. Within these meetings, the progress of every child is considered, and discussion takes place around the factors which have secured good progress and factors which may be inhibiting good progress. From such discussions, specific activities or further individualised learning plans may be put in place. Throughout the term, similar conversations take place between teachers and phase leaders or senior leaders, who also check pupil progress and the effectiveness of intervention programmes. The SENDCO (Special Educational Needs Co-Ordinator) is alerted if extra support is needed.

5. Statutory Assessments

Our children also complete a number of statutory summative assessments during their time at our schools.

Reception Baseline Assessment
The Government requires schools to deliver the Reception Baseline Assessment (RBA-DfE). This statutory assessment is an age-appropriate assessment of early mathematics, literacy, communication and language. It is a task-based assessment, delivered in English, using physical resources and administered within the first six weeks of a pupil starting reception. There is an online scoring system for the practitioner to use as the pupil engages with the tasks and the results are submitted to the DfE. The DfE uses the RBA-DfE to create school-level progress measures for primary schools, which will show the progress pupils in a school make from reception to the end of Key Stage 2.

Early Years Foundation Stage (EYFS) Profile
The EYFS Profile is a statutory assessment of children's development at the end of the academic year in which children turn 5, the Reception Year. Each child's level of development is assessed against 17 Early Learning Goals (ELG) across all 7 areas of learning in the EYFS. For each ELG, teachers must assess whether a child is on track to meet the ELG or not. The Profile is intended to provide a reliable and accurate summative assessment of each child's development at the end of the EYFS in order to support children's successful transitions to Year 1. Schools must complete the early years foundation stage profile assessment between April and June of the academic year.

Year One Phonics Check
All children in Year 1 will participate in a statutory phonics check which assesses their ability to:
- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make, such as 'sh' or 'oo'
- blend these sounds together from left to right to make a word.

This assessment will be administered by a relevant teacher and takes place in a nationally designated

week in June. Results will be included with the Year 1 end of year attainment / progress report.

Year Two Phonics Check

Children who did not meet the expected standard in Year One will complete a further check in Year Two in a nationally designated week in June.

Year Four Multiplication Tables Check

Children in Year 4 will participate in a statutory multiplication tables check. This on-line assessment will be administered by the class teacher on an iPad/tablet or computer and will take place in a nationally designated fortnight in June.

End of Key Stage 2 National Tests (SATs)

Children in Year 6 sit externally marked tests to assess their knowledge and skills in English and Mathematics in a nationally designated week in May; they also complete writing tasks that are teacher assessed. The results of these assessments are reported annually to the parents by the school and the Local Governing Body. The national expectation is that children should aim to meet age related expectations (ARE) or exceed them at the end of Year 6.

Optional end of Key Stage 1 National Tests

Children in Year 2 will continue to be assessed on their knowledge and skills in English and Mathematics during June. These tests are not statutory, but the materials used are from the Standards and Testing Agency. The results of these assessments are used to inform Teacher Assessments and are reported annually to the parents by the school and the Local Governing Body. The national expectation is that children should aim to meet ARE or exceed them at the end of Year 2.

Pupils' Self-evaluation

Self-evaluation involves children making judgments about their levels of understanding at the end of a lesson - a process that enhances children's motivation and personal development. Children will score themselves out of 5 about their levels of confidence in the learning they have been part of, and record this under their piece of work thus developing a reflective and supportive learning culture.

Feedback and Marking Policy

For assessment to be formative, the feedback information has to be used and understood. Effective feedback is most useful when it focuses on the learning objective of the task rather than the features of the work.

Effective feedback and marking in school will:

- Be manageable for teachers and allow time for pupils to read, reflect and respond to marking
- Be consistent and in line with the policy on assessment, recording and reporting;
- Provide written and oral feedback to pupils about their work promptly and regularly;
- Focus the response on the learning objectives and criteria for success;
- Provide pupils with opportunities to assess their own and others work;
- Ensure that pupils understand their achievements and know what to do next to make progress;
- Use the information gained, together with other information, to adjust future teaching plans and set targets;
- Give recognition and praise for achievement;
- Involve all adults and children working in the classroom.

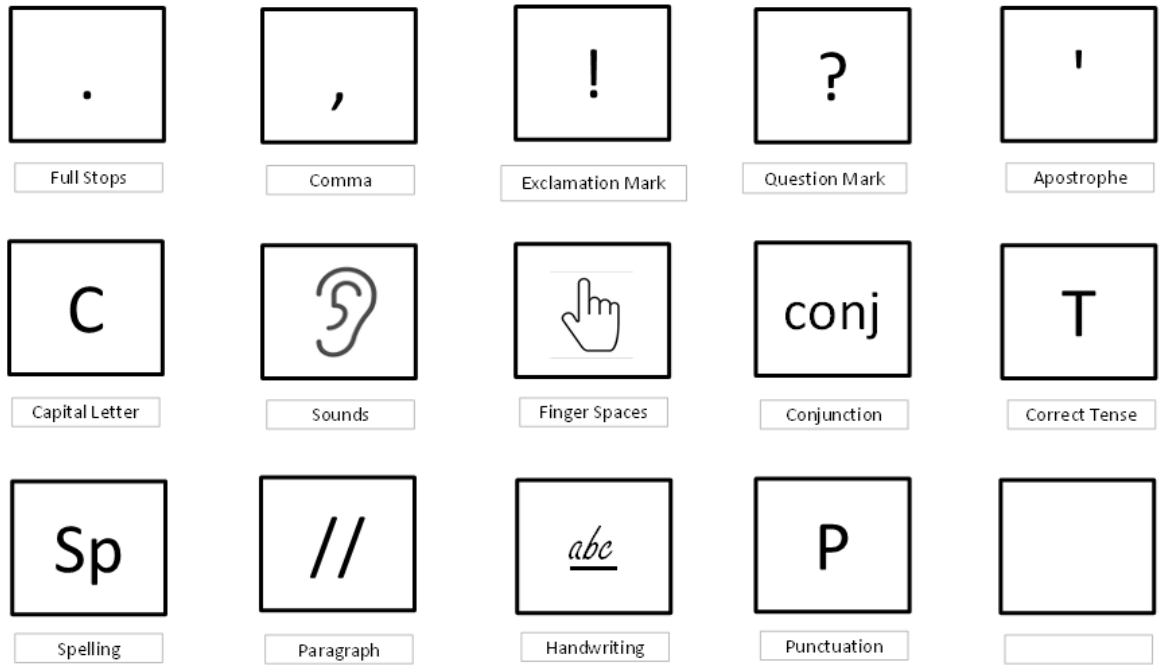
A simple coding system has been devised in the school to help us mark in a manageable way and focus comments on the learning intention. The advantages of this system are:

- Teacher time is available for quality marking of a small group of children's work whilst keeping an overview through the system.
- Accessible information for the children requiring little reading or interpretation of remarks.
- Focus on a few aspects of their work.
- Maximises efforts and concentration on a skill or concept.
- Time for improvement need only be short.

The marking system is progressive throughout the school and will be displayed in every classroom.

Code	**Meaning**
I (circled)	Independent work
S (circled)	Supported work
VC (circled)	Verbal comment
?	Correct
//	Paragraph needed
^	Missing word
C (circled)	Correction needed (Numeracy)

Marking Symbols



Across the school, the following will enable children to find out if they have met the Learning Objective (LO) of the lesson:

Colour code	Meaning
Green	Learning objective completely met
Green/Orange	Learning objective partially met
Orange	Learning objective not yet met

During live marking in the lesson, teachers will work with pupils to identify areas of focus. To enable the impact of verbal feedback on the child and piece of work, teachers will mark with VC (circled) – verbal comment and an indication of the conversation for example – '*VC paragraphs.'*

In order to embed learning over time, staff may also green highlight parts of the work relating to pre-taught areas of the curriculum to show where knowledge has been embedded in long term memory. Orange highlighting may also be used to identify areas of development.
After the lesson teachers will spend time analysing work and organising groups that have met the LO, partially met or have yet to meet it. This will then inform reactive intervention in the afternoon and planning for the next lesson.

To move on skills and sentence construction in daily feedback, staff will give spellings, correct letter or numeral formation practice. Symbols are used to show the areas needing to be worked on. It may be appropriate to draw the symbol at the top of the next page as a reminder to children. In the build up to independent writing (in A4 independent writing journals) work will require a deeper mark to fully support the development of writing.

Children are encouraged to edit, identifying their own and others successes and look for improvements. When children edit their work, this will be completed with a handwriting pen if children usually write in pencil and vice versa.

Use of Success Criteria's and Writer's Toolkits enable pupils and adults to identify language and structural features within the work that are required.

Each year group have 5 Non-Negotiable expectations that pupils are expected to self-correct:

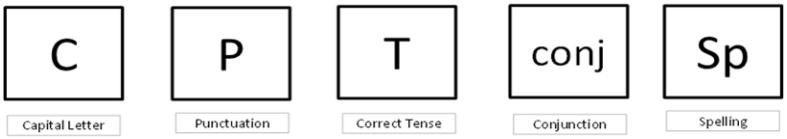
Reception and Year 1



Year 2



KS2



Reporting Policy

Aim: To provide informative verbal/written reports which accurately reflect pupils' learning and progress and set out future targets.

The reporting of achievement is an important aspect of the learning process. It reinforces what has been learnt and helps to identify targets for future learning. Pupils and parents need to be informed of recent achievements and progress, which has been made. We aim for all our reporting to be positive, objective and honest, celebrating achievement and identifying areas of strength and weakness. We aim for our reporting to be formative as well as summative, giving accurate information on attainment as well as recognising effort and providing guidance for future learning.

The programme for reporting to children, parents and Governors is set out below:

Reporting Programme

	Autumn	Spring	Summer
Continual Feedback to child from teacher	Daily	Daily	Daily
Formal Teacher/Parent meetings	October	March	June
Informal/ad hoc/Teacher/Parent	Daily by request of either party		
Written report to Parents		Annual Report March	Attainment / Progress and Attendance Report July

Teacher/Parent/Child report and Action Plan	Targets set	Targets reviewed	Targets reviewed
Reports on transfer 4-10+	At point of transfer		
Reports on secondary transfer			
Reporting on whole school issues also takes place in regularly produced weekly Newsletters.	✓	✓	✓
Headteacher Reports to Governing Body	✓	✓	✓

Pupils with Special Educational Needs or Disabilities (SEND)

Our policy for the assessment, recording and reporting of pupil achievement applies to all pupils including our SEND pupils.

In addition to all other usual procedures, pupils with SEND are set specific targets on an APDR assessment according to their needs, and these are monitored and reviewed according to the Code of Practice and in line with the ***Assess-Plan-Do-Review*** format set out in the Somerset's Core Standards for all young people. The SEND Coordinator (SENDCO) and class teachers administer this, as **'every teacher is a teacher of every child'** as part of our graduated response to pupils' needs.

Class teachers are responsible for the individual tracking of specific groups and highly personalised intervention data for SEND pupils and this is reported to the SENDCO. The SENDCO is responsible for individual diagnostic assessments of pupils in order to identify underlying difficulties and clear processes are in place to identify a SEND pupil's strengths and needs. The SENDCO is responsible for keeping records on these pupils, for liaison with outside agencies and for reporting to other interested parties on specific progress. The Class teacher is responsible in conjunction with the SENDCO for reporting to parents on specific progress.

The SENDCO is responsible for producing the school's contribution to Education and Health Care Plans (EHCP's), in partnership with class teacher and Headteacher, for organising the annual review of EHCP's or other high profile 'SEN Support' pupils whilst maintaining and updating the records held on SEND pupils within school.

A full description of all the arrangements for the assessment, recording and reporting for pupils with SEND may be found in the WPS SEND Information Report on our website under the SEND tab.

STATUTORY REQUIREMENTS

SATs and Teacher Assessments

The school will report on all statutory tests that the children participate in, at the end of the academic year for the test. These will include:

EYFS Baseline
End of EYFS Report
Year 1 Phonic Screening Check
Year 2 Phonic Screening Check retakes (where required)
Year 4 Multiplication Times-table Check
Year 6 Statutory Assessment Tests (SATs)

Target Setting

Aim: To raise self-esteem and fulfil learning potential

Principles:

- Targets will be set at all levels - school, teacher, child, class.
- Targets will be set as the result of analysis of available data.
- Summative levels will be tracked and analysed.
- School targets result from individual targets.
- Targets will be realistic, manageable and challenging
- Target setting will be monitored, supported and reviewed regularly.

Target Setting:

1. Quantitative - this is the tracking of targets from year to year undertaken by the Head teacher, Team Leaders and class teachers. The use of Insight helps us enter statutory and non-statutory test results and agree numerical targets for the pupils for the following year.

2. Non-recorded - these are mental targets made by learners and need to be acknowledged as part of the learning process, ie feedback from marking

Analysing Data

Throughout the year teachers assess progress and this is discussed termly with the Head teacher and Team Leader in PPM'S (pupil progress meetings). During these meetings, attainment and progress are the foci where children are identified that may need intervention in order to make the required progress.

Intervention programmes are set up and monitored to support pupils to make accelerated progress in specific areas of learning.

Across the school, termly assessments are made. The data from these papers are analysed and results are fed back to staff to inform planning and provision.

Use of Insight – assessment package

Insight is used to collect and analyse data relating to pupil progress throughout the school. Outlined in the table below is the pattern of data collection and entry. This is used to formulate data for PPM meetings, Team Leader's Triangulation Reports and HT report to Governors.