



## **White Ash Primary School Assessment, Recording & Reporting Policy**

### **Introduction**

The curriculum in our school has four main pathways;

- **Informal**
- **Pre semi formal**
- **Semi-formal**
- **Formal**

These pathways are used to help us meet our aims and objectives to deliver a broad balanced and relevant curriculum to our pupils.

### **Curriculum aims:**

- To encourage each pupil to become as independent as possible in school and the wider community.
- To ensure any form of assessment is clearly linked to the learner, their EHC plan and ILPs.
- To provide a stimulating educational environment where each pupil can achieve to the best of his or her potential.
- To provide an education which promotes progression throughout the curriculum and is backed by a wealth of expertise.
- To develop each pupil's social, moral, spiritual and aesthetic awareness.

### **Objectives:**

- Staff, Parents, Governors and other related professionals to work together to meet the aims of the school.
- To provide an environment in which each pupil's social and emotional skills can be nurtured.
- To create and maintain a safe, caring and happy environment within the school.
- To establish and develop reciprocal links with the community.
- To provide a curriculum that meets the statutory requirements which is engaging, relevant and challenging.
- To use ongoing assessment based on sound knowledge of pupils' abilities and needs to plan the learning targets and experiences for each pupil.
- To provide each pupil with a curriculum that includes the National Curriculum, in a differentiated form.
- To provide materials and learning experiences that are appropriate to the age of the pupil, irrespective of race, gender, disability, faith or religion or socio - economic background.

## **Formative Assessment**

- Supports pupils to measure their knowledge and understanding against learning objectives
- Provides parents with information about their children's progress and the steps required to improve
- Allows school leaders to be confident that staff know how well pupils are doing

### **At White Ash ongoing formative assessment includes:**

- Effective use of question and answer techniques during lessons
- Providing pupils with regular feedback
- Annotations on pupils' work (if appropriate)
- Observations
- Regular re- visiting of previous learning
- Scrutiny of work to measure attainment and progress
- EFL- Learning Journey

## **Summative Assessments**

These are the assessments at a given point in time and aim to:

- Allow pupils to understand how well they are doing and how they can improve
- Provide information to parents about pupils' achievement
- Inform future planning to ensure that teaching and learning is securely based on pupils' progress
- Contribute to School Record of Self Evaluation.
- Identify any gaps in learning

### **At White Ash summative assessment includes:**

- Baseline assessments following a 4-6 week assessment period.
- National curriculum teacher assessments at the end of Key Stage One where appropriate
- National standardised tests where appropriate
- Other short tests given at appropriate times during the school year i.e. reading, spellings & comprehension
- Termly Assessments of ILPs
- Annual and/ or 6 monthly EHCP Review Meetings
- Regular reports to Parents or Carers
- EFL – Learning Journey

**Baseline Assessments** are completed for new children within 4-6 weeks following their entry into White Ash. These are based upon a range of evidence using the most appropriate assessment tool/ method.

Pupil progress tracking systems are in place and individual pupil data is collated and internally scrutinised three times a year at the end of each term by the SLT. The in-depth analysis identifies strengths and areas for improvement for individuals, groups and the whole school.

## **Moderation**

Moderation within school is completed termly and involves all teachers, HLTAs and TAs. The focus of these moderations is based upon areas identified by the analysis of data, monitoring and evaluation of teaching and learning by the SLT, School Advisor and Ofsted as well as the areas identified within the School Improvement Plan. Work scrutiny is also completed half termly by SLT to monitor pupil progress and ensure high standards and consistency in marking.

For pupils in the Early Years Foundation Stage, The Reception Baseline Assessment (RBA), White Ash Curriculum (EYFS Curriculum or Sensory Curriculum) and the EYFS Profile are used to

summarise the child's level of attainment. Pupils' progress is moderated and tracked on a termly basis using these methods.

### **Short Term Assessment**

We use Evidence for Learning (EfL) for short term assessment of individual progress. EfL is a web-based tool that enables us to capture and assess engagement and learning in planned sessions, observations of child led learning and WOW! moments. For most activities, each pupil has a learning outcome related to their ILPs.

Evidence for Learning is an essential pupil progress tracking tool within White Ash. Evidence is captured using this multimedia App and relevant key learning achievements are shared with pupils, parents and families. It enables us to record individual pupil progress and create a personalised holistic learning journey. Evidence for Learning captures progress linked to Personal Learning Objectives and Education Health Care Plans. Evidence is shared with pupils, parents and families through review meetings and parents' meetings.

### **Individual Learning Plan (ILPs)**

ILPs are SMART targets linked directly to the outcomes within the EHCP. These targets are set by teachers and agreed by parents at the beginning of each term and progress is evaluated at the end of each term. Pupil progress is measured against two levels – Developing/working towards and Achieved. The aim is for pupils to achieve approximately 80% of their targets each term. This data is analysed closely and any anomalies are questioned, ie. extremely high achievement may indicate the targets are not challenging enough whereas repeated lower achievement may indicate the targets are not realistic or not appropriate for the level that the pupil is working at. These are monitored carefully by teachers on a half termly basis. Each pupil will have at least 2 pieces of evidence per ILP each term which will be recorded on EFL, therefore creating the pupils learning journey.

The targets in the ILP will cover six main areas with 1-3 targets for each depending on which pathway they follow:

- **Communication**
- **English**
- **Mathematical Development**
- **PHSE**
- **Life Skills**
- **Physical Development**
- **Behaviour for Learning**
- **Science**
- **ICT/ Computing**

Pupils working on the Sensory Curriculum will have targets in the following areas:

- **Communication**
- **Conception and Cognition**
- **Tactile and Motor**
- **Personal and Social**
- **Physical Development**

### **Reports**

Staff complete a short report for each pupil relating to the progress they have made towards their targets. The report contains photographs for each area which is taken from EFL. The report is sent out at the end of the Autumn term and Summer term. Parents are given the opportunity to discuss the report with class staff.

## **Annual Reviews**

Each pupil has an annual review of their EHC plan. Pupils up to the age of 5 have six monthly reviews of their EHCP. Staff, other professionals and parents review the progress made by the pupil during the year, including their ILP progress and curriculum assessments. Pupils are encouraged to participate in their review meeting where appropriate. The EHC plan is also checked and any suggested amendments are reported.

White Ash School values good relationships with parents. There are two parents' evenings each year as well as the child's Annual Review Meeting. These provide teachers and parents with the opportunity to discuss current targets and general progress. Multi Agency professionals including the School Nurse, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Sensory ICT specialist and Home School Liaison are also present for parents to discuss progress where appropriate. White Ash also provides extra time for discussions both formal and informal, where necessary.

## **Lucky Leaves!!**

Pupils often achieve things that are incidental, not on their ILP or a target for the lesson but are a great achievement for that pupil. At White Ash it is called a 'Lucky Leaves!' and link to our school values. These achievements are recorded on 'Lucky Leaves!' are discussed each week in assembly and go into our weekly prize draw.

## **'My Learning Journey' Files**

Each pupil has a 'Learning Journey' file that are an accumulative record of their time at White Ash Primary School. The file will include the following:

- Each September a handprint with the year on
  - Photos of first week in new class
  - Halloween/ Bonfire activities
  - Christmas activities
  - Eid celebrations
  - Easter activities
  - Sports day
  - One piece of WOW work
  - 2 full day educational trips over the year.
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- In total 10 pieces of evidence per year.

These will then be presented to the child when they leave in year 6.

Children on the Informal Pathway have one Learning Journal which contains their work. All work should have a clear learning objective and an annotation relating to the marking policy.

All pupils on the Pre semi/ Semi & Formal pathway have an English, Maths, and topic folder or book depending on their ability. These should contain the children's written work or photographs. All work or photographs should have a clear objective with an annotation relating to marking policy. There are scrapbooks for Learning Outside the Classroom and Creative Curriculum and again these should have objectives.

Children in EYFS have one Learning Journal which contains their work. All work should have a clear learning objective and an annotation relating to the marking policy.

## **Records of Medical, Behaviour and Moving and Handling Plans.**

Each class should have ONE PURPLE file containing all behaviour regulation plans, sensory regulation plans, medical letters and moving and handling plans and therapy programmes for each child where relevant. Each child has their own section.

## **Care Plans**

Our School Nurse will be responsible for ensuring Care plans are updated. They will give the class the new copies, all old copies are to be shredded.

## **Moving and Handling plans**

Lisa Bowden and Jude Rothwell are responsible for moving and handling plans. As they are reviewed and updated, a copy will be given to class, old copies to be shredded.

## **Behaviour Regulation Plans**

Michelle Forrest/Hannah Heyes and Darren Houghton are responsible for ensuring these plans are regularly reviewed. Old plans are important for informing new plans and should be transferred to the child's office file, once a new plan has been written. Michelle/Hannah/ Darren and the class teacher will ensure that the parents have an opportunity to discuss the plans if necessary and sign it in agreement along with the Headteacher.

## **Records of Therapy Programmes**

Classes should keep copies of therapy programmes in a way that best suits their working practice. The therapists are responsible for reviewing and updating any programmes. One copy of old programmes should be placed in the child's personal records file in the Headteacher's Office.

## **Curriculum Organisation:**

The curriculum content for our EYFS pupils is built around the Early Years Foundation Stage statutory framework and is split into the seven areas of learning and development. It is founded on play based learning, supported by a high-quality, caring environment, positive relationships and partnership working with families and other professionals. The curriculum is delivered through small group sessions, adult led activities and child initiated play.

In the primary stage we group our pupils broadly by age and they follow a curriculum based upon the requirements of the National Curriculum and including elements designed to develop independence and self-help skills.

The curriculum is delivered through discreet lessons for English, Phonics, Maths, Science, Computing and Music. Humanities and Art/ Design are delivered through termly creative curriculum themes. There is great emphasis on Life Skills, Physical and Personal, Social and Emotional skills which are promoted daily. Religious Education and Languages are taught through Focus Days delivered once a half term (RE) and each term (MFL).

## **Planning the delivery of the curriculum:**

### **Long Term Plans**

Foundation Stage and Key stages 1 and 2 each have a specific curriculum cycle based upon the relevant curriculum:

The Foundation Stage follows a three -year rolling programme of topics based on the children's skills and interests. Topics are presented as 'Big questions' such as 'Who made these footprints' to allow our curriculum to be open ended, flexible and engaging.

Key Stage 1 is divided into Years 1 and 2. Each of these year groups has a two year rolling programme.

Lower Key Stage 2 (Years 3 and 4) has a 2 year rolling program.

Upper Key Stage 2 (Years 5 and 6) has a 2 year rolling program.

Each Class has a Curriculum Map which informs teachers when writing medium term plans for their class groups.

### **Medium Term Plans**

In Foundation stage, medium term plans are formulated in the three prime and four specific areas of learning and development. Please refer to the EYFS Curriculum Policy for more information.

At Key Stages 1 and 2 each class teacher will devise medium term plans based on the topic. In turn these will translate into a differentiated short- term plans.

### **Short Term Plans**

Each class teacher develops a weekly short -term plan that outlines:

- Objectives for the lesson
- Differentiation of activities
- Personalised targets for each pupil (AfL)
- ICT & resources
- Staff roles

Weekly plans for all teaching sessions should identify the individual targets each pupil is to achieve in the planned lessons. The targets will either be related to the pupil's ILP targets or will link to the White Ash Curriculum. The weekly plans over the term act as a record of how a child is progressing against their targets as they are changed in response to their achievements or otherwise.

Updated December 2023

To be reviewed Autumn 2025