



Guide to Assessment, Recording and Reporting

We see the value in standardised assessments but also take a great deal of credence from teacher professional opinion. Accordingly, we have implemented new assessment practices across school that aim to provide baselines for each year group and continuity between years. Appropriate staff then have frameworks of knowledge of the children in their care from which to build the most appropriate learning opportunities, and may use this to support or qualify their concerns of individuals when seeking assistance from SMT or the SEN department.

The following information should be read in conjunction with the 'calendar of assessment' and the Curriculum Policy.

EYFS

Learning Journeys and Early Learning Goals: the results of these get sent to NYCC at the end of the year. We also record the Learning Journeys online using Tapestry which all parents may review regularly. Phonics assessments are carried out every 6 weeks to determine children's ability grouping. Year 1 complete the Dfe Phonics Screening test during the Summer term. Records are passed on to the Y1 teacher once the EYFS stage has finished.

Reception students take the Durham CEM Baseline Entry assessments on entry to the year group. The Reception teacher would organise this and forward results to the Director of Studies for collation. Any very significant deviances from the norm would be noted and discussed at this time.

The transition between EYFS and Y1 is carried out through teacher meetings and discussions. Although this takes place every day in such a small department, teachers would formally conduct studies of Early Learning Goal and/Next Steps, and looking at Learning Journeys.

Year 1 & 2

In Y1 and Y2, standardised assessment is through InCAS. This gives appropriate continuity from the Reception baselines in addition to enabling staff to spot issues and provide early intervention. Results are collated by the Director of Studies and discussed with other members of the SMT as appropriate. The Learning Support department would be informed of any concerns. Identifying children who need support or extension would predominantly be by each class teacher though, as this is seen as much more relevant at this stage than standardised scores. Work or additional support would then be prescribed as needed. Differentiated phonics groups across Pre Prep (mixed ages) is set to enable optimum individual learning. The phonics assessments are taken at the appropriate time in the summer term. The transition between Y1 and Y2 is through teacher discussions.

The transition between Y2 and Y3 takes place through some taster sessions and activities with Y3 children and staff, in particular the 'moving up day' in the summer term. Younger children also have 'buddies' who will meet to read books or other fun activities across the year. From January, the



strongest Y2 children join the (year 3) A test group weekly to take part in the mental maths sessions. Teachers would also meet formally to pass on information late in the academic year.

Main school

Summative assessment

Assessment has recently become more consistent across the whole school, with standardised scores for specific aspects of learning becoming the main source of summative (and thus longitudinal) data.

After approximately a month of the academic year commencing, all students take the CAT4 assessments. Wherever possible, these are conducted online, with results and feedback being available within the week. The Director of Studies takes the lead in the organisation and subsequent collation of this data. Results are initially discussed with individual subject teachers and SMT, patterns looked for, and specific issues pertaining to individuals highlighted. Where these issues are already known, the scores may provide updated information for the SEN department and register. Where the information is surprising or acts as a qualifier of teacher subjective judgement, further investigation would take place. In all cases, the standardised scores would be entered into the school tracker (spreadsheet), which is capable of reporting trends over the cohort and individual students' school lifetimes. This is currently used as the medium of reporting back to the Teaching and Learning sub-committee of the Board of Governors.

Standardised scores are also obtained at the end of the academic year in maths and English, the results being used in the same manner as above.

Formative assessment

Teachers monitor and assess through the use of observation and question and answer sessions across the day in all subjects. Bookwork, other class activities and prep is marked, reviewed and fed back to the children. Students also take weekly vertically set mental mathematics, the scores of which are collated by the Head of Mathematics and used to form judgement regarding appropriate placement alongside class teacher judgement.

All students moving into main school or joining new are screened for academic issues through the spelling and reading intervention programme. They are also assessed for the need for overlays.