Bishop Perrin Church of England Primary School

Assessment, Target Setting, Reporting and Record Keeping Policy

Non-statutory Policy

Our school is a Church of England School and works in partnership with our two local parish churches, St Augustine's and Ss Philip & James'. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

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CONTENTS

1 Introduction
2 Types of Assessment
   a. Summative assessment
   b. Responsive teaching
   c. Self-evaluation
   d. Peer evaluation
   e. Recording mechanisms for school data
3 Assessments Undertaken Across the School
   a. Assessment and reporting In the Foundation Stage
   b. Focussed activities
   c. Phonics screening check for Year 1
   d. Young's spelling test
   e. York Assessment of Reading Comprehension (YARC) test
   f. Assessing reading, writing, GPS and maths in Yrs 1-6
   g. Reading
   h. Writing
   i. Spelling, Punctuation and Grammar (SPaG)
   j. Mathematics
   k. Other subjects
4 Target Setting
   a. Quantitative targets
   b. Qualitative targets
5 Analysis of Data
   a. Children with Special Educational Needs
   b. Moderation
   c. Recording behaviour
   d. Reporting to parents
   e. Facilitating assessment
6 Storage of Assessment Information
7 Policy Review
8 Appendices

1 INTRODUCTION

Rationale

We believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to learn next. Responsive teaching (formerly known as formative assessment) creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to scaffold and challenge learners to ensure children's continuing progress. Summative assessment is important for accurate information regarding a child's attainment and progress over time. It informs whole school target setting and prediction of a cohort's future attainment and therefore overall school performance.

Aims

- To raise standards across the curriculum at Bishop Perrin School.
- To inform teachers' planning in order to meet the needs of all children.
- To provide information about school performance.
- To evaluate the effectiveness of teaching and learning.
- To inform the school's decisions about the deployment of resources and the provision of interventions and staffing.
- To provide information about children who move on from Bishop Perrin School.
- To inform parents about their child's attainment and progress.
- To inform children about their attainment and progress and enable them to review their progress.
- That assessment is inclusive of all abilities.
- That assessment judgements are moderated by experienced professionals to ensure their accuracy.
- That assessment places achievement in context against nationally standardised criteria and expected standards and draws on a wide range of evidence to provide a complete picture of student achievement
- The results are readily understandable by third parties.
- A school's results are capable of comparison with other schools, both locally and nationally.

Principles of Assessment, Target Setting, Record Keeping and Reporting at Bishop Perrin School

This policy is underpinned in the following key principles:

- The children will understand why and what they are being assessed for and will have feedback from each assessment.
- There will be a reason for each assessment.
- The information from each assessment will be used to inform teaching and will be communicated to the relevant people.

- Assessment will illuminate strengths and areas for development to enable progress across and within year groups and over a Key Stage.
- There will be a clear link between planning and assessment.
- Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.
- Self and peer assessment by the children will be included whether oral or written, formal or informal.
- Children are active participants in the assessment process.
- Targets will be realistic with an element of challenge.
- The Assessment, Target Setting, Record Keeping and Reporting Policy will be regarded as a working policy and as such SLT will regularly assess and monitor its effectiveness through annual evaluation of assessment processes.

2 TYPES OF ASSESSMENT

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing both parents, governors and teachers of a child's attainment and progress. This will also inform whole school target setting and facilitate tracking of progress and attainment over time.

Summative assessments are used to:

- Identify attainment through one-off standardised tests at any given point in time
- Record performance in a specific area on a specific date
- Provide age standardised information
- Provide end of key stage test data against which the school will be judged
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met
- Provide information about cohort areas of strength and weakness to build from in the future

Appendix 1 (The Assessment Cycle) shows a yearly overview of when summative assessments take place in EYFS, Key Stage 1(KS!) and Key Stage 2 (KS2).

Responsive Teaching (Assessment for Learning)

Responsive teaching enables on-going assessment of children's knowledge and understanding that continually informs planning and summative assessment attainment. Responsive teaching is a powerful strategy to improving pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, how they can achieve the aim and what their misconceptions and errors are. Responsive teaching is used to:

- Identify children's strengths and gaps in their skills/knowledge
- Identify next steps for learning
- Inform future planning
- Enable appropriate strategies to be employed

- Facilitate the setting of appropriate targets for the class, group, and individual
- Track children's rate of progress and facilitate effective and appropriate interventions
- Facilitate an evaluation of the effectiveness of teaching and learning
- Inform future teaching and learning strategies
- Identify individuals and groups for specific intervention support

Some 'Assessment for Learning' strategies that are used include:

- Planning with clear learning objectives by which to measure progress during a lesson
- Sharing of learning objectives with pupils
- Use of success criteria
- Questioning
- Observation of pupils at work by the teacher during lessons
- Peer and self-evaluation
- Verbal and written feedback
- Learning questions for foundation subjects which are revisited at the start of each lesson and assessed using baseline and end of unit assessments.

Self-Evaluation

Children in all classes are taught to self-evaluate and edit their learning to help to inform their teacher about their understanding and confidence and to develop their meta-cognition skills. Pupils use a traffic light system to show their level of understanding or may respond to marking if in UKS2. All classes have self-evaluation prompts on display to encourage children to be evaluative in their thinking about their progress and give them prompts for evaluative statements. Teachers refer to these as appropriate, particularly during plenary sessions and when addressing misconceptions or challenging a child to deepen their thinking.

Peer Evaluation

When providing feedback, the pupil who is making the evaluation may add a positive comment or a suggestion on how the work could be improved in the future.

Recording Mechanisms for School Data

In order to be able to store, retrieve and analyse school assessment data the following management information systems (MIS) will be used:
Arbor (this is the school's main MIS) and Insight (data tracking website). Both store personal information about pupils and Arbor is the tool used to transfer school information to the Local Authority and other schools. It is also used to store some assessment data.

Teachers use Insight for each child on an on-going basis to record attainment, track progress and to identify next steps for learning in reading, writing, GPS and

Mathematics. Pupils' progress is recorded too. This data is used to track their performance in summative assessments/work assessed by their teacher (Testbase practice SAT papers and teacher judgements).

3 ASSESSMENTS UNDERTAKEN ACROSS THE SCHOOL

Assessment and Reporting in the Foundation Stage

During the first six weeks of a child starting at Bishop Perrin School, they will be assessed using the statutory Reception Baseline Assessment (RBA).

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

Children in the foundation stage are under continuous observation. Practitioners record observations of children's learning with reference to Development Matters, Mary Sheridan and the EYFS profile. Observations are ongoing and recorded in a variety of ways. Often, learning is captured through photographs, in drawings, creations and writing the children have produced and collected in their individual learning folder. All the evidence for each child will help teachers make judgements on the Early Foundation Stage Profile which is shared with parents during parent consultations and the annual report.

The Reception Teacher will make a termly judgement of how children are progressing with the end of the Reception year expectations in mind. In collaboration with the headteacher and EYFS Leader, pupil progress meetings with be used to determined appropriate interventions to address gaps in learning and to enable children to 'keep-up' with their peers. Where appropriate, more intensive interventions for catch-up will be planned and delivered in line with children's age and development.

EYFS Focussed Activities

During focussed activities, EYFS practitioners write comments on the child's work, often identifying the level of support needed or if the work was completed independently as well as documenting the context of the activity. Next steps are identified and communicated to the child verbally (see Marking Policy) and used to develop individual targets which are recorded for each child in their ongoing learning folder and shared with practitioners. Children, where possible, are

encouraged to comment on their learning and next steps are discussed with the children in child-friendly terms.
The Reception teacher will record a termly assessment of children's attainment on Insight at the end of the autumn and spring terms as well as before the submission of statutory information via Arbor at the end of June.

KS1 Assessment

For Year 1 and Year 2, due to the fact that the pupils have a limited experience of test taking, teachers will use a range of evidence and assessment tools, along with their professional judgement, to judge where children are plotted on the matrices for reading and maths. The evidence may come from:

- Results from tests (Year 1 use Testbase papers/Year 2 use past SATs papers) and assessments
- Observations of children in lessons (including dedicated reading lessons, one-to-one reading with children and guided reading sessions)
- Work from books
- Feedback and observations from TLAs who work with specific children
- The impact of any interventions that have been undertaken
- For reading, taking in to account the level/banding of their in-school reading book
- The use of a running record for reading

Phonics Screening Check for Year 1

A phonics screening check for Year 1 is a statutory assessment that is carried out in the summer term. The screening check comprises a list of 40 words that pupils read one-to-one with their class teacher. The list of words is a combination of both real and pseudo-words. There is no time limit, but the screening check should take between 4-9 minutes per pupil.

Results from the screening check will be reported to the local authority and will also be reported to parents (in their child's end-of-year written report). Parents will be informed as to whether their child met the required standard in the same term as the test is taken. Results are recorded on Insight and reported to the local authority and DfE via Arbor.

Pupils who do not achieve the threshold score will re-take the test in Year 2, and again in Year 3, if necessary, although this is only reported to the DfE for Year 2 children.

Assessing Reading, Writing, SPaG and Maths in Years 1-6

In December, March and June, children undertake summative 'end-of-year' tests in reading, GPS and maths. Children's raw scores are scaled and scaled scores are used to award a numerical judgement about a child's attainment in relation to their age, which is then entered onto Insight. Scaled scores from the most recent KS1

and KS2 SATs are used for all classes for the duration of the academic year. Children's attainment in relation to their age is recorded on Insight.

Writing assessment is based on teachers' professional judgements using writing grids to make assessments. For writing, teachers use a writing assessment grid (located on the inside front page of English books) which includes the objectives for that year. These objectives will be highlighted as and when evidenced in a pupil's work. Teachers will assess pupils' writing levels termly and, if a child is on track for that term to be a particular level, by the end of the year, they will be awarded that level for that term.

In the summer term, Year 2 and 6 assessment takes place in May instead of June in the form of Statutory Assessment Tasks (SATs).

Test papers are stored in the class filing cabinet and previous papers are disposed of each time a new one is completed. Test papers in Year 2 and Year 6 are kept for the whole year.

After test papers have been marked and recorded, they will be sent home and shared with families to support parents in understanding how their child is progressing and which areas they may need support in.

Reading

Children read regularly with an adult, either individually or as a group during guided reading. Teachers assess pupils by listening to them read, assessing their written responses to reading activities, and when appropriate, a marked reading comprehension test. In Year 1, summative assessment takes the form of the phonics screening check alongside a teacher judgement which is made using reading grids (appendix 2b).

Writing

Each child will complete two pieces of independent written work for each text type studied (approximately two per half term) – a cold task and a hot task, each completed independently. The written work will be assessed using Bishop Perrin writing assessment grids (see Appendix 2a for an example) and teachers use their professional judgement to assess children's attainment in relation to their age. Samples of written work across the school are moderated by teaching staff to ensure accurate assignment judgements are made. The results of the assessments are entered onto Insight to plot their attainment for writing.

Spelling, Punctuation and Grammar

Teachers assess pupils for spelling through regular spelling tests and by marking their written work. Punctuation and grammar are also assessed when written work is marked and via homework tasks. Marked tests may also be used where appropriate.

York Assessment of Reading Comprehension (YARC) Test

Any child who is on the SEND Register for specific learning difficulties will undertake a YARC test as and when appropriate. Pupils who are working below age expectations may also be required to take a YARC test. The tests will be filed in individual SEND Records which are stored in the leadership office.

Mathematics

Assessment for maths, takes place through focussed marking and feedback (see Marking and Feedback Policy). Teachers assess pupils through observations in the classroom, marking their work in books and marked tests. They also complete end of term assessments, produced by Testbase to correspond to the learning and teaching for that term. In Year 2 and Year 6, children are assessed using past SATs papers.

Foundation Subjects

In foundation subjects, children are assessed at the end of each theme of learning based on their understanding and retention of knowledge related to the lessons in that theme. These assessment judgements are recorded onto Insight once the teaching of the theme has finished and at least once a term.

All other curriculum subjects are assessed by teacher assessment informed by children's learning outcomes relative to the relevant theme of learning and specific learning outcomes, linked to the National Curriculum 2014 (see Appendix 3 for an example of theme planning). Pupil attainment and progress is assessed over the course of the academic year and judgements are made using observations of pupils in class, marked work in books against lesson objectives and specific baseline assessment questions linked to National Curriculum key knowledge. Termly judgement about children's attainment is based on the end of unit assessment questions and are recorded on to Insight at the end of each term.
Greater depth level (GDS on Insight) will be decided by teacher assessment and observation in class along with 5 correct assessment questions.
4-5 questions answered correctly = Expected level (EXS on Insight)
3 or less answered correctly = Working Towards (WTS on Insight)

Parents receive dedicated comments and attainment information in ~~both Science and~~ religious education in their child's annual report. They will also receive, where appropriate, comments about their child's progress or achievements in science and the foundation subjects (PE, music, art, design and technology, computing, history and geography, PSHE) referenced in the teacher general comment.

4 TARGET SETTING

Quantitative Targets

At the start of the autumn term, teachers will use the previous end of year assessment data and handover information from previous class teachers to populate their pupil progress document and then meet with the headteacher to set targets in reading, writing, GPS and maths for the end of the academic year for each child. These targets are recorded onto Insight. Where new children join the school, their class teacher adds a target for them within a few weeks using their early observations of the child and any prior data from their previous school. Following termly assessments, teachers may adjust the end of year targets, in discussion with SLT, depending on a child's progress. The targets set for each child will be realistic but with an element of challenge and be informed by cohort and whole school targets set by SLT and the governors Data Impact Group (DIG). Pupil progress meetings are used to identify and analyse progress, plan interventions and set targets, in reading, writing, GPS and mathematics for all classes.

In EYFS, cohort targets are established in collaboration with SLT and DIG based on previous school data, and local and national performance data.

Qualitative Targets

In writing, pupils will receive regular individual and on-going targets (see Marking and Feedback Policy) which are identified and communicated by the teacher at the end of an extended piece of writing are written in red pen to be recognisable. Children may also contribute ideas to their own targets and areas of focussed learning. Once a target has been achieved, a new target will be established from future tasks.

Reading targets are outlined by children's progress through coloured reading bands and reading bingo which broadens their experience of a range of genre. A description of the reading skills required at each stage are outlined in children's reading logs (EYFS and KS1) and in their achievement books (KS2).

In maths, in EYFS and key stage 1, children are given targets which link to their knowledge and understanding of key number facts and are communicated verbally between the teacher and child and recorded in child-friendly language on display in the classroom. Children in key stage 2 have individual targets which are directly linked to their knowledge and understanding and fluency in their recall of multiplication facts.

5 Analysis of Data

The assessment lead, along with the headteacher, will collate class assessment data in reading, writing, GPS and maths from each year group at the end of each assessment cycle. This information, and specifically data from EYFS, Years 2 and 6, will be reviewed by SLT and the DIG and inform the SDP.

Subject leaders collate the data for their subject using the data for each year group from Insight at the end of each academic year. They write a subject self-evaluation report detailing the progress made in their subject, strengths and areas for development. The reports are scrutinised by the SLT. These subject self-evaluation reports determine priority areas of development for each subject as part of the school development plan and are in a document containing an action plan with ongoing targets based on these findings.

At the end of each academic year the assessment lead, inclusion lead and subject leaders carry out a detailed analysis of children's achievements for reading, writing, GPS and mathematics against different focus groups such as:

- Pupil Premium pupils
- gender
- date of birth (summer born pupils)
- those pupils recorded as speaking English as an additional language (EAL)
- those pupils registered on the SEND register
- ethnicity

SLT uses Fisher Family Trust and Analyse School performance (ASP) data and local authority information to compare the school's performance with that of other schools both locally and nationally. This information is presented to governors at the DIG, staff will use it to inform their teaching for the coming year and it contributes to whole school development through the SDP. The information is also used to inform target setting for appraisal for teachers for the coming academic year.

Children With Special Educational Needs

Formative and summative assessment is used to identify and monitor children with Special Educational Needs. These children are supported by the code of practice and will have a personal Learning Support Plan (LSP) and/or an Educational Health Care Plan (EHCP). Their attainment will be monitored closely and according to their individual needs they may require:

- additional time with a teaching and learning assistant
- to be prioritised for quality-first teaching (QFT)
- a support teacher
- support and advice from an outside agency such as speech and language therapy or occupational therapy

All SEND records are stored securely on the school server or kept in the leadership office.

Moderation

Moderation of pupils' achievements takes place regularly to ensure consistency of judgements. Teachers meet in cross phase groups to analyse children's work against Curriculum and STA guidance (Teaching Assessment Frameworks – TAFs - in Year 2 and Year 6) or the EYFS profile. On some occasions, Bishop Perrin

teachers will meet with teachers from other schools, both locally and in other local authorities. Teachers will meet to moderate and conduct professional dialogues regarding their judgements of pupils' achievements. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of the statutory end of Key Stage assessments and local authority moderation. Year 2 and Year 6 teachers may be subject to local authority moderation, at least once every four years. From the end of 2022-23, Year 2 assessments will continue to be carried out in line with whole school policy but will no longer be statutory and be reported to the local authority.
Teachers should also attend year group writing moderation meetings when available.

Reporting To Parents

Parent consultations are held twice a year in the autumn and spring terms. Parents are able to use an online booking system to sign up for a ten-minute interview with their child's teacher. Parents also have the opportunity to look at their child's work on these occasions. Parents of children with Learning Support Plans are offered a 20-minute interview with their child's class teacher.

The basis for discussion is the child's academic progress (as to whether they are working below age-related expectations, at age-related expectations or in greater depth in English and maths), including any appropriate assessment results; targets; attendance and punctuality and behaviour. Parents are provided with a form on which to make notes about the interview and teachers keep a record of the discussion on parent meeting logs (Appendix 4). These logs will be scanned and kept at the end of the academic year.

In addition to seeing their child's class teacher, parents are also able to book a ten-minute appointment to speak to either the headteacher or deputy headteacher during the parent consultation period.

Parents or teachers may request consultations at other times and these are also recorded on the parent meeting log. Teachers are able to discuss the strengths and weaknesses of pupil performance with parents.

At the beginning of July each parent receives an annual report via Insight (Appendix 5) for their child which comments on their child's progress across the curriculum, their behaviour and gives assessment results/judgements for the end of the year. Qualitative targets are also set for the coming year for English, mathematics and behaviour. Each parent has the opportunity to make a comment and give feedback on their child's report at the end of the year. The school's overall results for Years 2 and 6 are also reported to parents. Parents are offered the opportunity to submit feedback about their child's report via a Google form which is reviewed by SLT

Facilitating Assessment

The SLT at Bishop Perrin acknowledges the need for accurate, current data. In order to facilitate time for these assessments there is an understanding that;

- Approximately one week of each term is set aside for assessment, although not necessarily in one unit. For example, it may be necessary to take one day at the beginning and end of each half term.
- Planning is not necessary on assessment days and work may be set that does not need marking.
- All teachers are entitled to planning, preparation and assessment (PPA) time including the staff meeting time during assessment week and staff meeting time for pupil progress documents.
- Release or INSET time may be provided for marking of assessments, completion of paperwork and annual reports.

6 STORAGE OF ASSESSMENT INFORMATON

Class Filing Cabinet

Every class has a designated filing cabinet drawer to store assessment information, including:

- Portfolio of work – samples of a child's work that builds up throughout their primary school career and used to produce a scrap book of their achievements when they leave in Year 6

Class Assessment Records

Class assessment information is stored on the school server and Insight and is accessible by all staff. On the server all relevant information for each cohort can be accessed. This includes:

- The Assessment, Target setting, Recording and Reporting Policy
- Curriculum assessment frameworks for each subject
- Relevant school assessment information (latest overviews of performance)
- A list containing the names of vulnerable pupils and pupil premium pupils if appropriate to that class.
- Groups of pupils receiving interventions
- Year 1 phonics screening for the cohort (except Yr R and Yr 1)
- EYFS summary for the cohort
- Pupil progress documents showing attainment and progress at the end of each term and planned interventions for individuals and groups of children
- Learning Support Plans for children with an EHCP or on SEN Support

Files in the Main Office

- Admission information

- Parents' feedback from annual reports
- Confidential information e.g. medical/child protection information
- Correspondence between school and parents
- Old Parent Meeting Logs

Class Profile on Insight

This contains:

- Overview of the class including information about Pupil Premium Grant, ~~Disadvantage,~~ Ever 6, SEND, EAL, school start date, etc
- Attainment data for core subjects, statutory test data and for all foundation subjects

Archive Boxes

At the end of each academic year, class teachers will select one book from three pupils who are working below age-related expectations, at age-related expectations or in greater depth in English, maths, and RE. They will also select one book from each foundation subject to keep as a record. These books will be stored in the archive box. All other exercise books from other pupils are sent home at the end of the academic year. These books are used as reference for the following year for class teachers, SLT, and to evidence prior progress. The books are returned to the children at the end of the following academic year.

7 POLICY REVIEW

The Headteacher and Assessment Leader are responsible for implementing this policy and work with the DIG and school advisors to provide reports and updates to the Full Governing Board.

8 APPENDICES

Appendix 1: Annual Assessment Cycle
Appendix 2a: Writing Assessment Grids – year 1 -6
Appendix 2b: Reading Assessment Grids – year 1
Appendix 3: Parent meeting log