



THE  
**NEW GUILD**  
TRUST

Assessment and Record Keeping  
Policy  
(EYFS, KS1, KS2)

## **POLICY**

This policy has been adopted on behalf of all academy schools in The New Guild Trust:

**Moorpark Junior School  
Jackfield Infant School  
Alexandra Junior School  
Alexandra Infants' School**

### **Approval and Review**

Committee to Approve Policy	Trust Board
Date of Trustee Board / Academy Committee Approval	May 2023
Chair of Trustee Board / Academy Committee	Mrs L Eagle
Signature	<i>L. Eagle</i>
Accounting Officer	Mrs K Peters
Signature	<i>K. Peters</i>
Policy Review Period	12 months
Date of Policy Review	May 2024

<b>Version Control</b>			
<b>Version</b>	<b>Date Approved</b>	<b>Changes</b>	<b>Reason for Alterations</b>
Initial	Feb 2019		
	Mar 2021	Minor typo errors	
	May 2022	Deleted "Blue Hills Provision Mapping"	No longer used in schools.
	May 2023	P4 4.2 Deleted NGRT and inserted NTS Assessments	No longer used at some schools.

## **CONTENTS**

1. Aims.....	3
2. Legislation and Guidance.....	3
3. Principles of Assessment.....	3
4. Assessment Approaches.....	3
5. Collecting and Using Data.....	4
6. Reporting to Parents.....	4
7. Inclusion.....	5
8. Training.....	5
9. Roles and Responsibilities.....	5
10. Monitoring.....	5
11. Links with Other Policies.....	6

## 1. Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents.
- Clearly set out how and when assessment practice will be monitored and evaluated.

## 2. Legislation and Guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

## 3. Principles of Assessment

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

The aims of assessments are to enable:

- Teachers to make an informed judgement as to the progress and attainment and whole development of the child.
- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress.
- Target setting (realistic but challenging targets to raise achievement).
- Pupils to demonstrate what they know, understand, and can do in their learning.
- Pupils to have an active role in identifying their own learning needs and know how to improve their work.
- Parents to support their child's learning.
- Leaders to evaluate and continually improve on the quality of provision for all pupils.

## 4. Assessment Approaches

At the New Guild Trust assessment is an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

### 4.1 In-school Formative Assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve.

A wide range of formative assessment techniques are used including marking and feedback, questioning, self and peer-assessment, observations.

This will include:

- Planning evaluations.
- Individual Child observations.
- Early Years tools e.g. Tapestry, 2Simple.

Evidence will be used to ensure misconceptions are addressed and any gaps in learning are identified so that they can be addressed in next steps. This evidence ensures a clear picture of the children's knowledge and understanding is gathered.

Self-assessment takes place in different forms as appropriate to the age of the pupils. Refer to individual school's marking/feedback/teaching and learning policy, which can be found on the website.

#### 4.2 In-school Summative Assessment

Effective in-school summative assessment enables:

- **School Leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period of time.

The New Guild Trust uses a range of summative assessment approaches to ensure the pupils are accurately assessed. Tools will vary according to the age of the child. Once judgements have been made upon the child's knowledge and skill a range of assessment recording tools may be used which vary in different subject areas. Within our schools, the New Guild Assessment Tool will provide the main document to measure attainment and progress. Information will be recorded on a data base (such as DCPro) to allow leaders to demonstrate improvement over a long period of time. External assessments may be used to validate judgements made and ensure judgements are standardised within the Trust. These may include Pera, Puma, Pira, Rising Stars, NTS Assessments, Assertive mentoring, Accelerated reader. Review of SEND pupil passports will take place at regular intervals to ensure targets reflect individual pupil needs.

#### 4.3 Nationally Standardised Summative Assessment

Nationally standardised summative assessment enables:

- **School Leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to understand national expectations and assess their own performance in the broader national context.
- **Pupils and Parents** to understand how pupils are performing in comparison to pupils nationally.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of Reception.
- Phonics Screening Check in Year 1.

- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6).

## **5. Collecting and Using Data**

Assessments will be recorded at 3 times during the year on a database. This will be shared internally with staff and Senior Leaders. It will be used to inform Local Community Governing Bodies and Trust members of the progress and attainment within our schools. It will also be used with external regulatory bodies.

## **6. Reporting to Parents**

Assessment data will be reported to parents verbally at termly Parental Consultation opportunities and by a written annual report.

Annual reports to parents will include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development.
- Comments on general progress.
- Arrangements for discussing the report with the pupil's teacher.
- The pupil's attendance record, including the total number of possible attendances for that pupil, and the total number of unauthorised absences for that pupil, expressed as a percentage of the possible attendances.
- The results of any Nationally standardised summative assessments.

## **7. Inclusion**

The principles of this Assessment and Record Keeping Policy apply to all pupils, including those with special educational needs or disabilities.

Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

## **8. Training**

- Staff will be provided with regular opportunities to moderate evidence and discuss with peers to ensure good understanding of assessment and assessment practice among all teachers.
- The Assessment Leader will ensure staff have access to continuing professional development opportunities on assessment. This will include in-school, within the New Guild Trust and externally.

## **9. Roles and Responsibilities**

### **9.1 Governors and Trustees**

Governors and Trustees are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.

- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data.

## 9.2 Head Teacher/Head of School

The Head Teacher/Head of School is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years.

## 9.3 Teachers

- Teachers are responsible for following the assessment procedures outlined in this policy.

## 9. Monitoring

This policy will be reviewed annually by the Assessment Leader. At every review, the policy will be shared with the Local Community Governing Board.

All teaching staff are expected to read and follow this policy. The Assessment Leader is responsible for ensuring that the policy is followed.

The Assessment Leader alongside the Head Teacher/Head of School, Inclusion Leader, Key Stage Leaders and Subject Leaders in each school will monitor the effectiveness of assessment practices across the school, through planning scrutinies, monitoring policies, regular monitoring of records, progress meetings and moderation of work.

## 10. Links with Other Policies

This Assessment and Record Keeping Policy is linked to:

- Curriculum Policy
- Subject Policies
- Early Years Foundation Stage Policy