



St Faith's

Church of England
Infant and Nursery School

POLICY FOR ASSESSMENT AND RECORD KEEPING

“Our inclusive St Faith’s family strives to enable all to achieve their full potential and inspire a community of hope and friendship. We seek excellence by ensuring a safe, respectful and flourishing learning community, where differences are celebrated and our genuine love and high expectations make a difference to all.”
Oscar Romero “Aspire not to have more, but to be more.”

Introduction

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **Assessment and Record Keeping** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

Assessment is an essential and integral part of the National Curriculum and Early Years Foundation Stage statutory procedures. It complements and assists the teaching and learning process by informing teachers of the progress their pupils are making and allowing them to make effective plans for the future.

Schools are required to keep annually-updated records of their pupils’ achievements, skills and abilities. This aims to ensure that teachers and others have access to up-to-date information about the progress pupils are making. It is important that teachers have a consistent and shared understanding of standards, and that the assessments they make arise naturally from, and feed effectively into, planning, teaching and learning.

Vision for teaching

The teaching at St Faith’s is lively and engaging, involving a blend of imaginative approaches that direct the children’s learning. The children are provided with good support but are also encouraged to work independently with confidence, when required. The children will also be encouraged to initiate their own learning, using and applying skills that they have acquired. The pitch and pace of lessons ensure that the children make good progress, as teaching expectations are high. A strong interdependence of speaking and listening, reading, writing and maths underpins our provision. Over time, children are taught to recognise their attainment and the progress they have made through quality marking and feedback. They are given opportunities, with adults, to identify and review their targets for learning and teaching is based on accurate assessment of pupils’ prior skills, knowledge and understanding. Early intervention is put in place for children making less than expected progress.

The Nature of Assessment and Record-keeping

Records of the outcomes of assessment enable teachers to:

- track the progress of individual pupils or groups of pupils;
- identify patterns over time where there are many small steps in developing pupils’ knowledge and skills;
- confirm end-of-year and statutory end-of-key-stage teacher assessment;

- set individual and group targets for improvement;
- discuss pupils' progress with their parents (or others with parental responsibility) and other teachers.

Entitlement and Statutory Requirements

Early Years Foundation Stage

Nursery and Reception children are baseline assessed on entry to the school year, usually within four weeks of starting the school year. In Reception this is following the DfE's standardised Reception Baseline Assessment that was introduced in September 2021. This is carried out with each Reception child and then with any further children who enter our school into Reception throughout the year, where they haven't completed it in a previous setting. Alongside this and in nursery, class teachers also gather a range of assessments through play based and other group activities for their baseline assessments. Following this, assessments are collected at our termly data collection points, using our internal tracking system.

The children are continually assessed during their time in the EYFS as their 'Learning Journey' progresses. The assessments are based on a range of evidence, including work samples, observations, and discussions or through photographs. These assessments are shared within the Reception team and with parents throughout the year via Tapestry and during parents evenings.

All baseline and mid-year assessments are submitted internally. The EYFS leader interprets and analyses the data. EYFS Moderation is undertaken with other schools and internally, to verify the data.

At the end of the Reception year, the children are assessed against the new EYFS Profile. Through teacher assessments each child is judged to be working at the expected level or below the expected level in each area of learning. There are three Prime Areas of Learning (Communication and Language, Physical Development and Personal, Social and Emotional Development) and the four Specific Areas of Learning (Literacy Development, Mathematics, Understanding the World and Expressive Arts and Design). Within these areas, there are 17 Early Learning Goals in total, which all children are assessed against.

The final assessments within each year group form the basis of the report to parents at the end of the Summer Term. In Reception and Nursery, there is a written report, under the headings of the characteristics of effective learning and also the areas of learning. All assessments and reports are also shared with each child's next class teacher.

Key Stage 1

End-of-key-stage teacher assessment and testing

In Year One, during the Summer term, the children take the National Year One Phonic Screen Check. Those children who do not achieve the desired pass mark will be retested in Year Two.

In Year Two, during the Summer Term, teachers must make judgements for each eligible pupil, taking into account the pupil's progress and performance throughout the key stage (Year 1 and Year 2). The judgements must be based on a broad range of evidence from across the curriculum for each pupil and use the teacher's knowledge of the pupils work over time, taking into account written, practical and oral classwork and results from statutory KS1 tests- The judgements are for all foundation subjects, as well as Reading, Writing, Maths and Science.

KS1 SATs are now no longer a statutory requirement. However, KS1 SATs can help inform teacher assessment judgements and be used by schools to support with measuring pupil achievement and identifying any additional support needed as pupils transition into key stage 2 (KS2).

As a school, the KS1 tests are carried out with key groups of children and administered as part of our normal classroom activities. There is no obligation to report these results to parents. The tasks and tests provide a standard 'snapshot' of attainment at the end of the key stage, while teacher assessment, carried out as part of teaching and learning in the classroom, covers the full range and scope of the programmes of study, and takes account of evidence of achievement in a range of contexts, including that gained through discussion and observation. Teacher assessments are reported to parents in July.

Teachers are required to summarise their teacher assessment at the end of the key stage for each eligible child in the form of:

- a standard for each pupil in English Reading, English Writing and Mathematics (working towards the expected standard, working at the expected standard or working at greater depth within the expected standard)
- Pupils working below the standard of the national curriculum can be recorded as working at the 'Pre-key stage' standard.

The final assessments for Year 1 and 2 are reported to parents at the end of the Summer Term.

Record Keeping

Schools must ensure that educational records are maintained and disclosed to parents on request, as noted in the Education (Pupil Information) Regulations 2005. Educational records include information about pupils (and former pupils):

- processed by, or on behalf of, the governing body or a teacher
- originating from, or supplied by, LA employees
- originating from, or supplied by, teachers or other employees of the school

Records processed by a teacher solely for the teacher's own use will be excluded from pupils' educational records.

Schools must also keep curricular records on every pupil. Curricular records form a 'subset' of a pupil's educational record. They are a formal record of a pupil's academic achievements, skills, abilities and the progress they make at a school. They must be updated at least once a year.

Under the General Data Protection Regulation 2018 (GDPR), schools are responsible for ensuring that the collation, retention, storage and security of all personal information they produce and hold meets the provisions of the Act. This includes:

- personal information appearing in a pupil's educational record
- any other information they hold which identifies individuals, including pupils, staff and parents

Schools must consider the implications of the General Data Protection Regulation (GDPR), under which they are required to register as a data controller with the Information Commissioner's Office (ICO).

Disclosure of Educational Records

There are several pieces of legislation under which information may be accessed from public organisations, including schools. These include the GDPR and the Freedom of Information Act 2000. Access to a pupil's educational information held by a maintained school is covered by a parent's right of access under the Education (Pupil Information) Regulations 2005.

Under these Regulations, a maintained school's governing body must ensure that a pupil's educational record is made available for parents to see, for free, within 15 school days of receipt of the parent's written request. If a parent makes a written request for a copy of the record, this must also be provided within 15 school days of receipt of the request. Governing bodies can charge a fee for these copies but this must not be more than the cost of supply. The ICO provides further information on charges.

The Regulations describe the material that is exempt from disclosure to parents. This relates to information that the pupil couldn't lawfully be given under the GDPR. It also relates to information which they wouldn't have right of access to under that Act, or by virtue of any order made under section 30(2) or section 38(1) of the Act. This includes material which may cause serious harm to the physical or mental health or condition of the pupil or someone else. A school may not fulfil a parent's request for these records if there is a court order in place which limits a parent's exercise of parental responsibility. This affects the parent's entitlement to receive such information. The ICO can provide further advice.

Transferring records to a pupil's new school

Head teachers at maintained schools, including maintained special schools, must ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF). This requirement is set out in the Education (Pupil Information) Regulations 2005 and the amendments in 2008/ 2016.

If a pupil moves to another school in England, Wales, Scotland or Northern Ireland the pupil's CTF and educational records must be passed to the new school. Academies are not subject to these regulations, but are expected to adhere to the following protocols as a matter of good practice.

The means of transfer to a school outside England must be in line with the arrangements for transfer between schools in England. Information must be transferred within 15 school days of the pupil ceasing to be registered at the old school. Pupils' CTF should be sent to the new school either:

- through the school to school (S2S) secure file transfer system
- over a secure network that can only be accessed by the LA, the governing body or a teacher at any school within that LA

If either school can't send or receive information in this way, LAs may provide the file. However, there must be agreed and secure local arrangements in place. If the new school is unknown, the DfE recommends that the school should still complete the CTF and load it onto S2S. If a school doesn't receive CTFs for a new pupil, they can ask the LA to search for the files on S2S.

Schools can refer to the S2S guides for details on:

- what information CTFs should contain
- handling records for pupils where their destination is not known
- sending CTFs between schools

Schedule 2 of the Education (Pupil Information) Regulations 2005, and the amendments in 2016, explains more about the content of CTFs.

The Implementation of Assessment and Record-keeping procedures

The principles of good assessment are:

- It is an integral part of high quality teaching and learning.
- It helps to ensure that teaching is appropriate, well matched to the needs of the children and the next steps are clear.
- It helps to ensure learners are making at least expected progress.
- All staff are trained in the system and have a deep understanding.
- Subject Leaders can take the lead on assessment in their subject area and gather meaningful information about their subject in school, as a whole.
- It is fair, consistent and honest.
- It is ambitious for all pupils.

Assessment should:

- Be short, discrete, qualitative and concrete. We place a great emphasis on ensuring all assessments are purposeful and informative whilst being aware of teacher workload.
- Reflect what children know and what they can do.
- Be periodic.
- Show clearly what we expect children to master by the end of each term, for each year group.
- Be based upon evidence.

The teaching and support staff in our school make three types of assessment:

1. Day to day, formative assessment

Day to day, formative assessment is a reflection of the extent to which pupils are achieving the short term objectives set out in lesson plans (and Pupil Profiles for SEND pupils). Teachers routinely observe features of their pupils' learning. Not all observations are noted down, though Teachers and Teaching Assistants may make notes on the children during the guided sessions. Adjustments may be made to plans for the rest of the week to take account of how far the children have understood the learning objectives. Teachers may also make additional notes for their own records, but these need only be as detailed as is helpful.

2. Termly summative assessment

In the **Foundation Stage**, assessments are made termly. Following their baseline assessment, teachers make a judgement for each child in February and June, as to whether the children are working at, below or well below the expected level for that year group at that time of year in all areas of learning. Judgements are moderated within the EYFS team and with other schools and analysed by senior staff. This enables staff and Governors to see the progress of each year group as a whole and allows staff to identify higher achievers and those working below the expected level, in each year group. The children who are making poor progress may be put into an intervention programme to boost their progress. These children are also identified during Pupil Progress and Team Around the Class Meetings held in November, March and July.

Termly checks are kept in Reception, Year One and Year Two of each child's progress with the reading and spelling of key words and phonics and these are monitored by the English Subject Leader and the Phonics Leader.

In Key Stage One, the staff and pupils follow the National Curriculum. Assessments are made against the objectives covered each term in all subjects. For subjects other than reading, writing, and maths, the judgements are recorded on the school's Foundation Subject class assessment grids.

In October, February and June, teachers make a judgement for each child, as to whether they are working at, above or below the expected level for that year group at that time of year in Reading, Writing and Maths. These are fed into our whole school tracking grid and are analysed by senior staff. This enables staff and Governors to see the progress of each year group as a whole and allows staff to identify higher achievers and those working below the expected level, in each year group. The children who are making poor progress may be put into an intervention programme to boost their progress. These children are also identified during Pupil Progress Meetings and Team Around the Class Meetings held at the end of each term.

In addition to this, Phonic assessments, in line with Little Wandle, are also completed each half term and are used to inform intervention and planning as we move forward.

3. Annual Assessments and Reporting to Parents

Staff in Nursery, Reception, Year One and Year Two write annual reports for parents. These reports provide information about each child's progress, achievements, next steps and attendance records. At the end of the EYFS and at the end of Key Stage One (Year 2) the report also includes statutory teacher assessments results. In Year 1, the results of the phonics screen check (also in Year 2 if retaken).

The Nursery and Reception 'Learning Journeys' form the basis of the reports or discussions with parents. The information is then passed on to the receiving teacher. The individual assessment grids are completed in Year One and Year Two and passed on with all the other termly records to the receiving teacher. Reading records detailing each child's progress through the school's reading scheme are also passed on.

Targets

Parents receive targets for Reading, Writing and Maths for their children at the termly parent teacher meetings. In Nursery they receive targets at the March parent's evenings. These may also include Personal, Social and Emotional Development and Physical Development targets and sometimes Attendance targets. In Reception the parent's evening targets are given out in October, January and March. In Years 1 and 2, they receive targets at the October, January and March parent teacher meetings. Targets are also written on the end of year school report in July, for all pupils.

All information on the children in Year 2 is passed onto our feeder Junior schools.

Other agreed policy statements

For any child who is identified SEND, teachers will ensure that assessments and planned progress towards identified learning objectives fulfil the requirements of the Code of Practice in meeting individual learning needs. More detailed records will be kept for children with special needs. The SENCO and class-teacher will be responsible for the recording of concern, the action taken, targets set and when progress will be reviewed each term.

Marking and Feedback

Marking and feedback is an important aspect of assessment as it helps children know what they have done well and what they need to do to improve further. At this school, we feel that there are many kinds of marking which contribute to effective feedback. These include:

- An adult providing verbal feedback on a child's work
- An adult providing written feedback on a child's work
- A child marking or editing their own work
- Another child or children providing written or verbal feedback on a child's work

At this school, all of these types of marking and feedback will take place at different times throughout the year and for different subjects. Some of these are more appropriate for older children, and we aim to develop the skills needed to provide and receive feedback in an age appropriate way over Key Stage 1.

For further details, please see our separate 'Marking and Feedback' Policy.

Monitoring and Evaluation

The information gained through assessment and record-keeping is used for a variety of purposes. We realise that:

Teachers want to know:

- whether each pupil has learnt and remembered what has been taught
- who needs more help or is ready for extension work
- who is making better or worse progress than expected
- whether all pupils, including those with Pupil Profiles, are meeting their learning targets
- whether they need to refine any aspects of their teaching

Pupils want to know:

- what they can do already
- what they need to do next

Headteachers, subject leaders and governors want to know:

- whether different groups of pupils in the school are making sufficient progress
- whether there are any major shortcomings or successes
- whether the school is on track to reach its pupil attainment targets
- how pupil attainment in the school compares with other similar schools
- which aspects of the curriculum and teaching need to be strengthened

Parents want to know:

- whether their child is making appropriate progress
- whether their child is showing any major strengths or weaknesses
- what they can do to help

Senior Leaders routinely monitor the assessments that take place in class, through pupil progress meetings, work scrutiny and by moderating and evaluating the success of our assessment grids and activities.

Safeguarding procedures

At St Faith's we have a positive culture of safeguarding, with effective policies and procedures in place. Our safeguarding procedures are outlined in our Child Protection and Safeguarding Policy, which can be found on our website <https://stfaithscofe.secure-primariesite.net/safeguarding-information-and-policies/>.

Review

The effectiveness of this policy will be reviewed and discussed at future staff meetings. Any subsequent revisions to the policy will be presented to the governing body for discussion. It is updated in line with the latest Assessment and Reporting arrangements from the Standards and Testing Agency.

Approved by the governing body on:-	September 2025
Signed (Governor)	Emile Van Der Zee
Signed (Subject Leader)	Lisa Wright
Review Date	September 2027