



Faith is all around us.  
 We have to have faith in ourselves in order to be the best that we can be.  
 We are a small school, with big hearts and together we beat as one.  
 Sowing seeds of knowledge and faith, with nurture and love  
 We thrive, we grow!

## Wistow Parochial C.E. Primary School

Head Teacher: Carla Cox

### Assessing and Tracking Pupil Progress Policy

| <b>Document Status</b>   |                         |   |
|--|-------------------------|---|
| Date of Next Review  | <b>October<br/>2027</b> | <b>Responsibility – Full Governing Body</b>   |
| Date of Policy Creation  | <b>April<br/>2010</b>   | Responsible Governor Name   |
| Date of Review and Ratification at FGB Meeting   | <b>October<br/>2025</b> | <b>Andy Kehoe</b>   |
| <b>Policy Publication/Communication</b><br><input checked="" type="checkbox"/> On the school website<br><input checked="" type="checkbox"/> Shared staff network drive<br><input checked="" type="checkbox"/> Updates to staff in staff meetings |                         | <i>Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.</i> |

The process of assessment is an integral part of school life and teaching. It is continuous and is linked to the planning process. Assessment is a process of gathering information, evaluation and using issues raised to determine future provision. Monitoring progress is essential to ensure that each child develops his/her full potential. Assessment is integrated into the learning process and is flexible.

Effective *formative* assessment shows what stage a child has reached, what he/she has achieved and whether there are any learning issues, so that supportive strategies can be implemented and targets set.

A *summative* assessment will provide evidence, which enables a teacher to compile a written end of term report to be presented and discussed with parents if necessary.

Please note this policy should be read in conjunction with the Marking, Feedback and Presentation Policy.

#### **Ongoing Pupil Assessment**

Pupils across all the Key Stages are encouraged to take part in the self-assessment of their own learning. This enables the pupil to truly identify and focus on key areas of development for themselves at the start of each learning session. Taking an ownership of their learning will help support them in really thinking about how they can improve and develop.

Pupil assessment will happen in a variety of ways across all Key Stages (please refer to our marking policy) but may include:

- Marking own work in a different coloured pen
- Thumbs up / down for understanding
- Peer assessment through constructive comments – what I thought was good / something to work on

Teachers also make use of **formative assessment** in subjects, which ensures that the assessment takes place in a pupil's learning process. They then evaluate the learning process through the **summative assessment**, which is a combination of teacher assessment and end of half term assessments at the end of each half term.

## Assessments

### English (Reading Writing and SPAG)

- Yr 1 pupils will be given ongoing reading and writing assessments during RWI in addition to comprehension assessments, which are also part of the RWI scheme
- In Key Stage 2, termly NTS assessments and they are carried out in December, April and July.
- In Spelling, Punctuation and Grammar, Yr 3/4/5 will undertake termly tests using NTS assessments.
- Year 2 and Year 6 will make use of past statutory assessments for reading and SPaG
- Writing in Key Stage 1 and 2 will be completed half-termly using a selection of writing including differing genre that has been completed independently over the term from our Pathways to Write scheme – using the Teacher Assessment Frameworks to assess their work against the objectives their year group are working on.
- Year 1 pupils will be given a statutory phonics screening test during an allocated week in June.
- Year 2 pupils who did not achieve the required standard resit the phonics during the same allocated week in June.

Teacher Assessment will be moderated termly within key stages. When possible, we also moderate with another school.

### Maths

- KS1/2 will use NTS assessments termly.
- KS1 Year 2 children will undertake non-statutory SATS tests throughout the Summer Term.
- KS2 – Year 6 children will undertake statutory SATS tests throughout the Summer Term.
- In Key Stages 1 and 2, pupils will complete regular end of block assessments to provide timely and accurate information at regular intervals.

- Within the school day, pupils also complete Flashbacks, to support going over and consolidating knowledge of elements learnt in maths to date.
- Year 1-6 will undertake weekly spelling tests and arithmetic homework to support children in developing an understanding of tests as well as to support them making progress.

### **Moderation**

- A move to termly summative assessments from half termly summative assessments has been met with an increase in staff moderation.
- Regular moderation within and across phases is part of the assessment cycle to ensure accurate teacher assessments work alongside outcomes from formal assessments.
- Moderation with schools in the locality will take place at least annually.

### **Early Years Foundation Stage**

- On entry, the new Reception Baseline Assessments will be carried out by practitioners in the first six weeks of September, using the new format and framework.
- Staff will also make some comparative assessments based on observations passed on from previous settings and in school with targeted activities in order to ascertain pupil's level also.
- On-going observations (short, medium and long) of children at work and play to inform Possible Lines of Development for individual children. The Tapestry tracking system will be used for observations in school and links with home.
- On-going tracking of progress and attainment against the EYFS Framework using the Tapestry tracking for the profile – tracks pupils in all 17 areas of their early learning and monitors progress towards goals that are linked with age.
- Development of individual learning journey documents are created by school and home, which in turn support assessment of children's development and overall progress – including observations and photographic evidence from school and home and examples of work.
- Half-termly tracking of phonics through the Read Write Inc. Programme, alongside key words and blending and segmenting skills are taught and assessed daily and then formatively every 6 weeks, to ensure learning is progressing and any gaps can be filled. This assessment allows school to also group pupils to learn targeted sounds/skills.

### **SEND / Vulnerable / Pupil Premium / LAC Pupil Groups**

Children who are part of one of these groups, are assessed on a half-termly basis to ensure that progress is being made against their own individual provision maps (IPM) or personal targets. Data is analysed by the Headteacher, SENCo, Key Stage Leaders and teachers to monitor progress of all children at half -termly pupil progress meetings (PPM), where teachers have already analysed data and summative assessments and identified pupil progress, achievements and gaps in learning. Interventions are evaluated at these meetings according to the individual needs and

impact reviewed. The SENCO and teacher will then decide upon next steps and areas in which to target support. Progress is discussed with parents on a regular basis and with IPMs parents comment and are able to share thoughts on learning and progress.

### **Pupil Progress Feedback**

- All results of pupil progress will be reported to parents at parents evenings and on the end of year reports. Should there be any concerns around children's learning, we speak directly with parents to share identified concerns and our plans to support and help fill gaps.
- Children in KS1 and KS2 are aware of their targets from lesson objectives and also their assertive mentoring files. In Pathways to Write, the initial lesson, the Gateway objectives are shared (objectives that they children should know) and the Mastery keys are displayed on the learning wall, which clearly shows children what they are learning in that unit. This document is standardised across school, to support children's understanding of how it is a useful page.
- On the Writeaway part of the Pathways programme, the children are given an opportunity to show that they can apply all the mastery keys that they have covered in that unit.
- Parents over the year, are invited into school to share in pupils learning and share in successes and also engage so that they can support their child continue to grow and learn.
- Parents are also invited to look at work books at both parents evenings.
- Children in all children will be invited to join their parents for parents' evenings in the Autumn Term and Spring Term in order to ensure clarity and understanding with targets and discussions regarding progress.

### **Class Records**

KS1 and KS2 - A Reading Record for parents and teachers to share progress is incorporated into the pupil's planner. Teachers also keep their own personal reading records.

In EYFS and KS1 teachers also keep their own personal sound and keyword records as part of RWI tracking

KS2 - Teachers also keep their own personal sound and keyword records for those children who are continuing to work on them.

Every year group is tracked by the class teacher and SLT. This is in Reading, Writing, Maths and SPAG. This tracks progress and enables staff to look at pupils in

need of some additional support to catch up. Pupils are recorded as Working Below (WB) Working Towards (WT) Working At (WA) and Greater Depth (GD).

Intervention group records are kept by members of staff who lead the sessions and these are working documents and shared with SENCO for review when needed. These link directly to children, who have been targeted for additional support in areas from the PPM and are used to monitor progress and plug gaps.

For all foundation subjects, staff have detailed medium term plans used to record individual achievements in relation to the National Curriculum objectives for each particular year group. These are completed formatively and on a regular basis and support planning and next steps and to clearly identify gaps in knowledge.

Within all other subjects, other than English and maths, we complete knowledge checks (KC), at the start of every lesson and this is a quick way to ensure facts and information is retained and also identify areas that may need further consolidation.

### **Planning**

Documents should contain evidence that there is on going assessment of pupil's progress against relevant objectives and activities that are developed appropriately.

Planning will contain evaluations of individual children or groups to demonstrate how assessment for learning will be used for subsequent lessons. The class trackers allow teachers to identify gaps and plan for all pupils' development in all subjects.

### **Tests**

Summative assessment results will be recorded on the school tracking documents termly and pupil progress meetings will take place after this to monitor all pupils and identify intervention and provision.

### **Reporting Arrangements**

Parents of children in the Reception Year receive an end of year report based on the Early Years Foundation Stage Profile.

Parents of children in KS1 and KS2 receive an end of year report reviewing their progress against the National Curriculum and their attitudes and effort in school.

Parent teacher consultations are held in the Autumn and Spring terms with a final transition meeting if needed, following receipt of reports in the Summer term and in preparation for the new academic year.

This ensures that each term, the parents are receiving key updates in their child's progress, attainment, attitude and effort in school.

Staff communicate regularly with parents and if there are any concerns, they speak with them directly to ensure that they understand where their child may need support and discuss next steps. Working together in partnership and communication is key, in supporting all our children grow and thrive in their learning.

### **Target Setting**

- Whole School targets are set using information from the school tracking system. These targets are discussed and agreed with the school SIA and the governing body, then rolled out to staff.
- Individual aspirational targets for children are set by the Headteacher and teachers to ensure that at least 3 steps progress are made for children who are working at ARE. For children working below this, steps progress is aimed to be increased to 3+ steps, to close the gaps.
- Termly learning targets will be set in reading, writing and maths at a whole school, class, group level and individual level.
- Information from assessment against these targets and summative assessment data will be recorded termly on the year group trackers.

### **Monitoring**

- Regular pupil progress meetings (half-termly) will be held as part of staff meeting time with teachers to moderate pupil work and discuss progress.
- Children highlighted as being vulnerable are reviewed at meetings to assess progress of these children.
- Pupil / teacher discussions to review understanding, progress and targets will be recorded, highlighting any significant comments.
- Pupils will be encouraged to review and discuss their targets and progress on a regular basis.
- Pupil voice discussions to review understanding, progress and targets with the governing body, SIA and other representatives from the LA will be recorded highlighting and sharing any significant comments and SLT to put in place actions to support.
- Governors have responsibility for monitoring the assessments of KS1 and KS2 and the head teacher will share pupil progress and attainment with them on a termly basis.
- Subject leaders routinely monitor and review their subject and outcomes, writing a clear subject report, which is shared with their link governor and in turn the FGB. These include: data, pupil voice, lesson observations and updates on action plan progress.
- Governors have termly book scrutinies when completing link governor visits and reports.
- Governors make visits throughout the year to gain feedback from children on a variety of school aspects, including marking and feedback.
- SLT support all subject leaders with their monitoring and feedback to ensure robust systems, continuity and confidence for all staff.