

Bidbury Infant School

ASSESSMENT, REPORTING AND RECORD KEEPING POLICY

Rationale

Assessment, recording and reporting (ARR) at Bidbury Infant School is seen as an integral part of our curriculum as well as our learning and teaching process (see Learning and Teaching Policy, and Curriculum and Planning Policy).

Effective, manageable assessment and reporting practices provide records and feedback that enable teachers, learners, parents, governors and other members of the Bidbury Partnership to recognise children's personal, social and academic achievements through and beyond the National Curriculum, identifying individual needs and providing the next steps in learning. Pupils are seen as active learners in the assessment process through self-assessment and the interactive process involved in assessment capable learning (see Marking Policy, ACL Handbook and Guidelines).

Purpose of Policy

- To identify the need for and aims of assessment, reporting and recording achievement systems at Bidbury Infant School.
- To ensure common practice throughout the school and the development of common, agreed standards.

Aims/Principles

This school believes that:

- A whole school approach to planning will develop continuity and progression, consistency of provision and will improve the quality of learning and teaching throughout the school.
- We need to provide opportunities to inform, encourage and challenge children through the sharing of learning intentions and success criteria, our marking of their work and their own self-assessment. Assessment outcomes will allow for the setting of future targets and inform curriculum planning at all levels in order to enhance future learning.

- We need to provide a basis for informed discussion between children, parents and teachers and as a means of diagnosing individual strengths and areas for development.
- We aim to produce data records which indicate overall evidence of children's achievements and progression, so that we can identify their strengths and next steps and ensure that we cater for the needs of all and that we are 'adding value' at every stage in their education.
- We aim to use the information to improve the quality of the curriculum by providing opportunities for the regular review of the schools curriculum provision and organisation in order to promote the full potential and development of teaching and learning in school.
- Assessment is the tool which allows children to progress at their own pace and with appropriate tasks.
- Assessment allows for appropriate planning to accommodate differentiated learning.
- Assessment should provide information to inform planning in the classroom and across the school e.g. staff deployment and focus for investment/value for money in time/resources.
- Records provide visual evidence of a child's progress.
- Effective reporting procedures develop a positive working partnership between pupils, parents and teachers.
- Assessment Capable Learning should ensure children understand how to assess their own progress and to identify the next steps for their own learning.
- Children should understand their own strengths and development needs.

Aims

- To monitor the progress of individual children based on knowledge gained through a variety of methods
- To evaluate teaching methods
- To inform planning and guide future learning
- To administer statutory assessment (EYFS, Phonics Screening Check & KS1 SATs)

Guidelines/Practice

Teachers will achieve this by:-

- Making ongoing assessments using a variety of methods including observation, questioning and testing in order to provide a picture of the child's progress and to identify next steps in learning
- Moderating assessed tasks in year groups or whole school as appropriate against Bidbury's Assessment Progressions and Systems
- Agreeing attainment for each child using progressions and identifying stage and whether they are emerging, developing or secure
- Adding moderated tasks to the subject moderation files (Subject Co-ordinator's File) where appropriate to identify attainment achieved. This is the responsibility of the relevant subject manager and the ARR Co-ordinator
- Undertaking Early Years Foundation Stage assessments
- Undertaking DEST screening in Summer Term (Year R) to identify children at risk
- Administering Year One Phonics Screening Check according to legal requirement
- Administering KS1 SATs according to legal requirement
- Identifying small steps for children with SEN in line with requirements of the 2014 SEND Code of Practice
- Liaison with SENCo to agree PSI (Personal Support and Intervention Plans) targets for children at SEN Support (High)/EHC Plans and SEN Support
- Liaison with SENCo to agree group targets for children at Early Intervention (Pre-SEN Register or Delay)
- Liaise with ABCo to agree children on Gifted and Talented register and discuss how their needs will be met
- Planned and incidental observations in the Foundation Stage
- Being informed by learning support assistants of their observations of children

RECORDING ACHIEVEMENT

Aims

- To track and monitor the progress of each child
- To inform teachers, ARR co-ordinator, subject leaders, Leadership Team, children, parents and for subsequent planning
- To involve pupils and parents in the process when appropriate
- To provide evidence of National Curriculum coverage, statutory requirements and for inspections.

Practice

Teachers will achieve this by:-

- Recording progress for all Literacy and Numeracy aspects (e.g. HFW, Phonics etc) on trackers to be updated termly or half termly as outlined in Assessment Protocols (see separate sheet)
- Recording attainment for Science
- Recording reading progress on guided reading sheets
- Maintaining a home reading record in partnership with parents
- Consulting with the SENCO or Behaviour Leader in order to maintain and update PSIs and IBPs and other SEN forms
- Maintaining foundation subject skills tick sheets throughout the year for individual children
- Completing ongoing skill and knowledge trackers for Science, ICT and all foundation subjects
- Using the school Marking Policy to reflect achievement (see Marking Policy)
- Snapshot Overview and Target sheet completed in the Autumn and Spring terms in Key Stage One and through EYFS in Year R, a final report will be written after Snapshot in the Summer term
- Planning and implementing an effective transition from and to receiving school and year groups. This will include, for example, adults visiting children in classrooms, passing on the report, pupil overview record, internal tracking and SATs results. Discussion with the next year colleagues will also occur during the summer term
- Making available, when requested, all evidence for the Leadership Team, and subject leaders responsible for monitoring standards i.e. Curriculum Leader, Assessment, Reporting and Records Leader, core subject leaders

Tracking

- Completed tracking document to be given to ARR Leader and Leadership Team by dates set (see Diary Dates each year for the given deadline dates, Planning Protocols)
- Internal tick sheet trackers need to be completed as an ongoing document and updated within sight of the assessment (e.g. the week it was undertaken) throughout each half term. These will be monitored regularly by the ARR Leader

Section Four

REPORTING

Aims

- Build a partnership with parents and involve them in any aspect of their child's school life that requires a co-ordinated approach
- Meet statutory requirements
- Be clear and unambiguous to parents, pupils and teachers
- Be positive, showing actual examples and evidence
- Reflect individuality of the pupil and their personalised learning
- Ensure that reporting will be approached formally through requested consultations and an annual written report on a child's progress or completed profile, identifying achievements and targets to be addressed
- Ensure that reporting will be approached informally through open sessions that allow parents or parents/children to review current work.

Practice

Teachers will achieve this by:-

- Involving parents when appropriate and being available for informal discussions when the need arises
- Inviting parents in Year R - 2 to a termly meeting when targets for that period are discussed and questions answered. Target sheet on Phonics, Reading, Writing and Number will be given to parent(s)
- Inviting Year R - 2 parents to an initial meeting in the summer term before the children start school/new year groups so that all information may be shared and all concerns answered
- Writing a formal report annually (in summer term) that reviews progress in the Early Years Foundation Stage or National Curriculum, identifies future targets and comments on social awareness.
- Being available for 'follow-up' meetings with parents after the termly and annual reports.

AGREEING STANDARDS

Aims

- To ensure consistency of judgements
- To compile assessed work for moderation purposes in each subject leader's file
- To ensure effective monitoring and quality assurance systems within school, cluster and county.

Practice

Teachers will achieve this by:-

- Informal discussion of pupil's work
- Assessments on work as appropriate
- Attending local network meetings/Local Authority Training and Moderation
- Contributing to subject leader's files to generate moderated evidence of learning
- Holding whole school and year group moderation as appropriate
- Moderating with similar schools within cluster and within county
- Use of EYFS, Phonics Screening and SATs data to aid the review and evaluation of school improvement plans and the methods of learning and teaching

Reporting to Parents

Aims

- To keep parents informed of their children's attainment, achievement and next steps
- To ensure there is an effective home-school partnership

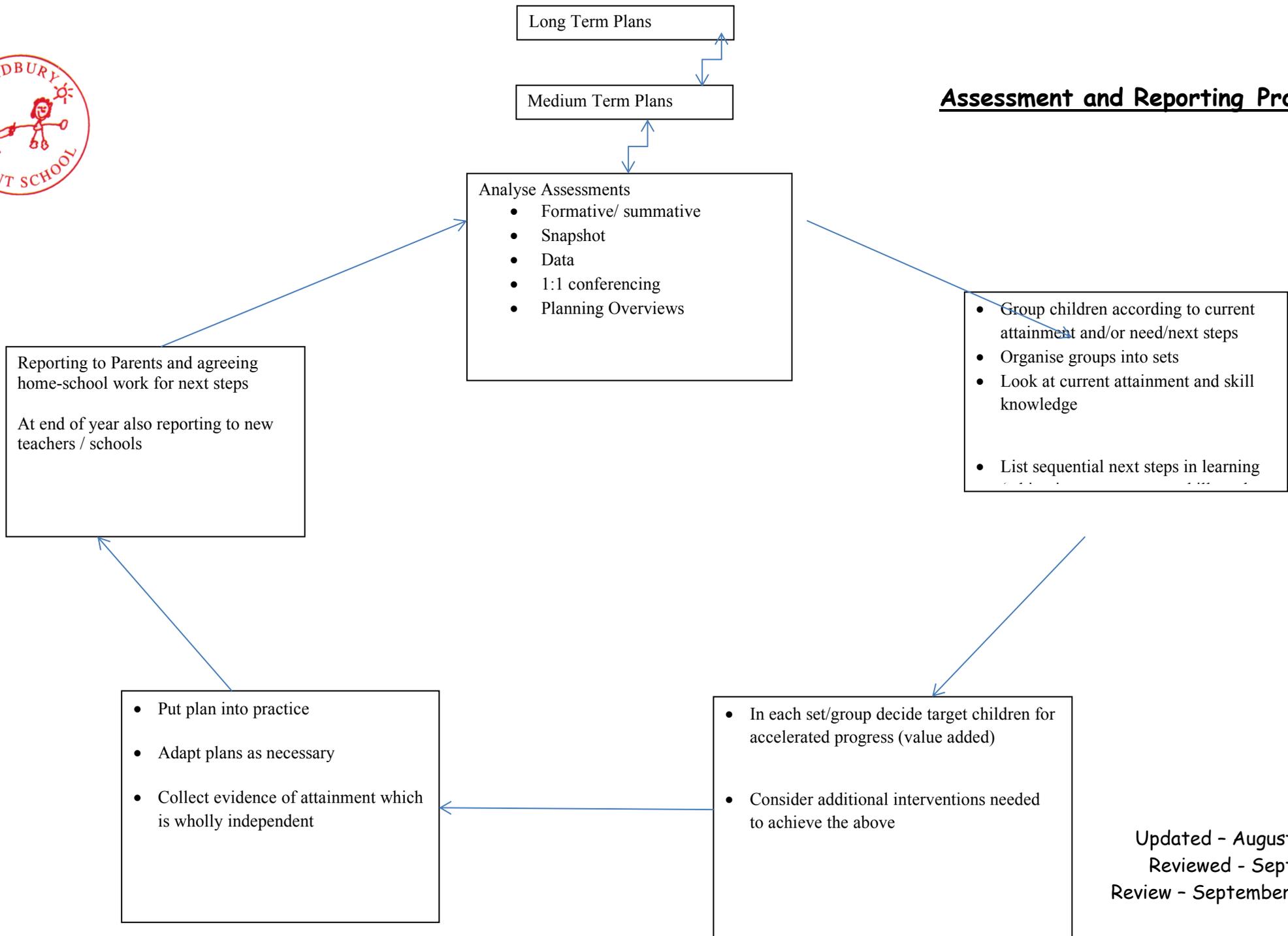
Practice

Teachers will achieve this by:-

- Termly meetings with parents
- Other meetings as necessary
- Regular written reports as to their child's progress and next steps
- Provide parents with appropriate understanding of content and resourcing to support their children at home



Assessment and Reporting Process



Updated - August 2016
Reviewed - Sept 2018
Review - September 2020

Appendices: Assessment

- A. Assessment Files: KS1
- B. Assessment Year: Timings
- C. Assessment Roles and Responsibilities
- D. Snapshot Paperwork and Parents' Consultations
- E. Transition Arrangements
- F. End of Year Record Keeping
- G. Bidbury Attainment and Progression Systems

Appendix A

Assessment Files

ASSESSMENT FILE 1

Section 1 - Administration

Main purpose: Day to day classroom management.

- Snapshot Overview
- Able Child Register
- Copy of Class SEN Register
- Class information (name, parent, d.o.b., medical notes)
- Medical register
- Blank Class List

Section 2 - Core Subject and Class Tracking

Main purpose: To forecast and evaluate progress.

Literacy

- Reading Blob Tracker
 Reading Level Tracker
 Reading highlight grids for each Guided Reading Group KS1 only
- Writing Blob Tracker
 Literacy highlight grids (one for each group in each set) KS1 only
- Handwriting Tracker
- HFW Reading Tracker
 Spelling Tracker
- Phonics Tracker
- Speak and Listen Tick Sheet

Numeracy

- Mathematics Blob Tracker
 Maths highlight grids (one for each group in each set) KS1 only

Science

- Science Ongoing skills sheet

Other Areas

- Foundation Subject ongoing skills sheets, half termly Units of Work sheets as appropriate)
- EYFS Tracker Grids and Cross Trackers for Individual Children (Year R only)

ASSESSMENT FILE 2: Other Literacy Trackers

Main purpose: Formative Assessments / Attainment at key points

- HFW Reading Individual Highlight Trackers
- HFW Spelling Individual Highlight Trackers
- Guided Reading Past Group Grids (current will be in Guided Reading Drawers)

ASSESSMENT FILE 3: Group Grids

Main purpose: Formative Assessments / Mini Assessment Overviews

- Literacy Group Grids by set and groups within sets
- Numeracy Group Grids by set and groups within sets
- Other Group Grids for any other curriculum areas

ASSESSMENT FILE 4: Observation Stickers (YR only)

Main purpose: Formative Assessments / Mini Assessment Overviews

There will be a file for each class with a tab for each child. Each child will have page(s) as below for their stickers to be put on with their name and the area on the top.

- PSED cream paper
- Literacy yellow paper
- Numeracy blue paper
- UoW green paper
- Other peach paper

Stickers and notes written in Learning Time / child initiated will be filed according to area (see above). At the end of each half term a black line will be drawn under the last sticker for that half term on each of the sheets for each child above

Appendix B

The Assessment Year

Each cohort will have a Data Stick. This should be updated in an ongoing manner the moment an assessment is completed. At the end of each academic year the Assessment Leader will copy the stick to the school server.

Summative Data Collection Points

Data Capture One (start of year)	Sept Wk1-3	<ul style="list-style-type: none"> • identify starting points after summer • decide what needs consolidating and then next steps • decide groupings for all areas • update Blob Trackers • YR: set up Cross Trackers • set predictions for end of year and how will be achieved • update individual trackers for core subjects • set up initial Pupil Progress Report • attend Pupil Progress Meeting • update snapshot books and provide written report to parents
Snapshot One Snapshot Two Snapshot Three	November February May	<ul style="list-style-type: none"> • summative assess Read, Write, Maths • update Blob Trackers • YR: update Cross Trackers • Review predictions and actions to achieve • update individual trackers for core subjects • Update Pupil Progress Report • attend Pupil Progress Meeting • update snapshot books and provide written report to parents (Feb only)
Data Capture Two (end of year)	July	<ul style="list-style-type: none"> • summative assess Read, Write, Maths • update Blob Trackers • YR: update Cross Trackers • Review predictions • update individual trackers for core subjects • Update Pupil Progress Report • attend Pupil Progress Meeting • create overviews for each group within each set for core subjects indicating secure, need to consolidate and next steps. • Arrange and attend meeting to share all info with receiving year group

Ongoing Summative Data Collection Points

SEN	Every 5 weeks	<ul style="list-style-type: none"> Review PSI targets, other SEN paperwork and SEN Register Decide new PSI and EI targets and meet with parents Produce new Interventions Overview and planning
HFW Reading HFW Spelling	Every 4-5 weeks	<ul style="list-style-type: none"> Assess individuals on reading and spelling Update Blob Tracker Create spelling lists for individuals for home and school Create individual packets of words to practice at home Address interventions needs (see SEN above)
Phonics Handwriting	Half termly	<ul style="list-style-type: none"> Assess individuals on reading and writing of graphemes Amend groupings as necessary Create medium term plans and address any intervention needs (see SEN above)
Core Subjects	As necessary (minimum of twice a half term)	<ul style="list-style-type: none"> Assess individuals / groups on key concepts taught (outside the sight of instruction) Decide consolidation / next steps needed Amend/review medium term planning and short term planning as necessary update individual trackers for core subjects
Foundation Subjects	As necessary	<ul style="list-style-type: none"> Assess individuals / groups on key concepts taught (outside the sight of instruction) Decide consolidation / next steps needed Amend/review planning grids and weekly planning update foundation tick sheets

Ongoing Formative Assessments

Core Subjects	Weekly, or as agreed with Leadership Team	<ul style="list-style-type: none"> Group Grids completed to show week's understanding in new learning Guided Reading Grids and the summative Reading Level Overview Tracker Can record any assessment made on prior week's learning Notes key issues for individuals / groups Notes key additional successes for individuals / groups Notes areas for consolidation Annotate medium plans as necessary Annotate weekly plan as necessary
Foundation Subjects	As necessary	<ul style="list-style-type: none"> Tick sheets Overview grids
Daily lessons on weekly planning	Daily	<ul style="list-style-type: none"> Notes on weekly plans re: key issues, strengths, changes to next session or plans for next week, or medium term plan

Appendix C

Assessment Roles and Responsibilities

<p>Headteacher Deputy Headteacher</p>	<ul style="list-style-type: none"> • Plan and undertake half termly Pupil Progress Meetings with each year group • Give appropriate reports to Governors and external agencies (i.e. LLP at Data Meeting) • Prepare school Data Pack • Agree targets set in Reading, Writing and Maths • Scrutinise Raise-on-line and FFT data, and produce any follow-up actions and reports as necessary
<p>ARR Co-Leader</p>	<ul style="list-style-type: none"> • Set up Policy and Record file formats • Monitor Assessment Files regularly • Monitor Snapshot books, Planning and Assessment files and children's work files for triangulation purposes • Monitor ACL strategies being used within each year group • Produce Report formats
<p>Year Group</p>	<ul style="list-style-type: none"> • Ensure assessments are planned for and completed on time (see above Assessment Year and Diary Dates) • Ensure PSIs are updated regularly and the necessary paperwork given to the SENCo on time • Set up Assessment files • Set up Pupil Progress Report • Prepare for and attend Pupil Progress Meetings • Update Blob Trackers and Snapshot Overview • YR: Update Cross Trackers • Provide updated paperwork to the Leadership Team as per diary dates and deadlines • Tracking prediction in Reading, Writing, Maths (autumn term) • Tracking outcomes in Reading, Writing, Maths, (summer term) • Ongoing analyses of assessments to consider changes required to planning and practice • Skills assessment trackers updated on a half termly basis • Termly preparation for and attendance at Pupil Progress Meetings
<p>Subject Leaders</p>	<ul style="list-style-type: none"> • Analyse Snapshot data from each year group for area identified • Collect evidence for moderation files • Pass on any data created/collected to the Leadership Team • Scrutinise data as necessary and produce any follow-up actions and reports as necessary

Appendix D

Snapshot Paperwork and Parent Consultations

Parent Consultations will be held termly where

- key assessment documents will be shared
- work files will be made available for parents to look at
- an overview of summative secure attainment and next steps will be given in written format

Snapshot Files

These should be updated after each data capture/snapshot (see Appendix C) and before parent consultations

These will include the following:

- copies of progression sheets for reading, writing, maths with highlights to show secure in (these should match those kept in Assessment files at the key points) - **CREAM PAPER**
- Overviews of tasks undertaken for Data Capture/Snapshot tasks - **GREEN PAPER**
- Copies of work from the data capture for literacy and numeracy, including phonics
- Copy of Snapshot Achievement Overview or Annual Report to parents - **YELLOW PAPER**

Snapshot Achievement Overview

Should include

- attainment in key areas (see sheet below)
- targets for reading, writing, maths and phonics

Name _____

Date _____

Snapshot Achievement Page

Overview of Attainment

Your child is securely working at:

Reading	
Writing	
Numeracy	
Phonic Stage	
HFW Read	
HFW Spell	

Targets

Your child's next steps are:

Reading	•
Writing	•
Numeracy	•
Phonic Stage	•
HFW Read	•
HFW Spell	•
Handwriting (if necessary)	•

Appendix E

Transition Arrangements

Pre-Schools- EYFS Bidbury Infant School

- Produce transition timetable
- Contact all pre-schools by phone to discuss key strengths/needs of children coming
- Visit feeder pre-schools as necessary to gather information regarding individual children
- Follow up with outside agencies as necessary for children with more complex needs
- Teachers to visit main feeder pre-schools
- Main feeder pre-schools to bring children to visit Bidbury Infants
- Initial Parents meeting to discuss Year R and starting school
- Arrange and undertake second Parent Workshop to discuss key learning areas
- Organise Home Visits for Summer 2 before they attend school

Transfer between year groups in school

- See record keeping in Appendix E

Transfer Information - Children leaving Bidbury Infant School

- DfES Transfer Form
- Previous end of year school reports to parents
- SAT's information
- Snapshot Books
- SEN information - IEP, IBP, Statement, outside professional reports, ABCC, etc.

- Case conference information
- Personal and Social comments if relevant.
- Copies of FSPs

See sample transition timetables below

Transition A: Pre-Schools to Year R ~ An example

Event/job	What	Date and Time	Responsibility
Contact with Pre-Schools	Ring all Pre-Schools chn coming from to gather key information	Last 2weeks of Su1	TT
Visits to Pre-School	Bidbury Pre-School <ul style="list-style-type: none"> • Each teacher to visit for a session • Children to visit setting for 2x 45 min slots 	TBD TBD	LO/ CO attend TT/LO/CO
	Bedhampton Methodist <ul style="list-style-type: none"> • 2x sessions 10.30-11.30am for children to visit- will collect chn on minibus 	TBD	TT/LO/CO
	Wendy House <ul style="list-style-type: none"> • Invite chn to visit - will collect on minibus 	TBD	TT/LO/CO
	Other for individuals with additional needs, as nec Book in people to drive minibus too	TBD	TT
Class Lists	End of Su1, first day of Su2		TT
Parent Packs	Agree content by Su1 Wk2 Packs completed and put together by Su2 Wk1		JJ/TT/LO/CO TG
Initial Parents' Meeting	Meeting to find out teacher Home Visit info, School Readiness etc	Tues 9 th June @ 6pm	LO/CO display and content TG - packs
Parents' Meeting 2	Carousel for Phonics, Maths etc	Wed 8 th July @ 6pm	TT/JJ/CO/LO
Getting to Know You	Additional sessions for chn not coming from feeder pre-schools HALL REQUIRED	Thur 11 th , Thur 18 th , Fri 26 th June 2.15-2.45	LO/CO discuss with JC - JC org - ½ day out JC/MF to run

Stay and Play	Chn come in and play in classroom (parents stay) Session 1A <ul style="list-style-type: none"> AQ take new class - table top/outside, rest to stay (outside/Large Teaching Space) Session 1B <ul style="list-style-type: none"> SW take new class - as above Session 2A Session 2B	16.6.15 2.00-2.45 15.6.15 2.00-2.45 22.6.15 25.6.15 3.00-3.45	TT org cover YR/1 YR/1 YR YR
Story Sessions	Story Session A - AQ new class Story Session B - SW new class <ul style="list-style-type: none"> Both classes in HALL both days - one day AQ read story, other SW Parents have tea/coffee in Music Room with ST 	Mon 29 th June 2.30-2.50 Tues 30 th June 2.30-2.50	YR/1/ST YR/1/ST
Shunt Day	All children come into school for a visit, parents wait in Music Room with JJ and ST	Wed 1 st July 10.30-11.30am	YR/ST
Home Visits	LO: 3 days (w.b 6 th July) CO: 3 days (w.b 13 th July)	July	TG/LO/CO

Transition B: Year R to Year 1 ~ An example

- Covering current YR for new YR Stay and Play sessions - work outside or in Large Teaching Space doing outside activities or table top activities
 - AQ Mon 16th June 2.00-2.45pm Diamond Class
 - SS Tues 17th June 2.00-2.45pm Ruby Class
- Covering current YR for new YR story sessions - reading stories/sharing story sacks in the Hall
 - AQ Thurs 26th June 2.30-2.50pm both classes
 - SS Fri 27th June 2.30-2.50pm both classes
- LO visiting x2 individual children at other pre-schools - Tues 3rd June and Fri 6th June
- Story Sessions - current YR to be split into new Y1 classes and spend story session with new teacher (YR teachers to cover in Y1)
 - AQ/SS Mon 30th June 2.20-2.40pm
 - AQ/SS Mon 1st July 2.20-2.40pm
- YR with current teachers working for 1 hour in Y1 classrooms

- Tues 1st July Diamond 9.30-10.25am
- Tues 1st July Ruby 10.40-11.35am
- YR teachers to decide what they will do during this time*

- Y1 teachers to visit YR during working time
 - AQ Tues 24th June 9.00-10.25am
 - Wed 25th June 1.00-1.45pm
 - SS Tues 24th June 10.45-11.30am
 - Wed 25th June 1.45-2.30pm
- From Summer 2 Week 2 YR and Y1 to have lunchtime play in the main playground (Y2 will play out the back - Sharon and Kayleigh to support Y2) - all other MDSAs main playground

Transition C: Y2 to Y3 ~ an example

Fortnightly visits 1. Paired Reading at Infants 2. Paired Reading at Juniors - Juniors show round Infants 3. Orienteering at Juniors 4. PE/Multiskills - outside - I will ask CM Sports to lead	Fri 2nd May 2.20-2.50pm Fri 9th May 2.20-2.50pm Thurs 22nd May pm, 1-2pm, 2-3pm Fri 13th June am 9.30-10.30am, 1045-11.45am
Shared Playtimes On back playground	Every Wednesday from April 23rd until SHUNT (July 2nd)
SHUNT Day	July 2nd all morning Y2 teachers to be over from 9-10am with them
Y3 teachers to observe Y2 <ul style="list-style-type: none"> • Lit (Sentence Writing) and Num (number) • routines (start and end of day) 	Mon 30th June am Whenever suits Juniors (won't matter to infants)
LSAs to observe	TBD if this is felt necessary by Juniors
Information for new Y3 teachers re: individual children	JJ and TT to share Thursday 10th July after school
Info re: children and CP Concerns to share with Head/Deputy	JJ and TT to share Mon 14th July pm

<p>SEN</p> <ul style="list-style-type: none"> • TT meet Hester to share IEPs, current interventions, needs etc • extra meets for more vulnerable children • Discussion with SENCo, Head, Deputy possibly re tricky behaviour 	<p><i>TT to email Hester and book in date</i></p> <p><i>TT to identify children and liaise after second fortnightly visit</i></p> <p><i>TT to identify children and liaise after second fortnightly visit</i></p>
<p>Paperwork to provide to Juniors</p>	<ul style="list-style-type: none"> • SATs grades/levels overview • copies of last 3 or 4 pieces of writing, including SATs pieces • Phonics Tracking • HFW Tracking for Reading and Spelling • SEN Cohort Provision @ Infants list • SEN Register • SEN Cohort Tracker • Lit, Num, Phonics coverage for each group • Lit, Num, Phonics achievements and next steps for each group <p>Let me know if I have missed anything</p>
<p>Discussions re: levels, coverage vs achievement and next steps</p>	<p>Wed 16th July pm</p>

Appendix G

End of Year Arrangements

Things to be passed up to year groups new teachers

YR to Y1

- Copy of individual Reports
- Snapshot Tracking Grids
- Individual cross trackers for each child
- End of Foundation Stage scores in Foundation subjects
- Phonic Record overview
- HFW Record overview and ongoing Block record sheets for all children
- Reading Level Overview Record
- Snapshot books and workbooks
- Able Child List
- Assessment Files
- Current Groupings with outlines of where working within and next steps (Lit, Num, Phonics, G.Reading)
- Group Grids
- Numeracy coverage planning sheets
- *Individual Numeracy trackers for each child*
- *Individual Writing trackers for each child*
- *Individual Reading trackers for each child*

Y1 to Y2

- Snapshot Tracking Grids
- Half termly Science assessment overviews
- Individual Numeracy trackers for each child
- Individual Writing trackers for each child
- Individual Reading trackers for each child
- Foundation subject skills tick lists
- Reading Level Overview Record
- Snapshot books and work books for Summer Term only
- Able Child List
- Assessment Files
- Current Groupings with outlines of where working within and next steps (Lit, Num, Phonics, G.Reading)
- Group Grids
- Numeracy coverage planning sheets

Y2 to Y3

- Snapshot Books
- SATs overview scores and individual grade sheets
- Copies of Blob Trackers for core subjects
- Individual Numeracy trackers for each child
- Individual Writing trackers for each child
- Individual Reading trackers for each child
- Foundation subject end of year level trackers
- HFW Trackers for both spelling and reading
- Phonics Trackers
- SEN:
 - Cohort tracker
 - Class trackers
 - Children's individual files
- Able Child List
- Information page for each child
- Current Groupings with outlines of where working within and next steps (Lit, Num, Phonics, G.Reading)
- Four sets of SATs sample writing
- Numeracy and Literacy progression sheets to show taught and achieved for each group

At the end of each year each year group will compile overviews of groups for core areas. This should be done for each set and for the groups within each set and will outline (1) elements they are secure in (2) areas which need further consolidation to be secure (3) next steps. Copies to be given to ARR Leader (see deadlines for date).

In addition each year group will arrange to meet with

- the year group their current children are moving to in order to share relevant information about individual children
- the year group your new children will be coming from in order to gather relevant information about individual children

Work Kept

- All work to relevant Subject Managers
- Rest of topic work sent home
- English and Maths books passed on to next teacher
- Art files to go home
- All year groups should keep at set of work/books/files for an above average, average and below average child
- Throughout the year work should also be kept/photographed and annotated for Art, DT and ICT for three children (BA, A, AA)
- All assessment records which are no longer needed by teachers should be archived in the appropriate way and clearly labelled

See End of Year Arrangements dates for DEADLINES

Appendix H

ASSESSMENT STATEMENT Bidbury Attainment and Progression Systems – Reading, Writing and Maths

The planning progression documents and the assessment grids will support planning to address gaps in learning.

They will allow staff to know:

- where individuals are in their learning
- whether individuals are on track for targets
- how much progress is being made over time

New System

The core subject curricula has been divided into learning steps. There are 10 steps for Year R and six for each year group in Key Stage One

22-36		30-50			YR: 40-60			ELG			Y1 Entering		Y1 Dev		Y1 Secure		Y2 Entering		Y2 Dev		Y2 Secure	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Sec	Ent	Dev	Sec	Ent	Dev	Sec	Ent	Dev	Sec	Y1Ei	Y1Eii	Y1Di	Y1Dii	Y1Si	Y1Sii	Y2Ei	Y2Eii	Y2Di	Y2Dii	Y2Si	Y2Sii	

Bands are described as **Entering**, **Developing**, **Secure** in one curriculum year group. In Key Stage One each of these has a working towards and achieved **step** e.g Y1Ei, Y1Eii, Y1Di, Y1Dii, Y1Si, Y1Sii etc

Satisfactory progress in YR is six steps and in KS1, in one curriculum year, is 6 steps, to be good progress it would need to be 7+.

Calculating Current Attainment

Attainment achieved will be based on number of statements achieved within the **band** (e.g. the band of Entering Y1). Largely (not Y2) to achieve working towards the children must be independent in all of the skills/knowledge of number and place value, to then move to achieved they would need to be independent in 80% of the remaining skills and knowledge within that band .

Calculating Progress

Progress will be calculated by the number of steps made per term/year, e.g. Y1 Secure i to Y2 Secure ii = 7 jumps of progress

Other Curriculum Assessments

For the following assessment procedures please see the related handbook in Handbook File 1:

- Phonics
- Handwriting
- HFW Reading
- HFW Spelling
- Science

For all other foundation subjects tick sheets will be completed for core skills identified as ongoing and as specific for year groups. These should be completed by:

- Leaving empty if not achieved
- ✓ for achieved
- + for exceeded