



WEST HESLERTON C. E. PRIMARY SCHOOL
RECORD KEEPING AND ASSESSMENT POLICY

“Children are at the centre of all we do”

We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.

The hallmarks of a Christian life lived well are shown in the fruits of the Spirit – But the fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Goodness, Faithfulness, Gentleness, Self-control. Against such things there is no law. Galatians 5:22 – 23

Assessment and record keeping will be used to identify the individual needs of each child, demonstrating progress in all curriculum areas so they can achieve their very best.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists staff in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

To identify progress and attainment we:

- Use Assessment for Learning
- Give clear verbal feedback to pupils
- Use ‘Tickled Pink’ to celebrate success and ‘Growing Green’ to set clear targets to show how children can move their learning forward.
- Encourage peer assessment and self-assessment, so that individual learners can become reflective and self-managing.
- A baseline assessment is made across all areas of learning at the start of Reception. Ongoing assessment is undertaken throughout the year. Early Learning Goals are assessed at the end of Reception.
- From Year 1, individual pupils are assessed using Heslerton’s age related curriculum expectations.

Heslerton Age Related Expectations

These are statements to be achieved by the end of each school year which match National Curriculum expectations.

When assessing children against these statements we consider the depth of their understanding:

- When a child is working below the age related expectation they will be considered to be working below the expected standard
- When a child is working just below the age related expectation they will be considered to be working just below the expected standard.
- When a child demonstrates an independent understanding, they will be considered to be working in line with the expected standard.
- When a child demonstrates strong independent understanding, they will be considered to be working securely at the expected standard.
- When children demonstrate a greater depth of understanding within a subject they may be considered to be exceeding the expected standard.

Reporting to Parents

- Parents are expected to discuss their child’s learning and progress in scheduled parent/teacher consultations during the year (including support plans). Parents may contact school to discuss their child’s progress informally at any other time.
- At the end of each school year, a written report is sent to parents. This includes:

children's achievements, a summary of progress, assessment against age related expectation (and national test results where appropriate), support given, attendance levels, approach to learning, attitude in each subject. Other successes may be included where these contribute towards the child's overall educational development.

- After reports are sent home, parents have the opportunity to comment upon them and /or discuss them in more detail with the relevant class teachers.

Assessment Evidence

Formative Records

- Heselton age related expectations Rec to Y6 in all subjects.
- 'Tickled Pink and Growing Green' marking.
- Reading age records.
- In class assessments (reading, maths, spellings etc).
- Termly age related standardised test scores eg NFER (maths, reading, SPaG).

Summative Records

- Early Years Baseline Assessment
- Early Learning Goals
- Phonics Screening (Year 1 for all pupils, Year 2 where appropriate)
- Tables Check (Year 4 for all pupils)
- Standard Assessment Tests (Year 6 only)
- Parallel Spelling test – Where appropriate
- Salford Reading test – Where appropriate

Organisation and Storage

Throughout the year, all books to be kept for EYFS, KS1 and KS2 children.

At the end of each academic year, all work will be sent home with Year 6 pupils.

At the end of each academic year, work will be sent home with pupils where appropriate.

Other links:

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| • See SEN/inclusion policy | • See Marking, Feedback and Response policy |
| • See Equal Opportunities policy | • See Volunteer Helpers policy |
| • See Learning, Teaching and Curriculum policy | • See Health and Safety policy |
| | • See High Achievers policy. |

Updated:

Summer 2025

Date of next planned review:

Spring 2028 (or sooner if required)