

<p>Issue Date: July 2025 Issue 5</p>	<p>MAPLE RIDGE SCHOOL Policy</p>	<p>Next Review Due July 2027</p>
<p>Assessment, Recording and Reporting Policy (Impact)</p>		

Introduction

The purpose of this policy is to set out the agreed principles for assessment, recording, reporting and marking at Maple Ridge School.

We believe that assessment will:

- Help to identify the next step in the child's learning;
- Provide feedback to teachers on individual pupil performance;
- Be an integral part of teaching and learning and be built into our planning;
- Encourage the setting of learning targets by pupils and teachers and provide opportunities for pupil self assessment;
- Support the development of self esteem and self confidence by recognising and giving credit for achievement;
- Assist in the evaluation of children's strengths and weaknesses;
- Provide information about progress for discussion with parents/carers;
- Provide evidence to be considered at the annual review;
- Provide evidence which can be used to support professional judgements;
- Provide information to evaluate whole school performance e.g. teaching, planning and resourcing.

Assessment and Recording

We use a blended assessment system which includes components from national systems such as The Engagement Model, EYFS Framework and National Curriculum for KS1 and KS2. Recording is carried out using an on-line platform (Earwig) and assessed against the MR Assessment outcome levels which can be found in Appendix 1.

The Engagement Model: is for pupils working within the pre-formal curriculum pathway and/or those pupils where progress slows or halts. Teachers will discuss such pupils with the Assistant Headteacher for their team to ascertain if this is the most appropriate assessment method to use. The Engagement Model focuses on exploration, realisation, anticipation, persistence, and initiation.

In order to assess students' levels of engagement a scoring system will be used (see below) which will then be used to inform planning and appropriate learning opportunities for future lessons.

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Key for scoring levels of engagement	0	1	2	3	4
	No focus / disengaged	Low and minimal levels – emerging / fleeting	Partly sustained	Mostly sustained	Full sustained

Engagement Indicators	Score (0-4)	What happened?
Exploration		
Realisation		
Anticipation		
Persistence		
Initiation		
Total Score		

MR Assessment (see Appendix 1) Pupils will be assessed against individual objectives which have been split into National Curriculum subjects and divided into assessment levels which match age related criteria. Teachers will refer to this and assess pupils regularly to support planning. At key points at the end of each half term this data can be used to support priorities for planning for the next half term and to identify pupils who need more support to make appropriate progress. Each objective will be assessed using the following criteria (colour coding matches criteria on Earwig):

Encountered:

When the pupil has been taught this aspect and they have had some opportunities to experience it, but need modelling and adult support to access.

Developing:

When the pupil is beginning to engage with learning this objective and is showing some recognition and familiarity with it, but still need either some modelling or some adult support to complete this.

Achieved:

When the pupil is able to complete the objective independently, without modelling or adult support.

Mastered:

When the skill is mastered, meaning the pupil can always complete it independently, and has generalised the skill by completing it on a number of different occasions over a period of time.

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IEP Builder: Teachers will use Earwig to log and assess the EHCP Outcomes (long term); Step Targets (annual outcomes) and to set IEP targets (termly) for each pupil. Evidence and/or observations will then be logged against a pupil’s targets in the four areas of the EHCP:

- Communication and Interaction
- Cognition and Learning
- Sensory and physical Needs
- Social, Emotional and Mental Health

See the Individual Education Plan section within this policy for more details.

Feedback, Marking and Annotation

At Maple Ridge we believe that for feedback to be helpful to a child it needs to be appropriate to the level of understanding and communication level of each individual child and it needs to support a child to improve their learning. Therefore, in this school the feedback will take different forms depending on the needs of the child but the over-riding principle is that it should help the child to improve.

The feedback provided will include:

- Verbal/visual feedback on whether the child has achieved their target and next steps
- Verbally/visually correcting a child’s misconceptions during an activity
- Self/peer evaluations and accepting others’ suggestions for improvements
- Prioritizing wellbeing, pupils will develop the ability to embrace positive feedback and areas for improvement as valuable opportunities for personal growth.
- Redirecting a child (verbally/visually) to look/try again
- Reminder of skills that apply to the activity

Marking:

One form of feedback is marking of work produced (in books or on paper). At Maple Ridge we believe this is only appropriate if:

- the child is recording on paper
- the child is able to read/understand the marking

The teacher will mark one piece of work a week for English and Maths. This will take the form of highlighting something the child has done well using a green pen and identifying a small improvement/next step in pink pen. Following this, children should be encouraged to reflect on their work and that the concept of checking their work and trying to improve it is taught to them. This should be done at the level that is appropriate to their needs, which could include the opportunity for them to highlight something they have done well and next steps themselves.

Marking is for the child to help them improve their work. Annotating work is to inform the adults and identify the context of a piece of work to support its use as evidence of progress in relation to a particular key concept.

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With the above criteria in mind any piece of work must be dated and annotated as to the level of support the child received by the adult who worked with a group or child. This may be annotation (including pick/green highlighting) of the written work, a photograph or video or observations made by an adult of an activity. These annotations should be linked to the key concept, skill or learning objective focus and indicate how much support a child needed to complete the activity. A copy of an observation sheet and level of support key can be found in **Appendix 2**.

Verbal feedback and the use of symbols should be used where appropriate, for example if the child’s level of understanding means this type of feedback is better understood, see **Appendix 3** for examples.

Work produced and evidence gathered for all subjects should aid assessment and moderation. This should be kept for one year and the most current work should be passed to the new class teacher at the beginning of the academic year.

Assessment records for each child are held electronically with any evidence attachments to support judgements. These should be updated regularly and be used as an ongoing assessment tool to inform planning as well as for summative assessment.

English/Maths

Progress is recorded against the lesson objective and group/individual objectives set by the adults working with the children and these inform short term planning. Progress is annotated with dates on the group/individual plan. New targets are then set at least termly. Informal evaluations are also made on short term planning.

Assessments using the Read Write Inc scheme are completed as a baseline where needed and then three times a year, usually at the end of a term. For those children whose progress is a concern this tracking will be completed half termly.

Some elements of standardised assessments may be completed as individual children master an assessment level in an area of learning equivalent to attainment at the end of a National Curriculum Year. For example, if achieving above 85% of MR9 in reading, the individual may complete some assessment elements from past KS1 SATs papers. This will enable teachers to use the additional information to contribute towards moderating teacher assessment, and identifying any gaps to be addressed.

Foundation Subjects, Science and PSD

The intended learning outcomes against key concepts and skills are identified for each topic and subject. Ongoing teacher assessment informs the medium-term planning. Informal evaluations of a child’s understanding of a concept are recorded on the short-term planning to inform the following week’s planning. Children are then assessed at the end of a topic to indicate and measure progress. These will be used to support summative assessment using the key performance indicators and to

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contribute to the report to parents at the end of the year.

Assessment records:

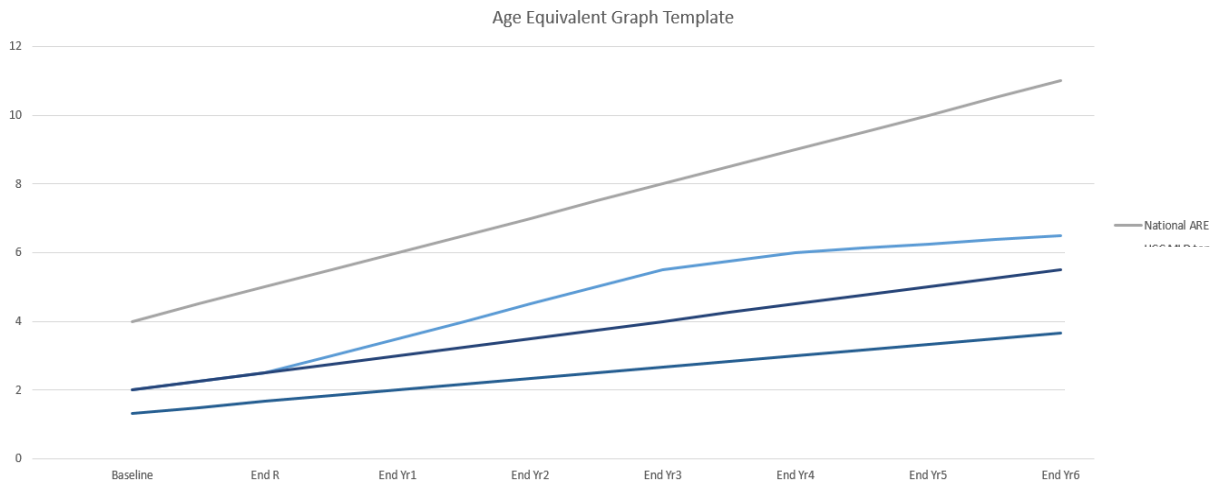
In Earwig every child has an electronic record of their continuous assessment, progress and evidence of learning which teachers should ensure is up to date at least half termly but weekly for evidence. These should include all subjects.

Included in a child’s electronic record can be photos of evidence in books, pictures and/or videos which will facilitate progress judgements.

Key Performance Indicators

At the end of the academic year, pupil progress and attainment graphs are analysed and a prediction is made about the expected level of progression by the end of the next year and key stage. Individuals are either given an SLD Target, MLD Mid Target or MLD Top target, this is based on which line on the age equivalent graph (see example below) the child’s progress and attainment indicates is the most appropriate target.

The document ‘Criteria and guidance for making provision for children and young people with severe learning difficulties’ published by the HCC Children’s Services Department, SEN Service, Autumn 2016, has been referred to.



This information helps to write the English and Maths targets and is used at Annual Review meetings. The progress of each child is discussed by the class teacher with an Assistant Headteacher at the beginning of the Spring term, to inform any adjustments in planning that are needed mid-year. Discussions, resulting in plans for intervention to address challenges, are held regularly for any children for whom progress is a concern as identified by the class teacher, an Assistant Headteacher or if concerns about progress have been raised by others, including parents. These plans are reviewed and progress closely monitored until it is no longer of concern.

A summative assessment of how a child is making progress in relation to the key performance

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indicators and concepts is assessed and recorded before the end of each academic year. EYFS Profile for Year R pupils and End of Key Stage data for Year 6 pupils is submitted to the Local Authority (LA). Within school, all data is compared and examined to see what progress a child has made, if they have met their targets and to identify any children who may need further support in the next academic year. This also supports teaching staff to identify next steps in the next academic year and ensure a smooth transition.

Consistency in teachers' judgement of children's progress is supported by:

- Twilight staff meetings focussing on moderating progression against key performance indicators (half-termly)
- Half yearly meeting with an AHT
- Tracking children's progress by an AHT at least twice a year for all children and more frequently for children for whom progress is a concern

Annual Review Meetings

Each pupil with an Education and Health Care plan will have an annual review meeting to be carried out at the school, invitations are sent to parents and relevant professionals.

Teachers will complete the review on the hub. The class teacher should bring to the meeting the pupils IEP reports from Earwig and their Individual Behaviour Management Plan (IBMP), if they have one, and be prepared to comment on progress made and also draft objectives for the coming year. The teacher will also bring the children's 'Me Book' to share, which reflects pupil views. Teachers must also ensure that each child's assessment records are up to date at the time of their review so data can be included in the review paperwork.

Individual Education Plans

For the subjects of English and Maths the class teacher will write short term objectives, for all children. These are called English and Maths Targets. These will support the medium-term planning and provide the necessary differentiation. These will be copied across to planning documents to inform planning and are reviewed each term.

English and Math targets should be in children's folders/workbooks to allow recording of progress to be made within these objectives and available to all staff throughout the day. This also allows for children to have access to their targets and, where appropriate, be involved in the process of assessing their targets.

Following an annual review the agreed Outcomes will be copied across to Earwig in the appropriate section. The teacher will then set an annual Step target which is the Outcome broken down into a more manageable target. They will then write short-term IEP targets designed to enable progress towards achieving the annual Step targets and therefore overall EHCP Outcomes.

The IEP should refer to any therapy programmes or interventions agreed, including additional

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support for learners with English as an Additional Language (EAL). The plans should run across 2 half terms e.g. October-February, February – May, May – October.

The targets should be written in child friendly language using ‘I can’ statements. They should be SMART (Specific, measurable, achievable, realistic and time bonded) and reflect the targeted learning for each child. The IEP’s will be annotated with a date and details of any additional support strategies used to enable the child to achieve them e.g. 1:1 teaching time, visual prompts, social story, etc. This can be done directly in the child’s IEP record in Earwig or on a paper copy in class and transferred at a later date. At each half term teachers will use Earwig to generate an IEP report to be sent home.

External Agencies

The educational psychologist, the speech and language therapist, the occupational therapist, the physiotherapist and any other relevant agency will be consulted regularly if required, according to each pupil's EHCP. Their presence and/or a written report will be requested at the annual review meetings, if required. Priorities for attendance at review meetings will be agreed between the relevant outside agency and the school.

Statutory Assessment

- Year R children who can access the assessment, will take part in the Reception Baseline Assessment.
- Year 1 and Year 2 children who can access the assessment, will take part in the Phonics Screening Check.
- Year 4 children who have met the required standard, will take part in the Multiplication Tables Check.
- Year 6 children who have met the required standard, will take part in KS2 SATs assessments.

Judgements about suitability to access statutory assessment will be made by AHTs in conjunction with class teachers, based on the criteria set out in the statutory assessment guidance.

Annual Report to Parents

During the summer term the class teacher will use Earwig to generate an annual report for each pupil on the agreed template. The report will be a combination of evidence of learning and written information informing parents about their child's progress in accordance with statutory requirements. It must be completed by the end of May and submitted to the Assistant Head Teacher for your team for additional comments. A copy will be sent home by the end of the academic year. Reports should be written in a style that is accessible to parents and should indicate areas of achievement.

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Appendix 1.

Maple Ridge Assessment Comparison Chart

	<u>Approx. Age Equivalent</u>	<u>Maple Ridge Assessment</u>	<u>End of Key Stage Assessment codes (Years 2 and 6)</u>	<u>National Curriculum 2021 EYFS (Birthto5Matters)</u>
Formal Curriculum	11.5 (85-100%) 11.2 (51-84%) 10.8 (17-50%) 10.5 (0-16%)		End of KS2 (Y6): Working at the expected standard	NC Year 6 ARE (Age Related Expectations)
	10.5 (85-100%) 10.2 (51-84%) 9.8 (17-50%) 9.5 (0-16%)		End of KS2 (Y6): Working Towards the expected standard	NC Year 5 ARE
	9.5 (85-100%) 9.2 (51-84%) 8.8 (17-50%) 8.5 (0-16%)	MR11 (White)	End of KS2 (Y6): Working below the expected standard	NC Year 4 ARE
	8.5 (85-100%) 8.2 (51-84%) 7.8 (17-50%) 7.5 (0-16%)	MR10 (Grey)	End of KS1 (Y2): Working MR10 or above = GDS (Working at Greater Depth)	NC Year 3 ARE
	7.5 (85-100%) 7.2 (51-84%) 6.8 (17-50%) 6.5 (0-16%)	MR9 (Light Brown)	Standard 6 End of Year 2: Mastered MR9 = EXS (Expected Standard)	NC Year 2 ARE
	6.5 (85-100%) 6.2 (51-84%) 5.8 (17-50%) 5.5 (0-16%)	MR8 (Brown)	Standard 5 End of Year 2: Working within MR8 or MR9 = WTS (working towards expected standard)	NC Year 1 ARE
Semi-formal Curriculum	5.5 (85-100%) 5.15 (51-84%) 4.75 (17-50%) 4.5 (0-16%)	MR7 (Violet)	Standard 4	EYFS Year R ARE Early Learning Goals (ELG) = 4.5
	4.5 (85-100%) 4.25 (51-84%) S 4.0 (17-50%) D 3.75 (0-16%) E	MR6 (Indigo)	Standard 3	Bto5M: Range 6
	3.75 (85-100%) 3.5 (51-84%) S 3.25 (17-50%) D 3.0 (0-16%) E	MR5 (Blue)	Standard 2	Bto5M: Range 5
	3.00 (85-100%) 2.75 (51-84%) S 2.5 (17-50%) D 2.25 (0-16%) E	MR4 (Green)	Standard 1	Bto5M: Range 4
Pre-formal Curriculum	2.25 (85-100%) 2.00 (51-84%) S 1.75 (17-50%) D 1.5 (0-16%) E	MR3 (Yellow)	The Engagement model	Bto5M: Range 3
	1.5 (85-100%) 1.25 (51-84%) S 1.0 (17-50%) D 0.75 (0-16%) E	MR2 (Orange)		Bto5M: Range 2
	0.75 (85-100%) 0.5 (51-84%) S 0.25 (17-50%) D 0.00 (0-16%) E	MR1 (Red)		Bto5M: Range 1

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Appendix 2

An example of an observation template and level of support key:

Outcome	Details (Include context such as where and what: what did the adult and/or pupil do and learn).	Tick level of support and write the date								
		I Independent	S Supported	VP Verbal prompts (what)	PP Physical prompts	HOH Hand over hand	V Visual prompts (what)	D Developing (Beginning to engage)	E Encountered (Beginning to notice)	R Resources (What resources were used)
I can explore colour and colour mixing	W/C 06/01 – In the classroom Tommy explored colour mixing by using a paintbrush to mix together yellow and red paint in order to create orange. No adult support needed.	x								
I can purposefully use a range of tools	W/C 06/03 – In the garden Tommy could (I) use a paintbrush to make marks onto the circle pattern on the paper. An adult tried to extend the activity by modeling using a sponge instead, however Tommy did not wish to engage.	x								

Please use the marking code below to indicate the level of support during the group work/observations:

I	Independent
VP	Verbal prompts
PP	Physical prompts
HOH	Hand over hand
V	Visual prompts

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Appendix 3:

Example of visual to use for feedback/reflection:

Green for good work



Pink for think



Examples of reflection Symbols:

