



Assessment, Recording and Reporting Policy

**Developed by: Mrs B Highman
Executive Headteacher: Mr K Grayson**

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Applicable to: Elston Hall Primary School,
Palmers Cross Primary School and
Edward the Elder Primary School**

Assessment, Recording and Reporting Policy

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KEY PURPOSES

Assessment is an integral part of teaching and learning. It is the process through which pupils' attainment and progress are recognised and is used to improve learning.

The key purposes of assessment are:

- Curriculum - to enable the identification of pupils' progress and needs, to evaluate the effectiveness of teaching in enabling learning and motivating pupils.
- Communication - to provide appropriate information for a range of audiences: pupils, parents and carers, teachers, governors other educational institutions, agencies and employers.
- Accountability - to enable teachers to show how they are fulfilling their aims and meeting school requirements.

Assessment **for** learning and assessment **of** learning are different but compatible and complementary. The principle aim of assessment should be to inform teaching and learning and not focus purely on purposes related to accountability.

Guidelines and Fundamental Principles

Assessment, recording and reporting should:

- a) offer all pupils an opportunity to be involved in showing what they know, understand, can do and what they need to develop;
- b) support the setting of personal and school targets that are based on the highest expectations;
- c) recognise that the National Curriculum does not encompass all learning. That there is the wider curriculum which includes pupils' personal, social and emotional development;
- d) be based on shared learning objectives;
- e) provide effective feedback and feed-forward for pupils and adults;
- f) involve different professionals and other agencies as appropriate, recognising the contribution all make to the process;
- g) be rigorous and consistent.

Management and monitoring

Consistent with the schools' monitoring policy, Subject Leaders, Year Group Leaders, and the Senior Leadership Team will monitor assessment practice.

Monitoring activities will include:

- ◆ reviewing children's work to monitor the implementation of the assessment and marking policies;
- ◆ reviewing teacher's planning to monitor how assessment is planned for and how outcomes are recorded and used;
- ◆ observe teachers teaching to monitor assessment strategies/techniques being used.

Planning learning

Long term planning should:

- ◆ involve the whole staff;
- ◆ map progression throughout the school in terms of the level of demand with reference to the National Curriculum and Age Related Expectations (AREs);
- ◆ show a broad and balanced curriculum;
- ◆ identify priorities for what we will assess in depth;
- ◆ identify what end of year / key stage assessments should take place;
- ◆ identify when statutory assessment will take place;
- ◆ evaluate assessment information regularly;

- ◆ inform medium term plans;
- ◆ reflect whole school priorities.

Medium term planning should:

- ◆ identify intended progression for classes / groups;
- ◆ contain clear key learning objectives that take account of prior learning, within the context of the AREs;
- ◆ indicate how achievement of these objectives will be recognised through a range of assessment opportunities;
- ◆ suggest key questions teachers might use to focus assessment activity;
- ◆ identify statutory assessment activities;
- ◆ include any agreed assessment tasks.

Short term planning should:

- ◆ recognise prior attainment;
- ◆ identify learning objectives, Steps to Learning and key questions to be used in teaching, differentiated to abilities across the class;
- ◆ identify strategies and techniques to be used to assess individuals / groups of pupils which reflects pupils' different learning styles;
- ◆ indicate any specific individuals / groups who will form a focus for assessment in a particular lesson;
- ◆ involve pupils in self / peer assessment;
- ◆ take account of our agreed priorities for what we will assess in depth;
- ◆ take account of the outcomes of pupil's performance when planning next steps of learning;
- ◆ recognise that assessment does not need to be planned for all learning.

Assessment for Learning

Assessment for learning involves the use of classroom assessment to improve learning. It differs from assessment of learning, which measures what learners know or can do.

Key Features

Central to formative assessment, or 'assessment for learning' is that it:

- ◆ is embedded in the teaching and learning process of which it is an essential part;
- ◆ shares learning goals with pupils;
- ◆ helps pupils to know and to recognise the standards to aim for;
- ◆ provides feedback which leads pupils to identify what they should do next to improve;
- ◆ has a commitment that every pupil can improve;
- ◆ involves both teacher and pupils reviewing and reflecting on pupils' performance and progress;
- ◆ involves pupils in self and peer-assessment.

Involving pupils in their learning;

Within lessons, teachers share objectives with pupils. In order to involve pupils fully in their learning, teachers:

- ◆ explain clearly the reasons for the lesson or activity, in terms on the learning objectives;
- ◆ develop the specific Steps to Learning (StL) with pupils;
- ◆ help pupils to understand what they have done well and what they need to develop;
- ◆ show pupils how to use the StL to assess their own learning during mini-plenaries by:
 - encouraging pupils to listen to the range of pupils' responses to questions;
 - showing pupils the learning strategies;
 - showing pupils how the StL have been met in some examples of work from children not known to the pupils;
 - encouraging pupils to review examples from anonymous pupils that do not meet the StL, in order to suggest the next steps to meeting the assessment criteria;
 - using examples of work from other pupils in the class highlighting the ways it meets StL.

Giving feedback to pupils on their work; (see marking policy)

Characteristics of effective feedback

Teachers should:

- ◆ Give feedback on the learning objective of the task, regularly and while still relevant.

- ◆ Give effective feedback that confirms the pupils are on the right track and when errors have been made and stimulates improvement of a piece of work. Feedback is most effective when it pupils are given a '**next step**' to move their learning forward, or to deepen their understanding of the original concept.
- ◆ Give suggestions for improvement that act as "scaffolding" ie pupils should be given as much help as they need to use their knowledge. They should not be given the complete solutions as soon as they get stuck so that they must think things through for themselves, although this will vary according to ability.
- ◆ Make sure pupils can read it and understand coding (in EYFS/KS1, understand it as younger pupils may struggle to read marking); teachers' marking should act as a model for pupil work (correct spelling, grammar and neat handwriting)
- ◆ Give set time for pupils to read it and give set time for 'next steps' improvement to be made;
- ◆ Help pupils to find alternative solutions if simply repeating an explanation continues to lead to failure.
- ◆ Comment on the StL already established;
- ◆ Give oral feedback and/or written feedback where appropriate
- ◆ Encourage pupils to ask for support
- ◆ Encourage parents to access the school's marking and feedback policy

Use of 'codes' and 'mini-marks'

It is acceptable for teachers to use agreed 'codes' or 'mini-marks' when giving written marking responses to pupils' work. The following have been agreed by staff in our schools.

Recognising and celebrating success

Success is also recognised and celebrated in the following ways:

Type of 'award'
Stickers
Certificates
Well done cards
Achievement
'stamps'
Badges
Headteacher awards
Raffle tickets

Staff and Year Groups are free to use their own judgement over in-class rewards. A whole school merit assembly is held each Friday with two pupils per class receiving a merit certificate each week – a specific reason for the certificate is read out and written on the certificate.

Assessment of learning

Teachers should ensure that:

- ◆ they have a clear understanding of Age Related Expectations;
- ◆ end of term/year/key stage Teacher Assessment is finalised using ongoing assessment information, national exemplification where available and moderation across Elston Hall Multi Academy Trust
- ◆ statutory assessment is administered as set out by the Department for Education

Statutory Assessment

- ◆ Early Years Foundation Stage - all children in Reception will be given a final Early Years Foundation Stage Profile score by the end of June - 1 (emerging), 2 (expected) or 3 (exceeding) in all 17 areas of the curriculum. Children will be classed as attaining a 'Good Level of Development' if they achieve a '2' or above in the first 12 areas covering Communication & Language, Physical Development, Personal, Social and Emotional Development, Literacy and Maths.
- ◆ Phonic Screening Check - all pupils in Year 1 (and those in Year 2 who did not meet the threshold in Year 1), take the check in the specified week in June. Children will be given a Pass or Fail mark on the test, which is out of 40.
- ◆ End of Key Stage 1 - Pupils will be given statutory tests during May in reading, SPAG and maths. Pupils will then be given a 'standardised score' from their test result, and this will inform a Teacher Assessment judgement which will be reported.
- ◆ End of Key Stage 2 - Pupils will be given statutory tests in May in reading, SPAG and maths. Pupils will then be given a 'standardised score' which will be reported.

Non-Statutory Assessments

- ◆ Summative Teacher Assessment will be made of pupils towards the end of each term in Nursery-Year 6.
- ◆ Teachers will report a score based on the Early Years Foundation Stage Curriculum (Nursery and Reception) and based on Age Related Expectations (Years 1-6)

Possible non-statutory assessment scores for pupils in Nursery and Reception

The number refers to the age band with the EYFS curriculum

E- entering (some objectives achieved)

D - developing (around half the objectives achieved)

S - secure within that band (all/most of the objectives achieved)

22-36E	30-50E	40-60E
22-36D	30-50D	40-60D
22-36S	30-50S	40-60S

Possible non-statutory assessment scores for pupils in Year 1-6

The number refers to the ARE for that Year group
 B- beginning (some of the AREs achieved)
 D - developing (around half of the AREs achieved)
 S - secure (all/most of the AREs achieved)
 *Pupils in any year group can be given any of the scores below)
 **Pupils working below 1B but in Years 1-6 will be given a p level score

1B	2B	3B	4B	5B	6B
1D	2D	3D	4D	5D	6D
1S	2S	3S	4S	5S	6S

- ◆ Teachers also report a progress score of + = or - each half term for pupils in Nursery-Year 6. + (making more than expected progress) = (making expected progress) - (making less than expected progress)
- ◆ The outcomes of both Teacher Assessment and test/task will be used to inform future learning and set targets for individuals

Standardisation and moderation

Securing teacher assessment judgements is extremely important. Teacher assessment (TA) outcomes, alongside test outcomes form the backbone to how well we judge the progress our pupils are making.

The judgements we make are of paramount importance in summarising what we know about our pupils and how they are progressing in their learning.

Recording and evidence

Teachers will:

- ◆ keep individual records for each pupil which gives details of achievements, attainment and the progress they have made;
- ◆ use records to support diagnosing difficulties, informing future teaching and learning, reporting to parents and, in the wider context provide evidence for the monitoring and evaluating of teaching and curriculum provision;
- ◆ kept records on all aspects of teaching and learning and on pupil's achievement outside the school where possible;
- ◆ ensure the following are updated on a regular basis:
 - evaluation/next steps section on short term plans;

- evaluation on medium term plans;
 - separate subject gathering records;
 - reading records;
 - pupil's portfolio of work;
 - individual/group targets;
 - individual pupil record;
 - progress/tracking record
 - class/year/assistant headteacher/inclusion progress stories
 - Raising Achievement Plan.
- ◆ involve pupils in reviewing their own work and recording their progress;
 - ◆ moderate within and across year groups and schools
 - ◆ pass on the agreed set of records to the pupil's next teacher.

Reporting

Teachers will:

- ◆ write an annual report for each pupil, giving parents information relating to achievements, attainment and the progress the pupil has made since their previous report and indicating areas for development and targets for future learning;
- ◆ given parents the opportunity to discuss the report. Parents will also be given opportunities to discuss their child's progress at termly parent consultation meetings;
- ◆ involve pupils in the report to parents by giving them opportunities to reflect upon their progress and deciding upon future learning targets;
- ◆ use the records and reports to track pupil's progress over time and form the basis of transfer information passed on to the next teacher/next phase;
- ◆ contribute to reports to Governors on pupil's achievement, attainment and progress. These reports will normally be given by the Leadership Team, however other staff may be asked to give inputs as appropriate.

Using assessment information as part of school improvement

We will use a range of assessment data to inform our self-evaluation and support our target setting system. Our primary data sources are:

- RAISEonline
- Data Tables produced in-house relating to both statutory and non-statutory data

RAISEonline

RAISE will form the basis of whole school self-evaluation on an annual basis. The Leadership Team will analyse the Summary Report and the Interactive Reports to inform their reports to staff, governors and parents as appropriate.

Additionally we produce in-house statutory data tables, prior to RAISE being released, giving basic analysis of the statutory results.

In House Data Tables for non-statutory assessment

A comprehensive range of data tables will be used for our termly and annual self-evaluation. The tables capture key assessment information in relation to pupil attainment and progress. The in-house data required changes on a termly basis, depending on requirements but may include:

Trackers: Nursery-Year 6 Individual ARE Teacher Assessment and +=- progress information (also individual class, gender, ethnicity, FSM, SEN, EAL, language information)

Surname Forename	Age	Gender	Reg Group	Ethnicity	Attendance %	SEN	Pupil Premium Indicator	Reading Result Sum TP Year 1 Summer Term	Reading Exp Pro Sum TP Year 1 Summer Term	Reading Exp Pro Year 1	Writing Result Sum TP Year 1 Summer Term	Writing Exp Pro Sum TP Year 1 Summer Term	Writing Exp Pro Year 1	Maths Result Sum TP Year 1 Summer Term	Maths Exp Pro Sum TP Year 1 Summer Term	Maths Exp Pro Year 1
ADAMS Benjamin	6/7	M	Class 6	N White - British	N 100			1S	=	=	1S	=	=	1S	=	=
ANDREWS Jack	5/11	M	Class 5	N White - British	N 95.5		K	1B	=	=	1B	=	=	1B	=	=
ANSARI Adyan	6/5	M	Class 5	N White and Asian	Y 97			2B	=	=	2B	=	=	2B	=	=
ASIAMAH Princess-Zara	6/3	F	Class 6	N Black - African	Y 98.8	Y		1S	=	=	1S	=	=	1S	=	=

Attainment and Progress tables: Nursery-Year 6 % of pupils attaining B+D+S+abive ARE within the year group they are in, alongside % of pupils making +=- progress that term (and year for summer term), split into all groups.

Year 3	No. of R	Reading										
		Expected Progress						Test Met	Attainment			
		Term		Year		Y	<ARE		B+	D+	S+	>ARE
=	+	+/+	=	+	+/+		Y	<ARE	B+	D+	S+	>ARE
All	88	79%	14%	93%	67%	28%	95%	18%	82%	75%	44%	30%
Boys	41	76%	17%	93%	54%	39%	93%	20%	80%	73%	41%	29%
Girls	47	82%	11%	93%	78%	18%	96%	17%	83%	77%	47%	30%
Class 10 - All	29	86%	0%	86%	66%	28%	94%	14%	86%	76%	45%	24%
Class 10 - Boys	13	85%	0%	85%	54%	38%	92%	15%	85%	77%	38%	23%
Class 10 - Girls	16	88%	0%	88%	75%	19%	94%	12%	88%	75%	50%	25%
Class 11 - All	29	76%	17%	93%	66%	28%	94%	14%	86%	79%	48%	28%
Class 11 - Boys	13	77%	15%	92%	38%	46%	84%	15%	85%	77%	46%	31%

Teachers will submit termly teacher assessment information and then class, year and assistant headteacher/phase progress stories will be written. They will form the basis of dialogues with the Leadership Team, governors and staff: pupil progress meetings, a standards meeting and a Raising Achievement Plan.

Teachers will

- ◆ engage with data analysis as appropriate and evaluate the outcomes;

- ◆ use the outcomes of statutory and non-statutory assessments, along with teacher assessment information, to determine future teaching and learning;
- ◆ set targets for individuals / groups / classes / cohorts as directed. Individual targets are a tangible demonstration of our ambition to raise attainment and increase rates of progress for all our pupils. Our targets will be informed by prior attainment and progress and take account of our professional knowledge. Appropriate challenge will be applied to ensure targets are sufficiently robust.

Staff Development

Teachers will attend training events as appropriate including:

- ◆ meeting statutory requirements;
- ◆ end of key stage assessment arrangements;
- ◆ standardisation meetings;
- ◆ moderation meetings within / across schools.

Annual data calendar

<u>SEPTEMBER</u>	<u>OCTOBER</u>
<ul style="list-style-type: none"> • EYFSP assessment - set up • Establish 'baseline' data for reception and Year 1 (and nursery at varying intervals when pupils start) • Teachers write pupil targets (N-Yr6) • RAPs in all Year Groups to begin • Review SEF and SIP • Check results from SATs appeals • LT monitoring of books for progress (specific focus decided each time) 	<ul style="list-style-type: none"> • 'RAISEonline' update • Analysis of EYFS, KS1 and KS2 results • LA local packs in - analyse • Review progress towards KS2 statutory targets (Y6) • RAP mid point review • LT monitoring of books for progress (specific focus decided each time)

<p><u>NOVEMBER</u></p> <ul style="list-style-type: none"> • EYFSP/KS1/KS2 ARA booklets in • Order statutory tests for following summer from NCA Tools website • Moderation across Year groups and schools in preparation for Teacher Assessment 	<p><u>DECEMBER</u></p> <ul style="list-style-type: none"> • KS1 tasks in • Primary School Achievement & Attainment Tables published • Update SIMS / Data Tables • Review RAP • Pupil progress and standards meetings
<p><u>JANUARY</u></p> <ul style="list-style-type: none"> • Review SEF and SIP • Begin teaching new RAP groups 	<p><u>FEBRUARY</u></p> <ul style="list-style-type: none"> • Apply for KS2 additional time / early opening if needed • Check KS1/2/EYFS moderation status • Confirm registration of Yr 6 pupils on NCA tools website • RAP mid point review
<p><u>MARCH</u></p> <ul style="list-style-type: none"> • Moderation across Year groups and schools in preparation for Teacher Assessment • 	<p><u>APRIL</u></p> <ul style="list-style-type: none"> • Update SIMS / Data Tables • Review RAP • Pupil progress and standards meetings
<p><u>MAY</u></p> <ul style="list-style-type: none"> • End of KS1 and KS2 tests • Analysis of Y2 test papers • Transfer provisional TA to secondary schools - KS2 	<p><u>JUNE</u></p> <ul style="list-style-type: none"> • Administer the Phonic Check in accordance with published guidance plans • Moderation across Year groups and schools in preparation for Teacher Assessment • Update SIMS / Data Tables • Update Assessment Manager with EYFS, KS1 & KS2 results to submit to LA •
<p><u>JULY</u></p> <ul style="list-style-type: none"> • Analysis of KS2 test scripts - send reviews <ul style="list-style-type: none"> • Transfer KS2 test/TA results • Review RAP • Pupil progress and standards meetings • Review performance against targets set (all year groups including statutory years) • Update individual pupil records • identify training for 	<p><u>AUGUST</u></p>

staff for next academic year	
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