

## St Christopher's C.E. Primary School

### Assessment, Recording & Reporting Policy

Agreed by Governors: Performance and Standards Committee 19.1.16

To be reviewed: January 2018

#### Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parent's evenings, learning outcome meetings for children with additional needs and a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

The Government publishes annually the national expectations for attainment and progress for primary school pupils. These can be found on the Department for Education website:

<http://www.education.gov.uk/schools/performance/>

#### Purposes

The purpose of assessment in our school is to provide information:

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that addresses the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.

- To provide the headteacher and acting deputy headteacher with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide phase leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.

## **Responsibilities**

### **Assessment Co-ordinator**

- To maintain the school's assessment policy and guidelines in consultation with staff
- Be responsible for the evaluation and regular updating of such guidelines, including the assessment timetable
- Ensure that assessment procedures are clear to all staff
- Ensure that assessment procedures are being carried out in line with school policy
- Develop and co-ordinate school based formal assessments
- Ensure that statutory tests are carried out according to published regulations
- Monitor the performance of children and groups of children
- Order, maintain and store assessment resources
- Attend and recommend appropriate courses and school based training and be familiar with current research and statutory requirements
- Analyse end of year test results and produce reports for SLT and governors as required

### **Headteacher**

- To maintain an overview of assessment in the school.
- To ensure that statutory requirements are met.
- To inform Governors about the school's performance on at least a termly basis.

### **Phase Leaders**

- To lead pupil progress meetings
- To utilise assessment information to inform them of the effectiveness of practice within their key stage and to use this information to raise standards.

### **Subject Leaders**

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment and recording in their subject.

- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

### **Class Teachers**

- Identify learning objectives to be assessed on medium term plans.
- To set individual targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments on a half termly basis in accordance with this policy and input this onto Essex Target Tracker
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments for moderation meetings
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Special Educational Needs (S.E.N.) Coordinator are carried out for pupils with S.E.N and that Outcome plans are maintained and regularly reviewed with children and parents.

### **Process**

#### **Ongoing Formative Assessment**

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

- Informing pupils of the learning objectives each lesson
- Questioning throughout the lesson in order to judge pupil understanding
- Observations – often by Teaching Assistants either focussed or interactive.
- Providing regular opportunities to review learning throughout the lesson
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons.
- Planned assessment against learning objectives in medium/short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focussed marking using learning objectives and success criteria
- Carrying out or requesting diagnostic assessments to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning

#### **Summative Assessments**

This is the formal testing or teacher analysis of what has been learned, in order to produce marks or grades, which may be used for records and reports. Summative assessments are

recorded on Target Tracker on a half-termly basis in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level.

- Ongoing assessment using development matters in the EYFS and progress recorded half-termly on Target Tracker.
- Statutory end of Key Stage tests (Year 6)
- End of Year 1 phonics assessments
- Half-termly assessment made against national curriculum statements in reading, writing and maths and recorded on Target Tracker (Years 1 – 6)
- GL cognitive ability tests annually (Years 4 – 6)
- GL English and maths assessments annually (Year 3 – 6)
- GL standardised Group reading tests & single words spelling tests twice a year (Years 2 – 6)
- Annual assessment of all curriculum subjects using Target Tracker

### **Target Tracker**

The new national curriculum (Sept 2014) sets out clear expectations for what children should achieve by the end of each key stage and, for English and Maths, has provided guidance as to when this content should be covered.

The expected end-of-year outcomes have been adapted to help support teachers in making their assessment judgments over each academic year into age-related 'Bands' (1-6) on Target Tracker. Each Band comprises formative statements to help define and guide next steps in learning and has been broken down into six Steps:

- Beginning (b) and beginning plus (b+). Beginning – pupil learning is chiefly focussed on criteria for the band. There may be minimal elements of the previous band still to gain complete confidence in.
- Working within (w) and working within plus (w+). Working Within – pupil learning is fully focussed on the criteria. This is a teacher best fit decision but could be informed by statement assessments between around 40% and 70% achieved.
- Secure (s) and secure plus (s+). Secure – confidence in all of the criteria for the band. There may be pupil learning still focussed on gaining thorough confidence in some minimal elements but the broad expectations for the band have been met.

At half termly intervals, teachers select a step to show where each pupil is working.

Lower and high achieving pupils may be working at a band outside of their current year, and can be recorded as such.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

Some statements in each Band carry more weight or importance than others. These are highlighted in Target Tracker as Key Performance Indicators (KPIs). It is expected that a pupil must achieve the majority of KPIs in a Band before they can be considered for progression into the next age-related Band.

### **Pupil Progress Meetings**

- These are held on a half-termly basis and are attended by the class teachers and a senior leader as follows:-
  - Nursery- Foundation Stage Leader
  - Reception- Acting Deputy Headteacher
  - Year 1 – Lower School Leader
  - Year 2- Headteacher
  - Year 3 – Lower School Leader
  - Year 4 – Upper School Leader
  - Year 5 – Headteacher
  - Year 6 – Upper School Leader
- Prior to the meeting the headteacher meets with the relevant senior leader to go through the data report and to discuss areas to focus on within the meeting.
- The focus of the pupil progress meetings is:-
  - to discuss attainment and progress generally within the class using the half-termly data report to provide context and any additional information gained from the data analysis by the headteacher
  - Set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

### **Assessment Moderation**

Periodically, teachers undertake moderation and standardisation to ensure that judgements are in line with each other or with higher or lower year groups. This will take place in Phase meetings.

From time to time the Senior Leadership Team (SLT) and subject leaders will undertake moderation activities across the whole school to ensure that standards are being met and progression is visible from year to year.

Meetings may also be held with other schools within the Academy Trust where the focus is on moderation within subjects or year groups.

Target Tracker contains examples of work in reading, writing and maths that have been annotated and have commentary attached to demonstrate the National Curriculum expectations that are being met. These are designed to help teachers judge where a child is working against National Curriculum expectations.

### **Reporting to Parents**

Reports to parents are given verbally at parents' evenings twice a year. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child.

An open afternoon is held each term to enable parents to see their child's work. In addition meetings with parents to discuss their child's progress can be arranged at a mutually convenient time.

### **S.E.N.**

Early identification of children with special educational needs is essential. The school's S.E.N. Policy gives details of the procedures for identification and assessment.

### **Transition and Transfer**

Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.

Transition meetings are held between class teachers and with the high school at the end of year 6

### **Monitoring and evaluation**

The governing body, in partnership with the Headteacher and Assessment Coordinator, determines the school policy for assessment and it will be monitored and reviewed every two years.