



**The Keys Academy Trust**

# Assessment and Reporting Policy

Date: September 2015

Review: May 2018

## EARLEY ST. PETER'S C of E PRIMARY SCHOOL

### POLICY FOR ASSESSMENT AND REPORTING

#### Aims of this policy

The aim of this policy is to explain the school's procedures for assessing pupil progress, marking pupils' work and reporting outcomes to Parents.

#### Introduction

This policy outlines the framework for assessment, recording and reporting in our school. It outlines how the statutory requirements are met whilst at the same time incorporating the important process of involving pupils and parents in recognising and recording achievement in all areas of development.

#### Assessment

Two distinct types of assessment are identified and used in our school. These are:

##### **a) Assessment for Learning (AFL):**

Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strength as well as weaknesses. Assessment for learning essentially promotes future learning.

##### **b) Assessment of Learning:**

Assessment of learning is more associated with judgement based on scores or levels for statutory or summative purposes. Assessment of learning describes and labels past learning.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and should be used in all classes within our school.

- Assessment for Learning is a key part of our approach to teaching and learning at ESP. It is part of the planning cycle and is integrated within the school's Teaching and Learning Policy
- In the classroom, the assessment process is ongoing with pupils; verbal and written feedback are provided, pupil involvement in self and peer assessment is promoted, work is checked and marked regularly and used to inform the teacher as to the appropriate teaching and learning strategies for subsequent work.
- Checks are made regularly on pupils' progress, and the Headteacher and Deputy together with SLT will monitor this process.
- To ensure consistency and accuracy of teacher assessment levels there will be opportunities for staff to moderate between classes and key stages.

- As appropriate, pupils' work will be assessed according to nationally agreed criteria at the end of each key stage, at Year 2 and Year 6.
- Pupils will be given opportunities at appropriate times to review and assess their work and be involved in setting their own targets based on discussion with their teachers.
- The range of strategies used in assessing pupils includes: consideration of finished work; general discussion and feedback; group teaching sessions; teacher questioning; observed activities and focused assessment.
- The school uses Target Tracker Statement grids which is a system of steps to measure progress and attainment. Half termly assessments take place in reading, writing and maths which informs planning, enabling teachers to adapt the curriculum to meet the needs of the class more closely.

We believe the key purpose of assessment is to move all children on in their learning in order for them to be ready for the next phase of education. Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps.

It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school.

#### Principles

The principles that underpin assessment are:

Every child can achieve: teachers have the mindset, 'What do I need to do next to enable each child in my class to achieve?'

The National Curriculum statutory requirements will be used as the expectations for all children.

Children will make age appropriate progress.

Teachers will use assessment effectively to ensure the correct scaffolding is built into lessons to ensure all children achieve.

All learners need to understand what they are being asked to learn and more importantly, why.

Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria.

## **Assessment Strategies**

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis:

- Marking and Feedback of Pupils' Work
- Discussion and questioning
- Observations
- Children's self-evaluation and peer assessment
- Science – end of unit assessment
- Statutory Assessments – SATs at the end of Year 2 and 6
- RE end of unit assessments
- Foundation Stage Profile
- Target Tracker Steps Assessment – ongoing assessment which informs future planning

This formative assessment is recorded electronically on Target Tracker (TT). Objectives are recorded as 'Achieved' only when a child has mastered it. In order to master an objective children must:

Be taught it

Practise it

Apply it

### **Tracking and Data Snap-shots**

Data snap-shots take place at class, phase and subject level six times a year, towards the end of each term/half term.

### **Core Subjects:**

Data snap-shots take place for reading, writing, and mathematics half termly and spoken language and science termly. Children's attainment is recorded in Target Tracker and each band is broken down into 6 steps within Target Tracker.

Steps within the documentation can be used to show progress and attainment within each band and enables teachers to monitor a pupil's overall attainment. These steps are defined as:

b = beginning

b+ = beginning plus

w = working within

w+ = working within plus

s = secure

s+ = secure plus

The new curriculum for each cohort is broken down into learning steps which provide a manageable set of tools to enable teachers to carry out formative pupil assessment effectively. As a rough guide

Working within roughly equates to a pupil achieving 40% – 70% of the band

Secure equates to a pupil working with confidence with all criteria in the band.

Secure + equates to a pupil applying the skills in a variety of contexts

Once Secure, likely to be Spring (most able) or Summer, children's understanding is deepened through a range of opportunities and they are considered to be at a 'Mastering' stage.

For example - Yr2S+ a child who has achieved all the objectives set out for Year 2 (and no further) would be said to be 'secure+' and achieved the end of Year 2 age related expectation.

## **EYFS**

In the Foundation Stage, assessment forms a key part of daily practice. All staff in the Nursery and Reception classes assess children's progress and achievements on a daily basis, choosing when and how to intervene in their self-initiated activities in order to move learning on in the best way. Observational assessments of children are recorded daily on Ipads, using 2build a profile, which then builds up an individual Learning Record of each child's achievements.

Children in Nursery and Reception are assessed on a termly basis against the age bands in the Development Matters guidance, in order to measure progress from each pupil's starting point. These assessments are recorded on Target Tracker. Assessments may be made more frequently than every term depending on the needs of particular groups of pupils or at the request of the SLT.

On entry to Reception, children will be assessed in line with the Government's baseline assessment guidance within their first six weeks of school. This will be done using the Early Excellence baseline programme.

At the end of the Reception year, children will be assessed against the Early Learning Goals. This will be a comprehensive process, involving all Reception staff, Year 1 staff and colleagues from other schools to ensure consistency of judgements. This information is recorded and shared with parents in a written report.

Ongoing assessment data will be used to plan targets to support individual children, to plan for intervention groups and to request further support from the SEN department where needed.

## SATs at the end of Key Stages 1 and 2

Standardised assessment tests / tasks inform teachers and parents about the achievement of individual children and provide statistical information with which to evaluate the school's performance.

## Assessment of SEN Pupils

Children with Additional Needs have Individual Education Plans. These are reviewed termly with each child and the parents, new targets and IEPs are written and children and adults

working with them are made aware of the targets they are working towards. (refer to SEN Policy).

### Assessment of More Able children

See More Able Children Policy

### Reporting

#### a) Pupil progress meetings

Following the assessment data snapshots a formal pupil progress meeting is held each half term between a member of the SLT and the class teachers in each year group. The purpose of this meeting is to discuss each child's progress and performance, the needs of each child and the year group as a whole. Targets for pupil progress in specific areas are set each year as part of teacher's performance management structure and these are also reviewed at this meeting. Intervention strategies and support systems are also reviewed and evaluated during the meetings.

#### b) Communication with parents/carers

Each parent/carer has three formal opportunities each year to meet their child's teacher to discuss their progress and attainment.

- Autumn

This is a ten minute evening interview in the first half of the Autumn term. It is designed to allow the teacher and parent/carer to share any concerns or anxieties they may have regarding their child's new class. Initial impressions will be shared. The end of year School Report and targets generated by the previous teachers and points to help the development of the child will be discussed. The child's books and work samples are available for the parents/carers to examine.

- Spring

Pupil Progress meeting: This is a ten-minute evening appointment designed to discuss personal targets for the child to help them to progress further in English, Maths and Social Skills. The child's books and work samples are available for the parents/carers to examine.

- Summer

Written reports on pupils' achievements will be completed towards the end of each academic year and sent to parents. In reports for pupils in Year 2 and Year 6 details of the levels achieved in the national tests are included. Following the publication of the child's report, all parents are given the opportunity to meet with the class

teacher. This is optional and arranged at a mutually convenient time. These appointments are typically 10 minutes long.

### **Review**

This policy will be monitored by the Head and Deputy. SLT will monitor books and talk to children about their work. Feedback and support will then be provided to staff. This policy will be reviewed annually by the Assessment Leader. Any alterations that come from this review will be discussed with the Headteacher and ratified by the teaching staff and appropriate governing body Committee.

Date of this policy	September 2015
Date for review	May 2018

