



Assessment, Recording and Reporting Policy

Introduction

Assessment lies at the heart of teaching and learning; only when we know the abilities of the children, can we plan what learning needs to happen next. Objectives need to be set against a known background from which progress can be monitored and checked. Key questions and opportunities for ongoing assessment for learning are planned into every lesson. "If a child can't learn the way we teach, maybe we should teach the way they learn" Ignacio Estrada. As professionals we are constantly evaluating our practice to ensure that the teaching we deliver provides learning that sticks.

Assessment analysis is the responsibility of all teachers and is a tool for them to evaluate their own teaching strategies and the children's learning. Teachers discuss with each other and the Co-Headteachers, the strategies that have been effective as well as what needs to be improved.

Aims of assessment

Using the principles and processes of assessment, we aim:

- to find out if our teaching is effective and inform planning
- to support learning, enabling children to reflect on their achievements and how to improve their work next time
- to consider whether each child will meet the expected outcomes for their year group so that appropriate interventions can be put in place
- to inform parents/carers and the wider school community of pupil achievements
- to guide future planning, teaching and learning development
- to provide information to ensure continuity when the pupil changes teachers or school
- to provide information which determines the allocation of human resources throughout the school
- to comply with the requirements of our academy trust directors, Leicestershire Education Authority (LA) and the Department for Education (DfE)

Assessment procedures and processes

All our lessons have clear objectives and intended outcomes so that during the lesson, assessments are made against these by the children, teachers and support staff. It is vital that all children gain feedback on their work to improve their learning, develop their self-confidence, raise self-esteem and provide opportunities for self-assessment. Every teacher is expected to adhere to our marking policy (this is available to download from the 'policies' section of our website).

Teachers modify and adjust their weekly plans to take account of misconceptions or areas of difficulty that have been identified from assessments.

All teachers track the progress of individual pupils against the objectives laid out in our school's curriculum and, at three points during the year, they make summative assessment judgements based on observations, work trawls and tests. All teachers meet regularly with each other and the Co-

Headteachers to discuss attainment and progress and a summary of this assessment data is discussed with governors at termly meetings.

The school uses a wide range of information and statistical analysis provided by our academy trust, Leicestershire Education Authority (LA) and the Department for Education (DfE). This covers baseline assessments and end of KS1 and KS2 tests and teacher assessments. Such information enables us to benchmark our school against similar schools.

Assessment in Early Years Foundation Stage (EYFS) / Year R

Parents/carers of children in EYFS have their own unique password for an online journal known as Tapestry; this provides a unique insight into how their children are progressing and facilitates a quick and easy sharing of information between home and school. Children in EYFS are continually assessed, using simple tasks and observations in play, against seventeen areas of learning to determine whether their development is typical for their age. On entry the children are assessed using baseline activities, some of these are from the NFER materials. From 2021, a National Reception baseline is being introduced.

As in the rest of the school, summative assessment is recorded three times a year, to inform parents, staff and governors.

A copy of the EYFS framework is available within the 'other information' section of our website.

Assessment in Years 1 - 6

The government has granted permission for individual schools to adopt whatever assessment system suits them best and, we use an Excel based assessment tracking system that has been developed by the school over a number of years. We believe this is an effective way to track pupils' understanding of curriculum objectives and easily identify what each pupil can and cannot do. Essentially, this system 'tracks the learner', so planning and teaching can be targeted for individual pupils' needs. Teachers use a range of methods to assess, including these to measure progress.

- Weekly spelling & mental maths & times tables test
- Blackwell Spelling Age Test and Vernon Spelling Test completed termly by year 3 and 4 pupils
- NFER tests completed twice yearly for Reading, maths and spelling – in the autumn and summer terms for years 2-6

Every child's progress is checked by comparing their current attainment with their prior attainment for every subject. They are graded according to whether they are "working towards the expected standard, at the expected standard, or working at greater depth within the expected standard".

When considering expected rates of progress, it is important to remember that children develop at different rates and in different ways and there will often be children who are performing below and beyond the levels that might be considered to be expected for their age. We strive to ensure that every child is being suitably challenged and making good progress regardless of their relative starting points. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content.

A full report for parents/carers, including personal comments, covering all subjects will be published towards the end of the summer term. Parents/carers with children in Year 2 and/or Year 6 will also receive separate letters reporting individual end of Key Stage Standard Attainment Test (SATs) results.

A full list of objectives for reading, writing and maths are included in our parent/carer information booklet. Lists of other things that the children are learning are included within our class newsletters and termly overviews are available from within the 'parents/carers' section of our website.

Standard Attainment Tests (SATs) & Other National Tests

In May each year, children who have reached the end of Key Stage 1 (KS1) and Key Stage 2 (KS2) will sit Standard Attainment Tests (SATs).

Children in Year 2 will take SATs in reading and maths.

The texts in the two reading papers will cover a range of fiction, non-fiction and poetry, and will get progressively more difficult towards the end of the test. Teachers will have the option to stop the test at any point that they feel is appropriate for a particular child.

The KS1 maths test will also consist of two papers. There will be a variety of question types: multiple choice; matching; true/false; constrained (e.g. completing a chart or table or drawing a shape) and less constrained (for example, where children have to show or explain their method). Children will not be able to use any tools such as calculators or number lines.

There is an optional Spelling, Punctuation and Grammar paper, which is administered at school, and the data is used to highlight intervention needs when going into KS2.

Although the tests are set externally, they will be marked by teachers within the school. Children will be given a standardised score, with a score of 100 representing the national expected standard. Teacher assessments will also be used to build up a picture of a child's learning and achievements. Other national curriculum subjects will be assessed by teachers based on work which has been completed throughout the year and parents/carers will receive a full report towards the end of the summer term.

Children in Year 6 will sit tests in: reading; grammar, punctuation and spelling; and maths.

The reading test will be a single paper with questions based on three passages of text. Children will have one hour, including reading time, to complete the test, which will consist of a wide variety of question types.

The grammar, punctuation and spelling test will consist of two parts - a grammar and punctuation paper requiring short answers and a spelling test. Children will sit three papers in maths – one arithmetic paper and two papers centred on mathematical reasoning.

These tests will be both set and marked externally, and the results will be used to measure the school's performance (for example, through reporting to Ofsted and published league tables). Children will be given a standardised score, with a score of 100 representing the national expected standard. A child's marks will be used in conjunction with teacher assessment to give a broader picture of their attainment.

Children in Year 1 and 2 will sit the phonic screening test

Normally children in Year 1 sit the phonic screening test in June each year. This identifies any child who is struggling to read real and nonsense words using phonic strategies. If they fail to pass the test in Year 1, the child receives intervention and retakes the test the following year as a year 2 pupil. Test results are reported to parents. During Year 1, progress in phonics is measured by doing past tests, and appropriate intervention is delivered.

Children in Year 4 will sit the National multiplication tests

This will be taken by the year 4s from summer 2021, using an online test to check their ability with recalling times tables.

Moderation

As we are a small school, we need to be careful to ensure that we make adequate arrangements for moderation. We moderate work internally and with other colleagues from within our academy trust (Embrace) and other local schools. We also attend moderation sessions organised by the LA to ensure our judgements are accurate. In recent years, we have been moderated by the Local Authority for Early Years, KS1 and KS2 and our judgements have been upheld.

Recording

Assessment records are maintained in a wide variety of formats. These include:

- Swinford Tracking Grid (a school specific Excel file where every child's progress is checked by comparing their current attainment with their prior attainment for every subject)
- Teachers' plans, notes and observations
- Children's work in books and on display
- Children's self-assessments
- Pupil Passports for those on the SEND register (reviewed termly by the child, teacher and parents/carers)
- Parent/carers comments and feedback
- Assessments from pre-school providers and external agencies
- Reports for parents/carers
- Individual Records of Achievement (ROAs) are maintained and presented to every child when they leave

Reporting

Parent/carers consultation meetings are held in October (to discuss how the child is settling in and their progress so far) and in February (to discuss pupil progress in relation to year end goals).

Sometimes an initial assessment report will be provided for parents, prior to the consultation meeting. This will include progress to date, and an indication of the child's attitudes to learning.

In the summer term, a written report is given to each parent/carers containing information about attainment, progress and overall development.

Monitoring and evaluating

The quality and effectiveness of teaching, learning and assessment will be monitored continually to identify trends in overall attainment. The Co-Headteachers, governors and staff will evaluate how well the procedures and policies adopted by the school are being met.