



Assessment, Recording and Reporting Policy

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Those who cannot assess cannot teach. Assessment is therefore too important to be the sole preserve of national tests and



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assessments. Assessment is the means used by good teachers to evaluate that progress and diagnose the needs of the pupil. Assessment helps pupils engage more fully in their own development and learning. Assessment helps parents to understand and, as relevant, participate in their children's educational journey. Assessment helps head teachers and governors to plan strategically the use of the resources of the school. Assessment of individual pupils and school accountability are interdependent. Assessment includes externality and objectivity.

1. Rationale

We believe that assessment provides the basis of informed teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned. It is also the means by which pupils understand what they have achieved and what they need to learn next. Formative assessment creates a positive learning environment where children can see the steps necessary for their own success. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. Summative assessment is important for accurate information regarding a child's attainment and progress. It informs whole school target setting and prediction of a cohort's future attainment.

2. Aims and objectives

The underpinning principles of assessment:

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.

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- b. The results are readily understandable by third parties.
- c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:

- a. pupils in developing their learning;
- b. parents in supporting children with their learning;
- c. teachers in planning teaching and learning. Assessment must provide information that justifies the time spent;
- d. school leaders and governors in planning and allocating resources; and
- e. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

3. Types of assessment:

We use a combination of formative and summative assessments:

Formative Assessment (Assessment for Learning - AfL)

Formative assessment is a powerful way of improving pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- identify children's strengths and gaps in their skills/knowledge
- identify next steps for learning
- inform future planning
- enable appropriate strategies to be employed, to support learning further
- facilitate the setting of appropriate targets for the class, group, and individual
- track children's rate of progress
- facilitate an evaluation of the effectiveness of teaching and learning
- inform future teaching and learning strategies
- identify individuals and groups for specific intervention support.

Summative Assessment (Assessment of Learning)

Summative assessment is important for informing parents, governors and teachers of a child's attainment and progress. This will also inform whole school target setting and prediction of a cohort's future attainment.

Summative assessments are used to:

- Identify attainment through one-off standardised tests at any given point in time.
 - NFER tests are used to assess **reading and maths**; these give a standardised score that can be equated to a child's attainment and then used to inform summative teacher assessment using the school's own and Local Authority targets.
 - **The children's answers and responses are then analysed using** question level analysis (QLA), this is then used to inform the summative use of targets.
- Record performance in a specific area on a specific date.
- Provide standardised or age standardised information.
- Provide end of key stage test data against which the school will be judged.
- Ensure statutory assessments at the end of EYFS, KS1, KS2, **Year 4 Multiplication Tables Check and Year 1 Phonics Screening Check** are met.
- Provide information about the cohort eg areas of strength and **areas of development** to build from in the future.

4. Planning for assessment

- The 2014 National Curriculum objectives and Development Matters are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum.
- All pupils will follow the National Curriculum.
- The school ensures that there is progression of skills planned in year on year.
- Lessons are planned with clear learning objectives and success criteria, based upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability.
- The school targets are used alongside the National Curriculum and this is used to support Teacher Assessment for all pupils in Y1- Y6 in Reading, Writing, Spelling Punctuation and Grammar (SPaG).
- The school uses National Curriculum targets in order to support Teacher Assessment for all pupils in Y1- Y6. Years 2 and 6 use the current Assessment Frameworks to assess by, but use the National Curriculum targets in order to inform planning.
- Teachers use focused marking to assess children's progress in relation to the planned learning objectives and set next steps to show where the child is in relation to this aim and how they can achieve the aim. Teachers use this information when planning for subsequent lessons.

Assessment and Reporting in the Foundation Stage

At the start of the year, or within the first 6 weeks of children joining the Early Years Foundation Stage, all pupils will undergo a baseline assessment, which will be recorded in the children's profiles. Reception children will have their baseline submitted to the Department of Education through the RBA. Children in the Foundation Stage are also observed regularly against the 'Development Matters' statements. Observations are always on-going and recording in many varied ways. Information about knowledge and attainment is captured through conversations with a child, completing an activity with a child, occasionally this will be captured via photographs, written evidence or documents/work filed for each child. All Foundation Stage staff hold a wealth of knowledge about each child, which helps teachers make judgements on the Foundation Stage Profile.

Adult Focus Activities: during focused activities, teaching staff work with small groups of pupils on a particular task, often identifying the level of support needed or if the work was done independently. Next steps are also identified. Children, where possible, are encouraged to comment on their learning and next steps are also discussed with the children in child friendly terms.

Assessment and Recording in Key Stage 1 and 2

- Teachers use assessment for learning (AfL) to provide on-going assessment, through the use of focused marking and/or observations of children's work against learning objectives and success criteria. This information is then used to assess progress towards meeting learning targets and to identify and set next step targets for each child.
- Teachers use target grids for each child (Y1- Y6) on an on-going basis to record progress and to identify next steps for learning in reading, writing, SPaG and mathematics. Pupils' achievement is recorded in steps, by year group.
- Year group targets set expected Age Related Expectations (ARE) for individual children to reach at the end of each academic year, according to the National Curriculum.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- The school also uses NFER tests on a termly basis as part of the assessment process to identify progress and gaps in learning.
- Children with identified special educational needs and those children not making expected progress are supported appropriately and their needs assessed regularly.
- Termly Pupil Progress Meetings are used to identify and analyse progress and set targets, in reading, writing and mathematics for all classes. Targeted pupils are identified for booster intervention groups.
- Assessments are passed on to the receiving teacher at the end of each academic year.

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- Pupils in Year 1 are tested on Phonics using the National Phonics Screening test. Year 2 pupils who did not reach the pass mark are also re-tested.

5. Moderation -Whole school moderation

Moderation of pupils' achievements takes place regularly to ensure consistency of judgements. Teachers meet in phase groups or in cross phase groups to analyse children's work against National Curriculum level descriptors, school targets or the Early Years Foundation Stage Profile. ConnectEd Learning Community 2 ensures that moderation between schools takes place to provide external moderation. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and local authority moderation.

Marking and providing feedback

Classroom practice will be effective when:

- a) pupils' work is valued and respected;
- b) the focus is on the response to the learning objectives and criteria for success;
- c) a range of strategies are used to support learning which includes spoken and written feedback;
- d) feedback is prompt and regular and provides clear, next steps to 'close the gap' and move learning on;
- e) pupils are directly involved and motivated to achieve
- f) teaching is modified as appropriate.

Assessment of learning

Practice will be effective when:

- a) teachers use a range of strategies, not just testing;
- b) current statutory guidance is understood and followed;
- c) consistent judgements of pupil's attainment and progress are made using the National Curriculum level descriptions;
- d) pupils' individual needs are fully taken account of;
- e) pupil attainment data is analysed to identify strengths and weaknesses;
- f) outcomes of analyses are acted upon and inform teaching and learning.

Recording and evidence

Records will be effective when:

- a) they demonstrate pupil progress over time, based on agreed criteria- such as learning objectives- linked to the National Curriculum;
- b) the agreed system is manageable, useful and used;
- c) they inform planning and report writing.

Reporting

Reports will:

- a) be provided for a range of audiences including parents and Governors;
- b) meet statutory requirements;
- c) provide clear, concise information which parents can understand about their child's progress, strengths and areas they need to develop;
- d) provide a clear and 'holistic' view of the pupil
- e) involve pupils and parents in the learning process;
- f) provide opportunities for discussion between pupils, parents and teachers and the setting of targets.

Transfer and transition

Practice will be effective when:

- a) liaison and trust is developed within school and with other schools;
- b) there is a clear agreement about what information should be passed on;
- c) the right information gets to the right people in good time for it to be used effectively to plan for pupil's learning;
- d) current statutory requirements are met.

Using assessment information as part of school improvement

To improve our school, we will:

- a) track pupil performance year on year and term on term;
- b) use assessment information to see how we compare with local and national results and schools in similar circumstances (including SEND/PP and prior attainment benchmarks);
- c) set targets for improvement at whole school, group and individual level;
- d) ensure our expectations are appropriately high for all pupils, using FFT to support target setting for pupils;
- e) monitor progress in relation to our baseline for all pupil groups;
- f) make positive links to performance management where appropriate.

Additional principles

The school will ensure that:

- a) **resources are procured as necessary;**
- b) **all staff receive continuing professional development opportunities;**
- c) **appropriate links are made to other documents / policies eg.**
 - ◆ Teaching and Learning policy
 - ◆ Monitoring policy
 - ◆ Separate subject policies
 - ◆ Special needs policy / SEND Code of Practice
 - ◆ Equal opportunities policy

GUIDELINES FOR THE EFFECTIVE IMPLEMENTATION OF THE ASSESSMENT RECORDING AND REPORTING POLICY

Fundamental principles

The fundamental principles are incorporated into sections detailed below.

Management and monitoring

Consistent with the schools' monitoring policy, the Assessment Co-ordinator, in conjunction /collaboration with Subject Leaders, will monitor assessment practice and feedback to the rest of the Senior Management Team.

Monitoring activities will include:

- ♦ reviewing children's work to monitor the implementation of the assessment and marking policies;
- ♦ reviewing teachers' planning to monitor how assessment is planned for and how outcomes are recorded and used;
- ♦ observing teachers teaching to monitor assessment strategies/techniques being used;
- ♦ pupil interviews;
- ♦ reviewing current assessment data.

Planning learning

Long term planning should:

- ♦ involve the whole staff / subject department;
- ♦ map progression throughout the school in terms of the level of demand with reference to the National Curriculum programmes of study and level descriptions;
- ♦ 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 programmes of study;
- ♦ indicate success criteria relating to medium term teaching / learning objectives;
- ♦ 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;
- ♦ take account of National Curriculum Age Related Expectations where necessary and appropriate;
- ♦ identify statutory assessment activities;
- ♦ include any agreed assessment tasks.



Short term planning should:

- ◆ recognise individual needs / abilities and prior attainment;
- ◆ take account of the outcomes of pupil's performance when planning next steps of learning;
- ◆ identify learning objectives, success criteria to be applied and key questions to be used;
- ◆ 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;

Modelling quality: showing pupils the learning strategies and goals:

Assessment criteria are often defined in formal language that may not be clear to the pupil, so it is important that teachers share with their pupils, examples of work so that they can see the standards they are aiming for. Pupils who study the completed work of others will develop their reflective skills and find out what it is like to take an active part in the assessment process.

These opportunities can include:

- ◆ encouraging pupils to listen to the range of pupils' responses to questions;
- ◆ showing pupils the learning strategies;
- ◆ showing pupils how the assessment criteria 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 assessment criteria, in order to suggest the next steps to meeting the assessment criteria;
- ◆ developing the use of the 'silent teacher';
- ◆ using examples of work from other pupils in the class, highlighting the ways it meets the assessment criteria or standards.

Giving feedback to pupils on their work:

Feedback is an essential element in assessment for learning. Teachers need to develop methods to interpret and respond to assessment information in a formative way. It is important that there are safe and secure relationships so that trust is established between teacher and pupil, prior to giving feedback.

Pupils benefit from opportunities for formal feedback through group and plenary sessions. Where this works well, there is a shift from teachers telling pupils what they have done wrong to pupils seeing for themselves what they need to do to improve and discussing it with the teacher.

Therefore, giving feedback involves making time to talk to pupils and to teach them to be reflective about both the learning objectives and their work / responses.

Characteristics of effective feedback

- ◆ Feedback is more effective if it focuses on the learning objective of the task, is given regularly and while still relevant. It should be limited to what pupils were asked to pay attention to;
- ◆ Feedback is most effective when it confirms the pupils are on the right track, according to the success criteria, and when it stimulates correction of errors or improvement of a piece of work.

Use coded marking against learning objective for accessibility and manageability: a wish (green for growth comment) is used when marking; the wish stating a 'closing the gap' comment.

Either

- A reminder prompt, how do you think...?'
- A scaffolded prompt, a direction/order, focused question, start a sentence
- An example or key word prompt, give a choice of words/phrases they might choose



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- ◆ Suggestions for improvement should act as "scaffolding" i.e. 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.
- ◆ Pupils should be helped to find alternative solutions if simply repeating an explanation continues to lead to failure.
- ◆ Feedback on progress over a number of attempts is more effective than feedback on performance treated in isolation.
- ◆ The quality of dialogue in feedback is important and most research indicates that oral feedback is more effective than written feedback.
- ◆ Pupils need to have the skills to ask for help and the ethos of the school should encourage them to do so.
- ◆ Feedback needs to be clearly understood by parents who have knowledge of the school's feedback policy.

Shared principles

- It provides opportunity for prompt and regular written or spoken dialogue with the pupil;
- Teachers and pupils are clear about the learning objectives of a task and the criteria for success;
- Teachers provide constructive suggestions about the ways in which the pupil might improve their work;
- Teachers agree next steps with the pupil;
- Teachers follow up to the agreed targets with the pupil to see how far they have achieved them.

Teacher-centred principles

- Teachers are selective in the aspects they choose to comment on;
- Teachers use simple affirmation comments based on specific, positive aspects of the assignment;
- Teachers recognise effort as well as quality, not in a vague or generalised way, but linking effort to specific skills or understanding;
- Teachers use the information gained together with other information to adjust future learning plans.

Pupil-centred principles

- Pupils are encouraged to comment on the work themselves before handing it in or discussing it with the teacher;
- Pupils are praised when they focus their comments on the learning objectives for the task;
- Pupils are given time, at the beginning of the next lesson, to act on the feedback they are given, **as well as within the lesson, following adult input or mini-plenaries.**

School-centred principles

- Everyone's practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school;
- The marking and feedback policy is reviewed at intervals to ensure that it is understood by all new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.

Feedback - spoken and written form

Teachers should:

- ◆ Ensure pupils are clear about expectations – do they really know what it is they have to do?
- ◆ Feedback must be given against the initial expectations;
- ◆ The skills* of responding to feedback must be explicitly taught and pupils must be given dedicated time to respond; (*these must include speaking, listening and personal, social and emotional)
- ◆ Feedback should be teacher-to-pupil and pupil-to-pupil, involving dialogue. Pupils should be supported to move from 'I'm proud of this piece of work because it's neat' to 'I'm proud of this piece of writing because I used some very descriptive words';
- ◆ Building confident relationships is an essential foundation for the risky business of being honest about what you think of the pupils' work. This, in turn, will help them to be honest too;
- ◆ Work with parents and other audiences to explain the policy.

Feedback in written form – guidance on marking work

We need to mark work:

- To see if work has been done
- To recognise the efforts of pupils
- To judge attainment
- To recognise achievement
- To identify next steps for pupils
- To recognise success and set targets for improvement
- To identify next steps for teachers
- To provide evidence for standardisation
- To provide evidence for accountability



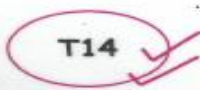





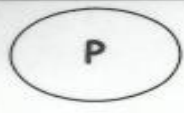






Teachers should:

- ◆ make sure pupils can read the marking and understand it (for Year 2 upwards, staff **MUST** use the agreed handwriting font);
- ◆ give set lesson time for pupils to read it (3 minutes) and give set lesson time for focused improvement to be made (5 minutes); this may be at the end of the lesson if feedback has been immediate or the next lesson, whichever is most appropriate.
- ◆ make the purpose of work clear and let pupils know how it is to be assessed, making success criteria explicit;
- ◆ comments should focus on the success criteria already established;
- ◆ let pupils know when work will be marked and returned;
- ◆ ensure pupils are clear what follow-up is expected to any piece of work eg 'do corrections', 'practise certain skills', 'develop the work in certain ways';
- ◆ ensure pupils understand any grade, score, level or code (if used);
- ◆ routinely look for opportunities to teach patterns;
- ◆ make reference to any targets previously set until the targets are hit. Targets give the marking focus;
- ◆ encourage pupils to choose targets for improving her/his work using marked work to reflect upon.

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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 school.

Symbol	What it means		Symbol	What it means
	Your teacher has seen the work and you have completed your task. This work is correct.			You have worked towards your target.
	You have met your target.			You have made a punctuation mistake; please edit using a blue pen.
	Your teacher has seen the work and you need to edit using a blue pen.			Word missing.
	Please start a new paragraph.			Guided group
	Practical Activity			You have made a spelling mistake, please edit using a blue pen.
	Verbal feedback			Have a House Point.
 Challenge	 Application	 Teach	C/A/T marking is used in all lessons; this will tell you where to begin in the next lesson.	

Term	Marking Pen Colour	Closing the gap prompt colour	Highlighting Colour	Children's response colour
All terms		Green		Blue

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Marking Expectations

Activity	Expectations
Homework	Stickers and highlighted (pink - good evidence/ comments seen or green - needs further attention or additional information adding) or some kind of acknowledgement but not lengthy marking.
Handwriting	Marked with corrections to show how letters should be formed
Early Work	Stickers and highlighted (pink - good evidence/ comments seen or green - needs further attention or additional information adding)
Other Subjects	Highlighted (pink - good evidence/ comments seen or green - needs further attention or additional information adding). ALL work MUST have some kind of mark.

Success is also recognised and celebrated in the following ways

Type of 'award'	Agreed criteria for giving award
Stickers	Good work and behaviour
Golden Tickets	Good work and behaviour
House Points	Level 2 awards
Class prizes	Level 3 awards
Postcards from Class Teacher	Level 4 Class Teacher
Certificates from SLT	Level 5 SLT awards
Headteacher/ Deputy Postcards	Level 6 Headteacher awards
Headteacher certificates/Badges/ Super Seven Board	Level 7 Headteacher awards

Self- assessment and peer assessment.

If pupils are to learn, they need to identify any gaps between their actual and optimal performance. Pupils need to be able to work out why these gaps occur and they need to identify the strategies that they might use to close the gaps. This is something that has to be done by the pupils and cannot be done for them by the teacher, although the teacher's interchange is crucial to the pupil's understanding of what needs to be done next.

In addition, pupils will need to:

- ◆ reflect on their own, and other's work;
- ◆ be supported to admit problems and identify areas for improvement without risk to self-esteem;
- ◆ be given time to work problems out.

What do we mean by self-assessment?

Children being able to judge for themselves, sometimes in consultation or collaboration with their teachers, peers and others:

- what they know;
- what they have learned;
- where they have been successful;
- what they need to do to improve.



Getting self-assessment going:

- ♦ train children to do it;
- ♦ emphasise thinking and articulating, not writing;
- ♦ articulation can be a brainstorm, in small groups or pairs;
- ♦ establish it as a constant feature of lessons;
- ♦ link it to the learning objective of the lesson;
- ♦ model possible responses, including the use of sentence stems;
- ♦ open up questions to all, sometimes asking for collective responses (small groups or pairs);
- ♦ put questions on cards;
- ♦ give 'thinking time', about 15 seconds on one question, then share.

Ask questions such as (these can be part of the plenary):

- Do you remember what we are learning about?
- What did you find easy about...?
- What did you find difficult and what helped you move on to learn something new about...?
- What do you need more help with about...?
- What are you most pleased with about...?
- Have you learnt anything new about...?
- How would you change this activity for another class / group who are learning to...
- Make use of 'Active Questioning' techniques.

Assessment of learning

Teachers should ensure that:

- ♦ statutory assessment is administered as set out in current guidance;
- ♦ end of year/key stage Teacher Assessment is finalised using ongoing assessment information;
- ♦ everyone, including parents and pupils, is aware of the equal status of Teacher Assessment and tests/tasks and the complementary nature of each;
- ♦ they have a clear understanding of age- related descriptions/ expectations through engaging in moderation activities with other staff, both in-school and within the learning community;
- ♦ due consideration is given to all pupils' entitlement and access to appropriate summative assessment processes;
- ♦ they engage in analysis of assessment data and use the information to adjust teaching and learning plans;
- ♦ teacher assessment judgements are standardised using national / local exemplification.
- ♦ TA judgements are moderated internally and across the Learning Community with opportunities being sought for external validation

Statutory Assessment

The following assessments will take place as detailed in guidance received from DfE. This currently indicates the following:

- ♦ Early Years Foundation Stage Profile - all children in Reception, admitted in September, will undertake a Reception Baseline in September (within the first two weeks of joining school) and then continue to be teacher assessed (on-going throughout the year).
- ♦ Phonic Screening Check - all pupils in Year 1 (and those in Year 2 who did not meet the threshold in Year 1), should take the check in the specified week in June.
- ♦ End of Key Stage 1 - all pupils at the end of KS1, usually those in Year 2. The assessment period is in May.
- ♦ End of Key Stage 2 - all pupils at the end of KS2, usually those in Year 6. The test assessment period is one week in May.
- ♦ Multiplication Tables Check- all pupils in year 4 - this assessment period is June.



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Non-Statutory Assessments

- ◆ Termly summative assessments will be made of pupils in Year 2 3, 4, 5, 6 using NFER test material. Termly formative assessments will take place using the school's target system.
- ◆ Summative Teacher Assessment will be made annually of pupils at the end of each year.
- ◆ The outcomes of both Teacher Assessment and test/tasks will be used to inform future learning and set targets for individuals

Standardisation and moderation

Securing teacher assessment judgments 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 an individual record for each pupil which gives details of achievements, attainment and the progress they have made (using **INSIGHT**) ;
- ◆ 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;
- ◆ keep 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;
 - reading records;
 - pupil's work;
 - individual targets;
 - individual pupil record;
 - progress/tracking record (**INSIGHT**).
- ◆ involve pupils in reviewing their own work and recording their progress;
- ◆ 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;
- ◆ give parents the opportunity to discuss the report. Termly summaries will be given to update parents on their child's progress during the school year. Parents will also be given further opportunities to discuss their child's progress at parent consultation meetings;
- ◆ involve pupils in the report to parents by giving them opportunities to reflect upon their progress and decide 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 senior managers of the school; however other staff may be asked to give input 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:

- ASP
- IDSR
- Fischer Family Trust (FFT)
- **INSIGHT**

ASP and IDSR

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

Fischer Family Trust

Estimates presented in FFT, alongside teacher's professional judgement, will be used to inform pupil and school level targets.

INSIGHT Data Tables

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. Pupils at Loxdale Primary are currently using targets which set expectations for each year group. The school is currently using 'Below/ Working Towards Standard/ At standard/ Above' within each year group.

Teachers will submit termly teacher assessment information which will form the basis of termly dialogue between the Headteacher, the senior leadership team, governors and staff.

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;
- ♦ targets will be set for each year group as indicated in the school's progress record/individual pupil record.

Target setting

Targets are a tangible demonstration of our ambition to raise attainment and increase rates of progress for all our pupils. Our targets for Year 1-Year 6 will be informed by FFT estimates and take account of our professional knowledge. Appropriate challenge will be applied to ensure targets are sufficiently robust.

Through professional dialogue, and taking account of prior information, teachers **and/or SLT** will set targets that will expect a minimum of three bands progress over a year. Pupils are expected to make 3 'Development Bands' progress over the year, one per term e.g. a pupil at Year 3 **AT** at the end of Year 3 will be expected to be Year 4 **AT** by the end of Year 4. This target will be reviewed at least termly, through pupil progress meetings (PPMs) and adjusted where necessary. Progress monitoring for all year groups will be moderated and amended throughout the year as the system embeds and develops and new guidance is received. Published test material will also be used to support assessment and progress judgements.

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.



ASSESSMENT, RECORDING AND REPORTING POLICY

AFL CHECKLIST

This summary checklist will help you find evidence of effective use of assessment for learning. Evidence can be found in:

PLANS with

- emphasis on learning intentions and sharing them with pupils and other adults in the classroom;
- assessment criteria for feedback and marking, self and peer assessments;
- differentiated groups, changes to differentiated grouping;
- review time and flexibility built in;
- annotations with notes of pupils to focus on because they need additional/ consolidation work eg 'Fast Blast';
- use of guided group sessions for explicit formative assessment opportunities;
- adjustments highlighted/ crosses out - what did/not work and why;
- good questions recorded that really reached pupils' understanding / misconceptions;
- events that showed unexpected outcomes.

TEACHERS who are

- using a wide range of knowledge of pupils and why they make mistakes, making judgements about why and about next steps/interventions;
- sharing learning intentions with pupils and using them to give feedback / mark work / rewards;
- demonstrating a reflective approach to teaching and learning and building in review time for themselves and their pupils;
- encouraging pupils to take responsibility for their learning by providing opportunities for pupils to describe their response to learning intentions or targets, the strategies they use and the judgements they make in relation to their progress;
- 'modelling' a variety of skills/ attitudes / standards / qualities for pupils;
- analysing pupils' performance in tests and using the information for future learning plans;
- feeling confident / secure in classroom practice.

PUPILS through

- changes in their attitudes to learning - motivation, self-esteem, independence, initiative, confidence;
- changes in their responses to questions, contributions to plenaries, explanations and descriptions;
- changes in their performance - their attainment improves;
- questions they ask;
- active involvement in formative assessment processes eg self / peer assessment, recognising progress in their written work/ skills / knowledge / understanding, target setting.

SCHOOL ETHOS which

- values attitudes to learning with trusting relationships;
- encourages and builds self-esteem;
- systems that support all pupils;



ASSESSMENT, RECORDING AND REPORTING POLICY

- uses value-added data;
- provides support/guidance/appropriate training opportunities;
- manages change well and includes maintenance systems;
- encourages review and self-evaluation at individual, subject and school level.

ASSESSMENT CO-ORDINATOR'S CALENDAR - an example:

<u>SEPTEMBER</u> <ul style="list-style-type: none"> • Monitor medium term plans • EYFSP assessment - set up • Establish 'on entry' data to nursery and/or reception / attainment on entry • Teacher forecasts / targets • Review KS1 performance against targets set • Review KS2 performance against targets set 	<u>OCTOBER</u> <ul style="list-style-type: none"> • 'ASP/IDSR' update • Analysis of KS1/2 results, including value-added activities, EYFS→KS1, KS1→KS2, Y3→Y4→Y5 as appropriate • LA KS1 results analysis (Perspectives) • Review Y1-Y6 targets • Review progress towards KS2 statutory targets (Y6)
<u>NOVEMBER</u> <ul style="list-style-type: none"> • Monitor medium term plans • Review use of targets 	<u>DECEMBER</u> <ul style="list-style-type: none"> • Primary School Achievement & Attainment Tables published • Update SIMS Data Tables • Review pupil progress to targets through pupil progress meetings • Intervention Group analysis • Analysis of termly assessment information- attainment and progress and production of 'Data Messages' (WSAS/DRB)
<u>JANUARY</u> <ul style="list-style-type: none"> • Monitor medium term plans • EYFSP assessment 	<u>FEBRUARY</u> <ul style="list-style-type: none"> • Apply for KS2 additional time / early opening if needed • Check KS1/KS2 moderation status • Check EYFSP moderation status
<u>MARCH</u> <ul style="list-style-type: none"> • Monitor medium term plans • Moderation meeting • Review developments in assessment, input to SIP 	<u>APRIL</u> <ul style="list-style-type: none"> • Update SIMS Data Tables • Review pupil progress to targets through pupil progress meetings • Analysis of termly assessment information- attainment and progress and production of 'Data Messages' (WSAS/DRB) • Intervention Group analysis
<u>MAY</u> <ul style="list-style-type: none"> • KS 1 and 2 tests • Y3,4,5 tests • Transfer provisional TA to secondary schools - KS2 • Analysis of Y3,4,5 test papers 	<u>JUNE</u> <ul style="list-style-type: none"> • Administer the Phonic Check in accordance with published guidance • Update SIMS Data Tables • Review pupil progress to targets through pupil progress meetings



ASSESSMENT, RECORDING AND REPORTING POLICY

	<ul style="list-style-type: none"> • Analysis of termly assessment information- attainment and progress and production of 'Data Messages' • (WSAS/DRB) • Update Assessment Manager with EYFSP, KS1 & KS2 results to submit to LA • Check KS2 test scripts - send reviews • Transfer KS2 test/TA results • Secure transfer / transition arrangements year-to-year, phase-to-phase • Analysis of test papers • Review pupil progress to targets • Intervention Group analysis
<u>JULY</u> <ul style="list-style-type: none"> • Update individual pupil records • Monitor records • Transfer records • Check LA 'Continuing Professional Development' booklet to identify training for staff • Analysis of Y6 test papers 	<u>AUGUST</u>

