

WINGROVE PRIMARY SCHOOL



Policy and Guidance for Assessment, recording and reporting of achievement

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Date formulated: July 2016
Approved by GB:
Date Reviewed: September 2021

Intent and Purpose

Assessment is the judgement teachers make about a child's attainment and progress based on the knowledge gained through techniques such as observation, questioning, marking pieces of work and testing.

Assessment is an integral part of the plan, teach, assess, record model operated throughout the school. It is undertaken both formally, informally, with summative and formative information recorded carefully using agreed school systems.

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

The intent of assessments are to enable:

- teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress;
- target setting;
- pupils to demonstrate what they know, understand and can do in their learning;
- pupils to have an active role in identifying their own learning needs and know how to improve their work;
- parents to support their child's learning;
- leaders to evaluate and continually improve on the quality of provision for all pupils;
- the school to meet its statutory obligations in terms of the National Curriculum, and its assessment;
- quality first teaching and learning by providing summative and formative information;
Summative - to establish what a particular child can do at a particular point in time.
Formative - ongoing, day to day assessment of progress and achievement, in order that the next steps can be planned for;
- the school's aims for each child are met in terms of the development of high self-esteem, personal and social awareness and responsibility, academic achievement, curiosity and an eagerness to learn;
- the school to provide definitive information on the progress, development and achievements of individuals, groups and cohorts, and the school to a range of people and agencies including; staff, parents, children, Governors, LA, its officers and advisers, DfEE, Health and Social care, parents etc.

Implementation

Statutory Requirements

1. The publication of pupils' results in National Curriculum assessments at the end of each Key Stage. The information must be made available to the school's governing body and the Secretary of State and must be published in the school prospectus/Website and annual report to the governing body.

2. The assessment of pupils in the National Curriculum tests:
 - end of key stage one – English and Maths
 - Y1 phonic screening
 - end of key stage 2 in Mathematics, and English, including Spelling, Punctuation and Grammar.
 - at both stages, a teacher assessment must be made in English, Mathematics and Science.
 - Y4 multiplication tables check
3. In EYFS each child is assessed against 7 main areas of learning to include 17 ELG (Early Learning Goals)
4. Written reports annually to parents including information on pupil progress in all subjects and activities as part of the school curriculum.

Parents are also given information, 3 times a year, about their child's progress and attainment in Reading, Writing and Maths and attendance.

In Y1, Y2 and Y6 parents will receive their child's outcomes in the National Tests.

Reception baseline assessment (RBA)

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is delivered in English and is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

When to administer the assessment

Practitioners must complete the RBA for participating pupils in the first six weeks after they enter reception.

Staff administering the assessment

The assessment must be administered on a one-to-one basis by a practitioner who is known to the pupil. This does not need to be the class teacher, it could also be a reception teaching assistant or suitably qualified practitioner, such as an early years lead or Special Educational Needs Coordinator (SENCO). Practitioners should familiarise themselves with the preview assessment and assessment training videos on the BeP and the administration guide delivered with the assessment materials. This should be completed before administering the RBA to their pupils. Training can be completed individually, in groups, or across schools.

Uploading pupil data

Schools must upload pupil data to the BeP before carrying out any assessments.

Data collection and reporting

Practitioners must record a pupil's answers on the BeP. While administering the assessment, the practitioner must select 'Yes' if the pupil answers correctly or 'No' if the pupil answers the question incorrectly.

Recording and reporting in EYFS

When the children enter Nursery and Reception, they are observed for the first two weeks to build up a picture of their starting points.

Using Development Matters and their observation checkpoints, their starting points are measured. From then on both formal and informal observations are continued and recorded on

Dojo and Tapestry. Each child has these areas of development highlighted at the end of each term. This information is recorded on Tapestry. The children's phonic knowledge is also recorded on a tracker.

At the end of the Foundation Stage, the children are marked against the Early Learning Goals. They will either achieve Emerging or Expected (there is no longer an Exceeding judgement)

Continuous assessment

This is an integral part of the teaching and learning process. In action, it is a combination of the teacher's knowledge of the child gained from:

- the most recent formal assessment;
- dialogue;
- participation in lessons;
- application of the marking policy and resultant advice / feedback;

Together with the teacher's in-depth subject knowledge, it informs the 'next steps' for teaching and learning

Aspects of Formative Assessment

How teachers find out what the pupils have learnt is crucial. Different methods will suit different types of learning, the keys to effective formative assessment are:

- questioning;
- listening to what pupils say;
- observation;
- written tests;
- pupils' self-assessment;
- verbal and written feedback;
- opportunities for pupils to make their learning visible.

Pupil Involvement

An important attribute to all learners is the ability to recognise their own achievements. To do this self-assessment skills are needed. The children will be given time to respond to the marking comments which will be evident in their books.

To develop self-assessment skills teachers will:

- share and discuss objectives with pupils with specific targets;
- make explicit the criteria for assessing work so pupils are clear about what they need to be successful;
- give pupils technical language to talk about their work;
- encourage pupils to talk about each other's work;
- build in time for individual, group and whole-class reviews of work, including time for children to improve written work, following the teachers marking and comments;
- allow pupils to mark their own work, before it is marked by the teacher;
- allow for peer assessment.

Parental Involvement

We regularly inform parents of their child's progress and attainment and provide advice on how to support their learning whether that be academically, socially or aspects of life skills.

This is carried out by:

- holding formal parent meetings three times per year;

- record of attainment, attendance and attitude to learning three times a year to accompany parent meetings;
- being available to talk informally to parents wherever possible;
- holding SEND reviews on a regular basis;
- year group open days;
- 'stay and learn' sessions;
- curriculum meetings
- written reports at the end of the year.

Impact- measuring the impact of the assessment process

Ensuring Consistency in Teacher Assessments

Ensuring that assessments made are accurate and consistent with external standards.

Teachers will become involved in agreement trialling the process by which teachers agree on:

- consistent standards for assessing pupils' work;
- exemplar work for evidence books and folders;
- involvement in cross moderation at a school level, trust level, LA level and nationally i.e. No More Marking

Assessing Primary Writing – Comparative Judgements No More Marking

Assessing Primary Writing allows us to standardise assessment of writing with other schools.

Taking part in six assessment windows over the year, one per year group, we will get to judge the writing of our pupils alongside the writing of pupils from all over the country. Judging the work online, teachers will benefit from seeing their own pupils' work in the context of other pupils' writing. The Comparative Judgement engine ensures that the process is quick while the results we receive are reliable and nationally standardised with a scaled score, a writing age, and a grade.

Maths – White Rose Maths assessments are used on a regular basis in conjunction with continuous assessment for learning

Children Working Below Age Related Expectations

SEND children

Where a child is included on the Special Needs register of the school, agreed practices of communication, liaison and partnership described within the SEND policy are additionally put into operation and overseen by the Inclusion Manager. Teachers use the SCART (Sir Charles Parsons Assessment and Recording Tool) to assess levels of attainment and track progress for children who are below National Curriculum stages.

EAL children are assessed using Newcastle's agreed EAL assessment scale (See *A Language in Common*). These follow a simple four step programme: Step 1, Step 2, Level 1 threshold, Level 1 secure. Children who have EAL should not be assessed using P Scales unless they are deemed to have SEND as well.

Pupil Progress Meetings

Each term, year group teams, attend pupil progress meetings with the Head Teacher, Deputy Head Teacher and Inclusion Manager to discuss the attainment and progress of individual children and contextual groups such as pupil premium children.

It is in these meeting where the team discuss the impact of the teaching, curriculum and interventions on outcomes and progress. In order to accelerate progress and improve outcomes, we explore what modifications could be made to the teaching and learning process; where specialised advice is required (e.g. Educational Psychology or SALT); what extra resources are needed etc.

Through the pupils progress meetings, the senior leadership team (SLT) are responsible for ensuring that:

- assessments are maintained consistently, and teachers are given advice and support in maintaining them;
- assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment.

To support staff, the SLT will:

- provide training in assessment processes;
- provide relevant documentation;
- give feedback to individuals or groups through monitoring activities
- provide opportunities for staff to identify their own training needs through the appraisal process

Using Assessment Data and the Pupil Tracking System

Data will be used to evaluate groups and school performance.

Data is recorded in the following way:

Year group followed by E(emerging); D(developing); S(secure); S+(greater depth)

e.g. Child A 1E – Child A has been recorded as Y1 emerging.

We realise that children do not necessarily progress in a linear manner however there is the following expectation:

- at the end of the autumn term, most children will be E (emerging)
- at the end of the spring term, most children will be D (developing)
- at the end of the summer term, most children will be S(secure)
- At the end of the summer term, some children will be S+(greater depth)