

Assessment, Recording and Reporting Policy 2021-22



This policy must be considered together with -
Marking and AfL, English and Maths Policies

The Schools Purpose and Principles of Assessment

Effective assessment complements and assists teaching and learning for **all** children. It is an integral part of the new National Curriculum Statutory procedures (2014). This policy outlines the governance, management and evaluation of assessment within school and is regularly reviewed and updated.

In our school we believe that:

- Assessment is an integral part of the teaching and learning process.
- Assessment is a teaching tool for enhancing teaching and learning.
- Assessment takes account of personal, social, physical and intellectual development.
- Effective assessment is on-going, and forms part of the teacher's planning, preparation, delivery and evaluation of lessons, units of work and topics.
- Assessment leads to excellence, enjoyment, motivation, independence and self-esteem in all areas of learning.
- Assessment enables our children to demonstrate what they know, understand and can do in their work. We give our children regular feedback on their learning so that they understand what it is that they need to do better. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance.
- Assessment helps our children recognise the standards to aim for, and to understand what they need to do to improve their work.
- Assessment allows us to provide regular information to parents that enables them to support their child's learning.
- Assessment provides the Head Teacher and governors with information that allows them to make judgements about the effectiveness of the school.

Assessment is an integral part of teaching and learning and helps us to measure the attainment and progress **inclusive of all abilities** in our school. This policy clearly outlines what assessments are being used, what the school intends to achieve from the assessments and how the assessment is used.

Assessment should be considered at the planning stage in order to ensure that learning is matched to all children's needs. It is part of a continuous cycle:

- **Formative** - Assessment *for* Learning involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea 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 this aim i.e., identifying what pupils do and do not know, or can and cannot do, to inform feedback to them and any adjustments to teaching. This may be achieved through focus questioning or a mini test or quiz.
- **Summative** - Assessment *of* Learning provides a snap-shot in time of a child's achievement and to sum up attainment and progress over time. i.e., measuring pupils' (and/or school) performance at the end of a course or programme of study

Formative Assessment at New Hall Primary School - Assessment for Learning (Day-to -Day)

Teachers need to have the following knowledge in order to give children the opportunity to attain their full potential:

- *What can the children currently do?*
- *What do they need to do next?*
- *What do they have to learn to get there?*
- *How will they learn what they need and through what styles or methods?*
- *What do the children understand about where they need to go and how to get there?*

Assessment for Learning is all about answering the above 5 questions. This policy will below set out how this is to be accomplished through the practices currently in school.

Assessments in Reading, Writing and Maths

These are assessments of pupils' performance against national standards. Teachers may make these judgements at the end of a lesson, end of a unit of work, half term, term, and year or at the end of a key stage. These will include:

Assessments	When?	Assessments will be completed by...	What is the purpose for this assessment	Who will administer the assessments?
EYFS				
Baseline - learning and development requirements of the Early Years Foundation Stage (EYFS) in all areas of learning - including phonics Reception Baseline -RBA	By October half term	All Reception children	To assess the attainment of pupils as they enter the school but also to be used to track progress that they make within a school. To use to ensure Teaching and Learning is provided at the correct level through observations.	Early Years Teachers (observations NOT tests).
	By October half term	All Reception children	Baseline of learning journey at New Hall	EY teachers and DHT
AFL - ongoing assessments - updating Classroom Monitor (CM)	Regularly	All Reception children	To ensure all children are monitored in all areas of the EYFS and aiming to achieve a GLD by the end of the year. Any child who falls below ARE will be monitored and put into interventions in order to close the gap.	EY Teachers
	Termly	All Reception children	EY Leader will analyse data identifying trends and vulnerable groups and action each of these areas and share with SLT. All Subject Leaders to track coverage of the curriculum and to identify and close gaps in learning across the school. Submit to SLT	EY Leader
EYFS termly assessments - including phonics progress	Dec, April, June, July.	All Reception children	Track progress for intervention against local and national standards.	Early Years Teacher
EYFS profile	End of reception	All Reception children	To identify progress from on entry to end of reception. To check good level of GLD.	Class teachers
Phonics				
Phonics Baseline	Start of Year 1	All Reception children	To get an accurate starting point for Year 1 and check progress of phonics teaching throughout Reception.	Year 1 teachers
Phonic Tests/Screening	Every half term	Year 1 children	To confirm that all children have learned phonic decoding to an age-appropriate standard.	Phonics Leader
		Yr2 children re-sitting paper	Children who have not reached this level should receive extra support to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check.	Teachers who have completed the Phonic Training to administer tests (Year 1 teachers)

Formative Assessment				
AfL - ongoing assessments - updating Classroom Monitor (CM) - Reading, Writing and Maths	Regularly	Yr1-6	To ensure all children are monitored in Reading, Writing and Maths and aiming to achieve Age Related Expectations. Any child who falls below ARE will be monitored and put into interventions in order to close the gap.	Class Teachers
	Termly (Data and PPM)	YR-6	Staff to collate information regarding progress of pupils from CM including all groups) and other evidence to support judgements and identify interventions	Class Teachers
	Termly (Data and PPM)	Y1-6	Assessment co-ordinator will analyse whole school data identifying trends and vulnerable groups across the school and action each of these areas with SLT.	KH
AfL - ongoing assessments - updating Classroom Monitor (CM) - for all foundation subjects	Termly	Y1-6	All Subject Leaders to track coverage of the curriculum and to identify gaps in learning across the school. Submit to Curriculum Leader.	Subject Leaders
Curriculum data submitted to SLT	Termly	Y1-6	Curriculum Leader will analyse whole school data identifying trends across the school and action each of these areas with SLT.	KC
Summative Assessment				
Maths				
Times Tables	Every other week	Yr2 - 6 (Yr1 to introduce)	To be tested alongside specific teaching to aid progress	Class teachers
MTC	June 2021	Year 4	To identify gaps knowledge and understanding of times tables	Class teachers/DHT
Maths -PUMA	Termly	Yr1 - 6	The assessments are progressive and show ARE for the end of each term. They cover all areas of the curriculum. Teachers will use these to close gaps in learning for individuals and whole class and inform judgements.	Class Teachers
			Assessment Leader to collate data and present on whole school assessment report to Staff, SLT and Governors	KH
English				
Cold, Hot and Free writes at the start and end of every unit of work	Every unit of work	Yr1 - Yr6	To track and monitor children's writing focusing on age related expectations and identifying gaps in learning within own class.	Class Teachers.
Spelling Tests/ Year group words	Weekly Fortnightly	Yr1 - Yr2 Yr3 - Yr6	Statutory requirements for children to know specific words and spelling rules.	Class Teacher
Reading - PiRA	Termly	Yr1 - Yr6	The assessments are progressive and show ARE for the end of each term. They cover all areas of the curriculum. Teachers will use these to close gaps in learning for individuals and whole class and inform judgements.	Class Teacher

			Assessment Leader to collate data and present on whole school assessment report to Staff, SLT and Governors	KH
SPAG - GaPS	Termly	Yr1 - Yr6	The assessments are progressive and show ARE for the end of each term. They cover all areas of the curriculum. Teachers will use these to close gaps in learning for individuals and whole class and inform judgements. Assessment Leader to collate data and present on whole school assessment report to Staff, SLT and Governors	Class Teacher KH
Science				
Science - End of unit assessments	End of unit tests	Yr3 - Yr6	Assessments are completed at the start and end of topics to establish prior knowledge and gaps at the beginning of a topic, and progress and remaining gaps at the end of a topic.	Class teachers
	End of unit POP tasks	Yr1 - Y6	Tasks are designed for pupils to apply their knowledge and skills of a topic at the end of a unit. Both assessments should be used alongside formative assessments to make final judgements. Science Leader to collate data and present to Staff, SLT and Governors	Class Teachers CS
Foundation Subjects				
Foundation Subject Assessments	Termly		Data collected by Subject Leaders and presented to SLT for coverage of objectives % for 'on track and above' and 'below' together with analysis and action	Subject Leaders
	End of academic year		Curriculum overview including strengths and areas for development collated by curriculum Lead and presented to SLT End of Year monitoring for all Foundation Subjects - to be handed up to next year group.	KC KC
New Children Entering New Hall				
Baseline on Reading, Writing and Maths - on entry ARE	As soon as a child starts the school	All children throughout the school on entry to the school	To get an accurate and up to date assessment of each child on entry to ensure Teaching and Learning is provided at the correct level.	Class Teacher for where the child is starting in the school

Administering tests -

Although the tests are often administered by the class teachers, we will occasionally, throughout the year, swap papers within year groups and teachers will mark each other's papers to ensure there is consistency when marking papers to ensure accuracy.

Diagnostic: All assessments can provide diagnostic evidence. However, sometimes particular assessment tools may be particularly useful in providing more detailed data, particularly for pupils with SEND.

How these Teacher Assessments are used?

A child's performance should be judged against the Age Related Expectations (ARE). Periodic assessment allows the teacher to stand back and measure the children's learning throughout the course of the academic year. This data will be collected and analysed using Classroom Monitor (CM) then used to inform future planning and interventions.

The collection of such teacher assessment data requires careful analysis. This is undertaken regularly by the class teacher. It is key that all staff understand the data and what it means for their class, the year group and key stage.

The 'Assessment Schedule' indicates who is responsible for recording this data - when and where. (See Assessment Schedule)

Using all the assessments currently in place, at the end of every term, teachers submit data in reading, writing and maths on Classroom Monitor (CM) in PPM. Children's individual achievements (books/pieces of work) of the curriculum will also support this termly data.

Summative Assessment

This data is analysed using the MARK analysis tool of PiRA, GaPS and PUMA and supports staff to identify which children require further support, differentiation, additional resources or alternative groupings. This then forms part of Pupil Progress for the end of the term. Gaps in learning are taught during 'Mind the Gap' parts of English and Mathematic lessons.

Self and Peer Assessment

Children should be entering into self-assessment from the very start of their New Hall experience. In Early Years, children show thumbs up when discussing their work to enable them to start to think about their achievements.

In KS1, this should also be expressed in all subjects against the Learning Objective. Verbal conversation at the end of the lesson are encouraged by staff to enable children to articulate their learning. Modelled statements are used to support this and incorporate key skills, knowledge and understanding. By the end of Year 2, in the summer term, children should be beginning to articulate their learning more independently.

In KS2 teachers continue to provide guidance on what the reflection on learning should focus on and model comments that deepen learning and move beyond presentation and handwriting. Discussions should enable pupils to talk about what they have learnt and demonstrate their knowledge and understanding and give opportunities for them to apply their skills in increasingly mature ways as they move throughout the Key Stage.

Moderation

The system implemented to ensure moderation for assessment procedures is as follows:

- Identifying assessment opportunities at the planning stage, with planning taking place across the year group.
- Children's books are monitored regularly by the Head and SLT. Each subject leader also monitors books and checks levels of work throughout the year. Issues are then followed up and monitored by the Subject Leaders.
- Maths and English co-ordinators set up the moderation focus and sometimes select children depending on focus. Teachers are given an overview of the expectations of moderation by English/ Maths Leader or Assess Lead (books, CM records and assessment data.)
- Teachers are expected to cross over papers within year groups to ensure accuracy and consistency of marking test papers/assessments.
- Lessons may be observed in assessment sessions.
- SATs are externally moderated.
- There are two staff meetings per term where work is examined, shared and moderated across the whole staff in English and Maths.
- Moderation is also carried out across the local schools and consortium.
- Moderation from Local Authority (LA) is carried out on a four-year cycle.
- Moderation training is attended by YrR, Yr2 and Yr6.

Reporting

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher, with formal Parents' Evenings during the Autumn and Spring terms. During the Summer term we have an Open Afternoon where parents are invited to look at their children's work in classrooms and around school and meet with their child's present teacher as well as meet their new teacher for the following academic year.

During the Summer term we give all parents a written report of their child's attainment and achievements during the year. We provide assessments in all subjects in the National Curriculum and Religious Education. This is then further discussed in the summer term parents' meeting, if required.

For parents of children in Reception, we provide full details of their child's achievement in the Early Learning Goals. At the end of Year 1, parents receive their child's assessment in the Year 1 Phonics Test. In reports, for pupils in Year 2 and Year 6, we also provide details of children's achievements in SATs.

We believe that feedback to children is very important, as it tells them how well they have done and what they need to do in order to improve their work. We have an agreed code for marking, as it ensures that we all mark in the same way, and the children learn to understand it.

Pupil Progress Meetings

Class teachers meet with their Performance Management line manager (member of SLT) to discuss the progress of all pupils.

Where there is a concern that a child is not making sufficient progress or where there is a gap between a child's learning and their peers, the class teacher will identify and carry out interventions (with the support of the TA if available) for additional support. This additional support may be shared with the school SENCO if it is to support particular needs. Any interventions will be regularly monitored for impact and to ensure gaps are closed. The intervention plans will also focus on meeting the needs of those working at greater depth.