



## **Assessment, Recording and Reporting Policy Spring 2018**

Last Reviewed Spring 2018

**Next Review date: Spring 2020**

### **Assessment Policy Principles and Aims**

The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of this policy. In addition, the Governing Body values diversity and is committed to ensuring that no individuals are discriminated against on any grounds, including the protected characteristics included in the Equality Act 2010.

This policy should be read in conjunction with the Learning and Teaching Policy, Presentation and Marking Policy, Monitoring Policy and Equal Opportunities Policy

The aims of this policy are to state the rationale behind planning and assessment and to describe how they take place within the school. It has been developed through staff discussion to provide a common thread, which will enhance pupils' learning experiences and result in an integrated approach throughout the school. Assessment is used to monitor pupil progress and inform future planning for groups of children or individuals. Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress

The following Aims and Principles for Assessment at St. Michael's School are adopted from the NAHT Commission on Assessment 2014. As a teaching staff we have agreed that:

**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.

**5. Assessment is consistent.**

- a. Judgements are formed according to common principles.
- 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.

**6. 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.

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

**Methods of Assessment**

Teachers continually assess the performance of pupils through observations, pupil discussions and the marking of learning in line with the Marking Policy.

**Assessment of Learning (Summative Assessment)**

This is any assessment that summarises where pupils are at a given point in time. This takes place at the end of a topic, term or end of year. A summative assessment may be a written test, observation, photograph, conversation or task and will show what has been achieved.

**Assessment for Learning (Formative Assessment)**

This is the process of seeking evidence for use by the pupils and their teachers to decide where the pupils are in their learning, where they need to go and how to get there. Formative assessment takes places during learning and is an essential part of everyday classroom practice. This continuous assessment is at the heart of good teaching and takes a range of forms including:

- Marking
- Questioning and Discussion
- Book Scrutiny
- Observation
- Assessment tasks and Challenges

**Key Performance Indicators** for Reading, Writing and Maths are tracked against relevant year group expectations. Teachers make an overall professional judgement at the end of each half term against year group expectations, using the definitions below and record this in SIMS database.

- E Entering** Child has been taught new learning from year group KPI's
- E+** Child has achieved up to a third of KPI's
- D Developing** Child has achieved at least a third of KPI's
- D+** Child has achieved two thirds of KPI's
- S Secure** Child has achieved above two thirds of KPI's with **most** of the core skills
- S+** Child has achieved above two thirds of KPI's including **all** of the core skills
- GD Greater Depth** Child is secure in **all** of the KPI's and has achieved greater depth descriptors for their year group.

Teacher assessments in **Science** are recorded in SIMS using the above codes, upon completion of a topic. Assessment Judgements are moderated by colleagues and subject leaders in school as well as by colleagues in other schools both locally and cross county, to make sure assessments are fair, accurate, consistent and valid.

Information is shared with parents during the Autumn, Spring and Summer terms in relation to where their child is and what they need to be able to do next.

### **Testing**

Progress tests in Reading (PIRA) and Maths (PUMA) are taken each term and are used alongside teacher assessments to make an overall judgement against year group expectations. The Single Word Spelling Test (SWST) takes place in September and March. These tests provide standardised scores for pupils which are recorded and tracked in SIMS. Any child scoring below 85 in PIRA will undertake a Salford reading test to establish reading accuracy.

## **Statutory Assessment**

### **EYFS**

By the end of Reception children will have been assessed against seventeen Early Learning Goals (ELGs) and against the 'Characteristics of Learning'.

### **Phonics Screening**

Children in Year 1 undertake statutory phonic screening in June and are assessed again in Year 2 if the pass mark is not attained.

### **End of Key Stage**

Children in Year 2 and 6 take statutory end of key stage assessment and tests in May.

These identify if a pupil is meeting age- related expectations in Reading, Writing, Maths and Science.

## **Use of assessment outcomes**

Teachers use the outcomes of assessments to summarise and analyse attainment and progress for their pupils and classes. These are shared with the Senior Leadership Team and Inclusion Manager during termly pupil progress review meetings. All assessment information is fully analysed and evaluated by the Senior Leadership Team and Curriculum Leaders for English and Maths. Detailed analysis reports are provided for Governors who monitor to ensure pupil progress and high standards are in place throughout the school.

Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in school are making appropriate progress and that all pupils are suitably stretched.

All achievements are celebrated across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

## **Responding to Pupil Learning**

Teachers plan lessons with clear learning questions and differentiated outcomes, using the symbols Earth, Moon, Stars and Deep Space Challenge. Pupils are taught how to evaluate their learning by assessing their learning themselves or for a response partner, against the agreed learning outcomes for a lesson or series of lessons. This method empowers pupils to realise their own learning needs and have control over future areas for improvement. Teachers marking and /or verbal feedback reflects upon the pupil's achievement in relation to the objectives /outcomes of the lesson and comments will provide next steps or offer further guidance as appropriate – refer to marking policy.

Pupils are expected to know what they are learning and how they will be expected to complete their learning. They are expected to read and respond to written comments and marking symbols as appropriate for their age.

### **Reporting to Parents**

Parent Teacher consultations are offered during the Autumn and Spring Terms and provide an opportunity for both parties to discuss individual children's progress in their learning. Parents receive a formal written report at the end of the academic year.

Parents of pupils in Year 2 and 6 also receive a summary of their child's attainment against National Curriculum standards. Parents of children in Reception are also provided with a summary of their child's achievements against the Early Learning Goals.

Teachers are always available to meet with parents / carers in addition to these evenings, as needs may arise. Appointments can be arranged via the school office.

An open evening in the Summer Term provides parents with the opportunity to visit their child's classroom and celebrate their child's achievements.

### **Records Include**

- Individual Core Skills sheets in pupil books for Maths and Writing from Year 1 – Year 6. The Core Skills for Year 2 and Year 6 are taken directly from the National Curriculum Teacher Assessment Frameworks for end of Key Stage 1 and 2 and can be used for moderation purposes.
- Sims tracking - these provide a record of individual progress over time from Reception to Year 6
- Pupil Books
- Class Teacher results of spelling tests, mental maths tests, observations etc.
- Records of termly pupil progress reviews and subsequent class intervention plans
- Provision Maps, Individual Education Plans, Care Plans, Education and Health Care Plans
- Key Skills Tracking sheets for groups of children for Reading, Writing, Maths
- Reading Diary and reading records / phonics records / Guided reading records
- Planning
- Annual Reports to parents