

LORD DERAMORE'S PRIMARY SCHOOL

Assessment, Recording and Reporting Policy

Rationale

At Lord Deramore's Primary School, we believe that assessment should place the child at the centre of their learning and that it should raise achievement for all. We focus on the progress of each individual child. Assessment is not an end in itself; it should provide a child with a clear understanding of what they have learned and can do, as well as the next steps in their learning. We believe that this process should be thorough, manageable and relevant to the children's development.

The purpose of this policy is to support school improvement and the raising of standards of achievement, and attainment, for all our pupils.

This policy intends to:

- make clear our vision of the role of assessment as part of teaching and learning at Lord Deramore's
- provide clear guidelines for the implementation of the policy
- make transparent the procedures in place for monitoring and evaluating assessment practices
- define clear responsibilities in relation to assessment
- provide clear definitions and purposes for different types of assessment.

The purpose of assessment is:

- To enable children to make progress
- To support children in recognising how to make progress
- To inform future planning for individuals, groups and classes
- To summarise attainment

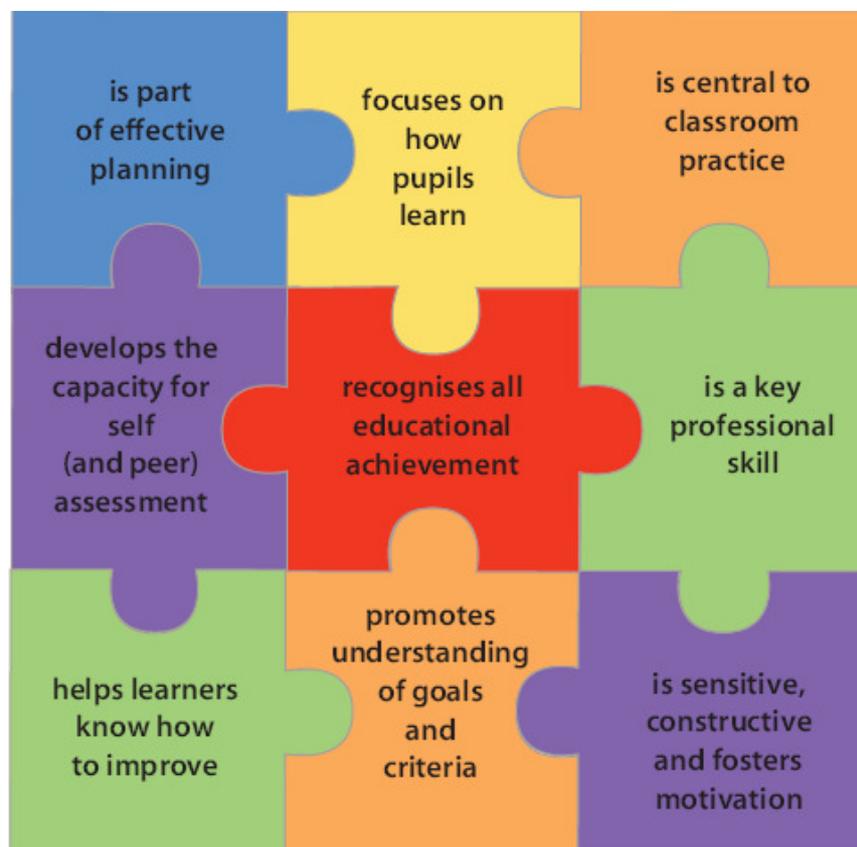
In addition, assessment supports teachers and the SLT in monitoring the effectiveness of teaching and learning through the school.

Good assessment practice at Lord Deramore's Primary School will:

- raise standards of attainment and behaviour, and improve pupil attitudes and responses
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- guide and support the teacher as planner, provider, facilitator, learning designer and evaluator
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used by teachers and the SLT/headteacher as they plan for individual pupils, groups and cohorts
- provide information which can be used by parents or carers to understand their pupils' strengths, areas for development and progress
- provide information which can be used by other interested parties
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against local and national standards

Two distinct types of assessment are identified and used in our school. These are:

1. Assessment for Learning (AfL, Formative Assessment)



Assessment for learning helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning, often expressed in 'next steps' targets, through teacher's planning.

"AfL is the single most powerful tool we have for both raising standards and empowering lifelong learners."

Assessment Reform Group

Assessment for learning will:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions/questions or success steps
- Raise standards by taking pupils to the 'edges of their capability'

Implications for teaching:

The teacher will:

- Provide targeted oral and written feedback which identifies strengths and the next step for improvement (see Marking and Feedback Policy)
- Promote pupil involvement in self and peer assessment
- Act on insights gained to inform curricular targets
- Plan against what children know/can do/understand
- Make standards, expectations, objectives, intentions, key questions and/or success steps explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement and those with SEND
- Engage pupils in rich questioning allowing 'thinking' time (planned waiting)
- Build in time for focused observation of teacher-directed and child-initiated activity
- Impact on learning and the learner

Impact on learning and the learner:

The pupil will:

- Know what to do to improve
- Know what standards are required

- Know what has been achieved against known success steps and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve their own self-evaluation skills
- Make progress
- Improve their ability to give feedback, encouragement and next steps when looking at each other's work

Teacher assessment evidence in support of AfL

This may include the use of:

- Children's work done in class
- Homework and information from parents
- Observations of play/learning (including photographs)
- Questioning and discussions (both child and adult led)
- Speaking and listening activities
- Specific assessment tasks, such as spelling tests, times tables tests, phonics assessments.
- The use of the a tracking system

2. Assessment of learning (AoL, Summative Assessment)

Assessment of learning is used periodically to identify a child's progress towards the end of year expected standard. These assessments are carried out in Reading, Writing, Maths and Spelling, Punctuation and Grammar (SPAG). These assessments will support teacher assessment each half term. The Rising Stars (Maths) assessments will be used. Standardised tests in Year 2 and Year 6 will also support summative assessment.

Assessments at the end of each half term will support accuracy of teacher assessment, sometimes through the use of standardised tests. However, **teachers' professional judgements made continually through assessment of learning will be used predominantly to inform progress over time and discussions with parents.**

Assessment of learning will:

- Provide a summary judgement about what has been learned at a specific point in time, at the end of each term and reported to parents at the end of each year
- Establish national benchmarks about what children can do and about school performance against the standards expected, especially at Y2 and Y6
- Show what pupils can do without support
- Inform the target setting process

Implications for teaching

The teacher will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which guide future planning
- Implement strategies to accelerate progress to meet national expectations for all learners and for groups of learners (narrowing the gap)
- Mark and measure against expected standard for the end of each year

Impact on learning and the learner

The pupil will:

- Be able to gauge own performance against previous assessment data
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Both AfL and AoL are essential in raising standards and will be used in all phases within our school. Assessment for Learning (formative assessment) and Assessment of Learning (summative assessment) are both embedded throughout the school. These are complementary, and both play a significant role when making teacher assessment judgements.

Progress and Attainment at the end of the EYFS

The Foundation Stage cohort will be assessed in June using the EYFS Profile. For each Early Learning Goal (of which there are 17), the teaching team must decide which one of the following three judgements is most accurate as a 'best fit':

- Emerging (1 point): The child has not yet achieved the ELG but is working within the one of the previous developmental bands of the EYFS framework e.g. 40-60 months
- Expected (2 points): The child has achieved the ELG as a best fit judgement
- Exceeding (3 points): The child has gone beyond the ELG and is working within the KS1 National Curriculum

This assessment will produce a number/percentage of children emerging, expected or exceeding for each of the 17 Early Learning Goals.

Our school data is compared with national outcomes. School staff must consider the attainment of children at the end of FS2 compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development.

Inspectors will consider the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development, particularly in terms of how well children are prepared for Key Stage 1

Ofsted School Inspection Handbook, August 2015, p.60

What is considered to be a 'good level of development' (GLD)?

A child achieves a good level of development, as defined by the government, if she or he meets the expected level in the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy. This is not the same as making good progress.

Ofsted School Inspection Handbook August 2015, p.60

Progress Expectations in the EYFS

At Lord Dearmore's we make 'on-entry' judgements within the first 6 weeks of the Autumn Term using the Early Excellence Baseline. These judgements will be made within the setting using feedback from parents and observations of the children in play. Information from all sources will build a picture of each child's learning and development on entry to school.

Individual children may be:

- Showing a **typical level** of development for their age.
- Operating at a **level above typical for their age** (indicating the potential to exceed the early learning goals by the end of FS).
- Displaying the knowledge, skills and understanding that are **below typical** for her/his age
- Others may be operating at a level **well below typical** for their age. Such children may be at risk of delay, or may have a particular disability or special educational need that has already been identified.

What does Ofsted say about judging progress?

Ofsted will consider the proportions of children who have made typical or better progress from their starting points, including disabled children, those with special educational needs and the most able

Ofsted School Inspection Handbook. August 2015, p.60

Attainment and progress expectations for Year 1 to Year 6

These year groups are following the new National Curriculum. It is important to appreciate that this curriculum is far more challenging than previously and pupils will need to acquire more knowledge and skills to be working at the expected standard for their age. Transferring from the old curriculum to the new may give the impression that pupils have not made expected progress, but we are working hard to develop planning that ensures that teaching and learning is well matched to the demands of the new curriculum and is well differentiated to cater for all abilities.

Along with the principles of the new curriculum, it is our expectation that the majority of children will reach the expected standard for their age by the end of each academic year, with some children having the time and opportunity to work in greater depth. There will be other children, typically those with SEND, who may be working towards the expected level for their age. We expect all pupils to succeed because they are taught and assessed effectively.

Teacher's planning will ensure:

- Most children are actively engaged on work at the expected level
- Work is well differentiated through individual programmes that may focus on some key objectives from the previous year to consolidate and secure learning for those of lower ability
- There is opportunity to apply knowledge and skills in a range of problems and contexts that will encourage a pupil to work at greater depth
- Pupils work at pace, building on prior formative assessment data to plug gaps in understanding, focus on next steps and apply their knowledge and skills across an increasing range of problems and challenges
- Formative and summative assessment data is used to maximise progress and ensure coverage of the curriculum for the year group
- Children have regular opportunities to learn through challenges and problems that really make them think

Assessing Progress in the new National Curriculum

We believe progress should be assessed without levels. We have taken full account of the Assessment Commission Report on Assessment without Levels (*September 2015*) and will take actions to ensure the children are making progress and meeting the expectations for the end of their academic year.

We believe this begins with having a clear Assessment Policy that sets out our expectations for teachers, pupils, parents and for governors. We will share this Assessment Policy with external moderators and Ofsted.

Implications for Teachers

1. Day to day in-school formative assessment

We believe this lies at the heart of good quality teaching and learning. Teachers will plan from prior assessment information, seek to evaluate and assess learning through rich questioning and through analysis of a range of assessment material such as work in books, children's oral responses, and short term assessment questions, development of skills through group work and collaboration and end of half term summative assessments.

It is vital that gaps are identified immediately and plans put in place to plug those gaps, in order to secure learning and move children on.

Pupils will be directly involved in assessment of their own and each other's work. We will do this by planned opportunities for self and peer assessment against clear criteria which will encourage children to become increasingly adept at making judgements on their own and other's work.

Teachers will give clear and honest feedback. We expect that children will not always get things "right" first time; we believe that they will sometimes fail and that this is often a necessary step to learning and progress. We believe in ensuring children have the resilience and persistence to work through failure and see it as a step to success. Marking and feedback will be manageable and not onerous (see separate Marking and Feedback Policy).

We will teach children to view their daily struggles through a Growth Mindset; knowing that connections are made when they have to think and wrestle over a problem. We will plan to ensure the children have regular opportunities to learn through challenging problems that will make them think.

We believe the true value in formative assessment lies in the actions taken as a result. We will ensure that all children will be given time to respond to marking and feedback through regular "Improvement Time".

We will ensure children know how well they are doing and what their next steps are. We will share this orally and through written comments in books. Teachers will always share objectives and success criteria with their learning groups; formative assessment will link to these on a day by day basis.

Day to day assessment will focus on knowledge, skills and understanding in the core and foundation subjects. We recognise the importance of the core subjects of Reading, Writing, SPAG, Maths and Science. **We also recognise the importance of creative cross-curricular planning that ensures children are engaged in tasks that make sense and make use of real life contexts.**

2. In school summative assessment and reporting to parents

We believe that assessment outcomes should be shared with parents and carers. We will do this at the end of each academic year. This will help them support their children's learning.

We will report attainment to parents in a simple way at the end of the year:

Your child is working at the expected standard for their age

Your child is working at greater depth than the expected standard

Your child is working towards the expected standard

Each year, we will share with parents/carers the key national curriculum objectives for the core subjects for each year group and we will place this information on the school website.

During the year, parent consultations will provide parents with more detail about the achievements and next step targets for each child. Teachers will link this with homework to encourage parental support.

Each half term, children will take Rising Stars assessment tests in Maths. These will be used to inform teacher assessments and verify formative assessment data. Test data will be analysed by subject leaders using question level analysis to identify areas of common strength and areas for development.

3. Use of a tracking system for day to day formative assessment

Teachers will keep their class up to date on a daily, weekly and half termly basis. Teachers will keep their tracking system up to date. Monitoring will gather evidence of the triangulation between the school tracking system, teacher assessment and evidence in books and in discussions with a child.

We will trust a teacher's professional judgement. We will not be looking for evidence for every objective, but will want to see some match between what is shown in the tracking system and what is seen in practice.

4. Showing progress

Particular focus will be given to the Key Performance Indicators (KPIs). Teachers will be using the tracking system to 'tick off' KPIs that the children have demonstrated they understand over a period of time. They will also be using the KPI spread sheet for writing, reading and maths in a similar way. This is how a child will make progress, through high quality teaching, learning and assessment throughout the year. Gaps in learning will become obvious and a tally of KPIs will be kept.

Teachers will use "descriptive profiles" to demonstrate strengths, weaknesses, next steps to support planning, to give feedback to pupils and to enhance teaching and learning.

We recognise that progress may not be linear, but we will be able to see progress over time and at the end of the year as a child meets the standard for that year. He or she will then be ready to move on to the curriculum for the next year group.

As the spread sheet and the tracking system are kept up to date, progress will be seen by a teacher in terms of "beginning", "developing" or "secure" at a particular "stage" (matched to a year group). This summative data can be useful in analysing relative progress of learning groups through the school, or when looking at the progress of particular groups in school (see sections on teacher and SLT use of summative data below).

We will not be measuring progress in "points" during a year. We will not be replacing "levels" with "stages" and progress in points will not be used to support performance related pay, eg through Performance Management.

5. Summative assessment

Term by term, the tracking system and the KPI spread sheets will track progress of children. This data will be useful for analysis at the end of each term and especially at the end of a year. This analysis will be kept in school, not reported to parents.

Summative data, eg through the use of "banding groups" will be used to show:

- Relative progress of groups within a learning group or across a phase or whole school to support SLT analysis
- The impact of a particular intervention for a group or a whole learning group or year group
- The impact of an investment linked to a school improvement priority
- SLT, Governors or an external moderator the impact of spending, eg for Pupil Premium funding or for pupils with SEND

Termly and end of year tests (either through Rising Stars or National Tests for Y2 and Y6) will provide an external benchmark to support teacher assessment. The

data from these tests will not be used on its own, but only in conjunction with formative teacher assessment data.

Implications for Parents and Reporting to Parents

Parents will no longer be given in year progress data in terms of levels or stages. We will be assessing without levels. Parent Consultations will take place in the Autumn and Spring terms, and in July parents will receive a **Report** with the option of a meeting to discuss this report if a parent wishes.

In Autumn and Spring, focus will be on targets, areas of strength and next steps, using the tracking system data to inform discussions with parents. A summative end of year Report will give parents an overview of progress and information about the children's readiness for the next year. This will be given as:

- Your child has met the expected standard for his/her year
- Your child is working towards the expected standard for his/her year
- Your child is working in greater depth within the expected standard for his/her year
- Summary of achievements for your child this year
- Summary of progress overall
- Attendance data for your child
- National test results for your child, Year 2 and Year 6 (raw score and scaled score in Year 6)

In Foundation Stage, this information will include whether a child has met the **Good Level of Development**, and so is ready for Year 1.

In Year 1, pupils will take a **Phonics Check** to see if they have met the standard for phonics. Parents will be informed whether their child has or has not met the phonics standard at the end of Year 1. Those that have not met this standard will continue to receive phonics support and retake the test at the end of Year 2.

In Year 2 and Year 6, children will sit **national standardised tests for the end of Key Stage 1 and Key Stage 2**. These tests will inform teacher assessment and provide a benchmark for the school and for parents. If a child has met the expected standard in Year 2 and again in Year 6, he or she will have made good progress and will be ready to move on to secondary school.

Year 2	Year 6
Reading test	Reading test
Writing teacher assessment	Writing teacher assessment
Grammar, punctuation and spelling test	Grammar, punctuation and spelling test
Maths arithmetic test	Maths arithmetic test

Implications for Senior Leaders

At Lord Deramore's, we will ensure we always judge quality of teaching across the school using a **full range of indicators**. These include:

- Direct lesson observations
- Analysis and summary of the tracking system data, formative and summative
- Scrutiny of work in books
- Discussions with pupils and parents, feedback through questionnaires
- Use of Teacher Standards through Performance Management and progress against targets linked to PM

Pupil Progress Meetings will take place each year to ensure teachers are held accountable for the attainment and progress of their pupils, and to have discussions about how this will be achieved and what support may be needed. These meetings will be positive, supportive and result in continuing good progress. It is expected that the challenging floor standard of 85% meeting the expected standard in Year 6 will be achieved over time and that pupils make sufficient progress from their starting points (Baseline in FS) to the end of Year 6. The SLT will be involved in a full range of monitoring activities to ensure this happens.

Phase Leaders will regularly monitor the use of the tracking system data through PPA time discussions on a week by week basis.

The school Assessment and Monitoring Calendar will set out the range of activities and dates for these activities each year, including Pupil Progress Meetings, Performance Management meetings, observations and book trawls, summative assessment tests, consultation with pupils and parents and dates for statutory tests.

The assessment co-ordinator will regularly review attainment and progress each term and will report to the Headteacher.

Raiseonline Report, FFT data, Governors Dashboard data and LA analysis reports will be used by the SLT, along with school end of year data, to review progress and attainment. There will be particular focus on the relative progress of:

- Boys and girls
- PP and non-PP pupils
- SEND and non-SEND pupils
- Groups of prior attainment, low, middle and higher
- EAL and non EAL pupils

The Headteacher will report to governors in September with a summary overview of attainment and progress data. A fuller analysis will take place in November following the publication of the Raise Report. There will be a focus on the impact of teaching and learning on narrowing any gaps in progress and attainment data.

A full analysis report will be produced ready for the LA monitoring visit with the school's York Challenge Partner, usually in late November or early December. The Headteacher will report to governors following this visit.

The implications for the Headteacher

The Headteacher is responsible for:

- Implementing the assessment and reporting arrangements at the school
- Ensuring a workable and coherent model is in place
- Ensuring all teachers are kept updated regarding assessment practice and legislation
- Ensuring all staff are held to account for the progress and attainment of their pupils
- Ensuring staff receive the training and support they need
- Reporting to governors and parents on assessment through the school
- Reporting to the LA and to Ofsted as required
- Making sure this policy is kept under review on an annual basis



Approved by Curriculum & Staffing Committee

Meeting Date 8 March 2017