

Barnby Dun Primary Academy

Policy for Assessment, Recording and Reporting

September 2017

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Assessment without Levels is now firmly embedded throughout the school in line with Curriculum 2014; Otrack, which is an electronic system, is used to not only make best fit judgments each half term, but also to formatively and diagnostically track children on a day-to-day, week-to-week basis. Assessment underpins our planning, teaching and learning cycle.

Our summative system works using the following codes:

E = Entering the year group

D = Developing objectives for the year group

S = Secure in objectives for the year group

Expectations are as follows:

Autumn 1: Secure of the previous year group e.g. Year 5 expectation = S4+

Autumn 2: Entering of the current year group e.g. Year 5 expectation = E5

Spring 1: Entering + of the current year group e.g. Year 5 expectation = E5+

Spring 2: Developing of the current year group e.g. Year 5 expectation = D5

Summer 1: Developing + of the current year group e.g. Year 5 expectation = D5+

Summer 2: Secure of the current year group e.g. Year 5 expectation = S5

Every child is expected to make at least one point of progress each half term; pupils working below age related expectations and / or not making sufficient progress are discussed during pupil progress meetings and interventions are put in place when it is considered that the impact will be measurable and sufficient. Pupil progress meetings are held three times throughout the academic year, as well as informal discussions and reviews / amendments to interventions at appropriate times.

Rationale

Assessment should make children successful learners by identifying their stage of development and achievement (academic, social, creative and spiritual) and developing their skills in order for them to achieve their maximum potential. It is a progressive process which, by the collection of holistic evidence (both individual and comparative), assists adults and teachers in their planning so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

At Barnby Dun Primary Academy, we ensure that the targets set for pupils are both realistic and challenging.

Principles of Assessment followed at Barnby Dun Primary Academy

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

- **Assessment for learning should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the goals they are pursuing and the criteria that will be applied in assessing their outcomes. These will take the form of *GOOD*, *GREAT* and *AMAZING* statements for each session. Teachers annotate plans daily and use this, as well as information from teaching assistants about the children they have supported, to inform the next steps of learning.

- **Assessment should take account of the importance of learner motivation**

Assessment that encourages learning fosters motivation by emphasizing progress and achievement, rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction, including target setting.

- **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed**

For effective learning to take place, learners need to understand what it is they are trying to achieve - and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment/success criteria involves discussing with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer and self-assessment.

- **Learners should receive constructive guidance about how to improve**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise on how to develop them, be clear and constructive about any weaknesses and how they might be addressed. Staff strive to give accurate but honest feedback in the form of stars and wishes; they then provide opportunities for learners to improve upon their work as part of a review starter or a whole lesson, depending on need.

- **Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective and self-managing.**

Independent learners have the ability to seek out and gain new skills, new knowledge and new understandings. They are able to engage in self-reflection and to identify the next steps in their learning. Teachers should equip learners with the desire and the capacity to take charge of their learning through developing

the skills of self and peer assessment.

Individual Needs

The responsibility for identifying, assessing and monitoring children with special educational needs, or who are gifted and talented, is the responsibility of the class teacher in conjunction with the Inclusion Manager.

The Inclusion Manager and outside agencies are there to support the class teacher in providing a differentiated curriculum in order for the child to achieve their potential.

Assessment procedure supports all the aims and practices for the SEN policy in helping each child achieve his/her own potential.

(See SEN procedures, G & T policy and marking and presentation policy)

Self and peer assessment

At Barnby Dun Primary Academy, children are constantly encouraged to reflect upon their learning in terms of their progress and how they can develop further. Throughout the school a variety of different strategies are applied to enable this to be effective:

Foundation Stage

- Shared construction of success criteria, linked to objectives
- Learning Journeys
- Traffic lights / smiley faces
- Verbal feedback (child to child as well as child to teacher)

Key Stage One

- Shared construction of success criteria, linked to objectives
- Traffic lights / smiley faces
- Checklists for children to tick off criteria they have met
- Star / target assessment (peer, self and teacher)
- Verbal feedback (child to child as well as child to teacher)

Key Stage Two

- Shared construction of success criteria, linked to objectives
- Traffic lights / smiley faces
- Checklists for children to tick off criteria they have met and state examples from their own outcomes
- Star / target assessment (peer, self and teacher)
- Verbal feedback (child to child as well as child to teacher)

From September 2015, Classtrack has been used by teachers to assess children's learning against day to day objectives, taken directly from Curriculum 2014, broken down into manageable steps. Children may be involved in this process, from upper key stage one upwards, depending on confidence levels.

Records and Information passed on during class transition

- Group Lists (Maths, English, GGR/Spelling)
- SATs/ NFER / Twinkl / Testbase test results
- Thrive data
- Class Provision Maps
- PLPs for SEN Support children (SEN)
- Information on Gifted and Talented pupils
- English books
- Mathematics books
- Reading Journals /Reading Evidence
- Class transition forms
- Annual reports / General information files

Reports

- Parents receive a written record of their child's achievement in the second half of the Summer term each year. This details the child's academic attainment with reference to the Foundation Stage Curriculum/ National Curriculum as well as recognising personal and social development.
- Achievements will be reported using phrasing connected with the removal of levels (below age-related expectations, working towards age-related expectations, in line with age-related expectations, and working at greater depth within age-related expectations). In the core subjects, a next step target for improvement is highlighted. Children also get to input their own comment, both positive and an area they would like to develop during the next academic year.

Pupil Record Sheets

- In the Foundation Stage, records of progress are kept once a term in Literacy, Numeracy, Knowledge and Understanding, Creative, Physical development, Personal and Social and these are reviewed and updated every half term. The Foundation Profile is collated once a term. Parents are given the opportunity to read and review the document reporting on Characteristics of Effective Learning in the Autumn term. They are then given a written copy of the updated Characteristics of Effective Learning in February and then an End of Year report in the Summer Term.
- In Key Stage 1 and 2, records of progress through teacher assessment are kept once a term in Reading, Writing and Maths and these are reviewed and updated every half term on an individual teacher basis. Parents attend a consultation meeting to discuss targets in the Autumn and Spring terms, in addition to receiving the final end of year report, and regular communication as and when required throughout the year: teachers are aware that this informal communication plays a huge part in ensuring maximum progress for children and

that we need to ensure parents are aware of high expectations from the earliest point in the Autumn term.

Testing

- In October, Key Stage 1 use a range of Reading resources to Assess children's initial successes to baseline the current year.
- Year 3-5 use Twinkl resources to assess Reading, Maths and EGPS progress and Year 6 complete a past SAT paper to baseline progress. In February, Key Stage 1 use a combination of past SATs materials and teacher judgments to assess mid-year progress.
- Year 3-6 use a mixture of NFER and teacher judgment to assess mid-term progress.
- In the Summer term, Years 2 and 6 will continue to be tested / assessed through SATs whilst Years 3, 4 and 5 are tested through the Twinkl / Testbase Assessments.
- Year 1 will use a range of reading resources throughout the Summer term, as well as phonics assessments, as will the Foundation stage.
- An independent piece of writing is completed each half term, using a planning >> drafting>> editing >> re-writing process; this falls in line with current national and local advice. Children are trained, from KS1, to use dictionaries to check and correct spellings.
- Despite the emphasis on tests, teacher assessment best-fit judgments are recorded, to ensure that an accurate judgment is reached for every child; it is heavily recognized that, whilst important, tests are not the sole method of assessing a child's ability.

Pupil Progress Meetings

- Pupil progress meetings are held once a term after the completion of assessments. The Assessment Manager, SEN Manager and phase leaders attend all meetings to ensure provision is given to children who need it.
- All teachers make judgements using the test data and classroom teaching and learning records (including children's workbooks) to enter a judgement onto the assessment system. This is then used to track children's individual progress from relative starting points using summary reports. Children are then identified who need extra support or more challenge to ensure all children are making the best possible progress.
- From this information, each teacher will create a summary report for the Assessment Manager on the overall progress of the class. Children who are underachieving will quickly be highlighted and provision will be made to support them.

Work Scrutiny

- Annual KS1/KS2 SATs and NFER / Testbase analysis is carried out to inform future planning and the School Improvement Plan.
- Whole school book scrutiny audits are carried out in all subjects annually and termly in English and Maths by members of SLT and Phase Leaders / Subject Leaders.

Target Setting

- Personal targets are set termly, which are linked to the child's hobbies and personality. Children also have a target book in Maths and regularly changed targets in English for them to work towards: these are changed regularly and the children are heavily involved in assessing their progress towards them.
- Displays in every classroom should also display support materials relevant to the current targets and children are trained from KS1 to be independent, as well as sometimes being supported, to use these resources.
- Marking of children's work reflects progress towards targets and independent work that achieves the target is indicated. A target is deemed to have been achieved if three pieces of independent work on separate dates show achievement of the target. Children are expected to respond to targets on a daily basis and continue to work on these targets.
- Assessment of progress against targets involves a range of strategies including teacher, peer and pupil self- assessment.

Evidence

Formative records

- Individual record keeping in the class assessment file.
- Online Class track records (from June 2015)
- Feedback in exercise books.
- Foundation observations (Learning Journeys) for Profiles.

Summative records

- SATs and NFER / Twinkl / Testbase results
- Annual reports
- Pupil Record Sheets
- Reading Journal Evidence
- Class track assessment records for Maths and English
- Maths Target Books

Data Storage

Assessment information is stored in:

- Secure online Otrack system
- SIMS Assessment Manager (Statutory)
- Assessment Manager's Office
- Summary Documents are produced and distributed to SLT
- Governors' report
- Class assessment folders
- Pupils/ assessment booklets

"Growing & Learning Together"



This policy is to be reviewed annually.

Reviewed and Updated September 2017 Carly May