



Assessment , Recording and Reporting Policy

This Church of England Aided Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in the context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all its pupils.

These values are implicit in this policy.

Status

Dec 2017	Draft for Governors
29/1/18	Accepted by governors
Dec 2019	Date for Review

The purpose of the assessment, recording and reporting policy is to inform future planning, identify and track individual attainments and progress, plan appropriate targeted interventions where necessary and evaluate our curriculum, planning and teaching strategies. The ARR (Assessment, Recording, and Reporting) policy has been reviewed and revised regularly throughout the move to assessing without levels.

Principles:

The Assessment, Recording and Reporting Policy is committed to and guided by the principals of:

- promoting a coherent approach to assessment, recording and reporting within the school
- supporting pupils' learning and achievements across and beyond the national curriculum
- involving pupils in evaluating their own progress
- ensuring equality of opportunity for all pupils to display achievement
- ensuring progression and continuity of learning within the school and across the different stages of education
- providing valid, reliable and comprehensible information for teachers, pupils, parents and other users
- ensuring requirements for assessment, recording and reporting are met.

Aims:

Assessment:

- enables an informed judgement to be made about a pupil's knowledge, understanding, skills and attitude
- is a continuous process which is integral to the teaching and learning programme and should be built into the curriculum and inform future planning
- should be based on clear, consistent criteria which are known and understood by both teachers, pupils and parents, and are guided by national criteria and statutory requirements where appropriate
- practice should be subject to effective moderation and standardising procedures in order to achieve consistency
- encompasses a wide range of assessment techniques to be used in different contexts and for different purposes
- should provide opportunities for effective differentiation to take place
- should be supported by a wide range of evidence collected over a period of time which provides a fair and thorough representation of pupils' skills, knowledge and understanding
- should involve pupils so that they are encouraged to take responsibility for their own learning

- should recognise achievement, not just attainment, and seek to increase pupils' confidence and motivation
- should support individuals in identifying strengths and weaknesses, enabling future learning goals to be planned, and assisting them in decision-making
- practice should be monitored regularly and systematically and assessment procedures modified if necessary as a result
- results should be systematically recorded, using the whole school CCA Tracker (based on 2014 NC requirements) and used to report to parents.

Foundation Stage

On entry to Foundation Stage part time pupils are assessed through observations so that each individual's starting point is known and progression can be planned for. Progress and achievement is tracked through regular observations carried out by everyone in the Foundation Stage Team. Observations are recorded using Tapestry online learning journal and updated regularly throughout the year. Assessments are completed termly to inform planning and highlight any areas needing support with interventions planned accordingly.

Parents are encouraged to use Tapestry, their child's online learning journal. Parents can view and comment on their child's observations and are encouraged to add observations from home to support the overall assessment process.

For full-time pupils the Foundation Stage Profile is used to record assessment on entry to full time education. The NFER Reception Baseline Assessment is used as an on-entry assessment. Full time pupils also have progress and achievement tracked through regular observations carried out by everyone in the team. All pupils have an online learning journal using Tapestry which includes observations and photographs of each child's learning, including observations from parents. Attainment, progress and children's interests are assessed regularly in all areas of learning to inform planning. A particular focus on maths and phonics helps to inform groupings. Progress in number work and phonics is assessed regularly in order to inform planning and groupings as well as to help us to identify where additional support may be required. Moderation of assessments takes place amongst staff within the unit, across the Trust and pyramid of schools.

Key Stage 1

In Key Stage 1 pupils are assessed and progress is tracked throughout Year 1 and 2 in much the same way as in KS2, using the whole school tracking system. Key differences include:-

- Regular assessment of phonics knowledge and understanding in order to inform planning and groupings.
- Phonics screening test (Y1) and follow up test in Y2.
- Final teacher summative assessments in the summer term of Y2 are supported using KS1 SATs, including practice papers and the Y2 TAFs.

Key Stage 2

Maths

Teacher Assessment

CCA Tracker- Completed at the end of each term and analysed by Maths/Literacy leads. Evidence gathered from:

- Planning and class-work from the White Rose Mastery Scheme
- White Rose Termly Assessments

Standardised Assessment

White Rose Termly Assessments- results analysed and recorded separately by Maths Lead and reported to SLT and Governors for a comparative judgement.

Reading

Teacher Assessment

CCA Tracker- Completed at the end of each term and analysed by Maths/Literacy leads. Evidence gathered from:

- Planning, guided reading notes and class-work from Guided Reading using a range of reading resources, including the Pearson Bug Club Decodable Readers & Scheme in KS1; Rigby Navigator, Rigby Navigator Max (HILA) in KS2; First News and Bug Club online (activelearn) across school.
- Reading Assessments, including Y6 SATs and practice papers.
- TAFs also used in Y6.

Standardised Assessment

Pearson Bug Club (activelearn) Termly Assessments- RAG results analysed and recorded separately by Literacy Lead and reported to SLT and Governors for a comparative judgement.

Writing

Teacher Assessment

CCA Tracker- Completed at the end of each term and analysed by Maths/Literacy leads. Evidence gathered from:

- Planning, marking and class-work, using Talk for Writing strategies.
- Assessments, including Y6 SATs and practice papers.
- TAFs also used in Y6.
- Spelling- HeadStart scheme

Standardised Assessment

Grammar, Spelling & Punctuation Termly Assessments (Not as we know it assessment) - ARE results analysed and recorded separately by Literacy Lead and reported to SLT and Governors for a comparative judgement.

Final teacher summative assessments in Y6 are supported using KS2 SATs. In Year 6 practice SATs papers are used regularly in Numeracy and Reading. Formative assessment is used in all subject areas to inform future planning.

Intervention Groups and 1:1 Tuition

Maths- Children in Y2/3/4/6 are taught in smaller ability groups by class teachers.

Y6- 1.5 hours per week used in Spring Term as SATs booster.

Literacy- Y6/Y2- 3 hours per week used in Autumn Term as SATs booster. 1.5 hours in Spring Term for Y6.

Virginia North used throughout school for further Literacy Support for targeted children.

Special Education Needs

In addition to being part of the regular assessment, recording and reporting systems in school pupils children who are on the Special Needs Register and who benefit from a wide range of interventions, are assessed and tracked in additional ways. This is in order for us to ensure additional progress is being made and so that the success of our interventions can be monitored.

Pupils joining our school from other schools

At Christ Church CE Academy we have moderate levels of mobility. In order for us to meet the needs of pupils transferring to us in KS1 or KS2 we:-

- Assess phonic knowledge and understanding (Years 1 – 3).
- Assess reading and writing levels.
- Assess mathematical understanding.

This assessment data is recorded and used as a baseline from which to measure progress in our school.

Recording:

- recording is the process of selecting and retaining a range of information about a pupil
- records should be used to review and monitor pupil's progress throughout the key stages and beyond, and to support their learning by setting appropriate targets for the future
- records should identify pupil's achievements in relation to National Curriculum attainment targets, enabling the teacher to make judgements about each pupil's level of attainment at the end of a key stage, and thus provide a basis on which to carry out statutory assessment arrangements
- records should be used by teachers to evaluate the effectiveness of teaching and learning programmes, and to help inform curriculum planning
- records should be used to assist continuity and progression when pupils move from teacher to teacher and from school to school
- pupils should have some involvement in the process of recording which should recognise and reward achievements and thus have a positive impact on pupils' motivation
- records should provide a secure basis for reporting attainment and progress to parents and other interested users
- records should be clear, systematically compiled, regularly updated and manageable.

Summative assessments are uploaded termly onto the School's tracking system. This helps to build a picture of each individual pupil's progress and the overall progress for each cohort. The information also supports leaders, managers and class teachers to target additional support effectively. The information is shared with governors. Pupil Progress Meetings are held each term to discuss the needs of each cohort and enable class teachers to interrogate their own class data, including that of vulnerable groups.

Reporting:

Our reports provide parents and other users with full and accurate statements about pupils' achievements and progress, written in clear and accessible language. We report on effort, as well as attainment and also on attendance, punctuality, behaviour

and attitude. The reporting process is part of a continuing dialogue with parents and our reports include an opportunity for pupils as well as parents to make a comment.

Reports to parents and carers are sent out once a year consisting of a summary report in July.

Parent Consultations:

Parents are invited to consultations in the Autumn, Spring and Summer Terms to discuss their child's progress. The reports and consultation evenings are used to set learning targets and to enable parents to be involved with the child's ongoing assessment and future learning

This policy will be reviewed regularly in line with the Governing Body timetable of policy review. This may be brought forward should there be any significant changes to legislation.