

Assessment, Recording and Reporting Policy

Date: Autumn 2017

Review: Autumn 2019

Vision

'Ensuring a safe, welcoming environment where everyone is valued'

'Providing experiences to flourish and achieve'

'Embracing every opportunity to learn'

'Inspiring creativity, aspiration and excellence'

'Promoting healthy hearts and minds'

'Developing social, moral, spiritual and economic well-being'

Aims

The aims of this policy are to:

- Provide an agreed strategy towards Assessment, Recording and Reporting of Achievement and Progress
- Clarify procedures and ensure their consistency of practice around the school

Assessment

Class teachers, Special Educational Needs Co-ordinator (SENCO) and the Headteacher have overall responsibility for this policy. All teachers are expected to assess, record and report the achievements and progress of the children in their class. They will also:

- Assess children's work on a continuous, daily basis and use the results to inform planning
- Help children take their learning forward by ensuring high quality feedback
- Record results in a clear, accurate manner on a regular basis thus ensuring continuity and progression
- Report highlights of achievement and progress in a clear, succinct and informative manner
- Share results with co-ordinators for subject monitoring
- Share key results with children and parents throughout the year and explain the significance of them

Strategies

Assessment strategies fall into two categories:

1) Formative assessment

This is assessment that takes place every day within classrooms, across the school site and between all adults working with learners. It is the process of discussing, observing and feeding back to a learner at any point during the learning process.

Assessment for Learning (AfL) means using evidence and feedback to identify where learners are in their learning, what they need to do next and how best to achieve this. In practice, this means obtaining clear evidence about how to drive up individual attainment; developing understanding between teachers and learners on what they need to improve; and agreement on the steps needed to promote sound learning and progress.

2) Summative assessment

This is the formal testing or teacher analysis of what has been learned, in order to produce marks or grades, which may be used for records and reports of various types. Examples of summative assessment used within the school are:

- Statutory End of Key Stage Tests (Year 6) and practice tests
- Baseline tests for children starting in Year 3
- Regular testing and gap analysis of results
- Ongoing teacher assessment made against National Curriculum statements in all subjects
- Special Educational Needs plans and analysis tools
- Transfer of Records (KS1 to KS2 to KS3 / next teacher)
- Year group planning meetings
- Pupil progress meetings and Keep in Touch meetings
- Standardised reading and single word spelling tests for some children

Assessment of Reading, Writing and Mathematics

The new National Curriculum, introduced in September 2014, has set out clear expectations for what children should achieve by the end of each key stage and, for English and Maths, has provided guidance as to when this content should be covered. The statutory requirements published in the National Curriculum show the end of year expectations.

In partnership, teachers and the SLT have used the statutory requirements to design a set of statements for each year group, which children are assessed against. While teachers ensure that every statutory requirement is taught, not all National Curriculum requirements may be assessed against. When deciding on each year group's assessment criteria, the school pinpointed what it feels are the most important skills and these have formed the criteria.

Assessment of a child's attainment is a continuous process based on the formative and summative strategies detailed earlier in this policy. The school uses a digital assessment system called FLiC (Framing Learning in Classrooms) for recording, tracking and analysing assessments, which are made directly into FLiC. In line with the language used in the national assessment framework for the end of Key Stage 2, children are judged to be working at one of four standards for each of the statements within Reading, Writing and Maths. These standards are:

- Working below the expected standard
- Working towards the expected standard
- Working at the expected standard
- Working at greater depth than the expected standard

In most cases, children will be assessed against the statements relevant to their year group. However, where a child is working significantly below or above the expectations of the year group, they may be assessed against the statements in a lower or higher year group. This is at the discretion of the Special Needs Co-ordinator, Deputy Headteacher or the Headteacher. With regards to higher achieving pupils, the school is committed to deepening the learning of these children rather than moving them on to the statements of the next year group.

Foundation subject assessment

At Prettygate Junior School we recognise the importance of the whole curriculum and strive for our children to make progress in every subject. To achieve this, all subjects other than English and Mathematics are assessed by teachers on a termly basis using 'Monitoring Made Easy' grids and a school-designed spreadsheet. The grids clearly show the learning objectives covered by each year group and these are used to assess which children are working at, above or below the expected standard. Assessments are monitored by teachers, subject co-ordinators, the SLT and the Governing Body, who analyse strengths and areas for development for each subject. This analysis is used to support the school in planning for improvements to the subjects.

Use of FLiC (Framing Learning in Classrooms)

The school has been using FLiC since September 2017 and it is seen as a reliable and effective way of tracking and analysing the progress and attainment of pupils at PJS. It provides teachers with a simple way of digitally inputting their assessments – this can be done immediately during lessons (for which teachers have been provided with iPads) or afterwards. Every member of teaching staff has their own login and, as it is an online programme, FLiC can be accessed from any location, which gives teachers great flexibility as to when they make their assessments. FLiC also offers clear information regarding pupil attainment and progress, and it is an expectation that this is used to inform teaching and any intervention that might be required.

FLiC is used periodically by the Maths and English subject co-ordinators and the SLT to analyse the assessments made across the school. This analysis is then used to inform subject action plans, CPD for staff and to report performance to other agencies such as governors, the local authority and Ofsted.

Moderation

Periodically, teachers undertake moderation and standardisation to ensure that judgements are in line with each other or with higher or lower year groups. At least termly, the Senior Leadership Team (SLT) and teachers will undertake moderation activities across the whole school to ensure that standards are being met and progression is visible from year to year. Meetings may also be held each academic year with other local primary schools where the focus is on moderation within subjects or year groups. Moderation may also be expected by external authorities in order to validate teachers' assessments.

SEND

Assessing at an early stage is essential to ensure that we effectively help children to overcome difficulties. Progress for all children identified as needing support that is 'additional to or different from' the provision that is made for all children through Quality First Teaching will be monitored regularly against their support plan targets. Both formative and summative assessments will be carried out rigorously to ensure the child's needs are being met. See 'Special Needs Policy' document for more details.

Equal Opportunities and Inclusion

We aim to ensure that there are opportunities for boys and girls of all abilities to complete appropriate assessment tasks free from stereotyped or biased expectations. There must be equality for those learning English as a second language and for pupils from all different learning backgrounds. Analysis of assessments will also include gender differences and this will be monitored in order to inform teaching and learning. See 'Inclusion Policy' document for more details.

Feedback

Giving feedback to children about their learning has a unique place in the general process of assessment. Please see our Feedback Policy for information about the use of feedback at PJS.

Recording and reporting

- Assessment is carried out in all subjects.
- Assessments, records and reports are to be given to the school's Assessment Leader, SENCO or Headteacher at given times (as per assessment timetable).
- Parents are invited to attend meetings with class teachers, once during the Autumn Term and once during the Spring Term.
- Full reports, which contain details of achievement, progress and future targets are to be sent to parents at the end of the academic year.

Assessment Leader

The school has an Assessment Leader whose role it is to:

- Maintain the school's assessment policy and guidelines in consultation with the staff
- Be responsible for the evaluation and regular updating of such guidelines, including the assessment timetable
- Ensure that assessment procedures are clear to all staff
- Ensure that assessment procedures are being carried out in line with school policy
- Set targets for improvement, with the SLT
- Liaise with Year 6 teachers to collate transfer of information to secondary schools
- Develop and co-ordinate school-based formal assessments
- Ensure that statutory tests are carried out according to published regulations
- Monitor the performance of children and groups of children
- Manage the budget allocated to assessment
- Order, maintain and store assessment resources
- Attend and recommend appropriate courses, promote school-based in-service training and be familiar with current research and statutory requirements
- Analyse end-of-year test results and produce reports for SLT and governors as required

Monitoring and evaluation

The governing body, in partnership with the Headteacher and Assessment Leader, determines the school policy for assessment. The Headteacher and Assessment Leader are responsible for working with staff to devise, monitor, evaluate and review procedures for assessment. Class teachers are responsible for carrying out the agreed procedures for assessment, all according to the assessment timetable that will be adjusted and updated each academic year.