



Marsden Community Primary School

## Assessment, Recording and Reporting Policy

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## Assessment, Recording and Reporting Policy 2017 - 2018

### Agreed Consistencies

- Assessments are used to drive future planning, teaching and curriculum development.
- Learners progress in reading, writing and maths is measured using the KLIPS (Key Learning Indicators of Performance) documents.
- Phonics progress is measured using the Lancashire Phonic Assessment Overview.
- The results of KLIPS are reported to the Assessment Lead / HT & DHT on a half termly basis.
- Every child should make at least 3 terms progress per year. However, those learners below ARE receiving intervention or part of a Target Focus Group should make accelerated progress towards ARE.
- At the end of KS1 and KS2 learners will take part in SATS tests the results of which will be reported. Teacher assessments will be reported for those unable to access the tests.
- All learners in Year 1 will take part in the Phonics Screening Test, those who do not pass will be retested at the end of Year 2.
- Within 2 weeks of children starting school, learners in EYFS will be given a 'baseline' assessment using BASE CEM Baseline Assessment which will be reported.
- The INSIGHT tracker is used to track children's progress and attainment.
- An Assessment File is kept in each class and passed up to the next teacher.
- On transfer to another school the school office forwards transfer documents and records. These include KS1 & 2 Transfer Documents which are sent electronically.

This Assessment Policy is a working document which generates and informs good practice within Marsden. Throughout the school the underlying ethos is consistency, with variations in approaches at Key Stages. The different approaches are detailed within this policy. We believe that assessment should be on-going and drive planning, providing constructive opportunities recognising where a child has got to and what the next steps are. Children are encouraged and trained to become reflective learners and understand how they can diminish the difference between current and desired

performance. In this way we hope to enable every learner to achieve their full potential as our school belief is that every learner has the right to succeed.

We recognise that the assessment process is crucial and in order to be effective in this we aim:

- to use principles and processes of assessment in order to monitor progress and support learning;
- to develop consistent practice in Assessment using KLIPS
- to ensure assessment has a purpose and is used in a positive and meaningful way;
- to use assessments to guide future planning, teaching and curriculum development;
- to inform parents of the assessment process and what their child has achieved;
- to provide information to ensure continuity when the pupil changes school or year group;
- to comply with statutory requirements;
- to involve learners in recognising their own and other's successes as well as identify meaningful next steps;
- to enable learners to demonstrate what they know, understand and can do in their learning;
- to allow teachers to plan work that accurately reflects the needs of all groups of learners;
- to provide regular information for parents that enables them to support their child's learning;
- to provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school;
- enable the active involvement of pupils in their own learning by providing effective feedback;
- to diminish the difference between present performance and future achievements;
- promote learner self-esteem through a shared understanding of the learning processes and the routes to improvement;
- track pupil performance and in particular identify those pupils at risk of underachievement

### Types of Assessment

## Summative

This provides a snapshot of attainment at the end of a unit, year group, key stage or when a learner is leaving the school. It makes judgements about learner's performance in relation to national standards.

## Diagnostic

This helps to identify learner's strengths and areas for development. We use outcomes from assessments to plan future learning and to identify next steps needs for all groups of learners, including those who need additional support. This process also helps us with our target setting and to reflect on teaching and learning strategies which we use.

## Cycle of Assessment

### Day to Day Assessment: Assessment for Learning

Strategies used at Marsden include sharing learning objectives, success criteria, feedback and marking, observation, questioning, self and peer assessment, talking partners and target setting.

### Periodic Assessment: KLIPS

We record a child's progress in reading, writing and maths using the Lancashire KLIPS (Key Learning Indicators of Performance) documents. These are used as on-going assessments and updated regularly as a result of well-planned daily reading workshop sessions, maths and English lessons and opportunities for extended writes and application of skills through Science and non-core subjects. Progress in phonics is recorded on on-going assessment sheets and a Phonic Assessment overview sheet.

In Maths, Reading and Writing we record learner's progress by highlighting the key objectives achieved on the relevant KLIPS for the year group (using the KLIPS from the previous year(s) if required to ensure there are no gaps in learning). We use KLIPs to form our teacher assessments, set targets and plan next steps.

The results of KLIPS are reported to the Assessment Lead and Leadership Team every half term and are analysed, to ascertain progress of the school as a whole, which is then reported to Governors and staff.

### Summative Assessment

Most year groups complete summative assessments, including SATs, Renaissance STAR assessment. These tests are used to measure pupils' attainment at a particular point in time and support Teacher Assessment. The information from the tests is used by all members of staff to ensure that children receive quality first teaching and, if necessary the appropriate wave of provision and intervention, that is focused on their particular needs as they move from year group to year group.

### Early Years Foundation Stage

Within 2 weeks of learners starting school they will be given a 'baseline' assessment. In Reception children will be assessed using BASE CEM Baseline Assessment which will be reported.

On entry to Reception, the baseline, as well as on-going observations and tasks, will be used to assess the age band children are working 'within' across the 7 areas of learning.

#### **Expected Standards for Early Years are;**

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

As the year progresses children are monitored in their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year using Learning Journeys and Observation Files. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing, listening

to and questioning learners. This is captured through hand written observations, photographs, quotes and staff notes.

At the end of the year, Reception children are assessed against age related expectations.

Parents are included in their child's learning via Parent Workshops, Home Learning, Notice boards and the gathering of evidence for the Development Matters. Parents are also able to view their child's Learning Journey and contribute to this during Stay and Plays which follow the Parent Workshops.

### End of Key Stage One/Key Stage 2

From 2016, we will use scaled scores to report national curriculum test outcomes. There will be no change to the way school prepares for, or administers the tests because of the introduction of scaled scores.

A pupil's scaled score will be based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score will be translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

### Assessment throughout KS1 and KS2

Learners will be assessed from the start of each Autumn Term using the KLIPs, which is a Lancashire Assessment Tool. Children are expected to finish the previous year at 'secure' for that year group. At the end of the Autumn Term they should be 'entering' for the new year group. Over the three terms, they are expected to reach 'secure' for the year group they are in to be at age related expectations (ARE).

#### IDEAL SCENARIO

End Autumn: Entering

End Spring: Developing

End Summer: Secure

Not all children may reach 'secure' at the end of each year. Those children are identified and interventions or target focus groups put in place in order to diminish the difference and accelerate them towards achieving ARE. This will be done through half termly, rigorous Pupil Progress Meetings, Provision Review Meetings and tracking learners using attainment trackers. If a child reaches 'secure' in Spring term, the expectations is to widen and broaden the learning experiences in the year and to apply the knowledge learnt.

### Assessment Timetable

| Year Group | Assessments  | When   |
|------------|--|--|
| Reception  | Foundation Stage Profile<br>Development Matters<br>Baseline Assessment                   | Throughout Reception<br>Year<br>First 2 weeks and June |
| Year 1     | Teacher Assessment   | Half termly  |
| Year 2     | Teacher Assessment<br>End of Key Stage 1 tests and tasks<br>Statutory Teacher Assessment | Half termly<br>June                                    |
| Year 3     | Teacher Assessment   | Half termly<br>Termly                                  |
| Year 4     | Teacher Assessment   | Half termly<br>Termly                                  |
| Year 5     | Teacher Assessment   | Half termly<br>Termly                                  |
| Year 6     | Teacher Assessment<br>End of Key Stage 2 (SATs) tests<br>Statutory Teacher Assessment    | Half termly<br>May<br>June                             |

### Data Analysis

Data from assessments is collected half termly and on transition and is used to inform planning. It is analysed by Assessment Leads and Headteacher and used by Class teachers, Subject Leaders, Key Stage Leaders, Inclusion Manage. The results of this analysis are used to track pupil progress, generate targets, improve teaching

and learning and provision map. In order to make the analysis of all school data efficient the following systems are used at Marsden: Foundation Stage Profile, RAISE on-line, LSIP and class trackers.

## Tracking

Tracking involves systematically building a picture of the progress that each learner or group of learners make. At Marsden, we use the INSIGHT Tracker to track the learners. This allows us to set challenging targets and review individual and group progress half termly with teachers in order to identify and discuss any under attainment/achievement as well as celebrate examples of good progress. The appropriate wave of provision is put into place for those underachieving and not at ARE – with a focus on SEND and DAPS.

## Target Setting

### Statutory Target Setting

The Government has ended the statutory target setting requirement for schools and local authorities. However, targets are set in discussion with the School Adviser.

### Individual Target Setting

Target setting is also used with individual learners as a routine part of teaching and learning. It informs the development of appropriate and challenging learning for all learners and Individual Plans (IPPs) are created for pupils on the Special Needs Register. Pupils are involved in target setting by discussing the target to be set in a meaningful way which would involve looking through their work and noting areas that need to be improved. Parents are involved through discussion at Parents' Evenings and annual reports which report attainment, progress and next steps for improvement.

## Record Keeping

A variety of assessment evidence is collected to form the basis of assessment records, which in turn are used for a variety of purposes. The school maintains these records for individual pupils as required. These records inform reports for parents and are the way in which the school monitors the progress and performance of each learner. Teachers use the records to help inform their planning for the next stage of learning. Formal curricular records (as detailed below) are transferred to the next teacher at the end of the year and will be used by them to plan work at an appropriate level for all groups of learners. Parents have access to records for their child if a request is made.

### Individual Pupils Records consist of:

- A photocopy of the pupil's report
- IPP (as required)
- Copies of Foundation Stage Profile, Key Stage 1 and Key Stage 2 results.

### Records for Classes

An Assessment File with class and group records is passed on at the end of the school year to the next class teacher. This will give information on pupils' attainment. It will help to inform planning and the grouping of learners. The information forwarded will include:

1. Up to date class list
2. Trackers for RWM
3. Venn Diagram
4. Pupil Progress preparation and meeting notes
5. Provision Impact Assessment Sheet
6. Completed KLIPS from previous year group (Secure only—all others in back of children's books)
7. Assessment Reading Overview
8. Phonics Traffic Light Assessment Sheet
9. Individual Assessment and Progression in Phonics Sheet
10. Evidence of writing moderation

## Informal Records

Teachers' short and medium term planning documentation and evaluation notes also provide useful records. Similarly teachers also keep ongoing informal records, which are of use to them in planning for learning. These directly inform their teaching yet can also be referred to when compiling more formal records and/or reports.

## Reporting

Formal reports to parents are produced towards the end of the school year and taken home by pupils. A return slip is included so that parents can write any comments for the teacher. The reports should highlight positive aspects of pupils' learning and areas for improvement. Strategies for future improvement should, where possible, be included. These reports provide the following information: comments on NC and general progress, personal development, the opportunity for parents to discuss their child's report and their attendance record. Information about the end of Key Stage requirements for Teacher Assessment and statutory assessments including comparative data is sent with the report for KSI pupils and when available for KS2 pupils.

When learners move from one teacher to the next all records including the report are passed on before the end of the school year. Informal discussions take place to ensure a smooth transfer of pupils.

The school meets the requirements to provide reports for learners on transfer to another school or transition into High School (see statutory guidance in Assessment and Reporting Arrangements for Key Stage 1 and 2). On transfer to another school the school office forwards transfer documents and records. These include KSI & 2 Transfer Document which is sent electronically.

On transfer to High School the Year 6 teachers will meet Year 7 co-ordinators to facilitate a smooth transfer to secondary school and ensure they have all the information they require as well as the necessary documentation.

Reports are made to the SEC Committee of the Governing Body during the Autumn / Spring and Summer term.

### Roles and Responsibilities

Governors: Monitor whole school progress data with the support of HT and DHT

Head Teacher/Deputy Head Teacher/Assessment Lead: Moderate assessments regularly and provide data analysis reports to staff and Governors. Teaching staff and, to an extent, LSAs are held to account for pupil progress using Pupil Progress Meetings, Provision Review Meetings and the Appraisal Cycle to address underperformance and set targets.

Teaching Staff: Regularly assess pupils and provide feedback. Adapt planning in line with on-going and half termly assessments to ensure 'good' progress for all and accelerated progress for those identified. Provide assessment information for learners and parents as well as school leaders.

Learning Support Assistants: Provide feedback to the teaching staff on progress and attainment of learners.

Parents and Carers: Support children at home with Home Learning to positively impact on progress

Pupils: Complete all work to highest of standards in order to make good progress in school.

### Evaluation and Review

It is the responsibility of all staff and Governors to monitor their adherence to this policy. The policy is reviewed, at least, annually. The outcomes are evaluated by the Headteacher and the Governing Body and targets for action and improvement included within the School Improvement Planning Process.

Reviewed September 2017, Charlotte Macquarrie (Assessment Lead) / Julie Charlesworth (Deputy Headteacher)

Signed Chair of SEC meeting

Signature:

Date: