

WINGROVE PRIMARY SCHOOL



Policy and Guidance for Assessment, recording and reporting of achievement

Subject Leader: Trish West and Jane Mullarkey
Date formulated: July 2016
Approved by GB:
Date Reviewed: January 2020

Intent and Purpose

Assessment is the judgement teachers make about a child's attainment and progress based on the knowledge gained through techniques such as observation, questioning, marking pieces of work and testing.

Assessment is an integral part of the plan, teach, assess, record model operated throughout the school. It is undertaken both formally, informally, with summative and formative information recorded carefully using agreed school systems.

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning

Leaders to evaluate and continually improve on the quality of provision for all pupils

We will-

- ensure that the school meets its statutory obligations in terms of the National Curriculum, and its assessment;
- assist the process of teaching and learning by providing summative and formative information;
Summative - to establish what a particular child can do at a particular point in time.
Formative - ongoing, day to day assessment of progress and achievement, in order that the next steps can be planned for.
- ensure that the school's aims for each child are met in terms of the development of high self-esteem, personal and social awareness and responsibility, academic achievement, curiosity and an eagerness to learn;
- provide definitive information on the progress, development and achievements of individuals, groups and cohorts, and the school to a range of people and agencies including; staff, parents, children, Governors, LA, its officers and advisers, DfEE, Health and Social care, parents etc.

Statutory Requirements

1. The publication of pupils' results in National Curriculum assessments at the end of each Key Stage. The information must be made available to the school's governing body and the Secretary of State and must be published in the school prospectus/Website and annual report to the governing body.
2. The assessment of pupils in the National Curriculum tests at the end of key stages and Y1 phonics. At the end of key stage one in English and Mathematics. At Key stage 2 in

Mathematics, and English, including Spelling, Punctuation and Grammar. At both stages, a teacher assessment must be made in English, Mathematics and Science.

3. In EYFS each child is assessed against 6 main areas of learning to include 17 ELG(Early Learning Goals)
4. Written reports annually to parents including information on pupil progress in all subjects and activities as part of the school curriculum.

Parents are also given information, 3 times a year, about their child's progress and attainment in Reading, Writing and Maths and attendance.

In Y1, Y2 and Y6 parents will receive their child's outcomes in the National Tests. .

Reception baseline assessment (RBA)

All state-funded primary schools with a reception cohort (year group) will need to carry out the reception baseline assessment (RBA). The RBA is scheduled for introduction in September 2020.

The RBA is a short assessment carried out by a teacher in the first 6 weeks of reception. Teaching assistants and other qualified school staff, such as early years' leads and special educational needs co-ordinators, can also carry out the assessment with individual pupils. It is similar to the on-entry checks that many schools already conduct when children start school. The RBA takes about 20 minutes per child and is not a timed assessment. We recommend teachers do the assessment in 2 separate sessions (approximately 10 minutes each).

It is an assessment of a child's early:

- language
- communication
- literacy
- mathematics

Teacher assessment of the RBA

Children will provide answers by speaking, pointing or moving objects. By using a variety of short, practical tasks in a familiar environment, the children should not be aware that they are sitting an assessment. Teachers can pause the assessment at any point if they feel that the child is losing interest or concentration. The child can then resume the assessment at another time, when the teacher feels it is appropriate. The teacher inputs yes or no answers onto an online system for each task. The child does not interact with the digital platform. Teachers will receive a series of short, narrative statements that will tell them how the children performed in the assessment. This may be helpful to inform teaching in the first term. We will not share the numerical scores. Teachers can use the assessment to spend valuable one-to-one time with each of their new pupils in the first weeks of school. They can also use the information on the children's performance in the assessment to support all pupils in their reception year.

The RBA gives a snapshot of each child's starting point when they begin school.

Recording and reporting in EYFS

When the children enter Nursery and Reception, they are observed for the first two weeks to build up a picture of their starting points.

Using Development Matters, their starting points are measured using Tapestry. From then on both formal and informal observations are continued and each child has these areas of development highlighted at the end of each term. This information is recorded on Tapestry and transferred to the LA Early Years tracker, termly. The children's phonic knowledge is also recorded on a tracker.

At the end of the Foundation Stage, the children are marked against the Early Learning Goals. They will either achieve 1 Emerging; 2 Expected or 3 Exceeding.

Continuous assessment

This is an integral part of the teaching and learning process. In action, it is a combination of the teacher's knowledge of the child gained from:

- the most recent formal assessment;
- dialogue;
- participation in lessons;
- application of the marking policy and resultant advice / feedback;

Together with the teacher's in-depth subject knowledge, it informs the 'next steps' for teaching and learning

Aspects of Formative Assessment

How teachers find out what the pupils have learnt is crucial. Different methods will suit different types of learning, the keys to effective formative assessment are:

- questioning;
- listening to what pupils say;
- observation;
- written tests;
- pupils' self-assessment;
- verbal and written feedback;
- opportunities for pupils to make their learning visible.

Pupil Involvement

An important attribute to all learners is the ability to recognise their own achievements. To do this self-assessment skills are needed. The children will be given time to respond to the marking comments which will be evident in their books.

To develop self-assessment skills teachers will:

- share and discuss objectives with pupils with specific targets;
- make explicit the criteria for assessing work so pupils are clear about what they need to be successful;
- give pupils technical language to talk about their work;
- encourage pupils to talk about each other's work;
- build in time for individual, group and whole-class reviews of work, including time for children to improve written work, following the teachers marking and comments;
- allow pupils to mark their own work, before it is marked by the teacher;
- allow for peer assessment.

Parental Involvement

We regularly inform parents of their child's progress and attainment and provide advice on how to support their learning whether that be academically, socially or aspects of life skills.

This is carried out by:

- holding formal parent meetings three times per year;
- record of attainment, attendance and attitude to learning three times a year to accompany parent meetings;
- being available to talk informally to parents wherever possible;
- holding SEND reviews on a regular basis;

- year group open days;
- 'stay and learn' sessions;
- curriculum meetings
- written reports at the end of the year.

Ensuring Consistency in Teacher Assessments

Ensuring that assessments made are accurate and consistent with external standards.

Teachers will become involved in agreement trialling the process by which teachers agree on:

- consistent standards for assessing pupils' work;
- exemplar work for evidence books and folders;
- involvement in cross moderation at a school level, trust level, LA level and nationally i.e. No More Marking

No More Marking – Assessing Primary Writing – Comparative Judgements

Assessing Primary Writing allows us to standardise assessment of writing with other schools.

Taking part in six assessment windows over the year, one per year group, we will get to judge the writing of our pupils alongside the writing of pupils from all over the country. Judging the work online, teachers will benefit from seeing their own pupils' work in the context of other pupils' writing. The Comparative Judgement engine ensures that the process is quick while the results we receive are reliable and nationally standardised with a scaled score, a writing age, and a grade.

Maths – White Rose Maths assessments are used termly in conjunction with continuous assessment for learning

Children Working Below Age Related Expectations

SEND children

Where a child is included on the Special Needs register of the school, agreed practices of communication, liaison and partnership described within the SEND policy are additionally put into operation and overseen by the Inclusion Manager. Teachers use the Newcastle SEND Assessment Tool to assess levels of attainment and track progress for children who are below National Curriculum stages.

EAL children are assessed using Newcastle's agreed EAL assessment scale (See *A Language in Common*). These follow a simple four step programme: Step 1, Step 2, Level 1 threshold, Level 1 secure. Children who have EAL should not be assessed using P Scales unless they are deemed to have SEND as well.

Pupil Progress Meetings

Each term, year group teams, will attend pupil progress meetings with the Head Teacher, Deputy Head Teacher and Inclusion Manager to discuss the attainment and progress of individual children and contextual groups such as pupil premium children. This is an opportunity to discuss the impact of the teaching, curriculum and interventions and how modifications could be made to accelerate progress and improve outcomes.

Records of outcomes and progress are recorded on the school's tracking system.

Through the pupils progress meetings, the senior leadership team (SLT) are responsible for ensuring that:

- assessments are maintained consistently, and teachers are given advice and support in maintaining them;
- assessment information is used to evaluate provision and improve practice through feedback and advice, and also improve attainment.

To support staff, the SLT will:

- provide training in assessment processes;
- provide relevant documentation;
- give feedback to individuals or groups through monitoring activities
- provide opportunities for staff to identify their own training needs through the appraisal process

Using Assessment Data and the Pupil Tracking System

Data will be used to evaluate groups and school performance.

Formative assessment will be used to inform future planning.

Summative assessment, particularly end of year testing, will be analysed and used to aid teachers in the setting of targets for groups and individuals.