



## **ST MARY'S CE (C) FIRST SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY**

### **Introduction**

This policy reflects the shared aims of all staff and governors at this school and applies to all pupils in our care. This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school evaluation schedule and School Development Plan (SDP). It should be read in conjunction with the Teaching and Learning, Marking policy and the Behaviour policy.

### **The Purpose of Assessment**

Assessment *is* a central part of the learning process. The pupil, parents and professionals need to know how well and how fast individual development of knowledge, skills and understanding is occurring. Pupils learn more effectively if they know what it is they are expected to be learning (success criteria) and have specific targets or next steps for achievement outlined for them. They need to know in what areas they have been successful and should be given help to rectify any problem areas, as identified through marking and feedback.

The more pupils are involved in the assessment process, the more likely they are to understand the purpose of the activity, the success of their own performance, and the action that they need to take to improve.

### **Aims:**

At St Mary's CE First School, we believe that Assessment is central to Inclusive Quality First Teaching as it informs us about pupils' progress and enables teachers to plan their "Next Steps" in learning in order to improve. Such teaching will, for example, be based on clear objectives that are shared with the pupils and returned to at the end of the lesson; carefully explain new vocabulary; *use* lively, interactive teaching styles and make maximum use of visual and kinaesthetic *as well as* auditory/verbal learning.

Approaches like these are the best way to reduce, from the start, the number of pupils who need extra help with their learning or behaviour.

Assessment enables teachers and teaching support staff to discover what pupils have learned and what they need to learn, therefore ensuring continuity and progression. Assessments *need* to be made in order to identify existing standards in the school and results need to be compared to see if standards are being raised.

The school's assessment of pupils and identified groups will:

- Benefit the education of ALL pupils
- Enable a pupil's progress to be monitored

Provide a consistent professional record of pupil performance.

### **Planning:**

*Assessment* is built into our Short, Medium and Long Term Planning.

- Long Term Plans: Schemes of work and subject policies incorporate assessment opportunities.
- Medium Term Plans: Wherever possible, assessment tasks are incorporated into the curriculum plans for the unit.

- Short Term Plans: Individual teachers plan work to match pupil's needs in their classes. Planning is changed and adapted where necessary to ensure challenge and support.

### **Learning Targets:**

Academic targets are discussed with learners as they are set and achieved.

Teachers should ensure that the pupils understand and know what to do to achieve them.

- Targets are written on the front of pupils' exercise books.
- Learners with SEND have Individual Support Plans (ISPs) with specific targets. These targets are set with pupils and parents, the class teacher, TA's and the SENCO.
- Targets are differentiated to match learners' needs.
- Pupils may also have a specific personal target which *is* discussed with them at the time they are set.

### **Types of Assessment:**

**Summative Assessment:** This takes place at the end of a pupil's year, half term, topic or lesson and *is* designed to summarise the performance and attainment at the time of testing. It may show comparison against new National standards or County data.

**Formative assessment:** It is used to feedback information to pupils and teachers to help the learner progress. It assists practitioners in taking further actions to strengthen the learning process. Much of this assessment is based on *professional judgement*. This continuous assessment is at the heart of good teaching and takes a range of forms including:

- Marking
- Questioning and discussion
- Book Scrutiny
- Observation
- Assessment tasks and challenges

### **Diagnostic assessment:**

This indicates to the teacher if the pupil requires specific help in certain areas. Outside agencies can be used for expert assessment, opinion and advice.

### **SEND/Dyslexia:**

The Governing Body believes that all pupils, regardless of ability and behaviour, are valued equally at St Mary's CE (C) First School. SEND pupils are not viewed as a separate entity but are part of the whole school approach, and different pupils' needs are recognised and met through varied and flexible provision throughout the curriculum.

As highlighted in our SEN policy, pupils with special educational needs are offered full access to a broad, balanced and relevant education which includes the teaching and learning of mathematics. Teachers provide learning opportunities that are matched to the needs of all pupils, including those with learning difficulties and those who may have a particular strength in that area. Work may take into account the targets set for individual pupils in their Individual support Plans (ISPs) and may also provide extra opportunities for pupils who are gifted and talented.

### **STATUTORY ASSESSMENT:**

#### **EYFS:**

**Baseline Assessments** are used at the start of Nursery and Reception. The school has adopted EE (Early Excellence), an approved optional baseline scheme for September 2015. These assessments are used to confirm previous judgements and give class teachers a secure starting point to measure progress and attainment of all pupils. In September 2016 *Baseline Assessments* will be used as part of future accountability arrangements. At the end of the Reception year, pupils will have been assessed through on-going observations in accordance with the guidance of The Early Years Foundation Stage against seventeen Early Learning Goals (ELGs) and against "Characteristics of Learning".

### **Phonics Screening:**

- **Year 1** pupils will sit a Phonics screening. This is carried out in the month of June and consists of pupils reading 40 words, some of which are made up. The screening is designed to assess the pupils' progress in phonics against the national standard. Pupils who do not achieve a pass in Year 1 will be required to resit the screening at the same time in Year 2. Results are forwarded to the DfE.
- **Year 2** pupils are re-assessed where results fall short of the pass mark in Year 1.

### **End of KS1:**

Teacher Assessments are summarised at the end of May for Year 2 pupils in Reading, Writing and Mathematics using SATs tests to confirm judgements. Results are submitted to the DfE.

**DfE Data Dashboard Report** provides a further National comparison of school data.

### **Raise Online Report**

A **Raise Online report** in the Autumn Term compares K51 results against national benchmarks.

### **Responding to Pupils' Work:**

#### **Key Stage 1:**

This involves pupils in their own learning. Pupils need to know what good work *is*, why they are learning it and what they need to do in order to improve their own work.

Teachers plan lessons and introduce the learning intention through learning objectives at the start of every lesson.

Success Criteria are differentiated and displayed with the pupils' work in their books. This may also be displayed for the whole class on tables or on the interactive white board. These are shared with the pupils and may be recorded in workbooks using printed stickers.

#### **Focused Marking:**

Teacher's written responses should be constructive, valuing what pupils have achieved and encouraging them to go further.

Comments are written in pink and green pen. In the case of a lesson being covered, written work is initialled; this will indicate if a supply teacher *is* present or if it is PPA / Management time and covered by another adult. Focused comments to encourage and praise are given verbally and/or written down.

### **See Assessment for Learning Strategies for detailed descriptions of how pupil's writing will be marked**

Any adult writing in a pupil's book **MUST** write neatly in accordance with our school handwriting policy and model a high standard of handwriting. **This includes trainee teachers, support staff and volunteers.**

#### **Engaging learners in the Assessment process:**

The more pupils are involved in the Assessment process, the more likely they are to understand the purpose of the activity, the success of their own performance, and the action that they need to take to improve.

#### **Assessment for Learning Strategies:**

Aims:

- For pupils to receive high quality, personalised feedback for their writing.
- For teachers to *use* their assessments of pupils' writing to close immediate gaps in pupils' learning.
- For teachers to use their assessments of pupils' writing to inform their future planning (planning for progression).

**Smiley faces** indicate aspects of the work that the teacher *is* pleased with and/or meets the Learning Objective.

Next Steps are used so the pupil must respond in order to meet the learning objective fully or to improve their work. Teachers allow time for pupils to achieve their next steps.

### **Early Years Foundation Stage:**

In EYFS, marking takes the form of -

- Written observations against Early Learning Goals (ELGs) and Characteristics of Learning.
- Photographic evidence and annotation is recorded in the pupils' Learning Journeys.

### **Pupils are expected:**

- To know what they are learning, why they are learning it and how they will be expected to complete the learning.
- To be able to use the language to explain what they are learning and why.
- To contribute to developing success criteria with the class teacher when appropriate.
- To read and respond to written comments and stamps relating to how they can improve their own work.

### **Marking:**

Smiley faces are used by pupils for self-assessment of their own work

= I found it tricky.

O = I found it OK.

O = I found this easy to do.

### **Celebrating Achievement:**

On occasions, excellent work is also shared with the Executive Headteacher, teachers, staff and pupils in other classes. Stickers, dojo points and praise are given.

- "Star of the Week" in reading, Writing and mathematics is given to pupils in each class and shared with school at Celebration Assembly each Thursday. Certificates are sent home and parents are invited in to the assembly to share their child's praise and acknowledgment of their achievement.
- Deputy Headteacher and Executive Headteacher awards are also chosen for pupils each week, in addition to this lunchtime staff also choose a playground award winner.

**Motivation:** Teachers use a range of incentives including:

Class Dojo Points for good behaviour and praising of work. Smiley faces, stickers and stampers may also be used for achievement or effort.

### **RECORDING & REVIEWING**

Staffordshire Skills Ladders are used to review pupils' progress to plan future steps in learning. These are kept in each individual pupils writing and maths books.

Records of any assessments are kept by class teachers and reported to the Deputy Headteacher.

### **Daily / Weekly Records**

Teachers will be expected to use their discretion in making daily or weekly written notes about pupils' achievements but should always be able to justify judgements relating to specific evidence. Staff are required to regularly update Guided Reading records.

### **Skills Ladders:**

In Literacy and Numeracy, teachers complete skills ladders for individual pupils. Skills Ladders are on the inside covers of workbooks. Progression indicators for that pupil are highlighted in different coloured pen for each half term.

Skills ladders consist of statements are linked to learning objectives indicated on each pupil's work in their books. Mental and oral starters can be used to gather assessment evidence.

Data is entered on year group lists by class teachers (these can be filtered to show individual class data).

Groups e.g. FSM, SEN can also be filtered. Results are also imported onto visual tracking grids for each year

group showing % of learners falling below (Developing), securely on track (Expected), and above NC (Embedded) expectations. These levels are colour coded on the school tracking grid.

## **RECORDS**

Teachers are required to update individual pupil tracking assessments on the school tracking sheets on a regular basis.

**On Entry** into a new year group, each pupil's attainment stage *is* entered onto the school tracking system as it appeared on the previous year's end of year data so teachers can baseline assess pupils' abilities and update their tracking sheet accordingly.

In Year 1, on entry, data takes account of ELG's and initial *assessments* in Reading, Writing and Numbers. At the end of each half term, pupils' results of National Curriculum progression and attainment stages are entered onto the assessment tracking system. Annotation can be included on the tracking system.

**Moderation** of Reading (PIRA) and Mathematics (PUMA) assessments are based on standardised teacher assessments carried out each term.

### **Annually**

Teachers are required:

- To complete final Individual Pupil Assessment Records electronically
- To complete Annual Reports to parents
- **A** hard copy of individual annual reports are securely stored in each pupil's file in the School Office.

Assessment without Levels

## **TRACKING ATTAINMENT**

Attainment is measured by a three point system within the titles given related to their age related expectations (Developing, Expected and Embedded).

- ✓ **Developing** - Where a pupil has been taught new learning for their age group and is beginning to use this in lessons.
- ✓ **Expected** - Where a pupil is USING and APPLYING their learning independently. This is the expectation for their age group.
- ✓ **Embedded** - Where a pupil has mastered a set of skills for their age group and is using & applying their skills in a range of contexts.

### **ANALYSIS OF DATA:**

Data is analysed each term against NC expectations for Reading, Writing and Numeracy by the Head Teacher, Deputy, SLT and core Subject Leaders. Summary reports are included in the Head Teacher's Report to Governors each term. Governors have elected a panel of Governors to meet half termly to challenge and scrutinise the Deputy Headteachers' findings of results. (Standards and Curriculum meetings).

In EYFS, Nursery and Reception leaders review On Entry data and half-termly progress against 17 ELGs. The Early Learning Goals indicate Emerging / Developing / Expected / Exceeded standards achieved for Nursery/ Reception. Data is collated on school assessment trackers.

Pupil Progress is recorded on a Pupil Progress pro-forma by the class teacher and analysed at the end of each term. Pupil Progress Reports are shared with SLT at the end of each term. These reports track the progress of identified groups.

### **Closing the Gap for the Vulnerable Groups**

*Progress* of groups and cohorts are tracked each half term by progress made by each pupil. Groups of pupils that appear to be "coasting" or "slow moving" are identified and actions can be taken to support their progress.

This group data is analysed and shared with staff to target specific groups / areas for development. The aim of this process is to ensure that all pupils are making at least good progress and that there is a trend in which the attainment gap is closing in progress and attainment of Pupil Premium pupils compared with other groups in school and nationally.

### **REPORTING TO PARENTS:**

In order to communicate progress, effort and achievement, and identify future needs effectively, *all reports must*.

- Be related to evidence of pupils' work, specific activities and achievements
- Grade Attainment against new National expectations
- Be constructive, on the whole positive and include Next Step Targets for Basic Skills
- Be fair, relevant, adequate and accurate.
- Encourage dialogue with the parents and pupil

There are several opportunities for parents to meet their child's class teacher during the year, one each term. During this teachers and parents discuss strengths and future development areas. *An* annual report is sent to parents at the end of the Summer term and there is an opportunity for parents to discuss this if they wish.

### **Transfer Arrangements:**

The following records of assessment data are passed on to the next class teacher to ensure smooth transition:

- Individual and Guided Reading records
- New ISP to begin in September for SEND pupils.
- Current Reading, Writing and Numeracy skills ladders - end of year performance indicators
- Summary of EYFS / ELGs
- Individual Skills Ladders (for the new curriculum)
- Any other relevant information e.g. medical, family info, safeguarding, likes/dislikes etc.

Visits to Pre-school settings and to feeder schools are arranged throughout the summer term for ease of transition. Moderation with feeder settings also takes place throughout the year ie. a piece of writing is produced at the end of Year 4 at St Mary's and all other feeder schools and assessed jointly with the Middle School English Leader and an external English moderator to ensure consistent judgements of standards.

### **Assessment Evidence**

**EYFS:** In Nursery and Reception, the pupils' Learning Journeys act as records of achievement demonstrating evidence of their progress against criteria in Development Matters set out in Ages & Stages. Learning Journeys are shared with parents on Stay & Play visits and are available to view in EYFS for families of pupils in Reception and Nursery. Teachers assemble hard copies of assessments against stages in all seven Prime and Specific areas and Characteristics of Learning.

**Foundation Stage Reports** for both Nursery and Reception. These include reports on Characteristics of Learning.

**KS1: Reports** indicate pupil Attainment in relation to new national age-expectations.

**KS1 SATs** are carried out in Year 2 to support Teacher Assessments. Data transfer files are forwarded to receiving schools in June/July.

**STANDARDISED TESTS** for Reading Comprehension, Phonics and Numeracy are used to standardise judgements in KS1; these are carried out termly and tracked. In K52 reading and mathematics standardised tests are completed every term (PIRA and PUMA).

Since July 2015 all 11 schools in the Wolgarston Collaboration have adopted the GL Assessments (PTM and PTE). These are completed at the end of Year 4 and repeated as baseline tests at the start of Year 5 at Brewood CE Middle School.

**Annual Attendance Data** is included with individual reports.

Please see the following policies:

- SEND
- Behaviour and Discipline
- Teaching and Learning
- Assessment and Marking
- EYFS

Policy re-written: June 2016

**This policy is reviewed annually in the Spring term.**

Signed .....  .....

Chair of Governors Date..... 23 June 2016