

Assessment, Recording and Reporting Policy

Reviewed: October 2019

Next Review: September 2020

Chair of Governors: Treve Harvey

Date:

Purpose of the policy

The purpose of this policy is to develop effective, efficient and consistent methods through which a child's progress through the curriculum is monitored. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports to parents, based on robust tracking and data, will give accurate and meaningful information to aid next steps in learning.

This policy will also ensure that children's rights are adhered to under the United Nations Convention on the Rights of the Child (UNCRC), specifically Articles 28 (right to an education) and 29 (the right to be the best that you can be) and that statutory requirements are fulfilled.

Assessment Principles and Practice

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.

7. Assessment outcomes provide meaningful and understandable information for:
 - A. pupils in developing their learning;
 - B. parents in supporting children with their learning;
 - C. teachers in planning teaching and learning;
 - D. school leaders and governors in planning and allocating resources; and
 - E. government and agents of government.

8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader – the Headteacher, who is responsible for assessment.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
 - We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools (within the Rainbow Multi Academy Trust and externally) and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria derived from the National Curriculum. Assessment criteria that we use are Key Performance Indicators and currently the Interim Teacher Assessment Frameworks for KS1 and KS2. These are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. We use these to inform our teacher assessment when inputting data onto our tracking system.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and organised into a thematic approach.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- Our assessment tracking is entered as a three digit code. The first digit specifies the NC year (1-6). The second digit specifies the half term the assessment is being made (1 to 6). The third digit specifies predicted end of year attainment using 0-9. See the table below.

Interim Teacher Assessment Framework	Grade	Predicted end of year outcomes, based on breadth and depth of learning to date
Working at greater depth (GDS)	9	High within GDS
	8	Secure within GDS
Working at the expected standard (EXS)	7	High within expected standard
	6	Secure within expected standard
	5	Low within expected standard
Working towards the expected standard (WTS) - about one year below ARE	4	High within Working towards
	3	Secure within Working towards
	2	Low within Working towards
Not meeting WTS - about two years below ARE	1	
	0	

- E.g. code 266, 2 – year 2, 6 – 6th half term of the year so Summer Term 2, 6 – Secure within expected standard)
- Codes allow distinction between achieving the end of year standard (e.g. code 266), and being ‘on track’ to achieve that standard earlier in the year (e.g. 226 at end of Autumn)
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing. Writing assessment will use the relevant Interim Teacher Assessment Frameworks for KS1 or KS2, and examples of writing will be gathered over each key stage and kept individual portfolios for each child
- Assessment judgements will be moderated by colleagues in school and by colleagues in other schools within the Rainbow Multi Academy Trust to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis. Parents and pupils will receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Recording

- Records are to be used to assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods.
- Records give a clear and accurate picture of the child.
- Records are to be regularly updated and easy to maintain.
- Records provide clear evidence of National Curriculum achievements.
- Records contain information that is useful to other professionals.
- Records are to be used as a key tool in ensuring continuity and progression.

Reporting

- Termly parent consultations will highlight achievement and progress and include indications for future developments.
- Written reports to be given to parents annually.
- Teachers are available to report orally to parents each term.
- Reporting to parents will be clear, succinct and informative.
- Reports to conform to statutory requirements.

Management of above

- To ensure there is a shared understanding and common practice amongst staff.
- To maintain a coherent policy and carry out regular evaluation.
- To monitor and analyse results of summative assessments.
- To develop effective target setting strategies.
- To use ICT as an aid for assessment, recording and reporting.
- To ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of SATs/Optional Testing.

Recording (detail)

a) Learning outcomes.

'Evaluation and next steps' records on planning, where relevant, will identify the successful link between planning and learning outcome. Subsequent lessons should reflect the previous learning outcomes. The Distance Marking Sheet will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily assessment.

b) Maintenance.

Records of summative assessments will be regularly updated. Current data is submitted once every term for uploading to the IT based system. Summary of data analysis is reported to the Headteacher and the SLT, who scrutinise and collate the school's strength and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability.

Submission dates for TA and end of term tests will be clearly stated, in advance, in the calendar for each academic year.

c) Continuity and progression.

Records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to another, during transition meetings and when children transfer to another school.

Reporting (detail)

The school has a well-established system for reporting to parents. This consists of:

- **Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed. IEPs are shared with parents, for children in receipt of additional intervention.
- **Spring Term** – parents are invited to attend a consultation evening where the child's progress is discussed in term of age-related and personal expectations. IEPs are shared with parents, for children in receipt of additional intervention.
- **Summer Term** - parents receive a full written report which includes details of the child's achievements and progress for the academic year so far. The report details target for development to ensure children reach their full potential by the end of the academic year. Parents are offered the opportunity to make an appointment to discuss their child's report. Learning Passports are shared with parents, for children in receipt of additional intervention.

Management

Each term, the Headteacher and Subject Leaders will conduct a data analysis and identify strengths and areas for development across the school. These will be used to amend the school development plan and identify next steps. Staff CPD and training will be identified to assist the areas

Monitoring and Evaluation

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessment strategies will be used.
- Assessments will be carried out according to half-termly plans.
- Methods are being developed to ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.

- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.

Appendix (i) Assessment strategies

Assessment of learning

Core subjects:

- One summative assessment is undertaken each term; teacher assessment and formal tests are used – pupil outcomes are judged against the new national curriculum objectives, White Rose testing materials, Accelerated Reader star test materials and the Interim Teacher Assessment Framework for KS1 and KS2.
- Writing Assessments take the form of one unaided piece of writing per term and on-going teacher assessment based on a range of evidence gathered during the term and/or year and recorded on writing assessment grids devised from the Interim Teacher Assessment Framework for KS1/KS2. Writing is assessed in the form of ‘Hot’ and ‘Cold’ tasks across a unit. Writing evidence is gathered over each key stage and individual portfolios are kept for each child which are assessed and cross referenced to the Interim Teacher Assessment Framework.
- Reading assessments use Accelerated Reader test materials, Read Write Inc assessments for children on the programme, teacher assessment as detailed above and occasionally in Yr6 SAT’s comprehension papers.
- Maths assessments are as above for teacher assessments and also use Power Maths progress tests and unit checks, which are linked directly to the mastery approach in maths.
- Science is assessed on a termly basis in the same manner as the Foundation subjects below.

Foundation subjects:

On-going teacher assessment during lessons and at the end of each unit is used to assess pupil attainment against the national curriculum objectives, skills progression and sticky knowledge. Low stake quizzes are used where appropriate.

Assessment for Learning and Feedback

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At the Rainbow Multi Academy Trust we believe that feedback is not just always given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- Pupil to Teacher/TA
- Pupil to Pupil
- Teacher/TA to Pupil
- **Self-Assessment** - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:
 - **Checking** - Self-Assessment is used at the end of lessons to give pupils time to ‘check’ their work for sense and accuracy before handing it in, this supports the development of independent learning, editing and improvement skills. (Appropriate to age and stage)

- **Success Criteria** – Children can use agreed and co-constructed success criteria or ‘steps to success’ that have been generated in the lesson or as part of a previous lesson to create a ‘closed checklist’ to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Success Criteria will be in the style of ‘I can’ statements underneath the learning objective in pupils’ books. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality (see universal feedback below)
- **Peer Assessment** - As with self-assessment, peer assessment should be used in a variety of ways including:
 - **Checking** – Peer-assessment is also used for checking of work before handing in. Pupils working in groups or partners are able to suggest next steps and ways the work could be improved. However, only the author of the work is able to edit it.
- **Daily annotations** – The distance marking sheet is used to record pupil outcomes each day and next steps are planned for subsequent lessons.
- **Adult Response to Marking** – Teachers give Learning Assistants direction on the back of the Distance Marking sheet, direction is based on daily marking and checking of pupil books. Teacher deployment for each group is also shown here.
- **Observation** – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or LSA.
- **Discussion/Questioning** – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques.
- **Guided Group Feedback** – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.

Appendix (ii) Marking guidance – responding to children’s work

Through marking and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives

- Children will be able to explain what teacher’s marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with an adult as part of a guided session:

- Red pen (teacher) or Black pen (Learning Assistant) is used by the adult to draw ‘stick people’ at the top of the child’s work – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson.
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a red pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Red pen is used by the adult to initial pupil’s work at the bottom on completion.

When a child works independently of an adult:

- Green pen is used by the child to draw ‘stick people’ at the top of their work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).
- All independent work is checked by the class teacher and stamped using coloured stamps – stickers may be used for rewards where appropriate.
- Where the pupil outcome is ‘as expected’, a blue stamp is used to indicate this.
- When the pupil outcome is ‘not as expected’, a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Distance Marking Sheet. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This needs not be recorded in detail, the DM sheet is to be used by teachers as an aide memoir.
- When a child has worked hard/ produced their personal best, teachers will give Dojo points – written as 1DJ.

- For exceptional work a gold star stamp will be used indicating that the work should be shown to the headteacher (used rarely to maintain a high status) to indicate to the child that their teacher is impressed with their achievements.
- When work is shown to the headteacher the work will be stamped with a “Mrs Lamb says amazing work” stamp. Children will also be invited to pick a prize from the prize box.

Appendix (iii) Minor Corrections

What constitutes a ‘minor correction’

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, ‘t’ not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child’s expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, *“Oh yes, I missed that”* rather than, *“Oh, I didn’t know that”*

Minor corrections will be circled for children to correct while spelling mistakes will be underlined.

NOTE: Where many minor corrections are needed when checking a pupil’s work, teachers should give careful consideration to the use of the red stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. It may also indicate that the pupil was not given adequate time to check through their work before handing it in for assessment.

NB: Pupils should regularly be given adequate time to self or peer check their work to limit the number of errors made and corrections needed. This ensures they hand in their very best, leaving teachers to focus on assessing learning rather than correcting mistakes. After teacher marking/ feedback children will edit their own work. KS1 will edit in pencil while KS2 will edit using green pen.

What is in my book to help me improve?



When I work with a teacher, they draw one red stick person in my book. I get feedback during the lesson.



When I work with another adult, they draw one black stick person in my book. I get feedback during the lesson.



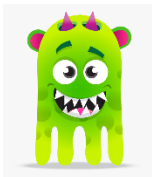
When I work in a group or a pair or without an adult I draw one green stick person.



My teacher always checks and stamps my work when I have worked without an adult.



When I see a red thumbs up stamp in my book my teacher is pleased with me but they want to talk to me about my work.



When my teacher has given me a Dojo point, I know that my work is really good.



When my work is amazing and I have wowed my teacher, I will receive a gold star stamp and will show my work to Mrs Lamb.

When I show Mrs Lamb my work she will stamp it with her special stamp and I can choose a prize from the prize box.