Sheepscombe Primary School

Assessment and Reporting Policy

This policy was adopted at a meeting of:	TLC
Held on:	10/01/2017
Date to be reviewed	December 2018
Signed on behalf of the Governors:	M Tallents
Name of signatory:	M Tallents
Signed by Head teacher	H Pilkington
Name of Head Teacher	Heather Pilkington

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Introduction

We believe that effective assessment provides information to improve teaching and learning. We give learners regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all of our children.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work
- to help our children understand what they need to do next to improve their work
- to allow teachers to plan work that accurately reflects the needs of each child
- to provide regular information for parents that enables them to support their child's learning
- to provide school leaders with information that allows them to make judgements about the effectiveness of the school
- to raise standards of attainment and behaviour, and improve pupil attitudes and response

Assessment is not a singular activity; it is about measurement of performance at a given point in time and a way of gaining information to promote future learning. We acknowledge that there are two distinct types of assessment used by the school:

- **Assessment for learning** helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses

- **Assessment of learning** is more associated with judgements based on a test at a set point in time.

Assessment for learning: the aims of Assessment for Learning are to:

- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Enable continuous reflection on what pupils know now and what they need to know next (feedback and feed forward)
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Track pupil performance and in particular identify those pupils at risk of underachievement
- Provide information which can be used by teachers and managers as they plan for individual pupils and cohorts
- Provide information which can be used by parents or carers to understand their pupils' strengths, weaknesses and progress

The teacher will:

- Provide continuous oral and written feedback which identifies strengths and the next step for improvement

- Promote pupil involvement in self-assessment
- Act on insights gained to inform personal targets
- Plan against what children know/can do/understand
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning with 'wait' time
- Build in time for focused observation of teacher-directed and child-initiated activity

The pupil will:

- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Improve own self-evaluation skills
- Make progress

Assessment within the new National Curriculum:

We will be assessing using the National Curriculum for England expectations. This curriculum sets out objectives for each year group, which children aim to achieve by the end of the academic year. We have chosen to use the online system 'Insight' to record teachers' day to day observations of the children's achievements in lessons.

Attainment

This is simply the standard that a child achieves in their work. This is judged against age related expectations for the year group which tells you whether a child is where they should be for their age, above or below. The age related expectation is for children to be working independently within their year group objectives by the end of the summer term.

Progress

This is a judgement of how quickly a child improves in their work. If a child has reached age related expectations at the end of year 3 and is still meeting age related expectations at the end of year 4 then they have made expected progress during that academic year.

Assessment of Learning

The purpose of Assessment of learning is to:

- Provide a summary judgement about what has been learnt at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Hold the school to account
- Provide information which can be used by other interested parties
- Provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards.

The teacher will:

- Provide a periodic summary through teacher assessment and formal tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance which can guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (diminishing the difference)
- Mark and measure against expectations outlined in the National Curriculum

The head teacher:

- Hold regular pupil progress meetings with teachers to discuss attainment and progress (twice each term)
- Support the teacher to identify gaps in pupils' knowledge and understanding
- Support the teacher to implement strategies to accelerate progress to meet local and national expectations (diminishing the difference)
- Hold teachers to account

The pupil will:

- Be able to gauge own performance against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

We use the following formal assessment procedures to measure outcomes and inform teacher assessment:

End of EYFS - % of pupils achieving a "Good Level of Development" teacher assessment

Year 1 - Phonics Screening Test at the end of the school year

Year 2, 6 – End of year, standardised tests for reading and maths

Year 2, 6 – Teacher assessment of writing, moderated within school and with cluster partners

Year R-6 – Salford reading test in December and June

Year 1-6 – Headstart assessments

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Measurement scale:

Yearly objectives			End of year age-related expectation	End of year above age-related expectation
Stage 1 – Year 1 Stage 2 – Year 2 Stage 3 – Year 3 Stage 4 – Year 4 Stage 5 – Year 5 Stage 6 – Year 6	Red –working with support. The objective has been introduced and the children need support to complete.	Orange – developing independence. The children are sometimes able to complete the objective in context but sometimes needs support or reassurance.	**Green – independent. Children can confidently complete the objective, in context, independently.**	Blue – using and applying. Children are able to apply their knowledge and understanding to complete objectives in a variety of contexts.

Types of assessment:

Day to day effective practice would include:

Share learning objectives with pupils	Share learning objectives with pupils at the beginning of the lesson and, where appropriate, during the lesson in language that pupils can understand.
Involving pupils in peer- and self-assessment	Give pupils clear opportunities to talk about what they have learned, and what they have found difficult, using the learning objectives as a focus. Encourage pupils to work/discuss together, focusing on how to improve.
Providing feedback which leads to pupils recognising their next steps and how to take them	Value oral as well as written feedback. Ensure feedback is constructive rather than purely positive, identifying what the pupil has done well, what needs to be done to improve, and how to do it. Identify the next steps for individuals and groups as appropriate.
Promoting confidence that every pupil can improve	Identify small steps to enable pupils to see their progress, thus building confidence and self-esteem.
Involving both teacher and pupil in reviewing and reflecting on assessment information	Provide time for pupils to reflect on what they have learned and understood, and to identify where they still have difficulties. Adjust planning; evaluate effectiveness of task, resources, etc. as a result of assessment.

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Termly strategies:

Termly effective practice would include

Monitoring of planning by head teacher or subject leads Week 1 each term	Provide time for staff to review effectiveness of planning. Including LO, AfL
Learning walks/lesson observations Week 2 & 3 each term	Head teacher and governors review books and interview pupils about their learning and their understanding of next steps to improve.
Monitoring of books by head teacher or subject leads Week 4 each term	Provide time for staff to review progress, coverage and marking and feedback in books.
Moderation across year groups	Provide time for regular moderation of work linked to the National Curriculum.
Informal end of unit assessment tasks Assessment week is week 5 of each term.	Optional commercially produced assessment tasks available to inform and support ongoing teacher assessment.
Pupil progress meetings with head teacher and data Week 6 each term	Time provided for heads and teachers to review progress of learning. To identify groups of pupils making expected and exceeding expected progress. To come up with strategies to ensure pupils who are not making expected progress close the gap.
Parent/Teacher/Pupil consultation evening October and March	Time provided for pupils to review progress in their work with the teacher by looking back, identifying improvements and next steps. Pupils then talk through their progress and new targets with parents and teachers at meetings.
Written reports December and July	Reports summarise the achievements of pupils during the term. Parents have the opportunity to respond to comments.

Annual strategies:

Formal testing Y2 and Y6 SATs Y1 phonics screening	Pupils undertake Standard Assessment Tasks in Reading and mathematics in May of Y2 and Y6. Writing is teacher assessed. Results for year 6 are externally marked. Y1 complete phonics screening test which is retaken at Y2 by children who do not reach the pass mark.
Baseline unaided writing/drawing task	Pupils undertake an unaided writing and drawing task at the beginning of the year as a benchmark for termly pupil progress discussions.
School performance Raise online	Head teacher and governors review progress and attainment, comparing results with previous year and against the national benchmarks.