



## Park Grove School Policy

### Assessment and Reporting Policy

#### Introduction

*Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.*

#### Aims

The aims of this policy are:

- to provide information on the school's assessment and recording systems
- to provide information for target setting for individuals, groups and cohorts
- to provide information to support progression in learning through planning
- to share learning goals with children
- to involve children with self assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self evaluation of the school

#### Assessment for Learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

#### To achieve this we will:

- evaluate pupils' learning during and after each lesson to identify those pupils with particular needs (including those who are more able) so that any issues can be addressed in subsequent lessons
- adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- set individual, challenging targets in English and Maths on a regular basis and discuss these with the pupils so that they are involved in the process
- regularly share these targets during parents' evening with parents to include them in supporting their child's learning
- encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- encourage Peer marking and feedback
- mark work so that it is constructive and informative in accordance with the marking and expectations guidelines



- use Assessment for learning strategies such as:
  - working walls
  - targets
  - success criteria
  - self and peer evaluation
  - discussion and talk
  - learning journey – children know what is next

## Assessment Cycle

### Tracking

Assessment is a systematic part of our school's work which will be used to track all children within each cohort in the school. It is through an effective tracking system that the needs of every pupil can be met and that the school develops a clear understanding of how to raise standards.

In Reading, Writing and Maths, our assessment system is based on the NAHT Key Performance indicators (KPIs), which are key objectives taken from the National Curriculum. These KPIs are embedded within our own trackers alongside National Curriculum Objectives and some additional objectives we have developed. These are used throughout the year to track progress and reach summative judgements, which are recorded at four key points during the year.

A children's version of each tracker is in their exercise books and a central class spread sheet is used by teachers to keep a class overview and inform planning.

Using the tracker, the summative judgements are made using these codes::

- B (Beginning = none/some objectives met)
- B+
- D (Developing = 50% of objectives met)
- D+
- S (Secure = all objectives met, including ALL of the KPIs)
- S+ (deepening understanding of year objectives but not yet working at year above)

### Assessment tasks

#### English

'Exciting Writing' forms a major part of independent work for assessment and takes place every two weeks. Each term every child will complete one of their exciting writing pieces in a 'Writing Continuation Book'. These will be kept throughout the child's time at Park Grove.

#### Maths

A bank of assessment tasks has been developed which can be used to assess any objective on the tracker. These are completed at a distance from the teaching to ensure assessment reflects embedded learning.



## **End of Year Judgements**

The children will be assessed against the Key Performance Indicators (KPIs) from the NAHT in reading, writing and mathematics. These indicators are key objectives taken from the National Curriculum and are in bold/italic on the trackers

There are 3 judgements

- W: Working towards national expected standard
- M: Met national expected standard
- E: Exceeding national expected standard

## **Science**

There are two strands of assessment in Science: 'Working Scientifically' and 'Knowledge and Understanding'

Working scientifically is assessed during lessons where these skills are being used and then recorded on a tracker in the back of the children's science books.

Knowledge and Understanding is assessed before and after each unit taught using 'Aiming High' objectives taken from the National Curriculum.

Judgements are recorded mid-year and end of year.

## **Foundation Subjects**

Assessment in Foundation subjects is carried out on an annual basis using observations and classroom notes collected during the year. These are referenced against the relevant National Curriculum Objectives for each subject. Children will be judged as 'Working towards Expectations' (W), 'Met Expectation' (M), and 'Exceeding Expectations' (E), for the year group they are in.

A summative class record is completed at the end of the year and passed to subject coordinators for analysis.

## **Phonics**

Children in EYFS and Key Stage 1 are assessed at the same four points during the year in encoding and decoding. Mock phonics screening based on the screen check takes place for Year 1 children to prepare them for the screen and to identify children who need additional support.

## **EYFS**

Assessment in EYFS is through a range of approaches:

- A range of short and long observations of independent activities recorded electronically.
- Annotated photographs
- AfL records of focussed tasks.
- Annotated pieces of work.



- Videos

Evidence is recorded in 'Wonderful Work' folders and on Ipads using an interactive Learning Journal

This evidence is then used to make judgements throughout the year using 'Ages and Stages' and then a final summative assessment takes place in June against all 17 Early Learning Goals

## **Statutory testing**

### **EYFS**

Children in EYFS will be assessed using Early Excellence Baseline, which is being from 2015 but will become statutory in 2016. At the end of the year children are assessed against all the Early Learning Goals, which form the 'Good Level of Development' judgements.

### **Year 1**

Children in Year 1 sit the phonics screen test in June, which checks their phonics skills to decode words up to and including phase 5.

### **End of Key Stage 1**

Children in Year 2 will take new statutory tests in maths (arithmetic and problem solving), spelling and grammar and reading, which will complement teacher assessment. Science and Speaking and listening will be assessed using teacher assessment.

### **End of Key Stage 2**

Children in Year 6 will take new statutory tests in maths, spelling and grammar and reading. Science and Speaking and listening will be assessed using teacher assessment.

## **Reviewing of Data**

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

### To achieve this we will:-

- follow the Assessment schedule and update the data on a regular basis
- use information to identify percentages of children working at each level within a cohort
- analyse the data and review targets for individuals and use the information to identify intervention groups, including those pupils who are gifted and able and those with special educational needs
- set cohort targets for numeracy and literacy and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing every assessment cycle



- analyse data at the end of each term and at the end of each year to track 'value added' progress made
- pass cohort data and analysis to the next teacher

The assessment coordinator will also:

- highlight pupils who have made no progress or are working below expectations and discuss these pupils early in the autumn term and after each assessment point
- analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children with English as an additional language
- report to governors regarding the policy, statutory test results and cohort progress

## **Reporting**

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. EYFS, KS1 and KS2 reports are written at the end of the school year using the agreed school format and are personal to each pupil. Reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem, though honesty and integrity will also be maintained.

We will:-

- provide opportunities for parent consultation evenings so that parents can discuss how well their child has settled and be involved in the target setting process
- provide a yearly written report
- ensure results of statutory tests and assessments are reported to parents
- discuss pupil progress at the request of parent by appointment

## **Moderation**

Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence available to justify judgements made.

We will:

- meet regularly to moderate writing assessments
- moderate work through planning and book scrutinies, feeding findings back to members of staff
- participate in moderation schemes in the Local authority and within the cluster
- Use a standardised testing scheme for English and Maths

## **Monitoring and Evaluation**

The implementation of this policy will be monitored and evaluated by the Assessment Coordinator and the SLT

## **Linked Policies**

Assessment schedule

School marking and expectations policy

**Revised by: Vicky Hearson,**

**Date: September 2015, Next Review: July 2016**