



Park Grove Primary Academy 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
- 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 (AFL) strategies such as:
 - working walls
 - success criteria
 - self and peer evaluation
 - discussion and talk
 - hinge questions



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 National Curriculum objectives. These are used throughout the year to track progress and reach summative judgements, which are recorded at three key points during the year.

Writing

Writing trackers are kept in the back of the children's books and updated regularly. These contain an overview of the objectives for the National Curriculum Year at which the child is working and used to make judgements:

- B – beginning to work on the objectives
- WT – working towards – some objectives met
- WT+ - working towards plus – most objectives met
- S – secure in all the objectives for the year
- GD - working at greater depth

Children working below their key stage level will be assessed using pre-key stage standards or branch maps for children working significantly below.

Reading

At the end of each cycle the children take a reading comprehension test. The tests give comprehensive information on how the children have done in the different areas of reading and alongside teacher assessment, the information is used to inform planning, teaching and interventions.

Maths

At the end of each cycle the children take a maths test. Again the tests give comprehensive information on how the children have done in the different areas of maths and alongside teacher assessment, the information is used to inform planning, teaching and interventions.

End of Year Judgements

The in-year tracking is used to form an overall end of year judgement used for reporting to parents in reading, writing and mathematics.

There are 3 judgements

- Working towards: Working below the National standard
- Met: Working at the National expected standard
- Greater Depth: working within greater depth



Science

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

Judgements are ongoing and recorded at the end of the year as 'met' or 'not met'.

Foundation Subjects

Assessment in Foundation subjects is carried out during lessons using observations and classroom notes collected during the year. These are referenced against the relevant National Curriculum Objectives for each subject. Children will have either met, or not met the standard and these are recorded on knowledge organisers which can be re-addressed and considered in future planning.

Phonics

Children in EYFS and Key Stage 1 are assessed regularly during the year. Mock phonics screening based on the screen check takes place for Year 1 children. This information is used to identify gaps and plan and deliver interventions. Year 2 children who did not meet the required standard in Year 1 will continue to be screened throughout Year 2 and will receive further support with their phonics.

EYFS

A baseline assessment is carried out for all EYFS children in the first six weeks of them starting school.

Ongoing assessment takes place through a range of approaches and used to support planning and provision.

- A range of short and long observations of independent activities
- Photographs
- AfL records of focussed tasks.
- Annotated pieces of work.
- Videos

Key moments are recorded on See Saw.

This evidence is then used to make judgements at key points on the year using the new 2021 EYFS framework, then a final summative assessment takes place in June against all 17 Early Learning Goals.



Statutory testing

EYFS

Children in EYFS will have a baseline assessment within the first 6 weeks of starting school, then at the end of the year they are again assessed against all the Early Learning Goals.

Year 1

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

Year 4

Children in Year 4 take a multiplication times tables test in June, which checks recall of tables up to 12 x 12.

End of Key Stage 1 (No longer statutory from 2024)

Children in Year 2 will take statutory tests in maths (arithmetic and problem solving), and reading, which will complement teacher assessment. Science and writing will be assessed using teacher assessment only. These take place throughout the month of May

End of Key Stage 2

Children in Year 6 will take statutory tests in maths, spelling and grammar and reading. Writing is assessed using teacher assessment. The date for these tests is set externally and takes place in early May.

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 at the end of each cycle.
- analyse the data 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 Mathematics and English and share information with headteacher, assessment coordinator, SENCO, subject leaders and governors
- work with colleagues to moderate and level writing
- analyse data at the end of each cycle and at the end of each year to track 'value added' progress made
- pass cohort data and analysis to the next teacher
- hold pupil progress meetings at the end of each cycle to evaluate progress discuss intervention



The assessment coordinator will also:

- highlight pupils who have made little or no progress or are working below expectations and discuss these pupils early in the autumn term and after each assessment point with the Pupil Support Team, the SLT and class teachers.
- 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 their academic attainment and progress.
- provide a yearly written report.
- ensure results of statutory assessments are reported to parents.

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 assessments of core subjects.
- moderate work through planning and book scrutinies, and giving feedback to members of staff.
- participate in moderation schemes in the Local authority and within Ebor Academy for writing.
- Use a standardised testing scheme for reading 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: Natalie Martin

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