

**Assessment, Recording and Reporting Policy**  
**February 2020**  
**Curriculum Committee: Review Autumn 2022**

### **Introduction**

At Little Aston Primary Academy we believe that assessment and recording are an integral part of high quality teaching and learning. Our curriculum is assessed in order to support pupils to build their knowledge and apply that knowledge as skills. Assessment is used to monitor pupil progress and inform future planning for groups of children or individuals. It helps us to ensure that our teaching is appropriately matched to the needs of our pupils, ensuring that they all achieve their potential.

**Our Aims and Principles for Assessment at Little Aston Primary Academy are adopted from the [NAHT Commission on Assessment 2014](#), which are in turn consistent with expectations from the DFE.**

1. Assessment is at the heart of teaching and learning.
2. Assessment is fair.
3. Assessment is honest.
4. Assessment is ambitious.
5. Assessment is appropriate.
6. Assessment is consistent.
7. Assessment outcomes provide meaningful and understandable information for:
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

### **Methods of Assessment**

Teachers continually assess the performance of pupils through observations, pupil discussions, feedback and the marking of work in line with the Marking Policy. The main purpose of assessment in our school is to help teachers, parents and pupils, plan their next steps in learning.

Outcomes from assessment are used to check and support monitoring evidence about standards of teaching in our school and to help us identify areas for improvement.

We compare our performance with that of other schools through analysis of assessment data, working in collaboration with other schools, providing peer to peer support and conducting moderation activities between schools and within school.

We assess pupils against assessment criteria which are concrete descriptions and key performance indicators / standards of what a pupil is expected to know and be able to do, taken from the National Curriculum 2014 expectations, which set out what children should normally be expected to have mastered by the end of each year.

The achievement of each pupil is assessed against all the relevant criteria towards the end of each term throughout the year. Pupils are assessed as either 'below the expected standard', 'working towards the expected standard', 'at the expected standard' or 'exceeding' each descriptive profile.

Where a pupil is assessed as exceeding the relevant criteria in a subject for that year, they will be provided with learning opportunities to apply their knowledge in different contexts and achieve mastery at greater depth. There may be some children who are very able in subjects who may also be assessed against the criteria in that subject for the following year. Expectations and challenge are high for all children.

Assessment judgements are recorded and backed up by a range of work, observational evidence and results from testing. Judgements are moderated by colleagues and subject

leaders in school as well as by colleagues within the Staffordshire University Academy Trust, to make sure assessments are fair, accurate, consistent and valid.

#### **Daily/ weekly Assessments**

- Assessment for learning in all lessons
- Adult observations of children
- Evaluations of marking and feedback from pupils
- Accelerated reading quizzes and reports
- Readwriter
- Time-tables Rockstars
- RM Easimaths
- Hot / cold tasks
- Evaluation against bronze, silver, gold success criteria
- EYFS Learning Book
- Prior knowledge assessments
- EYFS Development Matters

#### **Termly Assessments (December, March and June)**

- Accelerated Reader: Star Reading Test (Y2 - Y6)
- Rising Stars Comprehension and Spelling Punctuation and Grammar Test
- White Rose Hub arithmetic, problem solving and reasoning papers
- Extended writing
- End of unit or topic assessments
- Assessments using previous SAT materials or Testbase resources

#### **Annual Assessments**

- EYFS - Foundation Stage Profile
- Y1 and Y2 Phonics Screening Check
- KS1 SATs in Y2
- Y4 Times Tables Check
- KS2 SATs in Y6
- Hodder PUMA Tests (Reception to Y6) Progress and Understanding in Mathematics which give a maths age and standardised score for each pupil.
- Hodder PIRA Tests (Reception and Y1) Progress in Reading which give a reading age and standardised score for each pupil.
- GL Assessment, Single Word Spelling Tests (All) gives a spelling age for each pupil.

School tracking data reflects the teacher assessed age related expectations the children are working at using the evidence from both formal and informal assessment. The national curriculum, 'Sticky Knowledge' and Focus Education 'Weaving Skills' are translated into explicit expected learning outcomes for the end of each topic or unit of work. Assessments against these determine whether children are working at, above or below these expectations.

Assessment methods may be adapted to suit the needs of pupils with Special Educational Needs or Disabilities or English as an additional language. The EYFS Development Matters or pre-key stage interim framework KS1 and KS2 are used for pupils who have Special Educational Needs and are working below expectations for their year group / key stage.

One of the main objectives that Ofsted looks for when judging a school's curriculum intent is ensuring sequencing, so knowledge is built over the years. The objective expects that:

*The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points.*

*(Ofsted framework – Curriculum intent)*

The subject-specific assessment objectives have been built on the above principle so that an aspect of the subject is built upon by using the main themes such as locational knowledge in geography or chronology in history.

In this way, the integrity of the subject is guaranteed with the statements supporting pupils' changes in long-term memory. As outlined by the Education Endowment Foundation, assessing too close to the point of teaching can sometimes be misleading, especially when checking *sticky knowledge*, that is, learned knowledge that will stay forever. Therefore we need to recognise that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it. At Little Aston Primary Academy, we have decided on the 'invaluable knowledge' that we want our pupils to know as the content of our curriculum and we understand that;

- Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned;
- Progress means knowing more and remembering more;
- Knowledge is generative or 'sticky'.

Sticky knowledge is effectively knowledge that will stay with us forever. In other words, an alteration has happened to our long-term memory.

Sticky knowledge is divided into two main parts. Firstly, interesting facts that will remain with us forever and secondly, knowledge that individuals need to learn as part of the national curriculum. We recognise that there is a difference between the knowledge which will be retained close to the point of teaching and that which will be retained forever.

### **How we use Assessment**

Outcomes of assessment will enable teachers, SLT and subject leaders to;

- support the teaching of the curriculum, to assist teachers in producing clear next steps for pupils.
- summarise, analyse and track the attainment and progress of pupils and identify groups/ individuals who may need further intervention or extension programmes.
- evaluate effectiveness of teaching, learning and overall provision.
- verify that the pupil data matches work in books and other evidence. Assessments are useful indicators of pupils' outcomes but they only represent part of the picture so teacher assessment will focus on pupil's work over time as well as test outcomes.
- check that all pupils' are receiving their full curriculum entitlement and coverage across all programmes of study.
- identify and address misconceptions.
- determine how effectively pupils are embedding key concepts and knowledge in their long term memory so they can apply them fluently and not in a disconnected way. Progress is measured in terms of how pupils demonstrate that they know, remember and therefore are able to do more as a result of what they have studied.

Data collection is termly in SIMS which we believe is proportionate and sustainable for staff and in-line with The Teacher Workload Advisory Group recommendations. SIMS information feeds through to the Parent App so parents can access the most recent assessment data for their child.

The Senior Leadership Team, Subject Leaders and Governors analyse data to ensure every pupil makes appropriate progress and that all pupils are challenged.

Information from assessment is communicated to parents and pupils on a termly basis through a variety of methods including formal parent consultation meetings, our parent app, Learning Book Assessment Reports and an end of year report detailing what the pupil has achieved and indicating their next steps.

## **Types of Assessment:**

### **Assessment of Learning (Summative Assessment)**

This is any assessment that summarises where pupils are at a given point in time – it provides a snapshot of what has been learned and is relative to the learning aims and the relevant national standards. For example, assessments made at the end of a unit of work, term or the end of year Nationalised Standard Assessment Tests and the end of the Early Years Foundation Stage.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded in writing, through photographs or other visual media, or through an audio recording. The assessment will show what has been achieved.

### **Assessment for Learning (Formative Assessment)**

This is the process of seeking and interpreting evidence for use by pupils and their teachers to decide where the pupils are in their learning, where they need to go and how best to get there. Formative assessment takes place during learning, allowing teachers and pupils to assess progress on the learning journey.

It begins with diagnostic assessment / prior knowledge assessment, indicating what is already known and what gaps may exist in skills or knowledge. As with summative assessment, formative assessments may be recorded in a variety of ways, including lesson plans drawn up to address the next steps indicated. Assessment of learning directly informs planning for next steps and teaching in our school. Refer also to our Teaching and Learning Policy / Feedback, Marking and Presentation Policy.

Effective assessment for learning involves:

- Teachers having a clear understanding of the year group expectations and learning goals / next steps for pupils and sharing these with them
- Helping pupils know and recognise the standards to aim for by setting success criteria or steps to success, written in pupil friendly language.
- Providing effective feedback both orally and through written comments that helps pupils to recognise the next steps they need to take, and how to take them
- Setting targets in marking for ongoing assessment / target setting at an individual level which pupils respond to as formalised within the Presentation and Marking Policy.
- Believing that every pupil can improve in comparison with their previous achievements
- The active involvement of pupils in their own learning through developing self – assessment and peer assessment techniques to discover the areas in which they need to improve, including the use of colour-coding work
- Allowing pupil's time to reflect on their learning, set their next steps and improve their work.
- Differentiating learning and objectives in lessons (Bronze, Silver, Gold challenge) and allowing for flexible groupings of children
- Adjusting teaching to take account of the results of assessment (Cold and Hot Tasks)
- Recognising the profound influence assessment has on the motivation and self – esteem of children, both of which are crucial to learning
- Opportunities for staff to moderate judgements within and between schools.

Teachers plan and set differentiated tasks, ask a range of questions that prompt learners to demonstrate their knowledge, understanding and skills. Observations are then made by the teacher and judgements are formed about how to extend the learning. The children are encouraged to play an active role in their own self-assessment and selection of challenge at Bronze, Silver or Gold level depending on their level of understanding in the lesson. This is moderated by teacher assessment to ensure the children don't select work that is too easy or too difficult for them. As a result progress of learning is evident in lessons, especially where

children can move quickly to a higher level learning objective or up-level their work through effective redrafting.

Planning is evaluated and notes on individual pupils are recorded as necessary to inform future planning.

### **Peer and Self-Assessment**

Pupils indicate their understanding of the learning objective and success criteria using the 'triangle' system in the core subjects ( / didn't really understand this, /\_ Mostly understood this but need more practice or  $\Delta$  if children fully understand and are confident in this area). Where appropriate the children can use the success criteria to highlight or underline where they have achieved this in their work. Pupils are encouraged to peer assess in this way also and provide feedback to each other. Teachers marking / feedback reflects upon the pupil's achievement in relation to the objectives / success criteria of the lesson and comments give next steps in learning or offer further guidance / practice skills – refer to marking policy.

This assessment process is an essential part of everyday classroom practice and involves both teachers and learners in reflection, dialogue and decision making. Learning conversations and reflection time are important aspects of our assessment process as these really involve children in their learning and help them to develop independence.

### **Records include:**

**Pupil Books and Sims Tracking**– these provide a record of individual pupil progress over time from Reception to Y6.

**Class teacher records** – these may include results of weekly spelling, mental maths tests, online records from personalised learning programmes etc, observations, photographs, audio visual records.

Records of termly pupil progress reviews and subsequent class action plans (Appendix 1), termly target children, evaluations of impact of interventions and provision mapping all ensure that high focus is given to raising attainment and achievement for all pupils. Refer also to Equalities policy and Special Educational Needs Policy.

**Provision maps, Care Plans, Individual Education Plans (IEPS), Early Help and Individual Behaviour Plans (IBPs). Children may also have an Education and Health Care Plan.**

**Mathematics** –On-going assessment on daily / weekly learning targets help track progress towards learning objectives in each year group. Pupils complete a pre teaching assessment to identify their starting points within each new area of maths being taught. They are re-assessed at the end to show progress in their learning.

In KS2 and in line with Assessing the White Rose Steps, pupils self assess against the objectives at the end of each maths topic and identify areas in which feel they have improved upon. Teachers assess against the objectives and set next steps and targets.

Sims tracking records Y1 to Y6 are updated each term in December, March and June. Progress reports are e-mailed to parents annually and in addition there are opportunities available for termly parent meetings. Parents have real time information about their children via the Parent App.

Online learning records such as individual achievement in programs such as Times Tables Rockstars. Refer to Mathematics Policy.

**English** - Reading Diary and reading records, including Skills Ladders for reading and writing. Optima records detail phonics progression in Reception and KS1. Other records include progress records within Bug Club, Rapid Reading and Phonics and Fresh Start. Online records include Accelerated Reading Records and Spellodrome.

Guided reading group records detail the reading assessment focus and reading targets as well as individual comments reflecting pupil progress using the 2019 Teacher Assessment Frameworks.

At the start of a new unit of work in English, pupils complete a 'cold task' which they self-assess and teacher assess against identified success criteria. Aspects not evidenced become the teaching and learning targets for the pupil. Subsequent evidence should show how and when pupils have had the opportunity to learn, practice and apply their skills before being re-assessed in a 'hot task' at the end of the unit of work.

Accelerated reader provides ongoing and termly assessments for children Y2 – Y6. Star reader assessments are completed online to ascertain the correct reading level for each child. Pupils complete a quiz when they have read each book with a target of achieving 80% to ensure correct match. Diagnostic reports are available to support individual target setting and termly reports provide information to inform tracking on attainment and progress. Refer to English Policy.

#### **I.C.T. Science/Foundation Subjects/ RE – End of Unit / Topic Class Assessments.**

Attainment is updated on Sims tracking at the end of each unit and included on each child's annual report to parents. Pupils are assessed as having met, exceeded or are working below expectations. This information must be shared with relevant staff in other year groups if / when these topics are being revisited. This is particularly important for any pupils who have identified gaps in their curriculum knowledge and learning.

Assessments for foundation subjects will be kept in relevant subject books. Sticky Knowledge and Weaving Skills and Knowledge are used alongside the National Curriculum Programmes of Study to identify the key knowledge and skills we want our pupils to know and remember and form the basis of our assessment.

**Special Needs** - notes, reviews, provision maps and IEPs, to be saved on the IEP shared drive on Google Drive kept in the SEN file by Class Teachers. Provision Map kept by SENCO. A designated interest space on the Google Drive, enables secure access to SEN information. Children on the SEN register also have individual learning diaries in which records of all interventions and progress are detailed by teachers and teaching assistants working with that child. Staff working with SEN pupils must read any detailed reports from external agencies relating to the child which are kept in a locked cupboard in the SENCO room. Files must be signed for when removed from the premises and also when returning them.

**Data File** - Sims tracking records in reading, writing and mathematics and foundation subjects. All teaching staff have access to Sims throughout the school.

Individual pupil records are confidential. Parents may access any written records held of their child, by making a request to the Headteacher.

#### **Target Setting**

Staff use information from assessment to set targets for individuals and these are shared with pupils and parents. Individual targets are set in English and Maths as detailed above. Progress towards targets are evaluated on a regular basis.

Target groups or individual children are identified through analysis of progress and standards. These will be identified on class action plans which are updated termly.

SEND children have targets set on individual education plans or provision maps and these are also included in their SEND folders.

## **Monitoring**

Pupil progress is monitored continually through informal and formal assessments by the class teacher. This informs both medium and short term planning.

At the start of a new topic, pupils record what they know, understand and what they want to find out. An appropriate task will then be given at the end of the unit to assess the pupil's level of work in relation to the National Curriculum Descriptions.

Formal progress reviews are held with SLT during the autumn, spring and summer terms following assessment weeks.

Assessment in each subject is monitored by the assessment co-ordinator, subject co-ordinators, Curriculum teams and SLT.

Curriculum Group 2 work with staff to develop appropriate assessment tasks for the foundation subjects and moderate these.

## **Reporting**

Parents have access to attendance, behaviour and achievement of their child/children via Sims Parent App. Parents also receive a written report in the summer term, summarising their child's performance over the whole year. This report will include end of year teacher assessment judgements, relating to the National Curriculum descriptors.

Parents are invited to attend a formal consultation in the Spring term to talk about their child's progress. Additional meetings can be arranged by prior appointment with the relevant staff if parents have any concerns they wish to discuss. Other opportunities for parents to meet with staff include open morning in the Autumn term when parents can come into school and see their child's work and have an informal opportunity to talk to the class teacher as well as at the end of the year during open evening, when parents also have the chance to meet their child's new teacher/s.

Pupils with additional needs or disabilities have termly review meetings or as required by the nature of their provision. Refer to SEND and Equalities Policy.

Parents of pupils in Years 2 and 6 also receive a summary of the National Curriculum their child has attained in their end of Key Stage assessments and tests. Parents of children in Reception are also provided with a summary of their child's achievement against the Early Learning Goals.

It is the responsibility of SLT and the Governors Curriculum Committee to monitor and evaluate the impact of this policy and review in line with further developments or external changes.

All assessment information is fully analysed and evaluated by Curriculum Development Teams and SLT. Detailed analysis reports are reported to Governors who monitor to ensure high standards and pupil progress throughout the school and to aid them in their role of holding the school to account.