



# Assessment and Reporting Policy

*This document should be read alongside our Marking and Feedback Policy.*

Date of Policy/Reviews	Author(s)	Approved by Gov. Body	Signed	Date for Review
Nov 2018	Liz Crosby			Nov 2019

# Assessment and Reporting Policy

## Aims

At Rosehill Methodist Community Primary School, we believe that the key aim of assessment is to **support pupil achievement and progress**.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

## Principles

The principles that underpin assessment at Rosehill Methodist Community Primary are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at Rosehill:

### Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

## **Summative assessment**

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

## **Nationally Standardised Summative Assessment**

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

## **Procedures – Formative Assessment**

### Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers may choose to focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment based on individual learning objectives and success criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

### Mastery Learning

*'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end', (Commission on Assessment Without Levels).*

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

## **Procedures – Summative Assessment**

### End of Term Summative Tests (Years 1 to 6) – Maths (PUMA), Reading (PIRA) and GPS

At the end of every term, we hold a Test Week using summative test papers (PIRA and PUMA). GAPS tests are also administered during this test week. These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.

This Test Week is followed by a Pupil Progress Meeting whereby the class teacher and Senior Leadership Team (and SENDCo) meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information, the SLT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

## **Procedures – Early Years Foundation Stage (EYFS)**

### Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using the Tapestry program on their iPads. Class teachers use evidence collected to inform their judgements of whether pupils are 'Emerging, Expected or Exceeding' in each aspect of the early years ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

## EYFS Profile

In the final term of Reception, the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs).

Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (Emerging)

The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

## **Procedures - Nationally Standardised Summative Assessment**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

### Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

## End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) - OPTIONAL
- Mathematics
- Writing (teacher assessment)

## End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

## **Assessing Pupils with SEND**

In each year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria. They may also be assessed using specific criteria, e.g. P-scales, and pre-key stage standards.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. All pupils are assessed using the Speech/Language Link test during their first few weeks in

Reception. This assesses all aspects of speech and language and any child who is highlighted in red is discussed with our school's Speech and Language Therapist often leading to a referral to their services. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their IEPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of IEP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings, teachers meet with the SENDCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long-term outcomes.

## **Reporting**

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

### Reporting to Parents

- Termly Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of KS1 and KS2 SATs tests.

### Reporting to Governors

- The Head Teacher's Report to Governors (termly)

### Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.

- Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to marking and fix it codes, teacher's comments, questions and commands in their marking, to self-evaluate their work and make improvements to their work in light of their learning.

### Local Authority and Government (DfE)

All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

### **Arrangements for the Governance, Management and Evaluation of Assessment**

The Deputy Headteacher has been assigned the role of Assessment coordinator and has responsibility for maintaining this Assessment Policy and reviewing or updating it as necessary.

Book/ planning scrutinies, learning walks and lesson observations by the SLT/ SMT are used to monitor the effectiveness of formative assessment strategies used in class.

At the end of every term, the SLT arranges Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up programmes etc. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable groups.

### Role of the Assessment Coordinator

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the SMT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Ordering/purchasing SATs tests and other assessment materials/resources
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping

### Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At Rosehill the following takes place:



- Termly Moderation of Writing assessments made on Teacher's PALs (at whole staff meetings)
- From Summer term, working towards setting up Small Schools' Cluster with our new academy trust for effective moderation of Reading, Writing and Mathematics assessments
- Early Years staff meet regularly with our EYFS lead to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

### **Arrangements for ensuring teachers are able to conduct assessment competently and confidently**

All teachers are kept up to date with developments in assessment practice through weekly staff meetings where appropriate. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SMT (including the assessment coordinator) plan these termly in accordance with the School Development Plan. Outside training providers are also used. The assessment coordinator attends all relevant courses to stay up-to-date with current practice and meets with other coordinators within our alliance to share good current practice.

#### NQTs

All NQTs take part in an induction day before taking up their placement. During this day the assessment coordinator will go through the school Assessment and Reporting Policy and how to use Teacher's PALs and SIMS assessment system. NQTs attend assessment courses as a part of their induction programme. During staff meetings they work alongside other staff to record assessments and to analyse progress. They meet with other teachers to moderate work.

### **Implementation of the Assessment Policy**

This Policy was formulated by the Assessment Coordinator and then reviewed/adapted by all teachers (as a part of a staff meeting).

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.