



Waterhouses CE
Primary Academy

Assessment, Target Setting, Recording and Reporting Policy

Committee	Curriculum and Attainment
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'Celebrate Learning, Achieving and Friendship in God's Love'
Core Values: Love, Hope, Trust, Respect

This policy reflects the shared aims of all staff and governors at this school and applies to all children in our care. This policy should be seen as a product of regular review and revision undertaken by all staff working together, and subject to amendment when necessary. This policy should be read in conjunction with our Feedback and Marking policy, Dyslexia Friendly policy, SEND policy, Behaviour policy and our Waterhouses CE Primary Academy Teaching and Learning 'Best Practice' Guide which sets out our own set of non-negotiables for teaching and learning.

ASSESSMENT

Aims:

At Waterhouses CE Primary Academy, we believe that assessment is central to quality first teaching as it informs us about children's progress and enables teachers to plan their next steps in learning in order to improve. Assessment enables teachers and teaching support staff to discover what pupils have learned and what they need to learn, therefore ensuring continuity and progression. Assessments need to be made in order to identify existing standards in the school and results need to be compared to see if standards are being raised.

The school's assessment of pupils and identified groups will:

- enable a pupil's progress to be monitored;
- celebrate achievement, for pupils' to raise their own expectations and increase self-motivation;
- enable children to demonstrate what they know, understand and can do in their work;
- empower pupils to understand what they need to do next to improve their work;
- allow teachers to plan work which accurately reflects the needs of every pupil;
- assist in evaluating the success of curriculum delivery;
- provide information to parents that enables them to support their child's learning;
- provide evidence of attainment to the SENCo and outside agencies where necessary;
- provide the Headteacher, Governors and QEGSMAT with information that allows them to make judgements about the effectiveness of the school.

Types of Assessment:

Summative Assessment:

Periodically, at the end of a unit of work and at least termly, teachers make summative assessments for each child, based on all assessments to that point. Summative assessments will take a variety of forms, depending on the nature of each subject and the age of the child.

Summative assessments:

- provide a summary judgement about each child at a specific point in time;
- show what pupils' can achieve without support;
- inform any subsequent intervention activities;

Waterhouses CE Primary Academy also uses termly White Rose maths tests and annual GL Progress Tests in English and Maths. Termly analysis of reading progress using our Accelerated Reader Scheme as part of our summative assessment processes also takes place.

Assessment for Learning (AfL) or Formative Assessment:

AfL takes place informally and continuously. It is used to provide feedback to pupils and teachers to help the learner progress. It assists practitioners in taking further actions to strengthen the learning process. Much of this assessment is based on *professional judgement*. This continuous assessment is at the heart of quality first teaching and takes a range of forms including:

- marking;
- questioning and discussion;
- book scrutiny;
- observation;
- peer and self-assessment;
- analysis of 'assertive mentoring' pupil marksheets for basic maths skills and spellings;
- analysis of pupil progress within our 'Under the Sea' mental maths scheme;
- assessment tasks and challenges.

Our planning makes clear the expected outcomes for each lesson. Teachers should note the names of children or groups who have either exceeded or not achieved the Learning Intentions for each lesson. We use this information when planning the next lesson. Wherever possible, assessment tasks are incorporated into our planning. Plans are monitored by the English and Maths subject leaders and Headteacher.

Diagnostic assessment:

This indicates to the teacher if the child requires specific help in certain areas. Outside agencies can be used for expert assessment, opinion and advice.

Moderation:

Teacher Assessment judgements are moderated in house at termly staff meetings, at organised moderation meetings with colleagues from other schools and at transition based meetings with other feeder schools. Every two to three years, the Local Authority will provide external moderation for the school.

STATUTORY ASSESSMENT:

EYFS:

Baseline Assessments are used at the start of Nursery and Reception. The school has adopted GL Assessments for Reception age children.

At the end of the Reception year, children will have been assessed through ongoing observations in accordance with the guidance of The Early Years Foundation Stage against seventeen Early Learning Goals (ELGs) and against 'Characteristics of Effective Learning'.

Practitioners' assessments are primarily based on observing a child's daily activities and events. In particular, practitioners should note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Accurate assessment takes into account a range of perspectives. This should include those of the child, parents and other adults who have significant interactions with the child. The government does not prescribe how ongoing assessment should be undertaken. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of attainment, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Phonics Screening:

- **Year 1 Phonics screening** takes place during the last two weeks in June; results are forwarded to the DfE.
- **Year 2 pupils** are re-assessed where results fall short of the pass mark in Year 1.

End of KS1:

Teacher Assessments are summarised at the beginning of June for Y2 pupils in Reading, Writing, Mathematics and Science, using SATs tests to confirm judgements. Results are submitted to the DfE.

KS1 SATS

KS1 national curriculum tests consist of:

- English reading Paper 1: combined reading prompt and answer booklet
- English reading Paper 2: reading booklet and reading answer booklet
- English grammar, punctuation and spelling Paper 1: spelling
- English grammar, punctuation and spelling Paper 2: questions
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning

There is no longer a test for English writing.

End of KS2:

The new national curriculum has been in place since September 2014.

KS2 SATS

The KS2 tests consist of:

- English reading: reading booklet and associated answer booklet
- English grammar, punctuation and spelling Paper 1: short answer questions
- English grammar, punctuation and spelling Paper 2: spelling
- mathematics Paper 1: arithmetic
- mathematics Paper 2: reasoning
- mathematics Paper 3: reasoning

KS2 SATS take place in early May.

Schools will be held to account for the percentage of pupils achieving the expected standard at the end of KS2 and whether they make sufficient progress based on a new, value-added measure of progress.

Analysis of School Progress (ASP) Report

An ASP report in the Autumn Term compares KS1 and KS2 results against national benchmarks. EYFS data is compared to county and national benchmarks.

DfE Data Dashboard Report provides a further National comparison of school data.

SEND:

The Governing Body believes that all children, regardless of ability and behaviour, are valued equally at Waterhouses CE Primary Academy. As highlighted in our SEND policy, children with special educational needs are offered full access to a broad, balanced and relevant education. Teachers provide learning opportunities that are matched to the needs of all children, including those with learning difficulties and those who may have a particular strength in that area. Work may take into account the targets set for individual children in their Individual Education Plans (IEPs) and may also provide extra opportunities for children who are gifted and talented.

Dyslexia Friendly Statement:

Assessment should take into account the differing needs of individual children including those with dyslexic tendencies and other special educational needs or disability. Different forms of assessment may be used e.g. recording oral presentations, photographs, observations and also opportunities for individualised assessment should take place e.g. modified papers, distraction free areas, scribing of answers, reading questions for pupils etc. Arrangements for SATs tests will follow national guidelines. The SENCo and class teachers will decide if access arrangements need to be made. Special attention should be paid to dyslexic children if the guidelines are appropriate.

TARGET SETTING

Learning Targets:

Academic targets are discussed with learners as they are set and achieved.

Teachers should ensure that the children understand and know what to do to achieve them.

- Targets are written in pupil's writing and maths books. They are also visible in the pupils' classrooms.

- Learners with SEND have Individual Education Plans (IEP's) with specific targets. These targets are set with pupils and parents, the class teacher and the SENCo.
- Targets are differentiated to match learners' needs.

Pupils are expected to know their targets and what they need to do to achieve them. Pupils' targets are embedded in the planning, teaching and assessment cycle. Targets are shared with parents and carers and pupils are involved in assessing their own progress towards achievement of their targets.

Closing the gap for vulnerable pupils

We review the progress of each pupil during **pupil progress meetings** on a half termly basis. If a child is not progressing as expected towards their targets, appropriate intervention strategies are discussed and put in place. If a child is exceeding expectations, targets will be revised to provide further challenge. The more pupils are involved in the assessment process, the more likely they are to understand the purpose of the activity, the success of their own performance, and the action that they need to take to improve. The need for interventions or extra challenge is discussed with parents and carers.

Whole School Targets:

We set annual numerical targets for pupils to achieve by the end of the year. This is informed by end of year assessment against the new National Curriculum criteria. Progress towards achieving these targets is reviewed on a termly basis and reported to Governors and to the School Improvement Partner of QEGSMAT.

RECORDING AND TRACKING PROGRESS

Daily / Weekly Records

Teachers will be expected to use their discretion in making daily or weekly written notes about pupils' achievements but should always be able to justify judgements relating to specific evidence. Staff are required to regularly update pupils' reading records.

The Leek Education Partnership (LEP) Assessment System to track progress.

Key aims of the LEP Assessment System:

- to be simple – so that it can easily be understood at a glance by internal and external users of the data. For this reason a simple numerical attainment is used.
- to inform self-evaluation and form a good starting point for demonstrating progress to Ofsted;
- to enable users to determine with confidence whether or not children are on track to meet the expected standards in the statutory assessments which will take place at the ends of Key Stages.

For children in Year 1 and above, children's attainment is assessed against Year group (age related) expectations. Children will be assessed as **entering, developing, secure** or **working at greater depth** within the Year group.

Working at greater depth	Pupils have demonstrated a comprehensive understanding of <u>all</u> concepts and skills in a unit of work and can apply to new situations without help. Exceptional pupils may be <i>starting</i> to work, independently, on the next year's age related criteria. Attainment is high when compared to other pupils nationally.
Secure	Pupils have a secure and advanced understanding of the main concepts and skills when applied to familiar contexts. They have some independent skills within the framework of the curriculum
Developing	Pupils have grasped some of the main ideas and skills in a unit of work, others require development.

Entering	Pupils are beginning to grasp some of the main ideas and skills in a unit of work. The work does not yet consistently meet the expected standard for this age group. There may be support needed.
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Children meeting age related expectations at the end of the year will be **secure** against age related expectations.

Teachers assess pupils on a termly basis against the LEP skills criteria grids for each year group, based on new national curriculum assessment criteria in Maths, Reading and Writing. Both summative and formative assessments support judgments against the criteria. Points are assigned according to the number of skills criteria achieved. NB Children must have a fully grasped the skill not just completed it. The percentage of criteria achieved will indicate whether a pupil is secure within that year groups' expectations, above or below. A 'best fit' approach needs to be taken to teacher assessment and therefore the percentage figures are intended as a guide to support teachers.

Children working outside their year group should be assessed using the appropriate Year group sheets if this is appropriate. However, the purpose of this system is to allow schools to further enrich a pupil's understanding by exploring higher level skills, but within the content domain of the key stage. This might include:

- applying the knowledge and skills learned within the context of more extended problem-solving;
- applying the knowledge and skills in more challenging, unfamiliar contexts;
- extended project work, with children conducting their own research and following their own lines of enquiry.

This approach fits the notion that the new national curriculum is about **working at greater depth** or **mastering** key concepts before moving on too quickly without sufficient consolidation of skills.

This system sets challenging expectations for progress. Expected progress IS good progress. Expected progress during 1 year is 7 points for children working at age related expectations.

Our aspirational target is for all pupils to achieve 6 points progress through the year.

More than expected progress would be either:

- Making more than 6 points progress in a year, or
- Finishing the work working at greater depth for that year group.

REPORTING

Analysis of Data

The LEP assessment tracker is a tool for data analysis. Data is analysed each term against NC expectations for Reading, Writing and Maths by the Headteacher and core Subject Leaders. Summary reports are included in the data report to the Curriculum and Attainment Committee and Head Teacher's Report to Governors each term. This report is also by our QEGSMAT School Improvement Partner. Members of the Curriculum and Attainment Committee challenge and scrutinise the Headteacher findings of results. Progress of identified groups eg summer birthdays, SEND, Pupil Premium, gender etc are also reported.

In EYFS, Nursery and Reception leaders review 'On Entry' data and termly progress against Development Matters (age and stages e.g. 30 – 50 / 40 – 60 months) and the 17 ELGs.

The Early Learning Goals indicate Emerging / Expected / Exceeding standards achieved for all Reception aged children at the end of their academic year. Children are also assessed against the 'Characteristics of Effective Learning'.

Data is collated on school assessment trackers and trackers for QEGSMAT.

Reporting to Pupils and Parents

The assessment tracker is a tool for data analysis and not designed for reporting to pupils and parents. The key to talking to pupils or parents is to focus on the criteria and what the pupil needs to learn next to make progress.

Written Reports:

The report format is a vehicle for comments by:

- class teacher
- Head Teacher (as appropriate)
- parent

Our reports are summative and informative. They provide information on a child's progress and achievements throughout the school year and aimed to encourage dialogue between parent/carer and child. Reports are designed to be constructive and positive.

A short report detailing whether the child has made less than expected, expected or above expected progress in Reading, Writing Maths for the term, is given to parents at the end of the Autumn and Spring terms for Reception to Year 6. These reports also indicate whether the pupil is still on track to meet or exceed end of year age related expectations. Brief comments on progress are made and if appropriate what interventions are in place if the child is slipping behind. The pupil targets for the following term are also on the report as well as the pupil's own comments on their progress and achievement.

The Summer term report is more detailed and gives further information on progress and achievement in all subjects as well as information on behaviours for learning, Christian values and notable achievements. A child's attendance is recorded, as well as authorised and unauthorised absences. Parents may discuss the report with the class teacher.

Copies of the report are sent to a receiving school, as are copies of the statutory transfer document. A copy is kept in the pupil's file in the filing cabinet in the school office

Home-reading records provide a two-way communication about each child's standard of reading. These records are exchanged as appropriate.

Home/School books are given to some children, so that general information about their achievements, behaviour, and so on, can be shared on a regular basis.

Oral Reports:

Parents' Evenings are held in the Autumn and Spring terms for parents to discuss their child's progress with the class teacher. There is personal contact with parents on a regular basis before and after school.

Workshops are organised relating to aspects of the curriculum and school life, reading, starting school, etc.

The teaching staff at Waterhouses see reporting to parents in formal and informal ways as crucial in developing a partnership with parents. It means we can present a comprehensive account of their child and the curriculum provision and learning opportunities provided by the school.

Transfer Arrangements:

The following records of assessment data are passed on to the next class teacher to ensure smooth transition:

- Individual and Guided Reading records
- New IEP to begin in September for SEND pupils.
- Highlighted LEP assessment criteria grids for Reading, Writing and Maths skills
- Summary of EYFS / ELGs
- Any other relevant information e.g. medical, family info, safeguarding, likes/dislikes etc.

In July, all pupils have 'Move Up' days into new classes and schools as part of transition arrangements.

Data transfer files are forwarded to receiving schools in June/July.