

School Policy for

**ASSESSMENT,  
REPORTING  
&  
RECORDING  
2016 - 2017**

Braunstone Community  
Primary School



## **Rationale**

At BCPS we believe that effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Accurate, informed, consistent and regular assessments of children's knowledge and understanding are essential in order for educational professionals to provide every child with a relevant and appropriately challenging curriculum to help them to grow into independent learners, able to evaluate their own work and progress.

BCPS's policy on Assessment is inseparable from its curriculum policies and they must be viewed as evolving processes, with assessment outcomes informing the curriculum planning cycle.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Reporting to parents at termly parent's evenings and with a full written report at the end of the year ensures that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.

It is vital that our assessments are accurate, consistent and systematic. Teacher assessment outcomes are moderated both internally and externally. Teacher and standardised test data will be interrogated and benchmarked against local and National data sets.

## **Purpose**

The purpose of this assessment is to support all staff in their key task of ensuring that every child is offered an appropriate degree of support and challenge in order to build effectively upon their current progress and understanding. It is also to provide information:

- For children to demonstrate what they know, understand and can do in their work.
- To help children understand how well they are doing and what they need to do next to improve their work.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.
- To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.
- To provide receiving schools with information to ensure the child's swift transfer and continuous progress.
- To provide the head teacher and leadership team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.
- To provide key stage leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their key stage.
- To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors with information on the school's performance to aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information about the performance of the school.

## **Responsibilities**

### **Head teacher and Assessment Coordinator**

- To maintain an overview of assessment in the school.
- To monitor and develop consistency across the school.
- To ensure that statutory requirements are met.
- To review and update the policy.
- To monitor and evaluate the policy in practice.
- To manage the whole school data systems.
- To keep up to date and inform staff on latest information and requirements.
- To develop the procedures for pupil progress meetings.
- To lead pupil progress meetings.
- To inform Governors about the school's performance on at least a termly basis.

### **Leadership Team**

- To have a clear and detailed understanding of what the assessment information means about the school's performance.
- To utilise assessment information to raise standards at a whole school level.
- To schedule pupil progress meetings on a half termly basis for teachers and senior leaders.

- To lead pupil progress meetings.

### **Subject Leaders**

- To ensure plans include clearly defined learning objectives and identify and record assessment.
- To advise colleagues on assessment, reporting and recording in their subject.
- To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

### **Class Teachers**

- Identify learning objectives to be assessed on medium and short term plans.
- To set individual and group targets.
- To carry out ongoing formative assessment in accordance with this policy.
- To carry out summative assessments in accordance with this policy and input this onto Target Tracker.
- To prepare and write reports for parents, colleagues and other agencies.
- To provide examples of assessments to subject leaders for assessment moderation.
- To ensure manageable records are kept.
- To ensure that the specific assessments requested by the Inclusion Manager are carried out for pupils with special educational needs and that Educational Health Care Plans (EHCPs) are maintained and regularly reviewed.

### **Children**

- To improve their own standards of learning and to promote development.
- To understand the criteria being used to assess the standard of their learning and progress.

### **Principles**

The principles of assessment at BCPS are: -

- To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.
- To involve children in their own assessment.
- To keep manageable records.
- To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.
- To keep governors informed about what the assessment information says about the performance of the school.

## **Process**

### **Ongoing Formative Assessment**

We at BCPS believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. Formative assessment is a continuous process from lesson to lesson. Children are developing skills and knowledge all the time in response to their school experience and other factors they encounter which support their learning as individuals. Teachers use the outcomes of formative assessment to plan lessons in which challenge and support are closely matched to the next steps expectations of their pupils. Short term planning includes criteria identified to take pupils on to their next stage of learning.

We endeavour to achieve this by:-

- Informing pupils of their learning questions and success criteria for each lesson.
- Utilise a range of questioning techniques and challenges throughout the lesson in order to judge pupil understanding at various points in a cycle of lessons.
- Observations of children at work – often by Teaching Assistants - either focussed or interactive.
- Providing regular opportunities to review learning against the learning intention throughout the lesson.
- Involving the children in peer and self-assessment by setting pupil targets and success criteria which help them to assess their own progress and the progress of their peers within lessons and over longer periods of time.
- Planned assessment against learning objectives in medium and short term planning.
- Displays which celebrate achievement and progress.
- Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil.
- Focussed marking using key performance indicators and success criteria in accordance with the school's Marking Policy including references to next steps or targets.
- Sampling pupils' work.
- Carrying out diagnostic assessments e.g. analysis of tests to identify the gaps in learning.
- Using assessments and feedback from marking to inform the next stages of learning and planning.

### **Summative Assessments**

We summarise the child's achievements over time compared to age related expectations. We share this information with parents (at parents' evenings, within individual parent consultations and in written reports) the child's next teacher or the child's next school. Assessments of pupils' levels are carried out on a half-termly basis in order to track attainment and progress at different levels: individual, group, class, year group, key stage and whole school. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

Informal summative assessment tests and tasks in core curriculum areas are used from time to time within the school year as a check against which teacher assessment outcomes are weighed. These may be brief and specific to check understanding of work taught over a set of lessons or a theme.

GL standardised assessment tests are used towards the end of each academic year in Year 1 – Year 5 in all Trust schools as a check of each child's end of year outcomes in Reading,

Grammar and Maths. In January, we also use the GL standardised assessment tests to check their attainment and progress prior to SATs in May. GL test papers are externally marked and analysed by GL Assessment. School and whole trust outcomes are analysed against standardised data sets. Where wide variances in outcomes of Teacher Assessment and Standardised Test results occurs, school leaders work with teachers to establish an accurate as possible assessment of the child's current attainment.

### **Types of assessment**

- Assess the product – look at what the child has produced
- Assess the process – look at what the child is doing and how they are doing it.
- Assess subject mastery – look at whether the child's understanding and skills within a curriculum subject securely meet age related expectations
- Assess deeper learning – look at how secure a child's depth of knowledge and understanding are within a subject by assessing their ability to use and apply this learning to solve problems and to predict outcomes within the subject area and across other curriculum areas.

On entry to the Nursery, children are assessed using the Development Matters (2012) age bands. This is continuous assessment and used throughout the year. When children enter the next stage of their education, Development Matters continues to be used as on-going assessment, however they are assessed on entry to Reception using a nationally recognised baseline assessment. In 2016-2017 all EYFS Leaders within DSAT will use NFER as the provider of their Baseline Assessment.

### **Foundation Stage Nursery & Reception**

Following the completion of baseline assessment tasks, continuous assessment, from lesson to lesson and across all areas of learning, takes place throughout each child's first two years in school. Outcomes inform next steps in planning, enabling a full and accurate profile of pupils' emerging skills and knowledge to be built up across the two years. An e-profile is utilised to assess pupils in Foundation Stage 2.

Continuous assessment data is stored electronically. A paper-based Foundation Stage Profile showing evidence of curriculum content and progress may also be retained for each pupil.

EYFS teachers use their accumulated evidence to record each child's level of knowledge, skills and attitudes against a set of predetermined criteria. From this, a record is drawn with outcomes that determine the child's end of EYFS GLD (good level of development) overall profile.

### **Key Stages 1 and 2**

BCPS use assessment approaches that directly link to the 2014 National Curriculum expectations and guide their practice in each year group in Key Stage 1 and Key Stage 2.

Pupils' attainment must be assessed against the appropriate age related expectations in each year group and in each subject area.

At BCPS, we have an effective assessment tracking system in place (Target Tracker) and other assessment trackers. Formative teacher assessment outcomes are used to accurately determine each half term the percentage of pupils on track to achieve end of academic year

age related expectations (ARE) together with the percentage on track to achieve ARE with deeper learning.

We measure progress by comparing attainment to expectations which are based on previous assessment outcomes. We use the outcomes of EYFS baseline, GLD, previous teacher assessment, standardised tests and National KS1 assessments to guide our expectations.

At the end of each term, we report the % of pupils on track to achieve ARE and to achieve ARE with depth of learning, together with the % of pupils currently making expected progress from their September starting point. Data collected includes the attainment and progress of each year group overall and by class.

Pupils (with the exception of those with a recorded SEN/D which affects their cognitive ability) are expected to achieve at least age related expectations in all core subjects by the end of Key Stage 2.

Year on year, good and outstanding progress will enable an increasing proportion of pupils to reach age related expectations and to do so with deeper learning.

Children's progress and attainment is continually assessed through:

- Planning tailored to pupils' needs with assessment statement criteria included
- Observations and discussions about work
- Accurate and timely feedback to children including next steps
- Literacy records including reading records, phonic/spelling checkups, writing assessments, speaking and listening/oracy observations
- Numeracy records
- Core and foundation subject assessment records
- Special needs diagnostics
- Year 1 Phonics Screen
- Year 2 Phonics Screen (if unable to meet required score in Year 1)
- End of year GL standardised tests in Y1 – Y5 (Reading, Grammar and Maths)
- End of KS1 test outcomes
- End of KS2 National tests in core subjects (including Science for a sample of children each year)

Assessment outcomes are frequently updated by teachers using Target Tracker. Updates are made by class teachers when their individual assessments of their pupil's skills and understanding indicates that progress has been made towards statements within subject areas.

At BCPS, we gather data at six points across each academic year as follows:

**Autumn Term 1** – Teacher Assessment of % on track to achieve ARE and ARE+

**Autumn Term 2** – Teacher Assessment of % on track to attain ARE and ARE+;  
% making expected or better progress

**Spring Term 1** – Teacher Assessment of % on track to achieve ARE and ARE+

**Spring Term 2** – Teacher Assessment of % on track to attain ARE and ARE+;  
% making expected or better progress

**Summer Term 1** – Teacher Assessment of % on track to achieve ARE and ARE+

**Summer Term 2** – Teacher Assessment of % on track to attain ARE and ARE+;  
% making expected or better progress

## **Summer Term 2** – Standardised Summative Assessment Test data (GL Assessments) + National test data

The analysis of children's assessment outcomes at school level is used to inform discussions at Pupil Progress meetings and to determine next steps.

Pupil progress meetings focus on outcomes of the following key pupil groups:

- Boys and Girls
- Pupil Premium pupils / non-Pupil Premium pupils (with and without SEN/D)
- Higher Ability Pupils / non-Higher Ability Pupils
- SEN pupils / non-SEN pupils
- EAL pupils / non-EAL pupils
- CLA pupils / non CLA pupils

BCPS provide support and intervention as required to ensure gaps in progress between pupil groups are narrowed and no child is left behind. If DSAT has concerns about the progress of particular children or groups of children in any Trust school we may gather assessment information with greater frequency from that school to analyse the effectiveness of focussed interventions and to work with the school to agree and implement next steps.

The Director of School Improvement has oversight of the assessment outcomes of all DSAT schools each half term and ensures that data is analysed and shared with the CEO and other Trust System Leaders. System Leaders use this analysis of half termly outcomes in professional conversations with school leaders to ensure that corrective action is taken if standards do not rise in line with expectations. The Director of School Improvement also facilitates the Assessment Network group which meets half termly to develop and extend the effectiveness of assessment systems throughout the Trust.

### **Data Analysis**

The Leadership Team utilises the PPM grids, the assessment data from Target Tracker to carry out an analysis of the data for each PPM. This information is utilised to inform the:-

- Pupil Progress meeting discussions (Termly)
- School Self Evaluation
- School Improvement Plan
- Termly head teacher report to the Governing Body

### **Pupil Progress Meetings**

These are held after each assessment week to:

- discuss attainment, progress and next steps generally within the class.
- set targets for any pupils that require additional support and devise plans for how these targets will be achieved.

### **End of Year Assessments**

A summative assessment is made at the end of each year in Speaking and Listening, Reading, Writing, Maths and Science. An end of year report to parents will indicate how well each pupil is attaining compared to the expected level:

Year group Average age related level of attainment:

FS1 30-50 months Secure

FS2 40-60 months Secure

Yr 1 1w+  
Yr 2 2w+  
Yr 3 3w+  
Yr 4 4w+  
Yr 5 5w+  
Yr 6 6w+

Each child is also given an assessment level in the Foundation subjects at the end of each year (Emerging, Expected, Exceeding). There are separate Foundation Subject trackers for each year group.

On-going and regular data drops into Target Tracker for the core subjects will also track the progress for individual pupils.

Assessment data is reported at the end of each assessment period to the Local Authority/DfE at the end of:-

- Foundation 2
- Year 1 (Phonics Screening Test)
- Year 2
- Year 6

### **Marking and Feedback**

Marking and feedback is essential to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. *See the Marking Policy for detailed information.*

### **Equal Opportunities and Inclusion**

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils.
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.
- We recognise and value all forms of achievement.

### **Pupils with Special Educational Needs**

Children with registered special educational needs that impact on their cognitive ability are supported to access the National Curriculum. All children have the right to experience quality first teaching at an age appropriate level; however we recognise that adaptation of the curriculum may be necessary to meet the particular needs of a very small minority of pupils.

Within the age-related expectations of attainment it is likely that in each year group there will be a very small minority of pupils with significant cognitive delay who may struggle to achieve. In these cases, it may be necessary to break down the age-related expectations into smaller steps so that progression may be measured and celebrated. It may very occasionally be necessary to also develop a pre age-related ladder of skills in certain isolated cases where a child's individual learning needs are so significant that they are unable to access the smaller steps of progression within a curriculum year.

## **S.E.N.D (Special Educational Needs and Disability)**

Early identification of children with special educational needs is essential. The school's S.E.N.D Policy gives details of the procedures for identification and assessment.

## **E.A.L (English as an Additional Language)**

Early identification of the children's language needs are essential. The school's Inclusion Policy gives details of the procedures for identification and assessment. Children who are in the early stages of language acquisition will be assessed using the school's EAL Assessment record which is based on the NASSEA EAL Assessment Framework (2016). This will be monitored by the school's EAL Coordinator.

- The expectation of progress of children with special needs should be at least comparable to that expected of all children.
- Units of learning may need to be smaller to enable children to gain a sense of progress.
- More frequent recognition of achievement may be necessary.
- Presenting different ways of assessment may offer the child the chance to achieve (e.g. oral rather than written questioning).
- Assessment tasks must be approached by the teacher without preconception about the child's performance.
- Findings must be based on evidence.
- Some children may have special needs in one area but not in another.
- Progress of children on the SEND register must be monitored to ensure that all continue to develop their skills and knowledge at an appropriate pace.

## **Higher Attaining Pupils**

Higher attaining pupils are initially identified from the outcomes of the EYFS baseline assessment. As children progress through Key Stage 1 and Key Stage 2 additional pupils who make very good progress may be identified as high attaining as they develop.

Teachers must provide suitably challenging work that enriches and deepens understanding and which is differentiated appropriately to meet the needs of higher attaining pupils. Their progress must be monitored carefully each half term to ensure that they continue to develop their skills and knowledge effectively.

High attaining pupils are expected to securely master age-related expectations and to demonstrate evidence a deeper learning. This involves the pupil being able to confidently and accurately use and apply their advanced skills and knowledge in a subject to solve problems both in that subject and in other areas of the curriculum.

## **Consistency of judgements – Moderation**

Skilled moderation of the accuracy of assessment judgements is essential in order to achieve consistency in the quality of our assessments. We promote consistency by:

- Working in close collaboration with colleagues across our DG7 partnership and also other DSAT schools.
- Sharing planning and schemes of work.

- Using similar approaches to formative and summative assessment, including using electronic forms of tracking.
- Undertaking moderation activities to ensure:
  - agreement in common of expectations linked to curriculum based statements
  - our understanding of age-related expectations and depth
- Agreement of an annual plan for moderation of the accuracy and consistency of assessment in a range of curriculum subject areas as follows:
  - All year groups – moderation of Teacher Assessment outcomes by year group staff, DG7 and across the trust each term
  - English & Maths – twice a year across DSAT – subject leaders
  - Science – once a year across the DSAT – subject leaders
  - Wider curriculum – ‘in-school’ moderation - subject leaders
  - Year Group teach-meets across clusters of schools enable teaching colleagues to meet together each term to share best practice, including the moderation of outcomes

### **Monitoring and evaluation**

- The Leadership Team and subject leaders will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils’ books and reports, lesson observations, learning walks and sampling teachers’ planning.
- Literacy and Maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, including book scrutiny and planning scrutiny as part of this process.
- Foundation Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

### **Reporting to Parents**

Reports to parents are given verbally at parents’ evenings twice a year, along with a written information record or Individual Learning Cards (ILCs), on the children’s attainment and their individual targets. A comprehensive written report is provided at the end of the summer term. The reports are written in a clear, straightforward manner and are personal to the child.

They inform parents of: -

- How their child is performing in relation to their past achievements and to national standards.
- Their child’s strengths and any particular achievements.
- Areas of development and improvement.
- How they can help.
- Whether the child is happy, settled and behaving well.

An open afternoon is held at the end of the year to enable parents to see their child’s teacher and discuss their report. In addition, meetings with parents to discuss their child’s progress can be arranged at a mutually convenient time through the year.



## **Formal Assessment and Target Setting Cycle**

### **September**

Reception Baseline Assessment

### **Week before October half term**

School based target setting information submitted to DSAT

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth

### **Week before end of Autumn Term**

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth
- % making or exceeding expected rate of progress

### **Week before February half term**

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth

### **Two weeks before end of Spring Term**

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth
- % making or exceeding expected rate of progress

### **May**

Year 2 and Year 6 National Assessments

### **Week before May half term**

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth

### **Four weeks before end of Summer Term**

Y1 Phonics Screening check (+ Y2 re-sits)

Teacher assessment submitted to DSAT

- % on track to achieve ARE
- % on track to achieve ARE with depth
- % making or exceeding expected rate of progress

GL standardised test assessment in Y1 – Y5 in Reading, Grammar and Maths

**DSAT PUPIL ATTAINMENT AND PROGRESS DATA COLLECTION PROFORMA**

DATE		SCHOOL NAME			
YEAR GROUP		NUMBER IN COHORT	% of cohort that each child represents		
CONTEXT	NUMBER IN COHORT	% of COHORT	% of in total pupils on track to achieve end of year ARE and ARE with depth (REPORT AT END OF EVERY HALF TERM)	% of pupils on track to achieve end of year ARE with depth (REPORT AT END OF EVERY HALF TERM)	% of pupils making or exceeding expected progress from September starting point (REPORT AT END OF EACH TERM)
OVERALL					
BOYS					
GIRLS					
FSM					
Non-FSM					
PP overall					
PP with SEND					
PP no SEND					
Non-PP					
HAPs					
Non-HAPs					
SEND					
Non-SEND					
EAL					
Non-EAL					
CLA					
Non-CLA					
Additional notes (optional)					

**DSAT TERMLY PUPIL PROGRESS MEETING REPORT**

SCHOOL NAME			DATE	
YEAR GROUP	<b>OUTCOMES</b> (including review of effectiveness of interventions)	<b>INTERVENTIONS PLANNED FOR NEXT TERM</b>		
EYFS				
YEAR 1				
YEAR 2				
YEAR 3				
YEAR 4				
YEAR 5				
YEAR 6				
<b>Additional notes (optional)</b>				