

| Governors Meeting Date | Minute Number | Amendments |
|--------------------------------|---------------|--|
| 22 nd May 2017 | 2246 | All links to being a Primary with KS2 |
| 8 th March 2021 | | Review of assessment procedures in light of the COVID 19 Pandemic |
| 2 nd September 2022 | | Amendments re what we assess at Ks1 and 2 |
| January 2023 | | Amendments to how we assess foundation/Non core subjects |
| September 2024 | | Removal of 'Hot write Book' for writing assessment. Addition of Year 4 Multiplication Test |



Assessment, Recording and Reporting Policy

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupil's needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of Assessment are;

- To provide information to support progression in learning through planning.
- To provide information for target setting for individuals, groups and cohorts.
- To share learning goals with the children.
- To involve children with self-assessment
- To help children know and recognise the standards they are aiming for.
- To raise standards in 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.

Our Approach to Assessment;

Formative assessment is a continuous process and part of the teaching and learning cycle. The purpose is to inform teachers of what children have learned and the gaps in their knowledge, thus informing future planning. All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process,

promoting metacognition and an understanding of what they need to do to improve. The most common forms of formative assessment used are:

- Questions and answers in class
- Observing children at work and intervening where appropriate
- Quick fire quizzes (at the start of the lesson to assess prior knowledge or in the plenary to assess learning during the lesson), with answers on a white board shown to the teacher
- 'What I know/ want to find out' grids which are used at the beginning of many new topics and revisited at the end
- Marking, which may be scanning of work to in depth marking with responses required from the children
- Recording assessment against objectives taught within each curriculum area
- Book looks to assess progress over a given period of time
- End of term progress assessments, including tests
- SEN Support Plan reviews of progress towards targets
- Half-termly pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

Summative assessment may take place at the end of a particular unit of work, or at the end of a school year and informs teachers of how well children have understood, retained learning and the progress they have made over a period of time. It can be used to inform the following year's teacher, to inform parents of their child's progress and attainment, or to inform school improvement. Examples of summative assessment are:

- End of unit assessments, e.g. in Science
- End of year tests, usually in Reading Comprehension, Grammar and Maths
- Unaided pieces of writing
- Annual reviews for children with an EHCP or Statement of SEND
- Recording assessment against objectives taught within each curriculum area

In addition, there are **National Curriculum summative assessments** which measure children's abilities against national standards:

- Phonic screening assessments
- KS1 assessments
- KS2 assessments

Assessment for learning

Assessment for learning are 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 (this links clearly to the *Marking and Feedback Policy*)

To achieve this at St Oswald's we will;

- Take into consideration children's starting points in terms of prior attainment and age.
- Evaluate pupils learning to identify those pupils with particular needs (including those who are 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.
- Set individual, challenging next steps in mathematics and literacy on a regular basis and discuss these with the pupils so that they are involved in the process.
- Regularly share these targets with parents to include them in supporting their child's learning.
- Encourage children to evaluate their own work against success criteria (WALT and WILF) based upon specific key learning objectives.
- Mark work so that is constructive and informative in accordance with the marking policy.
- Incorporate both formative and summative assessment opportunities in medium and short term planning.
- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above national expectations
- Pass on assessment file to the next teacher so children can be tracked as they progress through the school.
- Moderate work both internally and externally to quality assure consistency of judgements.

All assessment procedures we have in place aim to ensure that each and every child is supported in order to improve their own attainment and raise their achievements both individually, as groups and as a whole school. The individual targets, group targets, whole class and whole school targets are reviewed on a rigorous cycle to secure improvement for all.

Planned and Recorded Assessment Foundation Stage

- Baseline Assessments are recorded within the first 4 weeks of the child starting school and assessment information from previous settings are taken into account
- Half termly assessments

- Observations and records of observations are kept on the child's Learning Journey electronically using Tapestry
- Photographs of the children at play
- Phonics Assessment and literacy phases for Sounds and tricky words
- High Frequency Words Reception and Year 1/ 2 word list; being able to read and eventually write cvc words
- Individual practical maths assessments linked to each Early Learning goal.
- Topic assessments at the end of each half term linked clearly to Knowledge and Understanding of the World and Science based.
- Writing Assessment in the Summer Term

Any assessment undertaken by the children is then used to inform the next steps for the child and allows the teacher, child and parent to make joint targets in order for achievements to be made.

The class teacher and the assessment co-ordinator tracks the progress the children are making via I-track and work scrutiny as well as talking with the children whilst in class.

The literacy and numeracy Subject leaders are also part of the monitoring process to ensure that standards remain high.

Planned and Recorded Assessments Key Stage 1

- Year 1 Phonics Test
- High Frequency Word Lists; continuation from where the child moves into Year 1, reception word lists, year 1 and Year 2 word lists and beyond.
- Assessment at the phonic sets and tricky words- Jolly Phonics
- Literacy writing assessments are undertaken half termly and kept in the Writing Moderation file in Year 1 and 2.
- Year 2 SPAG Assessment using SPAG Assessments
- Maths Assessments half termly (White Rose Maths Assessments and planned onto full assign on I Track
- Topic based assessments; what do the children know prior to the topic what do the children know at the end of the topic. This is through Mind Maps, quizzes, etc...
- A focus on Key Skills to ensure that progress is being made.
- Tracking grids are kept via I-Track and data is entered termly this is 'Full Assign'.
- Foundation subjects are also assessed for each subject and looking at whether a child is commencing, emerging, expected, exceeding, Greater depth
 - Tracking grids on I track for foundation subjects are completed termly in KS1

Planned and Recorded Assessments Key Stage 2

- Multiplication practice weekly
- Year 4 Multiplication Test
- High Frequency Word lists- read and spell HFW for each year group
- Half termly writing assessments
- Tracking grids are kept via I track and using Full Assign and data is entered termly or at the end of a lesson via assessments made.
- Reading; PIRA Tests to assess Inference and comprehension.
- Reading Word; Salford Tests
- Maths assessments; Half term unit assessments following White Rose
- SPAG; SPAG assessments
- Tracking grids on I track for foundation subjects are completed termly

We use a variety of standardised tests with year 3-5 but these serve only of a confirmation of our teacher assessments based on the year's objectives. These contribute towards analysing the overall progress of individuals and form part of our tracking system.

Any assessment undertaken by the children is then used to inform the next steps for the child and allows the teacher and child to make joint targets in order for achievements to be made.

The class teacher and the assessment co-ordinator tracks the progress the children are making on I track, using data and work scrutiny as well as talking with the children whilst in class to moderate the judgements

The English, Maths and Phonics Subject leaders are also part of the monitoring process to ensure that standards remain high and that they have a strategic overview of their subjects regarding pupil progress and attainment

Teachers assess through talk, asking key and prominent questions which are open ended, offer challenge and relate directly to learning challenges, observations, and evidence. Consistency is the key to ensure that each child's full potential is recognised and that each child achieves. In order for consistency to be achieved, termly work scrutiny occurs, and monitoring is done by subject leaders. Subject leaders monitor and evaluate the standards of attainment and achievement in their subjects across all the classes in the school having a strategic overview.

Moderations both in house and with colleagues from other schools are crucial to enable consistency within year groups and expectations. Participation in moderation schemes in

the local authority for EYFS, Key stage 1 and Key Stage 2 are part of the school annual cycle.

Feedback is given to the children orally and at the time the work is completed in order for it to be understood and acted upon. If the work is marked away from the child, then the marking is done following the guidelines laid down in the Marking and Feedback Policy. The children then have time to reflect on the feedback in the following lesson and act upon it, completing corrections and or knowing next steps to improve their work going forward.

Reporting to Parents

Parents evenings are held twice a year for parents to discuss their child's progress and achievements and the targets they are working upon as well as ways in which the parents can also help are highlighted. In the EYFS consultation meetings are held at the beginning of the academic year in order to start a strong parent partnership.

An annual report is issued in the Summer term which fulfils statutory requirements. It highlights the achievements the child has made and future learning targets. Children contribute to their own report and we actively ask parents to contribute as well.

The reports are written by the class teacher and then the head teacher reads each report and writes a comment.

In EYFS it is communicated whether or not the child has attained the Early Learning Goal and whether they are working at a low secure high level of development.

The Phonics score is reported to parents in year 1 and if necessary in year 2. The multiplication test score is reported to parents in Year 4. The KS2 Raw score and scaled score is reported to parents in Year 6

Progress Reports are written termly highlighting what the child has achieved and next steps learning.

Special Educational Needs

Our policy meets the requirements of the code of practice for a child with SEN. Learning is clearly differentiated and this is shown on individual plans. The SENCo and Head teacher monitors the achievements the children are making and tracks the progress. Liaison with parents is crucial to ensure support for the children in meeting any targets.

Achieving Mastery

Children who have been identified as having a particular gift or talent in a specific area are supported to ensure that they continue to progress. Liaison with parents occurs and individual next steps learning are set. Children who work at a greater depth within a curriculum area are classed as exceeding the objectives and working beyond age related expectations

Teacher to Teacher Records

- Class Performa and the general make up of the group are passed to the next teacher and "next steps" are also passed on where applicable.
- Cohort predictions and analysis of any assessments are passed on and information about each child in relation to these is detailed
- Cohort tracking sheets are passed on
- Phonic, HFW lists, Phonic phases are passed on
- Reading records and Reading assessments
- RE assessments and PE Assessment grids are also passed on
- Attainment and Achievement files are up dated and passed to the next teacher
- All assessments can be accessed on I Track

Roles and Responsibilities

Assessment Leader

- Update the policy in the light of DFE advice and requirements
- Lead the development of assessment policy
- Organise staff training ensuring development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School Improvement plan
- Liaise with subject coordinators and class teachers
- Organise access arrangements for National Assessments
- Set challenging whole school targets
- Carry out half termly Progress Meetings with each year group
- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data

Subject Co-ordinators

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny

Be the contact person for their subject for the LA

- Analyse KS1 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

Class Teachers

- Make on-going assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least half-termly)

- Make formal, **moderated** assessments termly
- Keep a record of children's achievements in line with this policy
- Report to parents

- In the case of Y2, administer SATs and in year 1 Phonics Test and in Year 4 the Multiplication test.
- Use Assessment for Learning strategies in their lessons
- Give children guidance and feedback on their work so they know how to make progress.
- Teaching Assistant Liaison sheets identify assessments and these inform next steps for planning.

SENdCO

- Co-ordinates the identification and assessment of children with SEN
- Monitors effectiveness of interventions
- Leads interventions where professional teaching skills are necessary
- Liaises with LA and stays up to date with available intervention scheme
- Co-ordinates TA interventions
- Monitors effectiveness of interventions
- Meets regularly with TA's to ensure the smooth running of interventions

Governors Responsibility

Governors alongside the head teacher are responsible for ensuring the policy is being implemented within the school.

Governors support the principles agreed in this policy and share the overall aim that a carefully planned assessment and reporting policy will raise achievement and encourage whole school improvement.

Governors are responsible for ensuring that targets are set and monitored within the school.

Target Setting- "Next Step Learning"

What is it?

Targets are statements about what schools, pupils and teachers are striving to achieve.

Children are encouraged and given every opportunity to become involved in their own development towards their personal goals and setting "next steps" in their learning

Aim; "Next steps" for our children's learning and attainment is part of our schools overall approach to planning for improvement.

The Personalised Learning Agenda allows every child to have their own "Next Steps" and allows them to work individually, with a teacher, teaching assistant or buddy to meet those targets.

Targets planned and recorded within the school are;

- Individual targets/Next steps (staff and pupils)
- Medium term plans
- Short term plans
- Group targets
- Individual targets
- Cohort targets and tracking sheets
- Cohort predictions ambitious and moderate targets
- School targets SLT and HT and Govs
- Pupil Progress Meetings

The targets are shared with parents, Governors, Children, LEA and all staff. Everyone is an integral part of the process. They are referred to in The SIRR (School Improvement Review Record), Head teacher reports to Governors, Performance Management process and the SEF (Self Evaluation Form).

Questions normally posed as a result of target setting are;

- How well are we doing compared with similar schools and national expectations?
- How well is a specific focus group doing?
- What could we be doing better?
- How can we do it better... what are the steps we need to put in place?
- Do the children in the school make improvements and how can we prove this? (Value Added)

Documents which have informed the policy and the development of the whole school curriculum to which Assessment is a key too are;

- The National Curriculum and Key performance Indicators
- Final report of the commission on Assessment without Levels.
- DFE Guidance
- Derbyshire Education guidance
- The Early Years Foundation Stage Framework

Signed Chair of Governors

Date

Date of Next review September 2024