



Bentham Community Primary School **Assessment, Recording and Reporting Policy**

Rationale

- ✓ To develop effective, efficient and consistent methods through which a child's progress is monitored;
- ✓ To inform decisions about future curriculum developments for individual pupils;
- ✓ To outline the effective recording systems throughout the school which ensure consistency and continuity between year groups;
- ✓ To ensure that statutory requirements are fulfilled.

Assessment Principles and Practice

Assessment is:

- ✓ **at the heart of teaching and learning:** *providing evidence to guide teaching and learning and giving the opportunity for students to demonstrate and review their progress.*
- ✓ **fair:** *inclusive of all and free from bias towards factors that are not relevant to what the assessment intends to address*
- ✓ **honest:** *outcomes are used in ways which promote positive action and are conveyed in an open, honest and transparent way to assist pupils with their learning. Judgements are moderated by experienced professionals to ensure their accuracy.*
- ✓ **ambitious:** *places achievement in context against nationally standardised criteria and expected progress standards. High expectations will be set for all learners.*
- ✓ **appropriate:** *the purpose of any assessment should be clearly stated and be appropriate to age and task. It should draw on a wide range of evidence to provide a complete picture of pupil achievement, not just a 'snapshot'. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.*
- ✓ **consistent:** *Judgements are formed according to common principles. School results should be capable of comparison with other schools, both locally and nationally.*

Stakeholders

Assessment outcomes provide meaningful and understandable information for:

- A. **pupils** in developing their learning;
- B. **parents / carers** in supporting children with their learning;
- C. **teachers and support staff** in planning future teaching and learning.
- D. **school leaders and governors** in planning and allocating resources; and
- E. **the government** and agents of government.

Our approach to assessment

At Bentham CP School, we believe that assessment feedback should celebrate achievement, inspire greater effort and foster a belief that, through hard work and practise, more can be achieved. Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps for learning. It is integral to high quality teaching and learning and helps us to ensure that our teaching is appropriate and that learners are making at the very least, expected progress .

Our method of assessment

- ✓ Judgements will be moderated by colleagues in school and in other schools to make sure our assessments are fair, reliable and valid. Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- ✓ Assessment criteria is derived from the school curriculum, which is composed of the National Curriculum. These are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do according to their age-related expectations. This is done continuously as part of the teaching and learning process.
- ✓ *We will update our school Assessment tracker during Pupil Progress meetings which occur termly. An additional pupil progress meeting is held during Autumn 1 to set end of year targets for children in Reading, Writing and Maths. Each pupil is assessed as working towards the national expected standard, working at the national expected standard or working above the national expected standard.* This system has been devised to provide quantitative information for strategic data collection and analysis.
- ✓ Where a pupil is assessed as meeting or exceeding the relevant criteria in a subject for that year, their learning will be challenged to then steer them towards 'mastery' and 'depth of understanding' rather than extension work into the next year group expectations.
- ✓ Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing.

Summative Assessment

Nursery

- ✓ Through collaborative partnerships with parents and formative teacher assessments, baseline measurements will be made within the first Autumn term or the first term that a child starts in Nursery. These determine the age related standard that each child is working at for both the Prime and Specific areas of learning. Each month band is broken down into three steps; beginning, developing and secure. This information will be shared with parents during the first term their child is in school.
- ✓ During the children's final summer term in Nursery, teacher assessments will determine the month band each child is currently working in for the 17 areas of learning in the EYFS profile. Again each age band is broken down into three steps; beginning, developing and secure. These judgements will be shared with parents through the end of year Annual report.

Reception

- ✓ Through collaborative partnerships with parents, nursery judgements and on-going Reception teacher assessments, baseline measurements will be made within the first Autumn term. These determine the entry standard that each child is working at for both the Prime and Specific areas of learning. Each month band is split into three parts; beginning, developing and secure. This information will be shared with parents during the first term.
- ✓ Using teacher observations, children in Reception will be assessed against the 17 curriculum areas of the EYFS profile and final judgements made during the summer term. Parents will be informed whether their child is emerging, expected or exceeding in comparison to the expected Reception standard. Through the end of year Annual report.

Key Stage 1

- ✓ Children in Year 1 will carry out the statutory phonics screening check in Summer Term. Throughout the year in-class assessments are made to track the improvements in phonics. The score the children achieved, and whether this is meeting the expected standard or not, will be reported to parents in the end of year reports.

- ✓ Children who did not pass the phonics screening check in Year 1 will complete the phonics screening check in the following Summer Term, whilst in Year 2, and their new score is reported to parents in the end of year reports.
- ✓ Children in Year 2 will be teacher assessed in Reading, Writing, Maths and SPAG in Summer Term using the SATs materials to support teachers' attainment judgements. The attainment that children are assessed at will be reported to parents at the end of the year. At parent's evenings, parents will be told their child's current attainment and future targets. This information is also contained within the termly Effort Grade Letters.

Key Stage 2

- ✓ Children in Year 6 will carry out SATs tests in SPAG, Maths and Reading during the Summer Term. Writing will be teacher assessed against National Curriculum attainment judgements. Attainment will be reported to parents in the end of year reports and as with Year 2, current attainment and targets will be shared during parents' evenings also. This information is also contained within the termly Effort Grade Letters.

Our use of assessment

- ✓ Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes. Data will be used to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- ✓ The information from assessment is communicated to parents and pupils on a termly basis through a range of parents' meetings, effort grade letters and end of year reports. Parents and pupils will receive rich, qualitative and quantitative profiles of what has been achieved and indications of what they need to do next.
- ✓ We celebrate all achievements across a broad and balanced curriculum, including sport, art, music, drama, behaviour, and social and emotional development.

Recording

- ✓ Annotated planning and 'next steps' will identify the successful link between planning and learning outcomes. Subsequent lessons should reflect the previous learning outcomes.
- ✓ Teacher's records* give a clear and accurate picture of the child.
- ✓ Records are to be regularly updated and easy to maintain.
- ✓ Records provide clear evidence of National Curriculum achievements.
- ✓ Records contain information that is useful to other professionals.
- ✓ Records to be used as a key tool in ensuring continuity and progression.
- ✓ Records of summative assessments for Maths, Reading and Writing will be regularly updated. Science will be assessed through formative means and recorded on in Science Assessment files.
- ✓ Foundation subjects will be assessed against the national curriculum using formative and summative assessments, recorded on an end of year assessment summary.
- ✓ Maths, Writing and Reading leaders' summaries of data analysis is reported to the Headteacher, who scrutinise and collate the school's strengths and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability and will be shared with governors.
- ✓ Submission dates for assessments will be clearly stated, in advance, in the calendar for each academic year.

**These records include teacher's planning, assessment data both on paper and electronically, Assessment Tracker, informal notes and formal assessments. The format of these records may vary from teacher to teacher, depending on*

the age-range they teach. These records need to be relevant, have a purpose and be useful to inform teaching and learning.

Reporting

- ✓ Termly reports (written and/or verbal) will highlight achievement and progress and include indications for future developments.
- ✓ Written reports are given to parents annually.
- ✓ Reporting to parents will be clear, succinct and informative.
- ✓ All reports will conform to statutory requirements.

The school has a well-established system for reporting to parents. This consists of:

- ✓ **Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed. Effort Grade Letters are issued to parents at the start of Spring Term.
- ✓ **Spring Term** - parents are invited to attend a second consultation evening where the child's progress is discussed in terms of age-related and personal expectations. A second Effort Grade Letter is issued to parents at the beginning of Summer Term.
- ✓ **Summer Term** - parents receive a full written report which includes details of the child's achievements and progress for the academic year. Parents are invited to discuss this report, which contains Summer Term Effort Grades, if they wish or are invited to.
- ✓ In addition, the school has an open door policy for parents whereby staff are available to consult with parents at a mutually convenient time.

Leadership & Management

- ✓ Ensure there is a shared understanding and common practice amongst staff.
- ✓ Maintain a coherent policy and carry out regular evaluation.
- ✓ Monitor and analyse results of summative assessments.
- ✓ Develop effective target setting strategies.
- ✓ Use ICT (Assessment Tracker) as an aid for assessment, recording and reporting.
- ✓ Ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of SATs.
- ✓ Each term, the Headteacher and Subject Leaders will conduct data analysis along with book/planning scrutiny and identify strengths and areas for development across the school. These will be fed back to the Headteacher and used to amend subject action plans and identify next steps. This may include organising any staff training relevant to the policy requirements. The success of this policy depends on the full cooperation of staff and due regard will be given to staff opinion.

Monitoring and Evaluation

This policy will be regularly monitored and evaluated against the following criteria:

- ✓ A variety of assessments strategies will be used.
- ✓ Methods are being utilised to ensure consistency of Teacher Assessment, including school and cluster moderation.
- ✓ Records are accurate and systematic.
- ✓ Records are used to inform future plans and are passed on to subsequent teachers.
- ✓ Agreed reporting methods are being used.
- ✓ The policy is used by staff in practice.
- ✓ The policy is reflected in all subject areas.
- ✓ Evidence from the results of assessments are used as performance indicators.
- ✓ Statutory requirements in assessment, reporting and reporting are adhered to.

Assessment strategies

Assessment of learning

Core subjects:

- ✓ One summative assessment for Maths, Reading and Writing is undertaken each term using a standardised assessment. Professional judgement, planning, marking and a range of evidence from lessons will inform teacher's termly assessment data.

Writing

- ✓ Writing Assessments are based on a range of evidence gathered during the term and/or year.
- ✓ Teachers will use this assessment to provide children with individual targets for areas in which they are not meeting and to feed into their future planning. Pupil progress meetings will focus discussions on the different groups of children; those working below, at or above year group expectations so that we can effectively support and challenge pupils.

Spellings, Punctuation and Grammar

- ✓ During termly assessment weeks, SPAG will be teacher assessed using GAPS materials to support teacher's attainment judgements. Standardised assessments undertaken by the children will be used to inform these teacher assessments.

Reading

Early Years Foundation Stage/Key Stage 1

- ✓ Termly teachers will use the Letters and Sound assessments, along with their formative judgements, to determine the reading phase each child is working at. An online Phonics Tracker will be used to inform and track this.
- ✓ During termly assessment weeks, reading will be teacher assessed in KS1 using NfER materials to support teacher's attainment judgements.

Key Stage 2

- ✓ Teachers will use the Accelerated Reader tracker to assess children at regular intervals through the year, with an assessment undertaken mid way through each term. This is through the use of quizzes and comprehension tests. Accelerated Reader will give a mark that will be comparable at each half term to see if children are maintaining a consistent standard, improving and making progress. This will support teachers in planning intervention or support for children who need it.
- ✓ During termly assessment weeks, reading will be teacher assessed using NfER materials to support teacher's attainment judgements.

Maths

- ✓ During termly assessment weeks, Maths will be teacher assessed using NfER materials to support teacher's attainment judgements.

Science

- ✓ Science is assessed on a half termly or termly basis, depending on the unit, using teacher's professional judgements and informed by the Science assessment grids.

Foundation subjects:

On-going teacher assessment during lessons and at the end of each academic year is used to assess pupil attainment against national curriculum objectives, recorded on an end of year assessment summary.

Assessment for Learning

- ✓ **Self-Assessment** - All children will have opportunities to assess their own attainment and achievement through a variety of methods. These will be age-appropriate.
- ✓ **Peer Assessment** - As with self-assessment, peer assessment should be used in a variety of ways.

- ✓ **Daily annotations** – Planning grids should show evaluation and notes which will be used by teachers to plan subsequent lessons that relate directly to the children’s understanding and specific needs.
- ✓ **Observation** – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or teaching assistant.
- ✓ **Discussion/Questioning** – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunity which is important to both teacher and child. Teachers should use a range of questioning techniques.

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