ASSESSMENT, RECORDING & REPORTING POLICY
February 2018

1. Introduction

Assessment at Stanborough Primary is viewed as essential to, and an integral part of, effective teaching and learning. We want to foster in all our children a "growth mindset", meaning that we believe that we can all improve our abilities with practice, effort and persistence. We would also like to further enrich our pupils' learning by developing a greater breadth of skills and knowledge, so that they are confident to apply their skills to different areas of the curriculum, rather than focus on moving to the 'next level'. Pupils will still be familiar with their 'next steps' learning targets as a way of ensuring maximum opportunity for progress.

2. Aims

At Stanborough Primary School & Nursery, 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 our children to demonstrate what they know, understand and can do in their learning.
- Help our children understand what they need to do next to improve their learning.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make appropriate progress.
- 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.
- Inform target setting 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, in order to enable them to support their child's learning.
- Provide the Headteacher and Governors with information that can be used to evaluate the effectiveness and quality of teaching and learning in the school.

3. Principles of assessment

3.1 The principles that underpin assessment are:

- Every child can achieve: teachers are constantly evaluating: 'What did I want all children to learn? Have they learned it?' and 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to develop growth mind-sets for pupils and all pupils have the opportunity to access more challenging aspects of the curriculum.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning intention for their lessons and what they need to do to achieve it. Success Criteria are shared or formulated, where appropriate, for each session and pupils' work is marked against the learning intention and success criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving on to the next phase of learning.

3.2 Within our school, there are three main purposes of assessment:

- *Assessment for learning (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. Assessment for learning involves pupils in their own learning. It ensures assessment is used effectively as a tool for learning. The purpose is to create independent, resilient, life-long learners. It is the process of seeking and interpreting evidence of use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.
- *Assessment of learning (summative assessment)* - This provides a summary of what has been learned in regard to both attainment and achievement at a specific point in time. It 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.

4. Defining Progress

4.1 Children's progress cannot always be described in a linear way, as once a new idea or concept is taught they need to practice/rehearse this until it becomes embedded learning. This may take varying amounts of time for different children, so whilst some children may already be working at greater depth within a topic, others will still be securing key concepts.

At Stanborough Primary School & Nursery we track progress over time, e.g. from the end of EYFS to the end of Year 1, from end of Year 1 to end of Year 2, and so on. Pupils who leave the EYFS with a good level of development in Reading, Writing and Maths would be expected to be working within age-related expectations at the end of Year 1. This signifies good or sustained progress by the child. Pupils are judged to be making accelerated progress if they, for example, are working towards age-related expectations at the end of Y1 but are working within age-related expectation (or achieving the expected standard) at the end of Year 2.

4.2 Progress is tracked via Classroom Monitor using the Hertfordshire Assessment Criteria for Key Stages 1 & 2. Teachers use the Class Markbook to assess children's learning against the different statements for Reading, Writing, Maths and Science using the following criteria:

- NEVER – this denotes that this topic/skill has not yet been taught or that there is no evidence yet for the statement.
- OCCASIONALLY (**red**) – pupils are beginning to use the skill/knowledge with support, there is some evidence in books showing the skill/knowledge is being used – 40% of the statement has been covered/achieved.
- FREQUENTLY (**yellow**) – pupils are doing this with increasing independence (e.g. using success criteria), there is a wider range of evidence in books – 60% of the statement has been covered/achieved.
- ALWAYS (**green**) – pupils can apply the skill/knowledge independently without reminders across a range of contexts, cross-curricular evidence in books (e.g. writing or maths in other subjects) – 80% of the statement has been covered/achieved.
- NATURALLY (**blue**) – this indicates that pupils are evidencing depth and mastery, they independently apply the skills/knowledge across a range of contexts and use them to reason and problem solve – 100% of the statement has been covered/achieved.

Teachers will enter each pupil's attainment into the Class Markbook on Classroom Monitor using the statements outlined above. From this Classroom Monitor calculates the phase/step a pupil is at as well as the percentage coverage for that step. This means that even when the progress is within the phase/step, progress will be evidenced through the percentage of the step that has been covered, e.g. 35% in Autumn1 and 48% in Autumn 2.

Teachers should upload some examples of pupils' work to provide evidence to support their assessments on Classroom Monitor.

5. Procedures – Formative Assessment

5.1 Day-to-Day Assessment for Learning

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of learning intentions 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.

5.2 Strategies used will vary according to the subject and learning intention – these include:

- Use of rich question (teachers use the Blooms' Taxonomy Teachers' Toolkit to support this) 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 using key questions to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often 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 at the end of a lesson based on the Learning Intention and Success Criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

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.

6. Procedures – Summative Assessment

6.1 Summative Tests (Years 1 to 6) – Maths, Reading and GPS – At the beginning of the school year and towards the end of every term, we carry out class assessments using the Rising Stars PUMA tests for Maths, PIRA tests for Reading and the Rising Stars Progress tests for Grammar, Punctuation and Spelling (GPS). These tests give a good indication of whether pupils are working below, towards, meeting or exceeding end of year age-related expectations. **Range of Tests Taken in the school – see APPENDIX 1**

6.2 Pupil Progress Meetings, whereby the class teacher, SLT and the Inclusion Manager meet to analyse pupil progress and attainment and to plan appropriate targets and support, take place at least termly. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working towards age-related expectations, falling behind in their learning or who need additional support, enabling pupils to make appropriate 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 making adequate progress.

7. Procedures – Early Years Foundation Stage (EYFS)

7.1 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. Key workers 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 2BuildaProfile program on their IPads. If a teacher attaches a photo, or other evidence, to a learning objective this will be digitally transferred to our online assessment tracker 'Classroom Monitor'. Early Years staff log onto this platform regularly and use evidence collected to inform their judgements of whether pupils are 'Emerging, Expected or Exceeding' in each aspect of the Development Matters stages and/or Early Learning Goals.

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.

7.2 EYFS Profile

In the final term of the Reception Year 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) on our Classroom Monitor.

Practitioners must indicate whether pupils are:

- Not yet reaching expected levels (emerging)
- Meeting expected levels of development (expected)
- Exeeding expected levels

The Year 1 teacher is given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. 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

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 or EAL.
- The Good Level of Development is used as a baseline for tracking progress to the end of Key Stage 1.

8. Procedures - Nationally Standardised Summative Assessment

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

- End of Key Stage 1 tests (these are administered and marked internally to support teacher assessment). Pupils are given the following tests:
  - o Reading
  - o Grammar, Punctuation and Spelling (GPS)
  - o Mathematics

- End of Key Stage 2 tests (all pupils will take the following tests at the end of Year 6):
  - o Reading
  - o Grammar, Punctuation and Spelling (GPS)
  - o Mathematics
  - o 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. Pupils may be judged as:
- Working towards the expected standard.
- Working within the expected standard.
- Working at greater depth within the expected standard.

We use the results to measure pupils' progress from their baselines, e.g. end of EYFS to end of Key Stage 1 or end of Key Stage 1 to end of Key Stage 2.

9. Inclusion

Assessment methods may be adapted for some pupils with SEN and disabilities (SEND). This includes adapting the use of questioning to give pupils with 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 may be used with specific pupils. This could be the use of larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used when appropriate, e.g. for pupils with particular gross/fine motor control difficulties.

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 Pupil Progress Meetings and IEP review meetings, teachers meet with the Inclusion Manager 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.

10. Planning for Assessment:

10.1 We use our school's curriculum plan to guide our teaching. In this plan we set out the aims, objectives and values of our school and give details of what is to be taught to each year group. In our school curriculum plan we also identify opportunities for assessment within each broad unit of work.

10.2 We plan our lessons with clear, skills-based learning objectives which are de-contextualised (reflecting the requirements of the National Curriculum) and success criteria for the children. We base these upon the teacher's detailed knowledge of each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We support the children's learning during the lesson by giving continuous feedback to maximise learning. When evaluating the lesson and pupil progress, we identify the next steps for each child and use this information when planning for the next lesson. We also keep this information as a record of the progress made by the class.

11. Target Setting:

11.1 We set targets in Mathematics, English and Personal Development each term. EYFS will use the 'Unique pupil Target sheet' to set individual targets for the 7 areas of learning and development. The children are involved in setting the targets and these are reviewed by the teacher. The Head views samples of work and pupil achievement is recognised in assembly.

11.2 New targets are shared with parents every term. These dates are set in the annual Calendar of Events.

12. Feedback to Pupils:

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. For further information see our Marking, Feedback and Layout policy.

13. Reporting to Parents:

13.1 We have a range of practises that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

13.2 We offer parents the opportunity to meet their child's teacher on a termly basis. At that meeting we review previous targets and introduce new targets that have been identified for their child.

13.3 At the end of the summer term we give parents a written report of their child's progress and achievements during the year, in all subject areas. In this report we suggest ways forward, in English and Maths, for the following school year.

13.4 In reports for pupils in Year 2 we provide details of Teacher Assessments and Year 6, details of the National Tests SATS results.

13.5 At the Introduction Evening in September, teachers provide parents with a curriculum overview for the year. This, along with the targets made available to parents on a termly basis; provide opportunities for parents to work in partnership with the school, supporting their child's learning.

14. 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.

- Subject leaders of English, Maths, Science and Computing hold examples of children's work within their subject area.
- Leaders use the national exemplification materials for English, Maths and Science at the end of Key Stage 1 & 2 to make judgements about the age-relatedness of the children's work.
- All teachers discuss theage-related expectations, so that there is a common understanding of these in each subject. This takes place in moderation at key stage meetings and/or staff meetings.
- In addition to this, staff attend cluster moderation meetings, with other local schools. By doing this we ensure that we make consistent judgements about standards in the school.

15. Implementation, Monitoring and Review:

15.1 This Policy was written by the SLT but was reviewed and adapted by all teachers as part of a staff meeting to ensure effective buy-in and to help build strong links to teaching and learning.

15.2 The Senior Leadership will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling work; scrutinising planning and data and tracking pupil progress.

Once a term, the SLT hold 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 specific groups of pupils.

15.3 This policy will be reviewed annually.

Terms	Autumn		Spring		Summer	
Tests	1	2	1	2	1	2
Pips Baseline On line - download programme	R 3 - Sept					
PIPS On-line – download programme			2 6 - Jan			R 1 3 4 5 - Jun
Single Word Spelling Test GL	2 3 4 5 6 - Sept					1 2 3 4 5 6 – Jun/Jul
Hertfordshire Reading Test	1 2 3 4 5 6 - Sept					
Progress Tests Progress in Reading Assessment (PIRA)	1 2 3 4 5 6 - Sept	1 2 3 4 5 6 - Dec		1 2 3 4 5 6 – Mar/Apr		R 1 2 3 4 5 – Jun/Jul
Progress in Understanding Mathematics (PUMA)	1 2 3 4 5 6 - Sept	1 2 3 4 5 6 - Dec		1 2 3 4 5 6 – Mar/Apr		R 1 2 3 4 5 – Jun/Jul
Rising Stars Progress tests for Grammar, Punctuation and Spelling	1 2 3 4 5 6 - Sept	1 2 3 4 5 6 - Dec		1 2 3 4 5 6 – Mar/Apr		R 1 2 3 4 5 – Jun/Jul
KSII SATS					Y6 SATS - May	

Administration/Marking of Tests

Test	When	Administering	Marking
Pips Baseline Online – download programme	**Autumn 1** Y: R, 3	R – 1:1 use TA Y3 TM (teacher to cover Y6)	Pips mark
PIPS Online download programme	**Spring 1** Y: 2, 6	Y2 AH Y6 ok	Pips mark
PIPS Online download programme	**Summer 2** Y: R, 1, 3, 4, 5	R – 1:1 use TA **Y**:1/3/5 – TM teachers to cover Y6 Y:4 - AH	Pips mark
Single Word Spelling Test GL	**Autumn 1** Y: 123456 **Summer 2** Y: 123456	**Y:**1/3/5 – TM *teachers to cover Y6* **Y**:2/4/6 - AH	SLT mark
Hertfordshire Reading Test	Autumn 1 Y: 123456	Teachers administer 1:1	Teachers mark
Progress Tests Pira Puma	**End of each term** Y:123456	Y5/6 will sit together formally in hall. Y3/4 direct swop Y2 – TM teacher to cover Y6 Y1 – AH	Teachers mark, SLT 2nd mark random sample
KS2 Tests	**Summer 1** Y6	TM administers	External markers