



“I have come in order that you might have life – life in all its fullness.”  
John 10:10

## Assessment, Recording and Reporting Policy

<b>Policy accepted by SLT on:</b>	11/2/2019
<b>Next review:</b>	Spring 2022
<b>Signed (Headteacher):</b>	<i>R. Kaye</i>
<b>Statutory policy:</b> Yes/No <i>Yes/No</i> <b>On school website:</b> Yes/No <i>Yes/No</i>	

# ASSESSMENT, RECORDING AND REPORTING

## 1. Assessment Aims:

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment.
- Establish consistent and coherent approach to recording assessments and reporting outcomes to parents and governors.
- Clearly set out how and when assessment practice will be monitored and reviewed.

## 2. Principles of assessment:

- Our focus is on high quality, in-depth teaching which is supported and informed by high quality formative assessment.
- Assessment should help teachers to teach more effectively and help children to achieve better outcomes.
- There should always be a clear purpose for assessing and it should be fit for its intended purpose.
- Assessment should be for all pupils, without bias, and should be underpinned by the belief that all children can succeed and progress if taught and assessed effectively.
- Assessments, both in school formative and in school summative, should be manageable and unnecessary recording should be avoided to reduce workload.
- Summative assessments will be used to support pupil's progress, attainment and wider outcomes.
- Children should reflect on their own learning and progress and understand their strengths and next steps.

## 3. Legislation and Guidance

In 2014 the removal of National Curriculum Levels left schools free to deliver their own approaches to assessment.

This policy refers to the recommendations in the 'Final Report of the Commission on Assessment without Levels', to the statutory reporting arrangements in the Education (pupil information) (England) regulations 2005: schedule, and to the EYFS assessment and reporting arrangements

## 4. Roles and Responsibilities

### **Teachers are responsible for**

- Following the assessment procedures outlined in this policy.

### **Governors are responsible for:**

- Being familiar with statutory assessment systems as well as the schools method for assessing pupils' attainment and progress.
- Holding school leaders to account for improving pupil and staff performance by rigorously questioning assessment data.

**The Head teacher is responsible for:**

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects through moderation, lesson observations, book scrutinies and Pupil Progress meeting feedback.
- Prioritising key actions to address under achievement.

**The Assessment Leader is responsible for:**

- Maintaining the assessment policy, reviewing, and updating it as necessary in line with local or national developments or otherwise every 3 years.
- Analysing pupil progress and attainment, including individual pupils and specific groups and provide analysis for governors.
- (Alongside Curriculum Leader) Monitor the effectiveness of the policy through Pupil Progress meetings.

**5. Collecting and Using Data.**

At the end of each term, each teacher will be responsible for using their in-class formative and summative assessments to evaluate a child's current attainment.

In EYFS this will be a judgment against the EYFS age bands and recorded on SIMS using the sub-divisions 'emerging', 'developing' or 'secure' to clarify the child's current ability. In Nursery, this will be for prime areas only. In KS1 and KS2 this will be an assessment as to whether the child is currently on track to be at the end of the year using the National Curriculum and KS1 assessment frameworks. This is recorded on SIMS as 1: below, 2: working towards age related expectation (ARE), 3: working at ARE and 4: working at greater depth within ARE.

This data will be used by the assessment leader to analyse individual, group and cohort progress and this data will be used by teachers, SLT and governors to evaluate performance.

At the end of the year, the child's current attainment is recorded in the same format on SIMS and for EYFS (Year R) and KS1 this data is reported to the government and parents. This also applies to Year 1 Phonics data. At the end of Year 4 this assessment data is sent to the receiving middle school.

To reduce workload for teachers, one staff meeting each term is set aside for teams to work together to moderate assessments and enter data onto SIMS.

Other data, collected half-termly, is monitored by English and Maths leads and includes: phonics phase assessment tracking, reading book band assessment tracking and Maths fact ladder assessment tracking.

**6. Assessment Approaches**

At Christ Church School and Nursery, we use 3 overarching forms of assessment 'in school formative assessment'. In school 'Summative Assessment' and 'Nationally Standardised Summative assessment'.

## 6.1 In School formative assessment.

Formative assessment takes place day-to-day and is an integral part of teaching and learning. It enables teachers to evaluate the effectiveness of lessons, and to identify when pupils are struggling, consolidating learning, or ready to move on and then target learning accordingly.

Teachers also use formative assessment to identify misconceptions and use these as a teaching point so pupils learn that errors are part of the learning process. Assessment methods should be flexible to ensure that all pupils, including those with SEN can demonstrate their knowledge, skills and understanding. Formative assessments give teachers the information they need so that a child's strengths and next steps can be shared.

Methods:

- Rich question and answer sessions, using higher order questions
- Quick fire, whole class responses e.g., facts, whiteboards, questions and teaching to misconceptions
- Observational assessments of learning and play (in EYFS this is documented in learning journals)
- Marking pupils work
- Scanning work for attainment and progress
- Pupil self-assessment
- Regular mini re-cap quizzes or tests e.g. spellings, Maths facts, topic quiz etc.
- 'Cold' tasks to assess pupil abilities at the beginning of a unit of work
- Same day intervention feedback
- Guided reading feedback
- Monitoring pupil responses to online learning on Bug Club, Active learn or Times Table Rockstars.
- Teachers mark books/files will contain any assessments recorded in KS1/KS2, only where needed.

## 6.2 In-School summative assessment

Summative assessments takes place over wider timescales and sum up what a pupil has achieved a period of time.

These assessments allow teachers to evaluate individual pupils learning at the end of a unit or term and, through data reporting, the impact of their teaching on the whole class.

Pupils get information about how well they have learned and understood a topic over a period of time. Summative assessments by teachers are reported to parents through end of year reports and through parents' evenings. Teacher assessments enable the schools senior leaders to monitor the performance of cohorts, target interventions and to work with teachers to ensure pupils are appropriately supported.

Methods:

- End of unit assessments eg, White Rose
- Half termly phonic phase judgement
- Half termly reading book band progress tracking

- Half-termly Maths fact progress tracking
- Teacher Assessment termly on SIMS against whether pupils are on track to meet Age Related Expectation for their year. (1-4 below to greater depth)
- Baseline assessment at start of each year of EYFS using Development Matters
- In Nursery this is assessed using the development matters statements against the EYFS prime areas termly and recorded on SIMS
- Termly target reviews for children's passports, for children with SEN
- Teachers mark books/files will contain certain details of any further assessments only when needed.
- Summative assessments are carried out to measure progress in interventions, eg reading age tests, spelling age tests, Maths standardised test.

### **6.3 Nationally Standardised Summative Assessments**

These take the form of statutory tests required by the government, they provide pupils and parents with information on how pupils are performing compared to peers nationally.

It helps teachers understand national expectations and provide additional evidence to support their teacher assessments.

School leaders use this information to benchmark their schools performance against other schools.

Methods:

- End of Year 2 (KS1) Standardised Assessment Tests (SATS)
- End of Year 1 Phonics Assessment Screening.

## **7. Training and Moderation**

Ensuring that assessment is used effectively and judgements are accurate is essential to ensure continued progress. When joining the school, teachers will receive a copy of this policy and, ongoing, any reviews.

The Maths and English subject leaders attend regular, termly training from the subject leader update meetings subscribed to and disseminate this to staff.

Staff working in KS1 and Year R attend annual assessment updates provided by Somerset County Council and the county moderation events. All staff have the opportunity throughout the year to attend Frome Learning Partnership moderation events, which are also cross-phase. In addition, book moderation takes place twice termly in staff meetings.

Pupil progress meetings with the English lead and Maths/Assessment lead also provide moderation and assessment discussion.

## **8. Inclusion**

Assessment should promote the high expectations and outcomes of all pupils and be inclusive of all abilities. The principles in this policy apply to all pupils including those with SEN and disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils SEN and any requirements for support and intervention. This will include ways of measuring all aspects of progress including communication, social and emotional skills, physical development, resilience and independence.

For pupils working below the national expected level of attainment, staff will use assessment materials such as the Early Years Development Journal or Pre-Key Stage Standards to enable progress to be measured and next steps put in place.

## 9. **Reporting**

**Autumn Term** – Parents are invited to attend a consultation meeting where the child's progress towards settling into a new school year and attainment and progress are discussed.

**Spring term** - Parents are invited to attend a second consultation meeting where progress is discussed in terms of age-related and personal expectations.

**Summer term** – Parents receive a full written report in the 2<sup>nd</sup> half term, which includes details of the child's achievements and progress for the year. They are also offered a third consultation meeting to discuss the report. This report also includes EYFS, Year 1 Phonics test results and KS1 teacher assessments where applicable.

For further details for pupils with SEN please refer to the SEN Policy.

### **Written report contents**

- Brief comments on achievements in all subjects of the curriculum (EYFS or National Curriculum)
- Comments on general progress
- Attendance record (school age children) showing total possible attendances and the % of unauthorised absences
- Arrangements for discussing the report with the child's teacher.

Additionally the end of EYFS (Reception)

- The child's attainment against the Early Learning Goals (as emerging (not yet reaching expected levels), expected levels or exceeding expected level)
- Comments on the child's characteristics of Effective Learning.
- Indicate appropriate next steps.

Additionally, at the end of KS1 (Year 2)

- A statement that the teacher assessments of pupils attainment takes into account the results of any KS1 tests taken
- If applicable, a statement explaining why KS1 tests have not been taken
- The outcomes of the Statutory National Curriculum teacher assessments of the child's level of attainment in English and Maths
- Comparative information about other pupils of the same age in the school and nationally
- Results of KS1 standardised tests inform teacher assessments but are not reported to parents, they can be requested by parents if required.