



Gagle Brook Primary School Assessment and Reporting Policy

Key Document Details

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Aims

At GagleBrook we believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting policy we aim to:

- Enable pupils to understand what they have to do to achieve their next steps in learning.
- 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.
- Help set targets 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.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress. Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?'
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils.
- Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at GagleBrook.

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.

Summative Assessment

This 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 (SATS)

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.

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons. Teachers assess pupils' understanding of individual learning objectives 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.

Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, to get instant feedback of understanding.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, marking in the moment to pick up on any misconceptions and enable children to move through the challenges of: Do it, Secure it and Deepen it.
 - Observational assessment.
 - Scanning work for pupil attainment and progress.
 - Self (or peer) assessment at the end of every lesson based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Procedures – Summative Assessment

End of Term Summative Tests (Years 1 to 3) – Maths, Reading and Writing

Three times a year, we have an assessment week sometimes using summative test papers. These assessments give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.

This assessment week is followed by a Pupil Progress Meeting whereby the class teacher, and a member of the Senior Leadership Team meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SLT carefully track the progress of different groups within the school. They also compare the progress Page 3 of 7 rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Writing is assessed and moderated within school and across other schools in our multi academy trust to ensure there is an accurate understanding of expected standards.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing Assessments

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. Ongoing formative assessment is at the heart of effective early years practice. Staff 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. This makes up part of each individual child's learning journey. These judgements are used to help track pupil progress alongside evidence in pupil's work, 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.

Early Years Profile

In the final term of Reception 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). Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Not yet reaching expected levels (Emerging)

The Reception teacher meets with the Year 1 teacher (as a part of our Transition 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

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The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

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 and Pupil Premium

Procedures - Nationally Standardised Summative Assessment

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

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) – OPTIONAL
- Mathematics
- Writing (teacher assessment)

At the end of KSI pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Leadership Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Working Towards' the end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) register. Depending on their need, they might be taught learning objectives from an earlier year group's curriculum and assessed according to this criteria.

Assessment methods can be adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant 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 can be used with specific pupils. Readers may be used to read questions where appropriate and pupils are given extended time to complete papers. Scribes can be used for pupils with particular gross/fine motor control difficulties.

We also use alternative assessments to monitor progress of children with SEND including Sandwell Reading and Salford Maths assessments.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of Pupil Progress 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.

Intervention is provided to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

Teachers can then meet with the SENCO and teaching assistants and carry out a clear analysis of pupils' needs. We also ensure we consider 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.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. Early Learning Goals, Phonics Screening Check and end of KSI and KS2 SATs tests.

Reporting to Governors

- The Principal's Report to Governors each term will update on any external summative assessments to show progress and attainment within Gagle Brook Pupils
- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Teachers follow our feedback and marking policy to ensure children understand how well they have performed in every lesson.

Local Authority and Government (DfE) All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.