



# Northbrook Primary School Assessment, Reporting and Recording Policy

School Policy

Date: December 2019

# Northbrook Primary School



## Assessment, Reporting and Recording Policy

This policy reflects the Mission statement of our school.

### Our Mission Statement

**At Northbrook Primary School, we aim to be a harmonious community offering equal opportunities for all to succeed, based on the highest expectations from and for all, in a safe and friendly environment.**

# **Northbrook Primary School - ASSESSMENT POLICY**

## **Policy Aims:**

- To gain knowledge of pupils' abilities in order to inform and guide future teaching and learning provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, and the Teaching and Learning Policy.

## **Principles of effective assessment in our school:**

- Compliance with statutory requirements
- Raises standards of attainment and improves pupil attitudes and responses;
- Understood by all involved (teachers, pupils, parents and governors)
- Enables the active involvement of pupils in their own learning by providing effective feedback which narrows the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning process and their next steps in learning.
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity of learning throughout the school
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective intervention for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Assessment data and information is accessible to teachers / pupils / governors and parents in an appropriate format or formats
- Practice is regularly reviewed and developed in line with changing DFE policy and against knowledge of practise in other schools

## **Singles Equality**

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

## **Social, Moral, Spiritual and Cultural**

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.

## Types of Assessment

### **Formative:**

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against the school's Progress in Learning Documents and individual children's Target Booklets

Assessment techniques are based on Assessment for Learning (AFL) and include:

- Clear communication of learning objectives and success criteria
- Marking in accordance with the school Marking and Feedback Policy
- Teacher assessment of pupils' performance on task
- Teacher observation of pupils
- Teacher / pupil discussion and questioning (including higher order questions)
- Marking ladders as appropriate
- Pupil self-evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Peer evaluation – see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Teacher assessment of pupils' written work
- Pupils' performance in formal assessments

### **Diagnostic:**

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs ITPs / EHC Plan
- Informs teachers' planning.

### **Summative:**

Formal summative assessments occur each term. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Summative assessments will be made using formal tests alongside teacher assessment as evidenced in books and Progress in Learning documents.

Assessments for reading, writing and maths are recorded on the schools own tracking documents and spreadsheets and are recorded each term. Assessments in the foundation subjects are recorded on **subject skill progression sheets** at the end of each unit of work.

### **Evaluative:**

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

### **Using the outcomes of assessment:**

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into subject action plans.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a termly basis.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data is tracked and reviewed termly)
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

## Judgements

Is to ensure that judgements are consistent across the school.

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of evidence that demonstrates achievement e.g. through questioning, observation, pupil's books.
- At the end of each term all the information gleaned about a pupil (LAPs grids, formal tests, teacher assessments and pupil's work) Have they achieved a typical profile that you might expect for a pupil at this age and time of year?

As a child begins their journey through the national curriculum (start of Year 1) judgements are made at the end of each term. A typical year 1 child will start on '1E' of their learning which equates to Year 1 term 1 of the curriculum, ending in Year 6 on 'Step 18' which equates to Year 6 term 3.

Year Group	Term	Judgements
Year 1	Term 1	1E (Entering)
	Term 2	1D (Developing)
	Term 3	1S (Secure)
Year 2	Term 1	2E
	Term 2	2D
	Term 3	2S
Year 3	Term 1	3E
	Term 2	3D
	Term 3	3S
Year 4	Term 1	4E
	Term 2	4D
	Term 3	4S
Year 5	Term 1	5E
	Term 2	5D
	Term 3	5S
Year 6	Term 1	6E
	Term 2	6D
	Term 3	6S

**Term 1:** Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

**Term 2:** Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

**Term 3:** Demonstrating most of the features of this year group's expectations. Learning is more embedded. Attainment meets the expectation for the year.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings.

## **Monitoring**

Monitoring ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress interviews with the Head Teacher (termly)
- School Tracker – updated termly
- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus
- Lesson observation

## **Evaluation**

Evaluation ensures that the outcomes of assessments are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils

## **Moderation**

Moderation confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Termly reviews of achievement and progress
- In staff meetings
- SLT
- External Moderation

## **Recording**

We record:

- To monitor progress
- To recognise progress and attainment
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

## **Informal Day to Day Records:**

In school, teachers keep records as part of their normal day to day routine – to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

## **Formal records include:**

- Individual pupil records
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile
- Annual Academic Report

## **Reporting**

The school reports on pupil performance to a number of parties:

**Parents / Carers:** When reporting to parents / carers we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- An annual written report, completed by the class teacher and endorsed by the Headteacher is sent to parents / carers.
- Verbal reports are provided to parents through 2 formal Parent's Evenings.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.

### **Reporting to governors:**

Assessment information and data is provided to governors, to enable them to challenge school performance.

Reporting to governors includes:

- HT's Termly report to governors
- Anonymised data for cohorts, groups (e.g. chd in interventions) and categories (e.g. PP) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc
- Access to National Data (IDSR) and LSIP pages

**Reporting to the LA/DFE:** the school meets its statutory responsibilities for reporting the outcomes of assessment to LA / DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1/2 outcomes

### **Transition:**

It is important that accurate assessment information is transferred with children when they change teachers and/or school. At Northbrook Primary School this involves:

- Transfer of all records and data at the end of the academic year to the new teacher
- Informal discussions with the new teacher
- All relevant records and data are transferred to new school immediately on start

### **Accuracy and Relevance**

Assessments will only be conducted by a skilled member of staff. To ensure this:

- CPD needs will be regularly reviewed and appropriate training provided
- Staff new to school will be mentored by an experienced staff member to ensure they are trained in and able to assess accurately
- Regular moderation takes place to ensure assessment remains consistent across the school
- The assessment lead will regularly review current school practise in light of knowledge of practise in other similar schools
- The assessment lead will keep abreast of national and statutory changes

### **REVIEW OF THE POLICY**

This policy will be reviewed annually (Autumn Term)