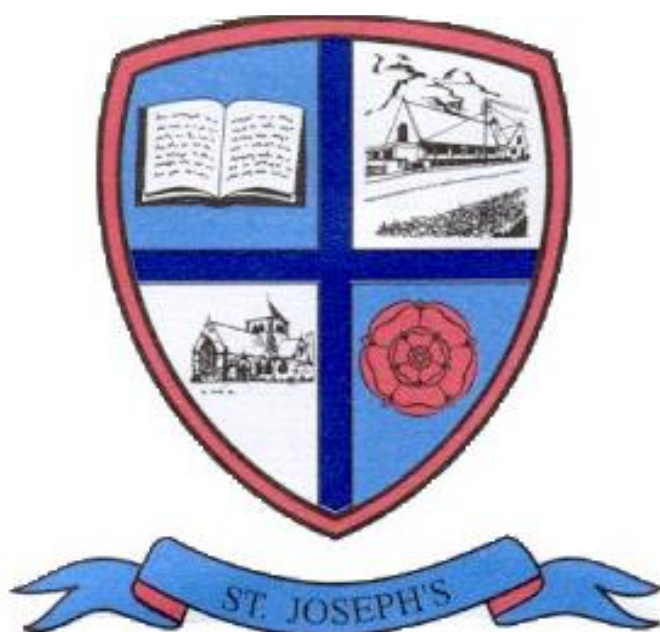# ST JOSEPH'S CATHOLIC PRIMARY SCHOOL

ASSESSMENT, RECORDING AND REPORTING POLICY

Reviewed: MAY 2022
To be reviewed: MAY 2024

ST JOSEPH'S CATHOLIC PRIMARY   **SCHOOL, WRIGHTINGTON.**
ASSESSMENT, RECORDING AND REPORTING POLICY

RATIONALE AND AIMS:

We believe assessment is important for:

TEACHERS:

- To inform future planning;
- To help differentiation;
- To identify areas for development;
- To monitor teaching and learning;
- To help individual target setting;
- To provide continuity;
- To fulfil statutory requirements.

FOR CHILDREN:

- To meet their individual needs;
- To provide constructive feedback and 'next steps';
- To develop their self-esteem through acknowledging their achievements;
- To encourage children to review their own work.

PARENTS:

- To enable them to be informed of their child's progress;
- To inform them of statutory assessments;
- To involve them in their child's learning needs.

PURPOSES OF ASSESSMENT:

Assessment is undertaken for different functions:
Formative – identifying what pupils know, understand and can do. This informs the next teaching/learning steps and is used to help teachers with their planning and to help pupils work towards learning targets.
Diagnostic – identifying particular strengths and weaknesses. This is used primarily for individual pupils and enables the teachers to support learning by changing support and resources.
Summative – at the end of a key stage and units of work. This fulfils a summarising function, summing up attainment at a particular time.

KEY FEATURES OF GOOD PRACTICE IN ASSESSMENT FOR LEARNING:

1) Using summative assessment to inform individual pupil target setting:
- Have measurable targets for every pupil;
- Track progress against targets during the year;
- A tracking record which details progress over time.

2) Individual Targets/ Next Steps:
- A consistent whole school approach to the setting of next steps for literacy and numeracy;
- Targets should be based on specific evidence of where pupils are in their learning;
- Targets should be reviewed on a regular basis.

3) Conditions for learning:
- A shared understanding of what a positive school ethos means, leading to consistent action;
- An understanding that the development of personnel, social and emotional well being has a positive impact on pupils' learning;
- The school continuing to develop and further improve staff knowledge and expertise.

4) Creating a learning culture: classroom community, collaborative and personalised learning:
- Teachers have high expectations of themselves and of the children.
- Staff have an understanding of the different ways pupils learn and the implications for their teaching;
- Staff see that 'talk' is central to developing learning;
- An understanding of the different contexts in which learning can take place- whole class, group and individual.

5) Understanding how learning develops:
- Shared understanding of the key skills of learning;
- Shared understanding of progression and the development of key skills;
- The development of key skills is embedded in daily classroom practice.

6) Strategies for day to day assessment:
- The school culture values and consistently promotes the principles and practices of assessment for learning;
- Teachers and support staff plan and use a range of appropriately differentiated assessment for learning strategies, and share their intentions with pupils clearly and regularly.
- Learners know what they are learning and how, and why. Learners understand how well they are doing, and why and how they can improve.

IMPLEMENTATION OF THE STATUTORY REQUIREMENTS FOR ASSESSMENT AND REPORTING:

Headteachers of maintained primary schools have a duty to secure the implementation of the National Curriculum and assessment and reporting arrangements in their school for Key Stages 1 and 2. They must also ensure that an Early Years Foundation Stage Profile is completed for all eligible reception year children.
Teachers have a contractual duty to comply with the statutory arrangements.
The Governing Body have a general duty to ensure the school meets these requirements.
The statutory arrangements are explained in the following publications:
Assessment and Reporting Arrangements booklets for The Early Years Foundation Stage Profile and Key Stages 1 and 2 (published annually by the DfES).

THE EARLY YEARS FOUNDATION STAGE PROFILE:

The Early Years Foundation Stage Profile is a way of summing up each child's progress and learning needs at the end of the Foundation Stage. For most children, this is at the end of the reception year in primary school - but profiles must be completed in any government-funded setting in which children complete the foundation stage.

The profile is based on ongoing observations and assessments in the seven areas of learning as set out in the EYFS handbook. Each child's typical developments and achievements are recorded on assessment scales derived from the *Early Learning Goals*.

All assessment in the Foundation Stage is undertaken by the Class Teacher and supported by the Teaching Assistants working with the children.

END OF KEY STAGE 1 STATUTORY ASSESSMENT:

Tasks and tests must be administered to all eligible children who are working at the expected standard of the Year Group Expectation (YGE) or above in reading, writing and mathematics. The role of the tasks and tests is to help inform the final teacher assessment judgement reported for each child at the end of Key stage 1. The tasks and tests are managed by the Year 2 teacher in consultation with the Assessment Co-ordinator/ Headteacher. The Year 2 teacher is involved in LEA in-service training and relevant audit procedures. The results are used to:

- Inform parents (only teacher assessments are reported);
- Inform the Year 3 teacher;
- To consider curricular strengths or weaknesses,
- To inform the SENCO of SEND needs;
- To compare with national standards;

END OF KEY STAGE 2 STATUTORY ASSESSMENT

The Year 6 teacher administers the statutory assessments in English and Mathematics and if chosen for sampling ,Science in consultation with the Headteacher. "Booster classes" are undertaken in the Spring Term for all Y6 children.

There are also requirements for the recording and reporting of end of Key Stage Teacher Assessments. A holistic, "best fit", approach is used to make this summative judgement. The class teacher uses all the available assessment evidence about the child to support a judgement made against the National Curriculum Year Group Expectations.

NON STATUTORY ASSESSMENT PROCEDURES:

Reception on-entry assessment

Within the first two weeks of admission into the Foundation Stage, Reception children are assessed by both teacher assessment and 'BASE': a Durham University 'On-Entry Assessment package'. Teacher assessment takes place throughout the year. This information is used to measure children's progress within their first year of school against the Early Learning Goals.

Assessment procedures in Science, ICT and the Foundation Subjects are outlined within the individual subject policies.

FORMATIVE ASSESSMENT STRATEGIES:

Effective assessment arises from the principles of 'Assessment for Learning' through the setting of clear intended learning outcomes (what teachers intend that pupils should learn) at the planning stage within short term and medium term planning. This is implemented through formative classroom strategies which include:

- Formal and informal observations;
- Asking questions;
- Talking with and listening to pupils;
- Giving pupils feedback about what they need to do next;
- Marking work;
- Informal tests.

➢ Pupils are involved in the assessment process as part of formative assessment and are encouraged to develop self-evaluation skills as part of the target setting process.

- Teachers work together to use assessment information to plan for teaching and learning. Analysis of non statutory and statutory tests are undertaken each year to identify those areas of the curriculum in which children are attaining appropriately, and those areas with which they require additional support. This analysis informs future planning.
- Use of evaluation notes in short and medium term planning enable teachers to keep pertinent, informal, records and indicate the next steps forward.
- Planning is monitored in line with the Monitoring and Evaluation Policy to ensure continuity and progression throughout the school.
- An assessment calendar has been included as *Appendix1*

THE USE OF ASSESSMENT DATA IN TARGET SETTING:

The results of the 'On-Entry' Assessment is used to support Teacher Assessment in identifying strengths and areas for improvement in individual children and groups of children in the cohort. The expected level of achievement of all children by the end of Key Stage 1 is then predicted and recorded on our in-house pupil tracking profile – the 'brickwall' (*appendix 2*). We also have a subject specific record of each child's academic journey through school highlighting if the child has accessed any intervention programmes in any academic years; thus aiding us in monitoring progress (*Cohort Tracker - appendix 3*). Each term, a cohort's data is entered for each subject and a combined attainment percentage is achieved to compare against floor standards – again enabling us to apply precise interventions at appropriate points within school (*appendix 4*).

Target setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our children. Targets may relate to individual children, groups of children within classes or whole cohorts of children. The targets that we set are challenging, but realistic, and take into account each child's starting point for learning.

In our school the targets:
- Challenge all children to do better;
- Take into account each child's starting point for learning;
- Encourage children to regularly discuss and review their progress with teachers;
- Involve parents in their child's learning;
- Help governors to agree priorities for the school improvement plan;
- Lead to focused teaching and learning;
- Help us to make judgements about how well our school is doing when compared to all schools and similar schools.

We inform parents termly about the target setting process and the targets for their children. This helps parents identify the ways in which they can support their child. Each year we identify targets for school improvement using all available data. The targets that we set for our children reflect those priorities ensuring that this process has an impact on children's learning and also embraces the Appraisal process.

The following are used to support the target setting process:
- The school's ASP document;
- LSIP (Lancashire School Improvement Profile)
- Foundation stage Profile:
- PIVATS Assessments (Performance Indicators for Value Added Target Setting);
- Teacher assessments
- In-house tracking:
  - ❖ Brick walls (*appendix 2*)
  - ❖ Combined achievement grids (*appendix 4*)

At the end of each academic year, a meeting between class teachers will be held to exchange assessment data and predict the expected progress for each child in Reading, Writing and Mathematics and Science. This forecast will be based upon the starting pint of the child at each statutory assessment (EYFS/ KS1), current performance

of the child, upon assessment and other data, and the child's rate of progress during the last year. Consideration will then be given to what the child could achieve when given an appropriate challenge.

Pupil Progress meetings are held termly with the class teacher and head teacher to discuss the attainment and progress of each child. The outcome of this meeting and recordings of any identified children will be done using *appendix 5.*

Teachers use the targets/next steps set for each child to develop classroom activities, which are designed to enable children to meet their targets. Teachers' planning will take account of this when identifying work for different groups of children.

RECORD KEEPING:

WHITE ASSESSMENT FILES:

These files are organised in Year Groups and are stored centrally. They should contain the following documentation:
- ➤ A current list of the children in the Year Group;
- ➤ On entry data;
- ➤ Foundation Stage Profile results;
- ➤ Y1 Phonics results;
- ➤ Key Stage 1 Teacher Assessment results;
- ➤ Optional SATs results;
- ➤ Key Stage 2 results;
- ➤ Cohort 'Brickwall' Tracking Profiles; reading, writing, mathematics;
- ➤ Combined achievement grids;
- ➤ Cohort attainment tracking grids;
- ➤ Cohort progress grids *(appendix 3)*;
- ➤ PIVATS assessments;
- ➤ Foundation subject assessments.

BLUE PUPIL INFORMATION FILES:

These files are organised in Year Groups and are stored centrally.
They should contain the following documentation:
- ➤ A current list of the children in the Year Group indicating those on the SEND register and those who have received intervention strategies;
- ➤ Past and present Person Centred Plans (Current PCPs should also be stored in teachers' planning files);
- ➤ A copy of annual reports;
- ➤ A record of attendance at Parents' Evening;
- ➤ A progress record for each child where staff may record any concerns they have relating to academic achievement/behaviour.
- ➤ Discussions/meetings with parents should also be logged here for future reference as well as any relevant correspondence from parents.

It is the responsibility of the Assessment Co-ordinator to set up both files initially and subsequently the responsibility of Class Teachers to ensure that the files are kept up date and passed on to the next teacher before the end of the academic year. Information should not be removed from the files and stored elsewhere. Photocopies can be made if needed. In line with GDPR, files should be destroyed when the children leave school.

REPORTING:

Formal reports to parents are produced each year in July and fulfil statutory requirements. A 'comment sheet' is included for parents to return to school. Pupils in Year 2 and Year 6 are also sent an "End of Key Stage Report" which indicates their results of the statutory assessments.

Two Parents' Evening are held each year in October and April to discuss children's achievements and progress. Monthly consultations are held giving Parents the opportunity to make an appointment with their child's class teacher. A report is sent home at the end of each term reporting a child's NC level, effort level and national expectations *(appendix 6a-6b).* All teachers use *appendix 7* to set end of year targets for each child given their individual starting points.

In EYFS, at the end of the Summer term the 3 'e's' – Emerging; Expected and Exceeding must be reported to the LA and to Parents in a written report stating the 'Characteristics of effective learning.

TRANSFER:

If children transfer to another school the "statutory transfer record" will be used.
During Year 6, discussions are held with the staff of St. Peter's High School as a means of transferring information. Documents sent to High School are:
- End of Key Stage 2 Report;
- All SATs results and teacher assessments;
- Any SEND/ Pupil Premium information.

REPORTING TO THE GOVERNING BODY:

Reports are made to the Governing Body about children's assessments through the Curriculum Committee and termly Head teacher's report.

PUPIL PREMIUM:

As with all other children in school, children eligible for Pupil Premium funding are tracked both for attainment and achievement ensuring that they are receiving the best support to help them achieve their full potential. We monitor this group of children each half term in reading, writing, maths and spelling, punctuation and grammar, both as a whole school (*appendix 8a*) and individually (*appendix 8b*). This information is then shared with the class teacher and Pupil Premium Lead; who will then address any necessary actions.

SPECIAL EDUCATIONAL NEEDS:

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available. It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed appropriately according to their needs.
The use of **PIVATS Assessments (Performance Indicators for Value Added Target Setting)** will allow measurement of pupil progress through the 'P' Scales and beyond. Once areas of strength and areas that need further improvement have been identified these will then be used to form the targets on their PCPs. In addition to the principles and practice described in this policy, the school undertakes the procedures recommended by the DfES Special Educational Needs Code of Practice to ensure that parents and pupils are fully involved in all decision-making and support programmes.

As with all other children in school, SEND children are tracked both for attainment and achievement ensuring that they are receiving the best support to help them achieve their full potential. We monitor this group of children each half term in reading, writing, maths and spelling, punctuation and grammar, both as a whole school (*appendix 9a*) and individually (*appendix 9b*). This information is then shared with the class teacher and SEND Lead; who will then address any necessary actions.

PERSONNEL INVOLVED AND THEIR RESPONSIBILITIES IN ASSESSING, RECORDING AND REPORTING
(***Assessment Cycle – appendix 13):***

THE ROLE OF THE CLASS TEACHER:

1. Curriculum planning and recording. Planning for assessment opportunities and evaluating performance;
2. Sharing targets with the class / groups;
3. Assessment of children's work against success criteria;
4. Completing the summative 'brickwall' profile at the end of each half term***;***
5. Completing the Combined attainment grids at the end of each term;
6. Completing Foundation subject assessments at the end of each term (***appendix 10);***
7. Completing RE assessments at the end of each term (***appendix 11);***
8. Completing the termly reporting grid to Parents at the end of each term;
9. To complete PIVATs assessments for SEND children in October, February and May to inform PCPs;
10. To complete and review PCPs each term and provide the SENCO with a copy;
11. To complete Boxall assessments for PP/ PP+/ and any other identified children,
12. Reporting to parents, annual written report, parents' evenings, consultation evenings and interim oral reporting as appropriate;
13. Year 6 teacher has additional responsibility for Secondary Transfer and National Testing;
14. Year 2 teacher – National Testing;
15. Reception teacher – Foundation Stage Profile;
16. Y1 teacher for the delivery of the Phonics Screening Test;
17. Year 3,4 and 5 teachers –Administering and marking, recording and analysing data;
18. Reception assessment (Baseline and end).
19. Ensuring that all necessary assessment data / reading records / groupings are passed to the child's receiving teacher by the end of the academic year;
20. To meet with the receiving teacher in the Summer Term to discuss individual children's progress and future targets

THE ROLE OF THE ASSESSMENT CO-ORDINATOR:

1. The development of the whole school policy for Assessment for Learning, through consultation with the Staff;
2. To monitor the implementation of the Assessment Cycle;
3. To disseminate information and ideas from INSET and assist staff development;
4. To implement the use of Lancashire Tracker and brick wall.
5. To analyse half termly data to complete analysis for each child;
6. To meet with each class teacher termly for 'Pupil Progress' meetings to discuss each child's progress and to establish teachers accountability.
7. To set up and monitor the completion of the White Assessment files and Blue Pupil Information files;
8. To report developments to parents eg. Current Statutory Arrangements; Assessment Evenings for Parents;
9. To track the progress of each cohort from Reception to Y6 (***appendix 3***).

THE ROLE OF SUBJECT LEADERS:

1. To develop and implement manageable assessment and recording procedures and make these understood within subject policies;
2. To keep informed of new initiatives and developments;
3. Core Subject Leaders to analyse all available data, including LSIP and ASP analysis, to identify strengths and areas for development in teaching and learning;
4. To collate termly data from each year group to create a whole school overview of their subject.

THE ROLE OF THE HEADTEACHER:

1. To ensure implementation of a whole school approach in consultation with Assessment Co-ordinator, Subject Leaders and whole staff;
2. To ensure the provision of Inset and resources;

3. To consult with outside agencies; to ensure all assessments are carried out in line with statutory requirements.
4. To ensure accountability from all teachers for every child.