
Assessment, Recording and Reporting Policy

Summer 2017

Summary

This policy outlines the Assessment, Recording and Reporting procedures for Fieldhead Carr Primary School.

Author's Role	Headteacher
Date	Summer 2017
Internal Review Date	Summer 2018
Review date	As changes

FIELDHEAD CARR PRIMARY SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

Introduction :

Assessment is a continuous process integral to teaching and learning. It is how teachers gain their knowledge of their pupil's needs, achievements and abilities, enabling us to plan and deliver effective teaching and learning. Assessment is part of the planning cycle, which helps us to ensure that National Curriculum requirements are being met.

The purpose of this policy is to clarify the aims and objectives of assessment, and outline how assessment systems are implemented and managed in our school. The implementation of this policy is the responsibility of all teaching staff, teaching assistants, interventions manager and pastoral leader together with the headteacher and SLT.

Aims and Objectives of Assessment:

Assessment is a fundamental part of teaching and learning. It serves three main purposes, by providing information that can be :

Formative (assessment for learning) - for the teacher to plan the child's steps in learning, enabling teachers to plan work matched to a child's abilities and previous experience.

Diagnostic - informing the teacher of what a child can and cannot do, identifying where specific help may be required.

Summative (assessment of learning) - a snapshot in time, of a child's achievements.

Effective assessment is:

- accurate
- used to plan future work - a response to the needs of the individual child
- related to the National Curriculum and/or Early Years statutory documentation and it's validation requirements
- using information on pupil performance by successive teaching staff as the child moves through school
- qualitative - gathered in an environment that staff maintain at a high quality
- produced by staff and children informing them of the next steps needed for improvement.

Assessment practice should help teachers to plan and deliver effective teaching and learning for our pupils. It should have a positive impact on pupils' attitudes, motivation and self-esteem; where they see assessment primarily as a means of improving their standards of work and promoting their general development.

Statutory requirements:

The National Curriculum 2014, defines the standard against which pupil's achievements will be measured. Statutorily, our responsibility as teachers is set out as:

- *“...have national assessments at key points in children’s primary education.*
- *A short reception baseline that will sit within the assessments that teachers make of children during reception*
- *A phonics check near the end of year 1*
- *A teacher assessment at the end of KS1 in mathematics; reading; and, writing, informed by pupils’ scores in externally-set but internally-marked tests; and teaching assessment of speaking and listening and science*
- *National tests at the end of KS2 in: mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science.”*

Assessment and accountability for primary schools – March 2014

When do we assess children?

•As good teachers, we are assessing children continuously, carrying out assessments as part of our normal classroom activities, together with children. This is in order to plan children’s next steps in learning, to plan work matched to the child’s ability and to identify areas where specific help may be required.

•These assessment opportunities are clear, focused and measure the child’s performance against the identified learning targets.

•We have a school assessment calendar which identifies a week in every half term for the teachers to assess the children. Termly, these judgements are based on summative assessments scores and teacher judgements and half termly they are teacher judgments only.

•In maths, teachers provide ‘entry and exit point’ assessments to ensure that any gaps in the children’s learning is swiftly addressed and learning time isn’t wasted by repeating concepts the children are confident with. In these incidences, greater depth opportunities will be offered.

Regular Summative Tests and Formative Assessments:

Baseline Assessment

It is a requirement, from the DfE, that a formal baseline assessment is completed during the first 4 weeks of a child entering Reception (FS2). We use the Early Excellence Baseline Assessment.

This assessment is a good fit with our early years’ ethos. The assessment involves the good practice of assessment through observation of play. The results of this baseline on entry to Reception will be transferred electronically to provide comparisons locally and nationally. This data will also be used in the future to track pupil progress across the school from the beginning of Reception to the end of KS1 to the end of KS2.

Phonics Screening check (statutory)

Year 1 have a phonics screening check in June to ensure that they have secure phonic knowledge. Pupils who do not achieve the 32 phonemes are able to re-take part of the test in Year 2. Parents are informed of their child’s progress and areas for development.

Standard Assessment Tests (SATs)

Are carried out as stated above for Year 2 and Year 6

Progress in Understanding Mathematics Assessment (PUMA) and Progress in Reading Assessment (PIRA)

These are carried out at the end of every term for all year groups from year 1- year 5. Year 6 use previous years' SATs papers to test them against the required standard for the end of Key Stage 2.

"Optional SATs"

Years 3, 4 and 5: Tests in English and Maths are administered in May to support/back up teaching assessments in these subjects.

Teacher Assessment of Foundation Subjects and Science:

History and Geography, Design Technology, ICT, Art, PE, Music, RE, MfL

- The National Curriculum (2014) forms the basis for our assessment of these subjects. Staff use the Focus scheme that supports staff in identifying the 'Key Assessment Criteria' for each subject. Annual data is collated and mapped on attainment grids by all Subject Leaders and reported on an annual basis to the Governing Body. Data is analysed and areas for improvement form priorities on each subject leader's action plan for the academic year.
- Subject leaders use each class's annual assessment data to form a specific subject attainment map; used together with examples of children's work and children's verbal responses, to review standards across the school in their subject.

Teacher Assessment of Core Subjects:

Reading, Writing and Maths

- Each year group has a 'Lines in the Sand' document created from the interim frameworks for years 2 and 6 and the national curriculum. Each child is listed on the spread sheet and colour coded according to the evidence that has been collected to support their achievement of each objective. (see Appendix 1 – Assessment methodology) All children are tracked against the criteria for their own year group unless they are children with SEN who are tracked using B Squared (see Appendix 2 and 3 – Lines in the Sand and B Squared tracker)
- On the Raising Attainment Plan (RAP) document, the children are placed into boxes depending on whether they are 'Working below (B)', 'Working Towards (D)', 'Age Related (S)' or Exceeding. Each term, the children are replaced into the boxes depending on how they are evidencing the objectives. For sustained progress, children must remain in the same box and for substantial progress they move up a box. We can then calculate the percentage of children making expected progress each term and academic year. (see Appendix 4 – tracker example)
- Children identified as 'Closing the Gap' children are targeted by both teachers and support staff. This may involve them working as a group with an adult or being part of a 'Same Day Intervention' with the adult they worked with during the session.

- On the RAP, there is a page dedicated to tracking the end of year attainment for each child. This is to ensure that children's progress from entry is tracked and any children in danger of falling behind and swiftly identified. (see Appendix 5 – Statutory data tracker)
- Children who have been identified as 'Exceeding' are also targeted by teachers and support staff to ensure they maintain this level of working. They may also attend SDIs (Same Day interventions) to deepen their learning in an area identified as a strength in the lesson.
- Teacher assessment for these subjects are transferred onto our live data tracking programme 'O-track'; where reports can be generated to analyse progress and attainment of pupils.
- Contained on this system is all children's attainment and progress data which can be drawn upon and analysed using clear user defined fields such as gender, date of birth, SEN or EAL. This allows the school to obtain an accurate picture of all cohorts of children and their abilities.
- These results are updated half-termly and shared at half termly Pupil Progress Meetings between class teachers, the phase leader and SENDCO. As a result, class groupings are changed to focus on children who need extra support through intervention provision. This is closely monitored and evaluated regularly by the teacher and Maths/English TA for the phase.
- Pupil Progress Meetings provide information about each year group's expected level of attainment, pupils' actual level of attainment, termly progress and progress from statutory data points. This is combined with contextual information (barriers to learning) to give a clear picture about the attainment and progress of all children in the class. This information is shared with SLT, particularly the Pastoral Lead who can put in additional support where necessary.
- A termly 'Executive Summary' of whole school teaching and learning is prepared and shared with Governors at the termly Children and Learning sub-committee.
- On each RAP, is a tracker containing all the children's end of year data from EYFS. This ensures we are monitoring children's progress across the school and any dips in attainment (from all attainers) can be swiftly tackled.

How do we assess pupil achievement? (Assessment for Learning)

We assess children through:

- Observation - on an ongoing basis
- Discussion and questioning - as part of the normal classroom activities
- Marking - regular marking of work against identified learning targets and opportunities for dialogue between teacher and pupil – see Marking and Feedback policy
- Self and peer assessment - pupils are encouraged to become involved in the assessment of their own progress with response/talking partners.
- Using Focus 'Key Assessment Criteria' to help teachers make an accurate judgement in Science and the Foundation Subjects
- Using the 'Lines in the Sand' document to make an accurate judgement of where the children are against the Age Expected criteria for their year group.
- Feedback from Maths/English TAs who lead Same Day Interventions across a phase and work with our identified 'Closing the Gap' children during sessions.

Monitoring

The half termly monitoring cycle is implemented by the Senior Leadership Team. During these the team may focus on the children who were identified during Pupil Progress Meetings. This gives senior leadership the opportunity both to moderate standards and levels of achievement, to assess whether the actions being taken to improve the children's achievement are effective and provide advice to support further improvement.

Moderation and Standardisation

All teachers will have termly opportunities to moderate the standard of their children's work with other schools from the 'Collaboration Towards Excellence'. This allows teachers to work with other colleagues from a different school setting, but same year group, to ensure that judgements in writing, reading and maths are consistent in standards and National Curriculum level of achievement. Termly, we also moderate internally with phase colleagues to ensure agreement against our own assessment criteria.

Recording

At Fieldhead Carr, we aim to keep records that will

- Be useful, manageable, easy to keep and easy to interpret
- Monitor progress, achievement and learning.
- Establish consistent records for individual pupil progress in the National Curriculum.
- Establish consistent records for cohort progress in the National Curriculum
- Aid assessment and the planning process in order to enable the child to make effective progress
- Provide valid and reliable evidence of achievement, for parents and others.
- Satisfy statutory requirements and avoid unnecessary duplication.

Recording Practice

We have the following systems of recording in place:

- Planning documents: teachers use an accepted format for long term and medium term plans. Weekly/daily plans are recorded on the SMART notebook files which are all of an agreed format to ensure practice is consistent, transparent and good practice can be easily adapted and shared. All long plans are published on the school website, alongside half termly class newsletters which layout the learning objectives in all subjects each half term.
- Each year group publish a 'Revision Guide' each year, based on the 'Lines in the Sand' document. This gives parents and children the opportunity to practice and deepen skills at home.
- Marking: the marking of children's work is the primary means of recording continuous assessments at Fieldhead Carr. An agreed marking and feedback policy is in place, to support the quality and consistency of our marking in subjects and provide effective feedback to children. *See Marking and Feedback Policy*
- Reading records: Reading records are kept on each child, to record the child's reading development as s/he progresses through school.
- Phonics records are kept within Foundation Stage and KS1 ensuring correct and systematic coverage of Phonic knowledge.
- Lines in the Sand – these are updated regularly to give a clear record of the children's attainment against the Age Expected criteria and to check coverage is met across the year.
- O-Track: all teaching staff input half termly data into our live-data tracking programme. Reports are then generated and analysed.

•Pupil Progress meeting records are used termly by teaching staff to plan interventions for targeted pupils.

Reporting

Parents' Consultation Meetings

There are two formal Parents' Consultation Meetings per year (Autumn 1 and Spring 1), for the whole school. These are a traditional parents' evening where parents and staff can meet to discuss children's achievement and next steps in their learning journeys. In addition, parents are encouraged to come in after school, any day, to discuss pupil progress and support.

During Parent Consultation Meetings; have a dialogue with the class teacher regarding their child's progress in learning and behaviour. Class teachers have current assessments and future targets which are shared with parents. Teachers inform parents of their child's strengths and weaknesses and how parents can help further at home. Children have ownership of the targets as they are part of the meeting with parents and teachers.

In Summer 2, there is a more informal Parents' Evening opportunity which is optional.

On the last day of each half term, we offer the 'Fieldhead Showcase' an opportunity during Soft Start. This is an invitation into classrooms to look at books, learning and displays on an informal basis.

Written Summative Reports

Foundation 1 have a 'Summative Report on Entry to Nursery' completed within the child's first six weeks attendance at school.

Comprehensive evidenced Profiles are kept in Foundation 1 and Foundation 2 as the Foundation Stage Profile. These are on line profiles through a provider called 'Tapestry'. As staff take observations of the children they are uploaded onto an individual pupil profile that the parent can access from home and comment on. Tapestry also provides a wealth of assessments about each child and about the cohort, allowing staff to plan for the progress of both towards the achievement of the Early Learning Goals

A formal report is sent out towards the end of the summer term for every child in school. Each report contains an accurate judgement on the effort and attitude to learning of each pupil and their overall National Curriculum level for each subject.

Expectation

As a school, we set a target for every year group being at least in line with national expectations for Reading, Writing and Maths. We also seek to ensure that an increasing amount of our children are making sustained progress each year.

Equal Opportunities

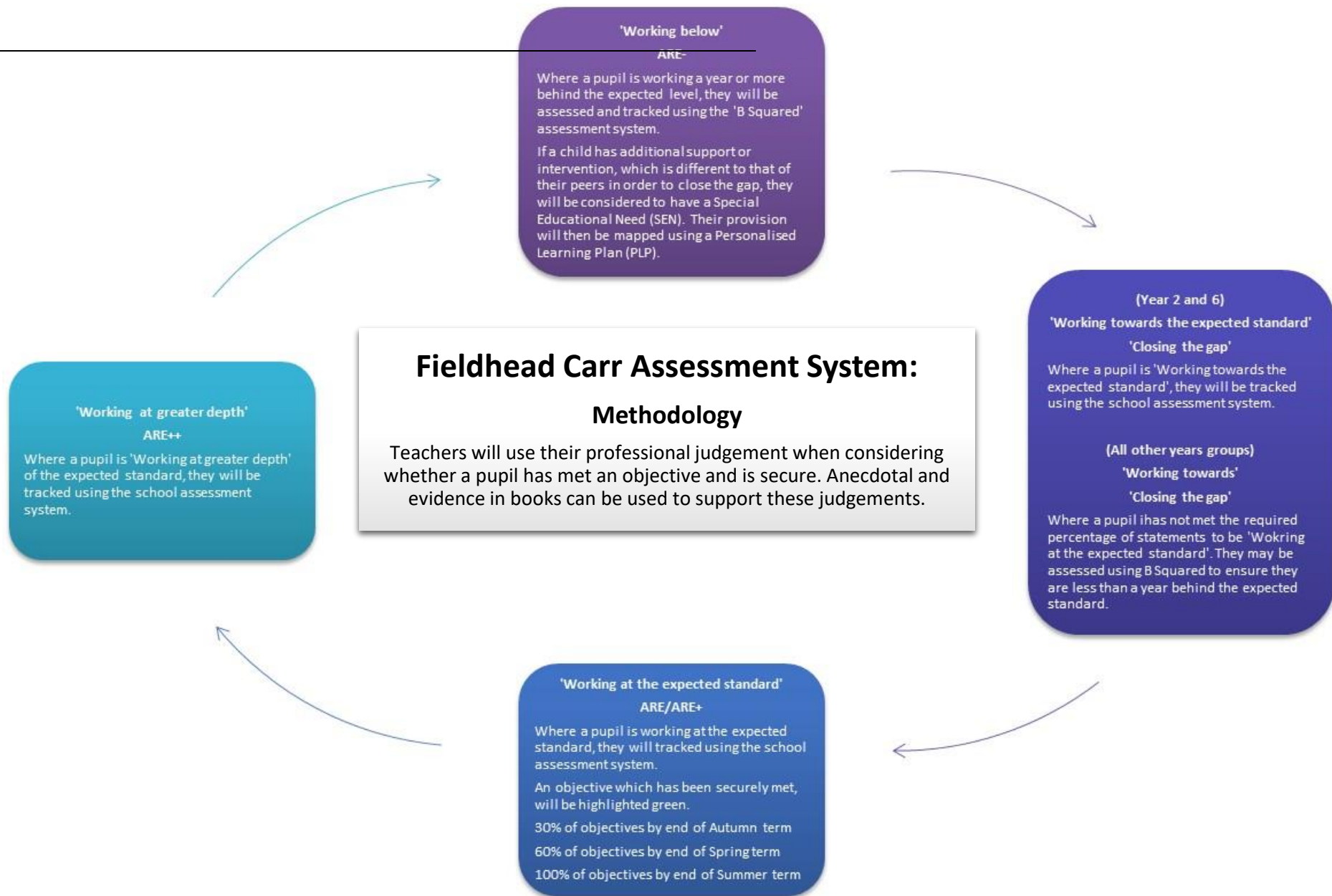
Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

- We have high expectations of all pupils and of all groups of pupils
- We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified
- we recognise and value all forms of achievement

All school policies conform to the requirements outlined in Equality Act 2010.

Updated by Beki Vargassoff – Headteacher – April 2017

Appendix 1 – Assessment Methodology



Appendix 2 – Lines in the Sand

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
Year 3 Reading Assessment	If using this document as an electronic record, entering '1' will turn the cell green (target met), '2' = orange (working towards) and '3' = red (target not met) *delete this text when printing out!																													
Each of the three standards within the interim framework contains a number of 'pupil can' statements. To demonstrate that pupils have met a standard within this interim framework, teachers will need to have evidence that a pupil demonstrates attainment of all of the statements within that standard and all the statements in the preceding standard(s).	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name	name
Working at the expected standard (end of Year 3)																														
The pupil can:																														
Read most of the common exception words for Year 3																														
Read a range of fiction and non-fiction and discuss what they have read																														
Make inferences based on what is being said, done or described																														
Make predictions based on what is being said, done or described																														
Retrieve and record information read in non-fiction books																														
Use dictionaries to check meaning																														
Prepare poems and plays to perform																														
In a book they are reading independently: Make links between the book they are reading and other books they have read																														
Read words accurately and fluently without overt sounding and blending, e.g. at over 120 words per minute																														
5 % target met	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
5 % working towards	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
7 % target not met	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Working at greater depth within the expected standard (end of Year 3)																														
The pupil can, in a book they are reading independently:																														
Retell some stories orally																														

Appendix 3 – B Squared Tracker

	A	B	C	D	E	F	G	H	I	J	K	L	M
	First Name	Surname	Gender	SEN Provision	First Language	Ever 6	Writing Year 2	Writing Year 3	Writing Year 4	Progress Year 2 to Year 4			
1												Year 2	
2			M		Arabic	Yes	N/A	3C	4 Silver+			Well Below Expectations- 1A+ or less	
3			F		Afrikaans	Yes	N/A	3C+	4 Silver+			Below Expectations- 2C and 2C+	
4			M		English	Yes	2A	3B	4 Platinum	12		Expected- 2B	
5			M		Urdu	No	2B	3C	4 Silver	10		Above Expected- 2B+ to 2A+	
6			F		Bengali	Yes	1A+	2A	4 Silver	12		Exceeding-3C	
7			M		Urdu	Yes	2B	3C	4 Gold	12			
8			F		English	Yes	2B	3C+	4 Platinum	13		Year 3	
9			F		English	Yes	2B	3C	4 Silver+	11		Well Below Expectations- 2B or less	
10			M		English	No	2B	2A+	4 Silver+	11		Below Expectations- 2B+ to 2A	
11			M	Y	Italian	No	N/A	1C	4 Bronze			Expected- 2A+	
12			F		English	Yes	N/A	2B+	4 Silver			Above Expected- 3C to 3B	
13			F		English	Yes	N/A	N/A	4 Platinum			Exceeding-3B+	
14			F		English	Yes	2A	3C+	4 Silver+	10		Assessing Without Levels	
15			F		English	Yes	2C	2A+	4 Silver+	12		Well Below Expectations- W/T Bronze	Bronze +
16			F		English	Yes	2B	3C	4 Silver+	11		Below Expectations- Silver and Silver+	
17			F		English	No	2B	3C	4 Silver+	11		Expected- Gold	
18			M		English	No			N/A			Exceeding-Platinum	
19			F		Turkish	No	2A	3B+	4 Platinum	12			
20			F	Y	English	Yes	1B+	2C+	4 Bronze+	12			
21			M	Y	English	No	2C	2C+	4 Bronze	9			
22			M		Polish	No	2C	2B	4 Silver	11			
23			F		English	No	2B	3C+	4 Silver+	11			
24			F		English	No	2B	3C+	4 Gold	12			
25			M		English	No	2A	3B	4 Platinum	12			
26			M		English	No	2B	3C	4 Gold	12			
27			M		English	No	2B	3C+	4 Gold	12			
28			F		English	No	3B	4C	4 Platinum	12			
29			F		English	Yes	1A	2B+	4 Bronze	10			
30			M	Y	English	No	1B	1A+	4 Bronze+	12			
31			F		English	Yes	N/A	2B	4 Bronze+				

Appendix 4 – Tracker example

Reading Tracker

Attainment: On Entry (Autumn)

ARE – 'Working below'		Closing the Gap 'Working towards'		ARE [Target: 100%]	ARE +	ARE ++
B (B Squared)	B+	D	D+	S	S+	Exceeding
%	%	%	%	%	%	%

Attainment: Term 1 (End of Autumn)

ARE – 'Working below'		Closing the Gap 'Working towards'		ARE [Target: 30%]	ARE +	ARE ++
B (B Squared)	B+	D	D+	S	S+	Working at Greater Depth
%	%	%	%	%	%	%

Attainment: Term 2 (End of Spring)

ARE – 'Working below'		Closing the Gap 'Working towards'		ARE [Target: 60%]	ARE +	ARE ++
B (B Squared)	B+	D	D+	S	S+	Working at Greater Depth
%	%	%	%	%	%	%

Attainment: Term 3 (End of Summer)

ARE – 'Working below'		Closing the Gap 'Working towards'		ARE [Target: 100%]	ARE +	ARE ++
B (B Squared)	B+	D	D+	S	S+	Exceeding
%	%	%	%	%	%	%

Appendix 5 – Statutory Data Tracker

Statutory Data tracker

	ELG			Overall GLD	Year 1 Phonics	Year 1			KS1			Year 3			Year 4			Year 5		
Name																				
Johnny Smith																				