Pleasant Street Primary School

Assessment, Recording & Reporting Policy

September 2021

Review Date: September 2023
Coordinator: Matthew Lancaster

Aims of Assessment

The main aims of assessment, recording and reporting relate to three major purposes: **teaching and learning, communication and accountability**.

Teaching and Learning

Diagnostic, Formative and Summative:
Through a continuous process of formal and informal assessment, the pupils' areas for development, weaknesses, achievements and their individual needs will be identified. This will provide information for a summative report.

Motivation and Personal Development:
To give feedback, encourage further progress and increase responsibility for the children's own learning, thereby motivating the children to achieve their potential.

Curriculum Development and Evaluation:
To aid planning, reviewing and development of the curriculum through what is learnt (the content), and how it is learnt (the process). Through this process, curriculum leaders can ensure coverage of the National Curriculum.

Communication:
A positive marking policy which focuses on the pupil's achievements and which points the way to a future learning is used (see Marking Policy).
Termly reviews of pupil misconceptions during Assess and Review Weeks (once per term), inform teachers of teaching points to use with their class.

Informing and Reporting

To provide information about individual students to:
- Indicate learning progress to children and parents.
- Aid transition between classes, other phases of education and other schools.
- Assist in the selection and development processes of education.

Accountability

Monitoring, evaluation and Accountability
To provide information to ensure that standards and levels of learning are being maintained or enhanced and to aid decisions about future provisions and resource allocation.

Statutory Orders
To comply with statutory orders from Central Government.

Teacher Assessment

This is the formative assessment of pupils through observation, discussion about work in progress and questioning to prompt new thinking. It is planned for in each curriculum area by the policies, procedures and formats used in assessing against programmes of study and Age Related Expectations in that subject area. An online recording system (NFER) is used to support teacher assessment by tracking progress in Reading, Writing and Mathematics based on the National Curriculum. Termly summative assessments will be used to support this process; however, teacher assessment will be the overriding judgement in assessing pupils' Age Related Expectations **(See Appendix 1 – Assessment Schedule)**.

Assessment of children with special needs and more able Children:

Some pupils may have special educational needs that make it difficult for them to make significant progress in a regular way. The Assessment, Recording and Reporting systems are designed so that the progress of all pupils, however limited can be recognised. Effective use of One Page Profiles, reviews and PIVAT sheets will support this process. The system also allows for more able children to progress at their own pace, deepening their understanding through extension work and assessments which cater for the child's individual needs (see also Marking Policy). An online recording system is used to track specific groups throughout the school.

Moderating:

In assessing children, particularly in writing, teachers need to be concerned with:

- Accuracy of judgements
- Consistency of judgements
- Collecting evidence of judgements

In order to achieve this, moderation meetings between and within key stages will occur on a termly basis. Moderation also takes place within the locality of similar schools and their cohorts – by moderating our judgement alongside the judgement of schools in the district allow us to ensure teacher judgment is supported and more secure. Evidence is collected via writing assessment books and Assess and Review questions in Mathematics.

Recording:

It is essential that the progress of classes and individuals in important areas of learning is recorded consistently, and becomes part of a concise but comprehensive tracking system, which ensures that practitioners have detailed but clear overviews of the progress and expectation of all individuals and groups as they move through the school. Progress of specific groups within and across cohorts will be recorded via a series of documents which will be recorded online and within the coordinator's assessment folder **(see Appendices 2, 3 and 4 – class assessment folder, Maths/English Assessment Pupil Map Sheet and Foundation Subjects Assessment Sheets).**

<u>Reporting:</u>

Written reports conforming to statutory regulations will be given to parents towards the end of the summer term. Teacher Assessment will be reported each year and SATs results will be reported at the end of each key stage. Guidance should be followed to ensure that the language and information used is appropriate. Meetings between staff and parents are held during autumn and spring terms to discuss pupils' progress. There will be an opportunity for parents to discuss the statutory end of year report in July.

Records will be sent on to the new school of any child who moves as quickly as possible. Information that has been collected throughout school will be passed on to the secondary school through the Transition Document.

Date of policy: **September 2021**
Co-ordinator: **Matthew Lancaster**
Review date: **September 2023**

Appendix 1:

Assessment Schedule

Test results will be used to support teacher assessment, with teacher assessment being the overriding judgement. All Age Related Expectations data/test results to be recorded using the NFER Online Hub in collaboration with Classroom Monitor to support a teacher's judgement. Assess and Review (A&R) week during the penultimate week on each term.

Autumn	Assessment	Action Required
Reading	Teachers will use NFER assessment and CM to assess children. With exception of year 1, who use RisingStars & WRMH.	Results of NFER tests will be recorded via the NFER Online Hub by the Wednesday of A&R Week. Pupil maps (Appendix 3) updated, before the Friday of A&R week, to reflect pupil's ability. MLR to be informed – Interventions planned by coordinator for the following term.
Writing	Teachers will use their judgement, alongside internal and external monitoring, and CM to assess children's ARE in writing. Writing assessment to be done twice each half term – as per LiteracyCounts planning.	
SPAG	Teachers will use NFER assessment and CM to assess children. With exception of year 1, who use RisingStars & WRMH.	
Maths	Teachers will use NFER assessment and CM to assess children. With exception of year 1, who use RisingStars & WRMH.	
Foundation subjects	Teachers will assess these subjects against the objectives outlined in the planning documents for the topic. Pupils assessed as per appendix 4.	Results updated on an online document on the first week of a new half-term (to ensure objectives are covered). Subject coordinators to seek opportunities for CPD or curriculum growth.
Spring	**Assessment**	**Action Required**
Reading	Teachers will use NFER assessment and CM to assess children.	Results of NFER tests will be recorded via the NFER Online Hub by the Wednesday of A&R Week. Pupil maps (Appendix 3) updated, before the Friday of A&R week, to reflect pupil's ability. MLR to be informed – Interventions planned by coordinator for the following term.
Writing	Teachers will use their judgement, alongside internal and external monitoring, and CM to assess children's ARE in writing. Writing assessment to be done twice each half term – as per LiteracyCounts planning.	
SPAG	Teachers will use NFER assessment and CM to assess children.	
Maths	Teachers will use NFER assessment and CM to assess children.	
Foundation subjects	Teachers will assess these subjects against the objectives outlined in the planning documents for the topic. Pupils assessed as per appendix 4.	Results updated on an online document on the first week of a new half-term (to ensure objectives are covered). Subject coordinators to seek opportunities for CPD or curriculum growth.
Summer	**Assessment**	**Action Required**
Reading	Teachers will use NFER assessment and CM to assess children. Y2 and Y6 will follow statutory guidance in the administration of SATs.	Results of NFER tests will be recorded via the NFER Online Hub by the Wednesday of A&R Week. Pupil maps (Appendix 3) updated, before the Friday of A&R week, to reflect pupil's ability. MLR to be informed – Interventions planned by coordinator for the following year.
Writing	Teachers will use their judgement, alongside internal and external monitoring, and CM to assess children's ARE in writing. Writing assessment to be done twice each half term – as per LiteracyCounts planning.	
SPAG	Teachers will use NFER assessment and CM to assess children. Y2 and Y6 will follow statutory guidance in the administration of SATs.	
Maths	Teachers will use NFER assessment and CM to assess children. Y2 and Y6 will follow statutory guidance in the administration of SATs.	
Foundation subjects	Teachers will assess these subjects against the objectives outlined in the planning documents for the topic. Pupils assessed as per appendix 4.	Results updated on an online document one the first week of a new half-term (to ensure objectives are covered). Subject coordinators to seek opportunities for CPD or curriculum growth.

Class Assessment & Recording files should include the following in each section:

- Transition Information (Inc. Class Profiles, OPP)

- Target Sheets

- Assessment Sheets

- Pupil Maps

- Topic Assessment Sheets

- Intervention data/notes

- Pupil Progress Meeting Records

- Miscellaneous

Class _ (subject) Age Related Expectations Pupil Map (Year)

Assessment Step	Progress 'Step'	Term 3 of Previous Year			Autumn			Spring			Summer 1			Summer 2		
		W Class	PP	Stability	W Class	PP	Stability	W Class	PP	Stability	W Class	PP	Stability	W Class	PP	Stability
Y6 Exc.	39.5															
Y6 Sec.	39															
Y6 Dev+	38.5															
Y6 Dev.	38															
Y6 Beg+	37.5															
Y6 Beg.	37															
Y5 Exc.	36.5															
Y5 Sec.	36															
Y5 Dev+	35.5															
Y5 Dev.	35															
Y5 Beg+	34.5															
Y5 Beg.	34															
Y4 Exc.	33.5															
Y4 Sec.	33															
Y4 Dev+	32.5															
Y4 Dev.	32															
Y4 Beg+	31.5															
Y4 Beg.	31															
Below	Below 30.5															
Other																

The % rows (W Class %, PP %, Stability %) appear beneath each term grouping for: Above ARE, At ARE, Below ARE, Well Below ARE.

Legend:

Above ARE	Pupil Premium	# EAL	New starter
At ARE	-Stability-	* SEND	
Below ARE			
Well Below ARE			

Appendix 4:
Foundation Subjects Topic Assessment Sheet

Year: **Subject:**

Name:	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6	Teacher Assessment
				Stability	PP -	SEND *	EAL #

Whereby:
- Isolating – Pupil was in isolation from Covid-19 for all of the topic
- Beg – Pupil was unable to achieve all ARE objectives.
- Beg+ - Pupil was unable to achieve most of the ARE objectives.
- Dev – Pupil was able to achieve some, but not all ARE objectives.
- Dev+ - Pupil was able to achieve most ARE objectives.
- Sec – Pupil was able to achieve ARE objectives.
- Exc – Pupil was able to achieve all ARE objectives with ease, help others, and was able to use terminology.