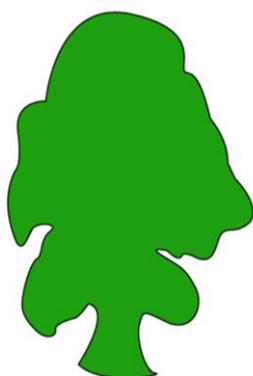


Assessment, Recording and Reporting Policy

FOR ELMHURST SCHOOL



Adopted:	September 2016
Next Review Date:	September 2019
Responsible Committee	Curriculum, Pupils and Community
Signed:	
Interim Headteacher:	Miss R Marshall
Chair of Governors:	Mr D. Gamble

Assessment, Recording and Reporting Policy

Philosophy

We believe that assessment is at the heart of effective teaching and learning and when it has an effect on planning and informs teaching and learning it raises standards. In our assessment procedures we recognise the individuality of all pupils, taking a positive view and recognising that praise and success are great motivators in the learning process.

The school is committed to equality and diversity by ensuring that these are addressed in all school policies and their monitoring.

We are committed to:

- High expectations of all learners
- Raising the attainment of all learners
- Regular monitoring of performance
- Enabling the progress of underachieving learners, disadvantaged pupils, pupils with English as an Additional Language and pupils with Special Educational Needs.
- Celebrating all forms of achievement in and outside school.

Principles

Effective assessment, recording and reporting will:

Enhance the learning of our pupils because assessment:

- actively involves the pupils in their learning through discussion, provision of information about progress and ensuring learners are aware of the purposes of teaching
- motivates the learners through success/achievement
- highlights strengths and areas for development together with strategies to manage them
- provides reliable and credible information to support continuity and progression in the learning process
- provides valid information to assist with setting individual pupil targets through next step marking.

Aid teachers in evaluating their teaching because assessment:

- indicates strengths and areas for development in the teaching programme (content)
- indicates the next steps in the teaching programme
- indicates strengths and areas for development in teaching styles and strategies (method and process)
- identifies learners who require support or extension
- identifies the impact of interventions.

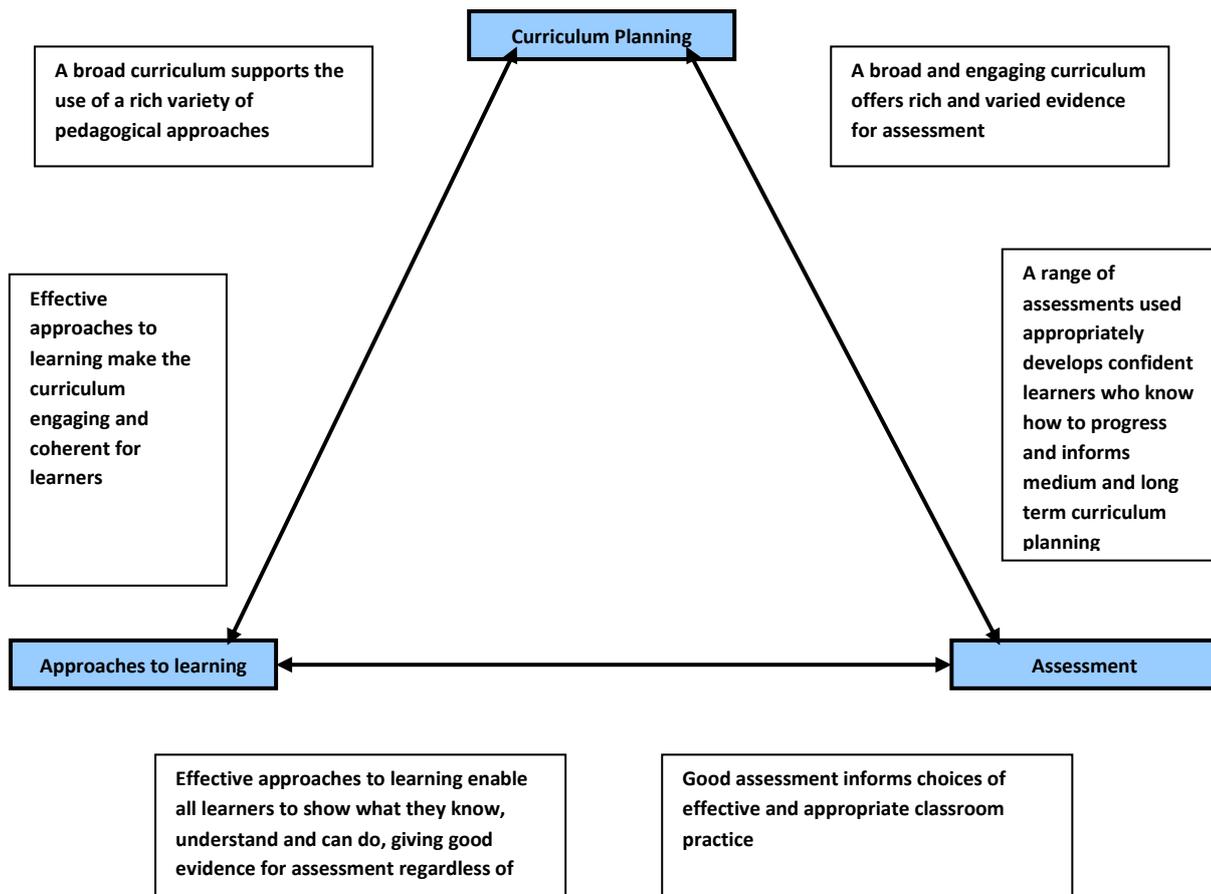
Provide information for:

- Learners
- Staff (class teachers, year group and key stage leaders, SLT and teaching assistants)
- Parents/Carers
- Governors
- Assisting transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- Local Authority, OfSTED and DfE.

Assessment, Planning and Learning

Assessment is not a stand-alone activity. It is closely linked to planning and approaches to learning, as is shown in the diagram below from QCDA.

WHAT ARE WE TRYING TO ACHIEVE? HOW DO WE MEASURE SUCCESS?



Links between Curriculum Planning and Teacher Assessment

The success of the learning process is measured by regular and on-going assessment. Provision for assessment is built into planning, and adjustments to plans are made as a result of assessment.

Long Term Planning (overview):

- Provides the curriculum overview, ensuring coverage of all statutory requirements and reflecting the school's strategic vision
- Recognises cross-curricular links with an emphasis on key skills
- Ensures progression and continuity across the school within each subject
- Reflects the school's targets and the analysis of whole school data
- Provides a framework to support medium term planning.

Medium Term Planning (termly or half termly – links to periodic assessment):

- Identifies Key Performance Indicators (KPIs) /learning objectives/ learning intentions, the achievement of which will ensure that learners make the necessary progress towards their end of year and end of key stage targets
- Provides a framework to support short term planning, e.g. by including learning activities, resources and assessment criteria or activities
- Is informed by and adjusted in the light of assessment evidence from periodic review e.g. Interim Teacher Assessment Guidance, PIVATS for P Scale learners and from on-going teaching and learning
- Plans may be drawn from National Curriculum 2014 and other published materials, but are always reviewed with the specific class in mind, and adjusted as appropriate.

Short Term Planning (weekly – links to assessment for learning/day to day assessment):

- May take a cross-curricular approach
- Is adjusted in light of on-going assessment
- Shows KPIs/intentions for lessons, developed from the medium-term plans
- Expresses the learning objective in ways that can be shared with learners, allowing success criteria to be developed with them
- Shows differentiated activities to reflect the needs of all learners
- Provides opportunities for learners to engage in their own learning, including independent learning for SEN pupils
- Indicates the deployment of support staff and their role in assessment
- Notes how learning is to be assessed
- Includes any key questions and key vocabulary
- Includes space for evaluation/jottings on outcomes.

Aspects of Assessment

There are two aspects of assessment:

1) Formative Assessment (Assessment for Learning)

- Learning objectives made explicit and shared with pupils
- Peer and self-assessment in use
- Pupils engaged in their learning and given immediate feedback so that they understand how to improve their work.

In 2002 the Assessment Reform Group established ten principles for Assessment for Learning:

- Be part of effective planning of teaching and learning
- Focus on how pupils learn
- Be recognised as central to classroom practice
- Be recognised as a key professional skill for teachers
- Be sensitive and constructive because any assessment has an emotional impact
- Take account of the importance of learner motivation
- Promote commitment to learning goals and a shared understanding of the criteria by which they are assessed
- Ensure learners receive constructive guidance about how to improve
- Develop learners' capacity for self-assessment so that they can become reflective and self-managing
- Recognise the full range of achievements of all learners.

2) Summative Assessment

- Formal recognition of pupils' achievement
- Reported to parents/carers and next teacher(s) including the 2 Year progress check
- Uses external tests (n/a for 2 Year Olds).

Summative Assessment should:

- Provide information to support learning and teaching
- Provide judgements about pupils' attainment based on a range of evidence, in relation to national standards;
- Show what pupils can do without support
- Provide information to track progress and measure past performance
- Inform curricular planning
- Inform the target setting process
- Provide clear information to evaluate learning and teaching
- Fulfil the current statutory requirements and follow DfE /EYFS Development Matters guidance
- Ensure that everyone, including parents and carers, understands the importance of Teacher Assessment at 2 Years Old, at the end of Reception and Year 2 and the different and complementary nature of Teacher Assessment and national tests in Year 6

- Draw on the whole range of on-going assessment information, records and evidence when making 2 Year Old, EYFS and end-of-key-stage Teacher Assessments
- Be based on teachers having a clear understanding of the Interim Teacher Assessment Guidance and EYFSP statements and how to apply them holistically in making end-of-key-stage Teacher Assessments
- Be based on teachers making summative judgements which are consistent with a shared understanding of standards developed amongst colleagues through moderation exercises
- Be based on teachers recognising the importance of summative assessment in all areas of learning and giving feedback to pupils on the outcomes of such assessment
- If appropriate, allow access arrangements for individual learners.

Statutory Assessments (Transitional)

- Early Years Foundation Stage Profile (end of Reception Year)
- Year 1 Phonic Screening
- Year 2 Teacher Assessments (administration of tests to support)
- Year 6 Statutory Tests and Teacher Assessment for writing
- Local Authority Teacher Assessment for all core subjects.

Recommended Assessments – On-Entry Assessment

- Within the first seven weeks of starting nursery, we assess using the age-related statements in 'Development Matters'; this is updated throughout the child's time in the nursery
- Within the first seven weeks of starting Reception, we assess using the Early Years Foundation Stage Profile as an on-entry assessment
NB: Assessment in EYFS should be through observation of pupils engaged in child initiated activities to assess what they know and can do in relation to the Early Learning Goals
- We use evidence from pre-school settings, parents and children as a starting point for school records. This enables the curriculum to be planned effectively and targets to be set.

Teacher Assessments

Assessment is a continual process and is an integral part of normal teaching and learning activities in the classroom. Therefore planned opportunities for assessment are incorporated in both medium and short term curriculum planning. Outcomes are summarised at intervals, against criteria linked to statements from the Development Matters Statements, Early Learning Goals, EYFSP or the Interim Framework for Assessment and KPIs.

Optional Assessments also contribute to teachers' judgements and, like other assessments, should be analysed to feed back into planning for example:

- Standardised and commercial tests (Rising Stars, CGP)

Frequency of Assessment

Pupils' progress is monitored against specific KPIs as identified through the school's assessment system (SIMs).

Summative assessments take place at the end of:

- Autumn 1
- Spring 1
- Summer 1

Ensuring Accuracy and Consistency of Teacher Assessment

Our moderation process:

- Ensures that discussions are held between teachers to decide what constitutes evidence of attainment
- Uses National and Local Authority exemplification materials to assist this process.

Records, Evidence and Tracking

Not everything that is assessed is formally recorded. However, it is important that recording of achievement is based on a wide range of evidence, e.g. from:

- Listening
- Observation
- Questioning
- Selecting examples of pupils' work
- Marking
- Specific tasks/tests

We keep manageable records:

- To record learners' achievement and progress and ensure that the curriculum guarantees continuity and progression through the school
- To provide teachers with information which enables plans, schemes of work, the allocation of resources and teaching methods to be evaluated and modified where appropriate
- To provide information when learners move to a different class, phase of schooling or move to another school
- To provide feedback to learners and a basis for discussion about their strengths and areas for development and how they can improve
- To provide evidence which will be used as a basis for discussion with parents/ carers about the attainment and achievement of their children
- To provide information to contribute to school self-evaluation and discussion with governors, the Local Authority and others about the performance of groups of pupils and whole cohorts.

Examples of Records

- Plans can be traffic-lighted or annotated with names/initials or groups who achieve beyond or below expectations
- Assessment grids e.g. Development Matters and Interim Teacher Assessment Guidance on SIMs is highlighted to show achievements of a group or individual
- Individual home-school planners with guidance to parents on completing these
- Records of individual progress in specific subjects or areas of the curriculum, preferably noted against objectives e.g. in teachers' own records or mark books
- "Post-its" or sticky labels of observational evidence, particularly in the 2 Year Olds and Early Years Foundation Stage, are attached to plans, stuck into learning journeys or used to compile more formal records.
- Pupils' books can be marked against KPIs and achievement against them.
- We do not retain past test papers or pupils' books from previous years unless there is a specific reason e.g. evidence for pupils with SEN
- Records of attainment at the 2 Year progress check
- Records of attainment at entry and at the end of the Early Years Foundation Stage
- Records of attainment in end of Key Stage, optional/other tests, including analysis by assessment focus/ area
- SIMs during the Reception year
- Statutory Teacher Assessments for years 1-6 are retained on the school assessment system (SIMs).

Tracking

We track learners' progress so we can monitor that all pupils are making progress from their starting points, celebrate achievement and intervene to support and challenge where necessary as soon as difficulties become apparent.

- We hold termly pupil progress meetings so that teachers are accountable for the progress of their pupils. This enables underachievement to be picked up and dealt with quickly.
- The system is evaluated to ensure that it is manageable, clear and easy to understand. It is capable of being used effectively by teachers to inform planning for the class, groups and individuals
- We currently use Interim Teacher Assessment Guidance, Key Performance Indicators (KPIs), PIVATS for P-Scale learners and Development Matters Statements / Early Learning Goals, E-Profile
- Progress from a pupil's starting point will be tracked at the end of this year and monitored at the half-term points in the year by using the outcomes of summative assessment. We use the School

Assessment Systems (SIMs), Development Matters, EYFS Profile, Interim Teacher Assessment Guidance and P-Scales for pupils who are working below the curriculum for their year group

- Tracking and target setting draw on a range of evidence. Tests are not used alone, because these provide a snapshot rather than a rounded judgement, they are not always consistent with other tests and some learners are not working at the level of the tests. Consistent use of teacher assessment, informed by other assessments, throughout the school helps to establish and track progress towards targets which are appropriately challenging.
- End of Key Stage 1 targets are informed by Year 1 and Year 2 Teacher Assessments
- End of Key Stage 2 targets are informed by the Local Authority Targets based on the Fischer Family Trust estimates; school targets are aggregated from pupil targets
- The tracking system is linked to contextual information e.g. behaviour, summer-born children, SEN, G&T, mobility, socio-economic factors and ethnicity.

Reporting (Appendix 1 and 2)

The education of the learners in the school is a partnership between pupils, teachers and parents or carers. To support this, regular opportunities, both formal and informal, are provided for the reviewing of the child's progress and attainment with parents/carers.

- Where age related outcomes are used, there are clear explanations of what they mean.
- At Parent's Evenings or in Annual Reports, parents/carers are informed of their child's attainment, progress and attitude to learning.

Reports meet statutory requirements. These are outlined annually in the 2 Year Olds, EYFS, KS1 and KS2 'Assessment and Reporting Arrangements', quoted below. Current requirements for all pupils are:

- Brief details of achievements in all subjects and other activities forming part of the school curriculum, highlighting strengths and development needs. In 2 Year Olds, Nursery and Reception, comments should relate to each of the seven areas of learning
- Comments on general progress
- Arrangements for discussing the report
- For children in Year 1 and above: a record of the annual percentage of attendance.

For children between the ages of 2 and 3 years old:

- a short written summary of the child's development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language

The report:

- should be completed by a practitioner who knows the child well and works directly with them in the setting. This should normally be the child's key person
- arises from the ongoing observational assessments carried out as part of everyday practice in the setting
- is based on skills, knowledge, understanding and behaviour that the child demonstrates consistently and independently
- takes account of the views and contributions of parents
- takes account of the views of other practitioners and, where relevant, other professionals working with the child
- enables children to contribute actively to the process.

For children at the end of Reception (FS2):

- A written summary reporting progress against the Early Learning Goals and the assessment scales.
- A copy of the EYFS profile summary scores reported to the Local Authority must also be provided to parents, carers or guardians if requested.
- Teachers must give a reasonable opportunity for the parent, carer or guardian to discuss the outcomes of the EYFS profile and summary scores.
- Teachers may use the information provided by EYFS profile assessment as a basis for their reports to parents, carers or guardians. Reports should:
 - Be specific to the child
 - Talk about next steps

- Be concise but informative

At the end of Year 2, in addition to the requirements for all pupils:

- End of Key Stage statutory Teacher Assessment results.

At the end of Year 6, in addition to the requirements for all pupils:

- The results of any national curriculum tests taken during the year.

Website

The following assessment information is reported on the school's website:

- EYFS Profile results
- Year 1 Phonic Screening results
- End of Key Stage One Teacher Assessment results
- End of Key Stage Two Test results
- End of Key Stage Two progress results.

Transfer and Transition

We have manageable systems and procedures to ensure that as far as possible, there is timely transfer of information between teachers within the school and between schools. When a pupil leaves, we fulfil statutory requirements to send information to the receiving school within 15 school days using the electronic common transfer file (CTF); we also send on the child's educational record as legally required. If a pupil arrives at this school without records, we take steps to chase up the information. We also work hard to support learners in making successful transition from class to class within this school, and share information with the Pupil Referral Unit for pupils who are dual registered.

Therefore, we ensure that teachers:

- Have opportunities to talk through the records together before the learners transfer
- Have clear understanding of colleagues' judgements based on secure moderation procedures
- Share information about pupils' progress as they move from one class to the next or to a new school or are also registered at a PRU, in order to support continuity of learning for all pupils
- Make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals
- Support vulnerable learners in moving to an unfamiliar context

Monitoring

For assessment in a subject, the key monitoring questions are:

- How well do pupils (including different groups of pupils) make progress relative to their starting points?
- How well do pupils with SEN/ disabilities make progress relative to their starting points?
- Do lessons link to a current assessment of pupils' prior learning and are they differentiated so that they consolidate, build upon and extend learning for all pupils?
- Do teachers and adults ensure that pupils know how well they are doing and provide clear detailed steps for improvement?
- Is effective questioning used to gauge pupils' understanding and reshape explanations and tasks where this is needed?
- Do teachers and adults assess pupils' progress accurately and are they alert to pupils' lack of understanding during the lesson so that they can move swiftly to put it right?

The following processes provide evidence for monitoring:

- Current data analysis using the School Assessment System (SIMs)
- Monitoring of planning and teachers' evaluations of planning
- Evaluation of children's work and marking, e.g. the work of three children of different abilities per class across the school (this may be combined with monitoring of planning)
- Observation of teaching, including the use of IRIS equipment, which may have a specific focus, e.g. differentiation for the most able
- Discussions with learners

- Displays of work by learners
- Moderation activities.

Consistency of standards is developed by using shared evidence of attainment *in one or more of the following ways:*

- Annotated examples of work related to national standards e.g. as a result of Interim Teacher Assessment Guidance moderation.
- Key examples in specific areas to illustrate progression in an aspect again linked to national standards.
- 2016 Teacher assessment exemplification materials, found at:
- <https://www.gov.uk/.../2016-teacher-assessment-exemplification>

Appendix 1: Example End of Year Report

Child's Name	Year Group	Date of Birth	Class Teacher/s

Attendance			
	Serious Concerns Below 90%	Worrying 90 – 95%	Good 95 – 100%

Pupil Progress		
These symbols tell you where your child started the year and where they are currently working.	✓	Your child was at this level at the start of this year.
	✓	Your child is now working at this level.

Reading	Working towards	Emerging	Developing	Secure	Mastery
Start of Year	✓				
End of Year					

Writing	Working towards	Emerging	Developing	Secure	Mastery
Start of Year	✓				
End of Year					

Maths	Working towards	Emerging	Developing	Secure	Mastery
Start of Year	✓				
End of Year					

Class Teacher Comment
Reading
Writing
Maths

HOME READING		
Sometimes Completed	Usually Completed	Always Completed
HOME LEARNING		
Sometimes Completed	Usually Completed	Always Completed
ATTITUDE TO LEARNING		
Sometimes Motivated	Usually Motivated	Always Motivated

Science
Computing
PE
PSHE & RE
Art & Design
Geography & History
Music

Appendix 2: Explanation of Year Group Attainment Bands

2014 Curriculum Assessment

There are no longer levels for assessment.

Instead children are graded as meeting the End of Year Expectations for their particular year group on a varying scale.

<p>Working Towards</p> <p>Children are not yet able to be assessed against the current year's targets and receive additional support in order to access the curriculum.</p>	<p>Emerging</p> <p>Children are working towards the current year's targets but usually need support in order to complete their work.</p>	<p>Developing</p> <p>Children are still working towards the current year's targets but they are becoming increasingly independent and can sometimes complete work without support.</p>	<p>Secure</p> <p>Children have met/are in the process of meeting all year group targets – they are able to work independently and complete given tasks accurately and without support. They sometimes use what they have learnt in new situations.</p>	<p>Mastery</p> <p>Children have met/are meeting all the targets for the relevant year group – they can work independently and competently with accuracy and take care with the presentation of their work. They are able to use their knowledge and skills in all aspects of their work to solve problems effectively.</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

All children will begin the year here as they haven't yet experienced this year's curriculum.

The majority of children are expected to end the year here.

To be deemed as 'secure' they must be 'secure' in every target for that subject.

