



**Mill Lane  
Primary School**

**Assessment, Recording  
and Reporting Policy  
March 2016**

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## Introduction

Our assessment policy is aligned to our curriculum and is an integral part of the learning process. The curriculum is mapped out against end of year, age-related expectations (AREs), ensuring quality in-depth teaching and learning. Central to this is a focus on formative assessment as a tool to guide learning. Assessment in our school generates continuous improvement and supports achievement. It takes place in all year groups and across all subject areas. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive and we strive for children of all abilities to achieve.

The assessment policy is a live document, reviewed regularly to improve assessment practice in school and to remain up to date with government guidance. Evaluation of teaching and learning is linked to the continual professional development of all staff to ensure teacher expertise in curriculum, pedagogy and assessment.

## Aims

- Ensure that all children make good progress and achieve.
- Track children's attainment and progress, against age-related expectations, to inform teaching and learning.
- Provide a consistent approach across all subject areas and age phases.
- Ensure formative assessments are an integral part of day-to-day teaching and learning, in every classroom, enabling us to identify children who are falling behind in their learning or who need additional support, including the most able.
- Ensure assessment contributes to the early and accurate identification of children with special educational needs and any requirements for support and intervention.
- Share meaningful feedback (written and oral) with children, highlighting their strengths and helping them to understand what they need to do to improve.
- Set children challenging goals, given their starting points, and ensure they make good progress towards meeting or exceeding them.
- Provide comprehensible information to parents and carers on how well their children are doing in relation to expected standards.
- Hold informative and productive conversations with parents and carers on supporting their children's learning effectively.
- Ensure as many children as possible are ready for their next steps in learning at key transition points.

## **Arrangements for the governance, management and evaluation of assessment: Roles and responsibilities**

### **Governors**

- Monitor whole school data.
- Monitor assessment practices in school.

### **Senior Leadership Team**

- Moderate teacher assessments and tests.
- Set realistic whole school targets.
- Analyse data for school improvement and reporting.
- Lead and monitor whole school assessment practices.
- Provide training for teachers to ensure a good understanding of assessment and assessment practice.

### **Teachers**

- Regularly use ongoing formative assessment.
- Make summative judgements at defined points in time.
- Provide feedback to pupils and set realistic targets for individual pupils.
- Provide assessment information to the senior leadership team, parents and pupils.

### **Teaching assistants**

- Provide feedback to teachers on pupil progress and attainment.

### **Parents and carers**

- Attend meetings with teachers to discuss their children's attainment and progress.
- Support children with their homework.

### **Pupils**

- Take ownership of their learning, working hard to achieve their targets.
- Ask for help and advice in improving their work.

## **How assessment outcomes are collected and used**

### **We use 3 key forms of assessment**

- In-school formative.
- In-school summative.
- Nationally standardised summative.

## **In-school formative assessment**

### **Formative assessment takes place during learning and:**

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

### **Types of formative assessment include:**

- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment (e.g. during the Innovate stage)
- regular short re-cap quizzes
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- child self-assessment, reflection on learning (e.g. during the Express stage).

Essential Skills, based on end of year age-related expectations, are used to inform planning in all subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

Cornerstones Developmental Skills provide a learning progression through the national curriculum with end of term age-related expectations (AREs) for English and mathematics. Teachers use the Developmental Skills to support differentiation during lessons and to plan the next learning steps for individual pupils/groups. The Developmental Skills are organised into aspects within each subject area which ensure the children have the opportunity to acquire a breadth of skills. 'Depth of learning' is achieved once a child has demonstrated an ability to confidently apply these skills in a range of contexts and across other subjects.

We use Sprint to support our formative assessment methods. Sprint assessment grids are used to assess and record attainment in reading, writing and mathematics. The grids focus on key skills and concepts and enable teachers to measure, track and share children's attainment. We use them to record formative and summative assessment and provide the supporting evidence necessary to make age-related judgements on children's attainment.

If a child has achieved the **all** of the **key skills** on a grid, they can be judged to be working at that age-related expectation. If a child is working significantly below the age-related statements on a grid, they are assessed using the previous grid. A child showing that they have mastered the vast majority of skills from a higher ARE can be judged as working at greater depth within the expected standard or working above the expected standard (next stage ready).

Teachers moderate work at similar levels across school and with other schools to ensure that their judgements are sound. Summative assessment judgements are based on professional judgement and a variety of evidence.

Our teachers ensure that children are not accelerated too quickly through narrow strands of the curriculum but ensure that all aspects of the age-related expectation are mastered before moving them on. The Cornerstones progression of Developmental Skills allows for children's learning to be extended at an appropriate pace.

#### **Effective question and answer techniques**

Asking children questions is a vital part of the pedagogical process. Our teachers use a bank of questions specific to the Cornerstones Curriculum stage they are working at (e.g. Engage, Develop, Innovate, Express).

#### **In-school summative assessment**

In-school summative assessment sums up what a child has achieved over a period of time, relative to learning aims. The outcomes of in-school summative assessments support teachers in making rounded professional judgements on the attainment of a child at a particular time in specific subjects/subject areas. In-school summative assessments inform teachers and senior leaders on attainment and progress within specific groups, classes, year groups and across school.

Summative assessments are carried at end of a topic, term or year and provide ratification of formative assessment. They take the form of written tests, observations, assessment tasks, photographs or learning journals.

As national curriculum levels have been phased out, our approach is to map children's progress against a ge-related expectations.

We are currently waiting for the government to issues guidance on the weighting of subject areas. We will review this when government guidance becomes available.

### **Use of maths tests in school**

Assertive Mentoring Tests are used to ascertain what pupils have learned, on a termly basis, in relation to the programmes of study outlined in the national curriculum for mathematics. The tests are based on the statutory programmes of study for key stage 1 and key stage 2. The tests cover the aspects of the curriculum that lend themselves to problem solving and application, and are designed so that all children can access the paper and achieve at their own level.

The tests are administered at the end of each term as part of a comprehensive summative assessment. The relevant Assertive Mentoring attainment and Gap Analysis spreadsheet helps teachers to use the results from the tests to inform planning and make summative judgements.

### **How results of summative assessments are tracked through school**

We use the Sprint attainment Tracker to set targets, track pupil progress and attainment. This information is then entered into SIMS to create and filter tables to ensure assessment is an integral part of classroom practice and school improvement. This is done termly for English and mathematics and annually for foundation subjects. The senior leadership team use the progress and attainment tracker within SIMS to monitor the progress and attainment of individual pupils, groups, classes or year groups and school as a whole. The tracker highlights children whose progress is below the expected level and who may need additional support or intervention. Progress and attainment data is communicated to all stakeholders, including parents, governors and Ofsted.

### **Nationally standardised summative assessment**

We ensure all statutory assessments are administered in accordance with guidance and reported to all stakeholders as appropriate. Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally and how the school is performing in comparison to schools nationally.

Results from national tests are used to inform in school summative assessment and in-school assessment practice.

### **The nationally standardised assessments are:**

- Reception baseline check (statutory from September 2016)
- Year 1 phonics screening test
- end of KS1 SATs in English and maths (end of Year 2)
- end of KS2 SATs in English, maths and science (end of Year 6).

**Commented [SL1]:** However, we intend to use this still – changing to the CEM Baseline assessment tool for Sept 2016

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### **Assessing children with SEND**

Our school has high aspirations for the achievements of pupils with SEND. We use information from teacher assessments and testing to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. Progress for all children is measured in the most appropriate way for the individual child. Progress in communication or social skills may be considered as well as alternative methods of recording, such as learning journals and photographs.

### **Assessing children with EAL**

Our school has high aspirations for the achievements of pupils with EAL. We use information from teacher assessments to support the diagnosis of learning difficulties and highlight any requirements for support or intervention. During the period of language acquisition we use Stockton Borough Council's EAL assessment documentation to measure progress and attainment. First language support will be provided where appropriate.

### **Assessing the most able children**

Children who achieve all age-related statements early in a term will be judged to have shown depth of learning in that subject/subject area. They can then be judged against the statements in a subsequent grid.

### **Assessing children in EYFS**

Our EYFS practitioners base their assessments on their knowledge of the child through observation and interaction in a range of daily activities and events. The EYFS provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective EYFS assessment presents ~~a~~ holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Teachers use the STEPS tracking document to record children's progress in the typical behaviours for age related expectations. [This data is then monitored through SIMs mark sheet to enable progress to be tracked.](#) The app 2Build a profile is used to support the gathering of observations.

[Pupils who achieve the ELG statements in Reception are assessed against the Exceeding Statements for EYFS.](#)

Teachers use the EYFS to Year 1 Transition Skills document to assess Year 1 children working below age-related expectations and to assess children in Reception whose achievement exceeds the ELG statements.



## School Year Assessment Overview

- September**
  - Ratify/moderate summer data using Sprint assessment grids.
  - Report to governors/other required bodies.
  - Y1 –Y6 Baseline testing and Attainment and Gap Analysis.
  - Nursery and Reception baseline.
  - Teacher performance management.
  - Pupil progress/target-setting meetings.
- Beginning of December**
  - Mathematics summative tests.
  - Writing assessment using Sprint grids.
  - Reading assessment using Sprint grids.
- December (end of Autumn 2)**
  - Input data to tracker.
  - Analyse data/moderation.
- January**
  - Pupil progress meetings.
  - Teacher performance management reviews.
- February (End of Spring 1)**
  - English moderation in year groups utilising Sprint grids.
- March/April (End of Spring 2)**
  - Mathematics summative tests and Sprint grids.
  - Summative tests for reading and SPAG.
  - Writing assessment using Sprint grids.
  - Reading assessment using Assertive Mentoring tasks and Sprint grids
  - Input data into tracker.
  - Analyse data/moderation.
  - Pupil progress meetings (including a review of interventions).
- May**
  - National testing in Y2 and Y6.
  - Y1 –Y6 Arithmetic Test 6 and Attainment and Gap Analysis.
  - Data review meetings.
  - English moderation in year groups utilising Sprint Grids.
- June/July**
  - Y1 phonics test.
  - Y1 –Y6 Summative tests
  - Summative tests for reading and SPAG.
  - Writing assessment using Sprint grids.
  - Reading assessment using Sprint grids.
  - Y2 and Y6 teacher assessment against interim frameworks.
  - Transition meetings and class information handover.

- Finalise teacher assessments – input into tracker.
- Data analysis.

Signed and dated:

Head Teacher .....

Chair of Governors .....