PACKMOOR ORMISTON ACADEMY
Assessment, Recording and Reporting Policy

ASSESSMENT

Introduction

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

Assessment should be incorporated systematically into teaching strategies in order to assess progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and stage on the SEN code of practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

At Packmoor Ormiston Academy, assessment is not a singular activity; it is both about the measurement of performance at a given point in time and an ongoing process of gaining information to promote future learning.
We believe that effective assessment provides information to improve teaching and learning. To do this in our school we undertake two different but complementary types of assessment: assessment for learning and assessment of learning.

Assessment *for* learning (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the premise that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). At Packmoor we use the PiXL (Primary Partners in Excellence) premise of DTT (Diagnosis,Therapy and Testing), where question level analysis of tests, along side tracking against National Curriculum expectations for each year group, identifies gaps in learning. These are then addressed through specific therapies and then retested to ascertain understanding and retention. Assessment for learning should be intrinsic to and used for informing planning. (See Appendix 1 for clarification of purpose and roles and responsibilities)

Assessment *of* learning (summative assessment) involves judging pupils' performance against national standards. We use standardised tests to assess pupils attainment in Reading (PIRA), Grammar, Punctuation and Spelling (GAPs) and Maths (PUMA). These results along with Teacher assessment for writing are used to give a combined English and Maths assessment. Attainment thresholds are based on whether a pupil is working towards (WT), working at (WA), or working above (HA) the expectations for their age phase or year group. (See Appendix 2+ for clarification of purpose and roles and responsibilities)

Objectives

Good assessment practice in our school will:
- enable our pupils to demonstrate what they know, understand and can do in their work;
- help our pupils to recognise the standards to aim for, and to understand what they need to do next to improve their work;
- make pupils aware of the role they play in the development of their own learning so they feel motivated and supported;
- enable the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and future standards required
- raise standards of attainment and behaviour, and improve pupil attitudes and response
- allow teachers to plan work that accurately reflects the needs of each pupil;
- base judgements of pupil's attainment on a body of evidence from teachers ongoing marking, target setting and testing;
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide regular information for parents that enables them to support their child's learning;
- provide the Principal, Senior Leadership Team (SLT) and Governors with information that allows them to make judgements about the effectiveness of the school.

Planning for Assessment

Assessment should be an integral and recognisable part of every teacher's planning and linked to National Curriculum expectations.

To support our teaching we use the National Curriculum which is broken down into a set of KPIs and expectations for each year group.

We plan our lessons with clear learning objectives based on the age related expectations. We strive to ensure that all tasks set are appropriate to each child's ability. Our lesson plans make clear the expected differentiated outcomes for each lesson.

Teachers always share the lesson's learning objective with the children as the lesson begins. They also indicate the way in which the activity is linked to the learning objective, and the success criteria against which the work will be judged. Children are encouraged to self-evaluate their work at the end of sessions and next steps are indicated on their work. (See Marking Policy)

Teachers ask well-phrased questions and analyse pupils' responses to find out what they know, understand and can do, and to reveal any misconceptions.

We identify those individual children who do not achieve the expected progress during a lesson, and we use this information when planning for the next lesson.

Closing Gaps

Where gaps are identified specific intervention will be provided to address these. This make take the form of individual, group or whole class provision. Gaps are identified through teacher assessment and summative testing. Gaps may be closed through specific therapies or through whole class focuses. This process is ongoing throughout the year but there is also a Gap Closing Week set aside after Assessment Week to address gaps highlighted through question level analysis. Following the DTT model any gaps that have been addressed then need to be revisited and tested to ensure understanding and retention.

Attainment against year group expectations are recorded on Coverage Grids for Reading, Writing and Maths which are shared with the children, and recorded in the appropriate exercise book. (See Appendix 3).

Assessment against the end of year expectations takes place continuously.

Standardised Assessments

All pupils in Key Stage 1 and 2 will take standardised assessment tests in Reading, Maths and GPS at the end of each term (Y2 and Y6 will take formal SATs tests in Summer Term). End of Key Stage 1 attainment will take into account formal SAT results but overall reported judgements will be based on Teacher Assessment. End of Key Stage 2 SATs results along with teacher assessment for writing will be used to give a combined English and Maths attainment judgement. Attainment thresholds are based on whether a pupil is working towards (WT), working at (WA), or working above (HA) the expectations for their age phase or year group. Results will be recorded on whole class tracking grids which will track individual, group, class and year group attainment and progress. This data will be analysed and reported on.

Early Years Foundation Stage

On entry to the school children will be assessed to gain a baseline, the results from which will be used to inform planning, set targets and aid early identification of special needs. Children will be assessed regularly throughout EYFS to ensure that the next steps in learning are appropriately planned in order to help children make progress.

Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:
- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning:
- Playing and exploring
- Active learning
- Creating and thinking critically

For children to be regarded as reaching the expected level of develop by the end of EYFS (GLD) they need to have reached expectations in all the prime areas of learning and literacy and mathematics.

For each Early Learning Goal, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Phonics

Progression through phonics is assessed and recorded through the Read Write Inc scheme. Progress towards passing the end of Year 1 phonics assessment is monitored and tracked closely throughout the year.

RECORDING and REPORTING

Introduction

We recognise that the recording of progress and attainment is a vital ingredient of any assessment practice. At Packmoor we believe that it is important to record only the information that directly affects future learning. All staff record pupil attainment and progression in the agreed formats. Additional recording is left to the individual member of staff to support their planning and tracking of pupils understanding against lesson objectives and end of year expectations.

We recognise that research has shown that involvement of pupils in the review process raises standards, and that it empowers them to take action towards improving their performance. We therefore give our children regular feedback on their learning so that they understand what it is that they need to do in order to move their learning forward.

Reporting to parents on their child's attainment is also a vital part of the assessment process as it gives parents an understanding of how their child is performing against national expectations and allows them the opportunity to assist their child's continued progress.

Objectives

The objectives of recording in our school are:
- to empower the pupils to be proactive in moving their own learning forward;
- to track children's progress against national expectations and to initiate intervention procedures where it is necessary;
- to identify learning needs
- to record attainment in relation to National Curriculum Expectations;
- to inform the process of reporting to parents;
- to aid teacher knowledge of pupils attainment when they transfer classes.

Pupil Progress

End of Key Stage Pupil Progress is measured based on prior attainment, that is from EYFS results for Key Stage 1 pupils and end of Key Stage 1 results for pupils in Key Stage 2.

In year progress against expectations form the basis of discussions about pupil attainment at Pupil Progress Meetings, which are held termly between the class teacher and designated members of the SLT. The aim of such meetings is to focus on effective ways to move learning forward.

End of Year Expectations

Attainment against year group expectations are recorded on Coverage Grids for Reading, Writing and Maths which are shared with the children. Writing Assessment grids recorded in writing exercise books. (See Appendix 3).

Judgements made against these expectations are made from marking, work scrunity and standardised test question level analysis. Judgements are moderated through whole school moderation exercises conducted by SLT as part of the academies quality assurance and teacher review and appraisal process.

Foundation Stage

Pupil attainment in Foundation Stage is recorded through annotated observations against the Foundation Stage Profile Development Stages towards the Early Learning Goals. This evidence is kept in the Pupils Record File and on Assessment Profile Trackers, which are shared with both pupils and parents. This profile also forms the basis of development into YR 1 and will be reported to the L.A.

Feedback to Pupils

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking (see Marking Policy), as this ensures that we all mark in the same way, and the children learn to understand it.

Pupil discussions take place throughout the year so that they are aware of their progress through towards end of year expectations and the steps needed in order to achieve them. Pupil feedback should be based on a two way dialogue model.

Reporting to Parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher and produce a report on their attainment. Pupils designated as SEND have a specific review during these meetings. (See Inclusion Policy). At the first meeting of the school year we review expectations for the year. At the second meeting of the year (which is held during the spring term) we evaluate their child's progress as measured through Standardised Tests. At the third meeting of the year we review the child's progress in relation to meeting end of year expectations and closing any gaps to enable this to be achieved.

We produce a written report for parents each term. In Autumn and Spring this report gives a one page update of the child's attainment to date and highlights any gaps that might need to be addressed in their child's learning to ensure they are on track to meet national expectations by the end of the year. In Summer term we produce a more comprehensive written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on Religious Education. We identify attainment and progress in relation to expectations. In this written report we include a space for parental feedback.

In reports for pupils in Year 2 and Year 6 we also provide details attainment in end of Key Stage SAT's.

We offer parents of pupils in FS2 the opportunity to discuss their child's Foundation Stage Profile with the teacher.

At the start beginning of the year we provide each parent with a pack detailing the National Curriculum coverage and expectations for their child for their new year group as well as a curriculum topic map and a home school agreement.

Inclusion and Assessment for Learning

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

SEND pupils will follow the same structure as other pupils but staff must keep evidence to indicate progress against their individualised targets on their Personal Passports and provision maps. Staff will liaise with the SENCO. We have a comprehensive tracking system to record the progress of SEN pupils.

Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for expectations to be met in the following ways;
• With colleagues in school
• With colleagues from other schools through cross school moderations networks
• By attending LA sessions to ensure our judgements are in line with other schools

Monitoring and Review

Our Assessment Leader is responsible for monitoring the implementation of this policy. We allocate special time for this vital task. The leader will use the data provided through teachers assessments to provide management information and statistics for the Principal, SLT and Governors, and to meet the schools obligation to provide information to the OAT, LA and make statutory returns as required.

This policy will be reviewed in two years, or earlier if necessary.

Reviewed and amended September 2019

To be reviewed September 2021

APPENDIX 1

ASSESSMENT *FOR* LEARNING

Purposes
Assessment for learning will:
- Provide insight into pupils' learning for both pupils and teachers
- Promote success for all
- Support the target-setting process
- Enable continuous reflection on what pupils know now and what they need to know next
- Measure what is valued
- Promote immediate intervention and link judgements to learning intentions
- Raise standards by taking pupils to the 'edges of their capability'

Implications for teaching
The teacher will:
- Provide continuous oral and written feedback which identifies strengths and the next step for improvement
- Promote pupil involvement in self assessment
- Plan against what children know/can do/understand
- Make standards and objectives explicit to pupils
- Promote inclusion by attending to all pupils' learning needs, particularly for pupils who are at risk of underachievement
- Engage pupils in rich questioning allowing 'wait' time (time to think)
- Build in time for focused observation of teacher-directed and child-initiated activity
- Keep parents/carers informed and involved

Impact on learning and the learner
The pupil will:
- Know what to do to improve
- Know what standards are required
- Know what has been achieved against known success criteria and what to do next
- Gain confidence, motivation and self-esteem as a learner
- Increase their awareness and understanding of their own learning style(s) and of how they learn best
- Improve their own self-evaluation skills
- Make progress

Issues for Leadership
Senior leaders will:
- Ensure responsibilities are clear in relation to assessment activities
- Make arrangements to monitor the progress of individual pupils and diverse pupil groups
- Monitor the quality of teacher assessment
- Use assessment information to inform the school plan and identify learning and training needs, including taking account of diversity and the promotion of race equality

Assessment *For* Learning – The focus relies heavily on talk

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to; • specify attainment • identify difficulties • specify improvement • construct achievement • constructing a shared way forward • identify key skills targets	Sharing learning intentions Questioning Modelling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared criteria for next step Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Rich descriptions of learning Qualitative recording Routines for pupil self evaluation	Reflection Drafting Profiling Revisiting Revising Exploration Editing Interaction and collaboration Talk Pupils' designing own tasks Pupils' self evaluation Pupils' improved self-esteem Coverage Sheets

APPENDIX 2

ASSESSMENT *OF* LEARNING

Purposes
Assessment of learning will:
- Provide a summary judgement about what has been learned at a specific point in time
- Establish national benchmarks about what children can do and about school performance
- Show what pupils can do without support
- Inform the target setting process
- Hold the school to public account
- Promote subsequent intervention(s)

Implications for teaching
The teacher will:
- Provide a periodic summary through teacher assessment and tests
- Identify gaps in pupils' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of
- performance which guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (narrowing the gap)
- Mark and measure against scores and levels
- Keep parents/carers informed and involved

Impact on learning and the learner
The pupil will:
- Be able to gauge own performance in comparison to others and against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Issues for Leadership
Leaders will:
- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum
- requirements and with statutory assessment arrangements
- Monitor the delivered curriculum
- Provide, use and analyse data to promote public scrutiny, enable external accountability and raise
- attainment
- Involve governors in their accountability role
- Use assessment information to inform the school plan and identify learning and training needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyse data to identify groups at risk and to focus intervention on underachieving groups

Assessment *of* Learning – This is heavily product focused, being written, recorded or performed

Assessment Methods	Teaching Methods	Evidenced by
Testing Explicit test focus Statutory Assessments Marking to; • Express approval/disapproval • Grade • Rank Time limited tasks Closed tasks Formulated tasks	Preparation and rehearsals Questioning Practice opportunities Routine testing Revision Test techniques Timed activities Independent working Undifferentiated task Quantitative recording	Finished product Pupil's own work, including speaking and listening (ie assessment of oral competence) Standardised Tests QLA Attainment Tracker