



# ASSESSMENT, RECORDING AND REPORTING POLICY

Policy reviewed November 2016

Next review November 2017

## 1. Introduction

Embedded in every Crowmoor policy are the following areas :

### 1.1 Equal Opportunity

At Crowmoor we are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

### 1.2 “Every Child Matters” (We have decided to carry on with this)

At Crowmoor we continue to uphold the philosophy and aims of the Children’s Act 2005, which is based on the United Nations Convention on the Rights of the Child. These are incorporated throughout our school and are for “every child”:

- To be healthy
- To stay safe
- To enjoy and achieve
- To make a positive contribution
- To achieve economic

To monitor the impact of the out termly Sociogram are shared with relevant adults

### 1.3 Special Educational Needs

*“Class and subject teachers, team, should make regular pupils. These should seek to expected progress given their age can include progress in areas instance where a pupil needs to wider development or social transition to adult life.”* SEND

We aim to enable pupils with to be included fully in their successful transition to

We utilise both in-school ensure effective recording of the in conjunction with the use of P the National Curriculum.

and Person Centred Plans are utilised to detail interventions and support.

well being

above aims at Crowmoor we carry assessments, the results of which by the Pastoral Team.

### and Disability (SEND)

*supported by the senior leadership assessments of progress for all identify pupils making less than and individual circumstances.... It other than attainment – for make additional progress with needs in order to make a successful Code of Practice 2015.*

SEND to reach their full potential, school community and make a secondary school.

recording and tracking systems to small steps pupils with SEND make Scales for children unable to access Provision maps, One Page Profiles

## Assessment at Crowmoor

This policy has been written taking into account the recommendations from “The Commission on Assessment without Levels” report September 2015.

Assessment falls into two categories:

## 1 *Formative Assessment (Assessment for Learning)*

The day to day assessment of pupils' progress to diagnose learning needs and to plan future programmes of teaching. At Crowmoor this can take the form of:

- Question and answer during class
- Marking of pupils' work (see separate Marking Policy)
- Observational assessment
- Regular short re-cap quizzes
- Self and peer assessment
- Scanning work for pupil attainment and development (cold/hot tasks)

## 2 *Summative Assessment (Assessment of Learning)*

An overall judgement of a pupils' achievements and progress in each subject at the end of each key stage, in accordance with Government regulations. These are informed by SATs and teacher assessment.

- End of year exams
- Short end of topic or unit tests (Rising Stars and Salford Reading tests)
- Reviews for pupils with SEN and disabilities

### **Aims**

The Policy aims to:

- Recognise that assessment is integral to teaching and learning. It should be continuous, inform future curriculum planning and be recorded where necessary.
- Ensure continuity and progression for children's learning ,
- Utilise the assessments undertaken to inform weekly and half termly planning
- Diagnose strengths and difficulties and identify what support is needed
- Ensure the involvement of children in the assessment process; sharing learning objectives, success criteria and target setting through the use of unit plans at the beginning and end of each topic.
  1. *sharing the learning objectives at the start of a lesson*
  2. *reviewing work with children to see if the assessment focus has been met*
  3. *allowing pupils opportunity to self and peer assess*
  4. *Celebrate individual's achievements, encourage motivation and resilience.*
- Give relevant information to parents, LA and governors about children's progress, achievement and future needs through:
  1. *parents evenings and end of year reports*
  2. *headteacher and co-ordinators present termly reports to governors*
  3. *Foundation Stage Profile, Year 1 phonics screening check, Year 2 SATs results, Year 6 SATs*
  4. *Tracking systems: iTrack half termly, Milestones and Sims.*
- Encourage parents to be involved in their child's learning and target setting through:
  1. *parents consultation and curriculum information meetings and "Starting School" booklet for Reception parents*
  2. *home/school reading and link books*
  3. *Year group Curriculum Guide and expectations*
  4. *Sharing targets at parent consultations*
- Ensure that all record keeping is kept up to date and is provided by the deadlines required, supporting and underpinning the assessment process. The records are used to identify the progress of individuals and sub-groups and shared with the Senior Leadership Team at half-termly progress review meetings.

### **Progress and Assessment procedures at Crowmoor School**

#### **Assessment Records**

Every Class teacher will maintain up to date records for their own class on iTrack, which will include the relative progress of the key groups (boys, girls, FSM, LAC, pupil premium pupils/non FSM and SEND).

## **Target setting**

Each class sets end of year targets for each child at the beginning of the academic year based on the previous years attainment (KS2 FFT predictions). The targets are reviewed half termly and a progress review meeting is scheduled with the Headteacher to discuss the progress each child is making towards their Age Related Expectations and personal progress made. Intervention strategies are used to close any gaps in their learning. The teacher is responsible for facilitating the intervention.

## **Early Years Foundation Stage Profile**

The EYFS profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime, four specific areas of learning, and the three characteristics of learning.

The three prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The learning characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

Alongside teacher judgement and observations Tapestry software is used to record evidence for meeting the Development Matters expectations. Ongoing assessments will be undertaken by members of the Early Years & Foundation Stage (EYFS) team. At the end of their Reception year a child will be assessed against the Early Learning Goals. These results are recorded on iTrack and sent to Local Authority for analysis.

## **Formative Assessment**

Some of the more tangible methods of formative assessment we use are:

- Observation  
This could be day to day informal observations of a child's actions, difficulties and strengths, or it could be a task set up specifically so that a group of children can be observed. This specific observation is often only realistically possible with younger children when there is help in the classroom, or when tasks are structured in such a way that children not involved in the assessment are working independently.
- Discussion and other oral assessment  
This can take the form of role play, interviews, pupil presentations, debates, questioning or discussion of topics with the children, relevant to their age.
- Marking (see Marking Policy)

## **Summative Assessment**

The main summative assessments take place at the end of Reception, Year 1 (Phonics Screening Check), Year 2 at the end of KS1 and the end of KS2 in Year 6 when the children sit the National Curriculum tests. The level of achievement for each child in each of the core and foundation subjects is arrived at by using teacher assessment through the use of Chris Quigley Milestones and through formal testing.

## **Assessment for Children with Special Educational Needs and Disabilities**

Where assessment shows that a child has difficulties in one or more areas of the curriculum, the child will be mentioned as a 'concern' to the SENDCo. If these difficulties persist despite intervention and are significant, the child may be placed on the SEND register and a Pupil Centred Plan produced. PCPs are reviewed and updated each term. SEND procedures can be found in the SEND policy. Where assessment shows a child may be particularly able and through discussion with the teacher, the child is placed on the Gifted and Talented Register which is

formally updated at the beginning of each term. The children on the SEND register are assessed at the start of the academic year and at the end of each half term, using a variety of tests and milestones, to closely monitor progress and tailor intervention programs for each child. Progress of children on the SEND register is monitored by the SENDCo.

### **On-going Assessment**

Teaching at Crowmoor Primary is based on our knowledge of the child's level of attainment and their progress towards this point. This is measured from their starting point with us. Our aim is to develop their knowledge, skills and understanding in relation to the end of Key Stage expectations by:

- tracking progress from our baseline assessments in EYFS
- using Milestone indicators 1, 2 and 3 as markers of progress towards these expectations
- using Year 2 assessments as a measure to track progress and attainment of pupils towards the end of Key Stage 2 expectations

Milestone 1 – end of Year 2, Milestone 2 – end of Year 4 and Milestone 3 – end of Year 6

The following assessment processes will be used:

### **Assessment Week**

The penultimate week of each half term is Assessment Week. (With the exception of Autumn 2 which will be the last week of November). Assessments 1,3, and 5 are interim assessments and 2,4 and 6 are summative.. To ensure rigorous tracking of pupils' attainment, we formally assess at six points throughout every year (i.e. every half term). At each of these points, pupils will be assessed against how they are progressing in relation to the New National Curriculum's expectations for their chronological age, and mastery of this content.

The national language used to measure and report attainment at the end of each academic year is:

- Below Programme of Study (BPOS) - working below age related expectations
- Working Towards the Expected Standard (WTS) - progressing within the age related expectations - **(Commencing/Developing)**
- Working at the Expected Standard (EXS) - securely working at the age related expectations - **(Secure)**
- Working at Greater Depth within the Expected Standard (GDS) - securely working at age related expectations within all aspects of the curriculum, and embedding this knowledge and skills across subjects fluently and consistently - **(Advanced and Deep)**

The Milestones for Writing, Reading and Mathematics are assessed by class teachers and recorded as either Commencing, Developing, Secure, Advanced or Deep learning within that year group. Progress and assessments are recorded on iTrack, sub-groups analysed and then reported to the Headteacher. The results must be recorded onto the school tracking system before the deadline.

Teachers responsible for end of Key Stage SATs are responsible for carrying out a detailed analysis of the results, identifying progress from the previous end of Key Stage assessment and from the Foundation Stage.

### **Reading Assessment**

The class teachers use Salford reading and Rising Stars tests termly as well as Milestone indicators as markers of progress (and optional tests if they wish). Assessment Focus used in Guided Reading sessions.

### **Maths Assessment**

Teaching staff are responsible for ensuring they carry out half termly assessments using Rising Stars and NCETM unit pages at the beginning and end of each topic. Milestones are to be used as markers of progress.

### **Science Assessment**

Rising Stars Diagnostic, Mid-Term and End of Unit assessments can be used to inform teacher assessment which is recorded on iTrack. For each area of science children will work through modelled, intermediate and independent

investigations. Milestones indicators are to be used as markers of progress, presented as unit pages. The results of these assessments and work samples in the books will be monitored by the Science Coordinator.

### **Grammar, Punctuation and Spelling Assessment**

At the end of each half term the children will complete a GPS assessment activity. Class teachers will use the evidence from the children's classroom work and observations that will allow the teacher to monitor progress and achievement and devise next steps for that child's individual learning. Milestones are to be used as markers of progress. The results of these assessments and work samples in the books will be monitored by the Literacy Coordinator. Letters and Sounds and Babcock Spelling Programme aid teaching and learning.

### **Teachers' Planning and Evaluation**

The long term planning is stored on the school server/Office365. Curriculum maps are displayed in the meeting room.

### **Half termly Planning and Evaluation**

The teachers' planning consists of a half termly forecast of work in the form of a half termly planning sheet.

### **Weekly Planning and Evaluation**

The teachers' planning should consist of a weekly planning sheet. The planning sheet should include space for:

- Teaching content, learning objectives and success criteria for Literacy and Numeracy.
- Teaching content and learning objectives for all other subjects.
- The role of AOTTs and the class teacher
- Differentiation/challenge for at least three ability groups and the work for SEND pupils linked to their PCPs
- Technical language and resources; at least one GPS lesson identified
- Assessment activities

The planning sheet is a working document and is used by teachers in the day to day delivery of lessons.

### **Recording**

We ensure that records kept are used effectively by:

- Maintaining the iTrack record and tracking system which is used consistently throughout the school
- Involving children in reviewing their own work and recording progress through the use of unit pages and assessment grids
- Using books to exemplify a child's learning journey and progress
- Using the information on iTrack to produce analysis of sub-groups
- Ensuring office print out progress analysis from iTrack in the first week of each new half term

Records include:

Learning Journeys for Early Years Foundation Stage children  
Class teachers own records/mark books

### **Reports to Parents and Others**

From time to time it will be necessary to report on the progress of an individual out of sequence. Reports may be required by the following:

- *Other teachers within the school*  
Much of this reporting may be of a verbal and fairly informal nature. Information to be passed on at the end of a year, is outlined in the section on records.
- *Teachers at a new school*  
This may be as a result of a family move, or when a pupil changes phase.

- *Parents*  
Parents receive written reports annually, but they are encouraged to approach the child's classteacher at any stage in the year if they have any concerns. Teachers may also approach parents to discuss specific concerns.
- *Outside agencies*  
From time to time, outside agencies such as Social Services may require a written report on the progress of a child. Relevant information will be sought from teachers connected with the child at the time. Normally, the written report will not be shared with an outside agency without the parents' permission.
- Children with SEND will require documents for 'Plan, Do, Review' cycle. (See SEND policy).

## **Reporting to Parents**

### **Teacher/Parent Meetings - Autumn Term/Spring Term**

All parents are invited to meet class teachers in early November and again in the Spring Term. At these meetings, parents receive a verbal report on their child's progress in his/her class, including results achieved during the assessment weeks. Parents and teachers also have an opportunity to address any problems and to discuss new targets. They also help parents have a greater understanding of what will be expected of their child. Children with SEND will require more frequent discussions under the 'Plan, Do, Review' cycle. (See SEND policy).

### **Written Reports – Summer Term**

Our reports include information on:

- individual progress in all subjects
- details of general progress; including effort grades for every subject
- optional arrangements for discussing the report with parents
- a space for both parent and pupil to comment
- Milestones indicators as markers of progress for the core and foundation subject areas in every class
- targets for the next term
- attendance
- statutory assessments
- Headteacher/Teacher's comment

For children in Reception, progress against the Early Learning Goals and details of their performance against the Characteristics of Learning are reported on.

To give parents the clearest and truest picture of their child's achievement, the following points should be considered when writing reports:

- While praising the child's progress, avoid being unduly positive, giving parents the misleading impression that attainment is better than it really is.
- State where there are weaknesses and give an indication of how these can be addressed.
- Avoid the use of jargon which may make the report difficult for parents to understand.

If these guidelines are followed, statutory assessment results in EYFS, Year 1, 2 and 6 should not come as a surprise to parents. Parents of children in these years will receive results as laid down by Government regulations for that year.

# Annual Assessment Cycle

Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• EYFSP, KS1 &amp; KS2 outcomes</li> <li>• Raise online un-validated/FFT</li> <li>• Half termly (or at the end of each unit) teacher assessment Reading, Writing, GPS, Maths, Science and Phonics (analysis)</li> <li>• Standardised tests, Salford A</li> <li>• Moderation</li> <li>• Monitor, review of SEF</li> <li>• Pupil Progress</li> <li>• Target setting</li> <li>• On-going Afl</li> <li>• Weekly spellings</li> <li>• Weekly tables/number bonds</li> <li>• Pupil targets shared with children and parents</li> <li>• Transition meeting (end of Sept)</li> </ul>	<ul style="list-style-type: none"> <li>• EYFSP, KS1 &amp; KS2 outcomes</li> <li>• Raise online validated data</li> <li>• Half termly (or at the end of each unit) teacher assessment Reading, Writing, GPS, Maths, Science and Phonics (analysis)</li> <li>• Moderation</li> <li>• Standardised tests, Salford B</li> <li>• Pupil Progress</li> <li>• Review targets</li> <li>• Transition meeting with next Class teacher end of term</li> <li>• On-going Afl</li> <li>• Target setting and review</li> <li>• Targets for Literacy, Maths and science in the annual report</li> <li>• Weekly spellings</li> <li>• Weekly tables/number bonds</li> </ul>	<ul style="list-style-type: none"> <li>• Finalise EYFSP, KS1 &amp; KS2 assessments</li> <li>• Submit EYFSP, KS1 &amp; KS2 data to LA</li> <li>• Analysis of Y2, 3, 4, 5 &amp; 6 tests</li> <li>• Pupil Progress</li> <li>• Transition meetings for all staff end of term</li> <li>• Set priorities for SIP</li> <li>• Weekly spellings</li> <li>• Weekly tables/number bonds</li> <li>• Pupil targets shared with children and parents</li> <li>• Target setting and review</li> <li>• Moderation</li> <li>• Assessment (Last week in June)</li> <li>• Standardised tests, Salford C</li> </ul>



## Assessment process at Crowmoor

