



ASSESSMENT, RECORDING AND REPORTING (A.R.R.) POLICY

Policy reviewed November 2019

Next review November 2021

Aims

We aim to establish a caring school community, where all pupils feel safe, valued and can develop a love of learning.

Our Philosophy

Our School is committed to the implementation of the United Nations Convention on the Rights of the Child. We strive to be a Right's Respecting School in all that we do.

We believe that all members of the school community have rights and responsibilities, which each individual should respect and promote. Everyone at school is important and is to be valued. We expect each individual to respect other individuals, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

Our Behaviour Policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work safely; where children can play in a safe way and where the involvement of parents/carers in the development of their child encouraged.

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 well being

To monitor the impact of the above aims at Crowmoor we carry out termly Sociogram assessments, the results of which are shared with relevant adults by the Pastoral Team.

1.3 Special Educational Needs and Disability (SEND)

“Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances.... It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.”

SEND Code of Practice 2015.

We aim to enable pupils with SEND to reach their full potential, to be included fully in their school community and make a successful transition to secondary school.

We utilise both in-school recording and tracking systems to ensure effective recording of the small steps pupils with SEND make in conjunction with the use of P Scales/ Pre- Key Stage Standards for children unable to access the National Curriculum. Provision maps, One Page Profiles and Person Centred Plans are utilised to detail interventions and support.

Assessment at Crowmoor

This policy has been written taking into account the recommendations from:

1. "The Commission on Assessment without Levels" report September 2015.
2. "Eliminating Unnecessary Workload Associated with 1. Data Management, 2. Planning and 3. Marking" reports March 2016
3. Recommendations from the OFSTED Handbook 2019 on Assessment

Assessment falls into two categories (these enable us to know and measure the impact of our interventions and teaching- ie what the children know):

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 (hot tasks)
- Short end of topic or unit tests
- Accelerated Reading quizzes
- Pupil conversations
- Bench mark new pupils to class and school

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
- Termly standardised "Pupil Progress Assessments" : PIRA and PUMA
- Accelerated Reader: Star Reader half termly
- Reviews for pupils with SEN and disabilities

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

Aims

This 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 daily, weekly and half termly planning
- Diagnose strengths and difficulties and identify which support/ interventions may be needed
- Ensure the involvement of children in the assessment process; sharing learning objectives, success criteria and target setting / individual targets (reading, writing and maths) through the use of unit plans in core areas.

1. *sharing the learning objectives/ success criteria at the start and during 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 subject action plans to governors*
 3. *Foundation Stage Profile, Year 1 phonics screening check, Year 2 SATs results, Year 6 SATs*
 4. *Tracking systems: Crowmoor Pupil Progress Record, Milestones and Sims.*
 5. *The school conducts a large amount of cross-curricular learning activities, teachers assess key skills within each subject. Teachers 'sign off'/ highlight skills on Milestone records as each cross-curricular topic is taught.*
 6. *SEND: sharing One Page Profiles and PCPs*
 7. *SEND: meetings (PEP, Annual Reviews and EHCP)*
 - Encourage parents to be involved in their child's learning and target setting through:
 1. *parents consultation and curriculum information meetings*
 2. *"Starting School" and "subject" booklets for parents*
 3. *home/school reading and link books*
 4. *Year group Curriculum Guide and expectations on website*
 5. *Sharing targets (reading, writing and maths) at parent consultations*
 6. *SEND: sharing One Page Profiles and PCPs*
 7. *SEND: meetings (PEP, Annual Reviews and EHCP)*
 - Ensure that all record keeping is kept up to date and is provided by the deadlines required, supporting and underpinning the assessment process- *Crowmoor Pupil Progress Record*. The records are used to identify the progress of individuals and sub-groups and shared with the Senior Leadership Team at termly progress review meetings following formal assessments.

Progress and Assessment procedures at Crowmoor School

Assessment Records

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

Target setting

Each class teacher sets end of year targets for each child at the beginning of the academic year based on the previous years attainment (KS1/ KS2 FFT predictions). The targets are reviewed 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 - see SEND Policy.

Individual subject specific targets are set for reading, writing and maths half termly.

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 following areas:

The three prime areas of learning:

- Communication and language
- Physical development

- Personal, social and emotional development

The four specific areas of learning:

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

The three characteristics of learning:

- 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 through ad-hoc daily observations as well as some more formal methods. At the end of their Reception year a child will be assessed against the Early Learning Goals. These results are recorded and sent to Local Authority for analysis.

Formative Assessment: EYFS

Formative assessment in EYFS needs to be based on observations of the children in action, both in self-chosen play and planned activities. This is at the heart of good quality early years provision.

Some methods of formative assessment we use are:

- Observations
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)

Assessment for Children with Special Educational Needs and Disabilities – see also SEND Policy

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.

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.

Where assessment shows a child may be particularly able and through discussion with the teacher, the child is placed on the Able/More Able Register which is formally updated at the beginning of each term, differentiated work is then planned and delivered for the child.

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 - Milestone 1 – end of Year 2, Milestone 2 – end of Year 4 and Milestone 3 – end of Year 6
- using Year 2 assessments as a measure to track progress and attainment of pupils towards the end of Key Stage 2 expectations

The following assessment processes will be used:

Termly Pupil Progress Reviews

At the beginning of a new year we identify and record bench mark assessments.

We plan and identify for pupil progress review each term. We have three formal assessment points each year, data is collected and recorded on the Crowmoor Pupil Progress Record. 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.

Between each assessment point teachers monitor pupils' attainment to inform teaching and learning.

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
- Working at the Expected Standard (EXS) - securely working at the age related expectations
- 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

The Milestones for Writing, Reading and Mathematics are assessed by class teachers and recorded as either Below Programme of Study, Emerging/WTS, Expected, Greater Depth learning within that year group.

Progress and assessments are recorded on the Crowmoor Pupil Progress Record, sub-groups analysed and then reported to the Headteacher at the termly Pupil Progress Review. The results must be recorded before the Progress Review meeting.

Teachers responsible for end of Key Stage SATs/EYFSP/Phonics Screening Check are responsible for carrying out a detailed analysis of the Statutory Test results, identifying progress from the previous end of Key Stage assessment and from the Foundation Stage and sharing these with the Head and governors.

Reading Assessment

The class teachers use Star Reader Tests and PIRA tests termly as well as Milestone indicators as markers of progress. Assessment Focus used in Guided Reading sessions.

Maths Assessment

Teaching staff are responsible for ensuring they carry out termly assessments using PUMA.

Unit pages are used at the beginning and end of each topic. Milestones are to be used as markers of progress.

Science Assessment

Rising Stars Diagnostic and End of Unit assessments can be used to inform teacher assessment which is recorded on the Crowmoor Pupil Tracker. For each area of science children will work through modelled, intermediate and independent investigations. Milestones indicators are to be used as markers of progress. The results of these assessments and work samples in the books will be monitored by the Science Co-ordinator.

Grammar, Punctuation and Spelling Assessment

At the end of each term the children will complete a Rising Stars 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 Co-ordinator. Letters and Sounds and Babcock Spelling Programme aid teaching and learning.

Teachers' Planning and Evaluation

All planning is stored on the Sharepoint on Office365 .

Curriculum Maps are displayed in the meeting room and on the website and in the pupil's Crowmoor Curriculum Book.

Termly Planning and Evaluation

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

Weekly Planning and Evaluation

All teachers follow an Assess, Plan, Do and Review process for their daily planning.

How the teachers' planning looks is their personal choice but should consist of a weekly planning sheet identifying the individual learning activities each day.

The planning should include the following:

- 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 who they will be working with and what they will be doing .
- What the class teacher will be doing.
- The different ability/social/working groups to be identified.
- Clearly identified differentiation of learning opportunities through supported **tasks (AOTT and/or scaffolding) and appropriate questioning** for the pupils in the three recognised groups (WTS/EXP/GDS) and the work for SEND pupils should be linked to their PCPs.
- Technical language and resources; at least one GPS lesson identified
- Assessment opportunities and activities

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

Recording

We ensure that records and data kept are used effectively by:

- Maintaining the Crowmoor Pupil Progress Record which is used consistently throughout the school from Y1-6 with an adapted version for EYFS.
- Involving children in reviewing their own work and recording progress through the use of unit pages and marking ladders and Success Criteria Slips
- Using books and observations on Tapestry to exemplify a child's learning journey and progress
- Using the information on the Crowmoor Pupil Progress Record to produce a termly analysis of sub-groups
- Ensuring that recorded information is shared with the receiving class teacher in the Spring and Summer handover discussions and Autumn review

Reports to Parents and Others

From time to time it will be necessary to report on the progress of an individual pupil out of the standard sequence of Parent's Evenings in the Autumn and Spring in the week after half-term and the End of Year Report (each of these being an opportunity to share Pupil Targets with adults).

Other Reports may be required for 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.
- *Teachers at a new school*
This may be as a result of a family move, or when a pupil changes phase.
- *Parents/Carers*
Parents receive written reports annually, but they are encouraged to approach the child's class teacher at any stage in the year if they have any concerns. Teachers may also approach parents to discuss specific concerns.
- *Outside agencies*
Outside agencies such as Social Services may require a written report on the progress of a child. Relevant information will be provided on the Shropshire Children's Safeguarding Partnership form for Child Protection Conferences by all teachers/staff aware of that child at the time ,plus attendance data and academic results. Normally, the written report for Conference will be shared with the parents/carers prior

to meetings if possible in the time frame ,unless the staff feel this might endanger their safety (in consultation with a DSL).

At Core Group/Early Help Meetings the School's own form ,plus attendance and academic data should be used.

- Children with SEND will require documents/reports for 'Assess, Plan, Do, Review' cycle, for EHCP applications, referrals and Reviews/TMBSS Reviews. The filling in of such documents is the responsibility of the Class Teacher and SENDCo together. (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 previous Pupil Progress Reviews and the child's targets will be shared alongside PCPs for SEND pupils. Parents and teachers also have an opportunity to address any issues. They also help parents have a greater understanding of what will be expected of their child and how they can help their learning.

Children with SEND will require more frequent discussions under the 'Assess, Plan, Do, Review' cycle (See SEND policy) and teachers should be prepared to facilitate these.

End of Year Written Reports – Summer Term

Our reports include information on:

- individual attainment in core 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
- targets for the next term in core subjects
- attendance
- statutory assessments
- Headteacher/Teacher's comment

For children in Reception, at the end of the year parents are given a written report which:

- states the child's attainment against the ELGs
- summarises attainment in all areas of learning
- comments on general progress including the characteristics of effective learning
- explains arrangements for discussing the profile

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 development points 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.

Refer to the Crowmoor Pupil Progress Review Timetable for further details of the assessment process over the year.

Assessment Process at Crowmoor

