

**EDWARD WORLLEDGE
ORMISTON ACADEMY**



**ASSESSMENT, RECORDING
AND REPORTING POLICY**

Date approved by GovernorsMarch 2018.....

Signed.....

Date for ReviewMarch 2020.....

Introduction

Assessment is fundamental to be able to extend and challenge 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 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 Edward Worledge 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 academy 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 Edward Worledge Ormiston Academy we use the PiXL (Primary Partners in Excellence) premise of DTT (Diagnosis, Therapy and Testing), where question level analysis of tests, alongside 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.

Assessment of learning (summative assessment) involves judging pupils' performance against national standards. We use standardised tests to assess pupil's 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 (EX), or working at a greater depth (GD) compared to the expectations for their age phase or year group.

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 (or groups of 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, while maintaining a level of challenge. 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. 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 may 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. 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 for reading, writing and maths is recorded on Pupil Asset, our online tracking system. Assessment against the end of year expectations takes place continuously throughout the year.

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). These results along with teacher assessment for writing will be used to give a reading, writing and maths attainment judgement. Attainment thresholds are based on whether a pupil is working towards (WT), working at (EX), or working at a greater depth (GD) compared to the expectations for their age phase or year group. Results will be recorded on Pupil Asset 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 development 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 on a phonics tracker. Progress towards passing the end of Year 1 phonics assessment is monitored and tracked closely throughout the year.

Recording and Reporting

We recognise that the recording of progress and attainment is a vital ingredient of any assessment practice. At Edward Worlledge Ormiston Academy we believe that it is important to record only the information that directly affects future learning. All staff record pupil attainment and progress 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 (through a learning conference) 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. This progress is reported termly at parents evening and recorded on a parent feedback sheet.

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 half termly between the class teacher and designated members of the Senior Leadership Team. The aim of such meetings is to focus on effective ways to move learning forward.

End of Year Expectations

Attainment against year group expectations is recorded on Pupil Asset for reading, writing and Maths. Judgements made against these expectations are made based on end of unit assessments, work scrutiny and standardised test question level analysis. Judgements are moderated through whole school moderation exercises conducted by subject leaders as part of the academy's quality assurance.

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 pupil's learning journey and recorded on Pupil Asset.

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 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 academy 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. Parents of pupils designated as SEND are offered a specific review during these meetings. 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.

Inclusion and Assessment for Learning

Our academy aims to be an inclusive academy. 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 offer provision to help a child overcome their barriers to learning. The provision is detailed

on the child's Pupil Profile, and this is shared with parents. Staff must also plan interventions for those children whose progress is below the expected standard each term.

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 moderation networks
- By attending LA sessions to ensure our judgements are in line with other schools.

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