

# Stoke Row CE School



## Assessment, Recording and Reporting Policy

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### Document Approval Record

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'Shine like stars and become light in our world'

At Stoke Row School we aim for our children to have the brightest futures, each one nurtured individually to be a guiding light with a unique sparkle.

We teach on another to live with kindness and respect.

We help our children to understand that with courage and perseverance they can excel.

These policies are all created in line with the Christian foundation of this school which is expressed through our five core values and our view that every child is unique and valued.

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## 1 Rationale

Assessment is central to the promotion of children's learning. It provides a framework within which educational objectives may be set and the children's progress expressed and monitored. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. Our assessment procedures are free from bias, stereotyping and generalisation with respect to gender, class, race and disability.

At Stoke Row we aim for all pupils to be working in line with their peers and national expectation. Where children are exceeding national expectations, we aim

for them to continue to reach greater depth across the curriculum through learning opportunities that deepen, and challenge, their understanding and thinking. In line with our school ethos, and the belief that each child is unique, we do not use a formula to set outcomes for our pupils. Instead, we look individually at each child and set meaningful, realistic outcomes which reflect our high expectations for all learners.

## 2 Principles

Using the principles and procedures of assessment we aim to:

- Monitor progress and support learning;
- Recognise achievement of pupils;
- Guide future planning, teaching and curriculum development;
- Inform parents, carers and the wider community of pupil achievement;
- Provide information to ensure continuity when the pupil changes year group or school;
- Comply with statutory arrangements.

## 3 Types of Assessment

For convenience, assessment is often divided into three different types: formative, summative and diagnostic. However, they are not discrete and the majority of assessments carried out are used for more than one purpose.

### 3.1 *Formative Assessment or Assessment for Learning (AfL)*

This is the on-going assessment carried out by teachers and support staff both formally and informally throughout each lesson. The results of formative assessment have a direct impact on the teaching materials used and strategies employed immediately following assessment. Where results or observations are recorded they are usually kept on planning documents, in teachers' own record books or in the children's books.

Formative assessment strategies used in school include:

- Sharing of learning question and learning outcomes (success criteria) with pupils at the beginning of the lesson followed by pupil self-evaluation of performance against these at the end of the lesson. It is important to assess work with pupils wherever possible as this enables the adults to identify common errors or misconceptions.
- Effective questioning of all pupils, including open-ended questions, throughout the lesson, which helps adults find out what the pupils know, understand and can do, and determines any misconceptions pupils may have.
- Watching pupils, and listening to their discussion, which enables the adults to assess learning as it happens. Teachers may make planned observations of a particular child to assess their understanding and support their learning.
- Recall tests, with planned or spontaneous questions to assess knowledge and speed of recall in mental mathematics and spelling.
- Written tests to assess knowledge, skills and understanding.
- Written feedback when work is marked during or at the end of the lesson. Marking should be related to the learning intentions and success criteria and is designed to identify successes, indicate where improvement could

be made and possible give an improvement suggestion. It is important that children are given time to read the marking comments and to take action, where appropriate.

- Peer assessment, allowing pupils to discuss their work with a partner and identify successes and areas for improvement.
- Extended observations of child-initiated learning activities.

Formative assessment involves assessing, for each pupil, their progress towards achieving the learning objectives of the individual lesson, or of a series of lessons. This can either be an on-going process, using the outcomes of open ended questioning, discussions, observations and written work, or through an oral or written test. For some subjects the results are marked on an assessment grid, which is then used to determine areas for development. For some SEN pupils, P-scales will be used rather than National Curriculum Levels.

For the foundation subjects, including Religious Education, teachers assess attainment against the learning objectives for the unit and record those children working below, working at or above the expected level for their age.

### **3.2 Summative Assessment or Assessment from Learning**

These assessments can occur at defined periods of the academic year (e.g. End of Key Stage Tests currently in May, end of term) or at the end of a unit of work. Summative tests are usually confined to English (reading, writing and speaking and listening), mathematics and science and can help teachers make end of term / year / Key Stage judgements for each pupil regarding National Curriculum Level attainment, and can thus be used, in conjunction with on-going teacher assessments to track progress against previous targets and inform future targets. They can also be used to identify those pupils who are not attaining national expectations for their age in English and mathematics, and thus require to make accelerated progress through a programme of work and those attaining well above national expectations and thus may require additional challenge programmes if they are to continue to make progress.

Summative assessments used in the school include:

- Assessments in all areas of learning towards the early learning goals at end of the Reception year. Phonics progress in Reception is assessed using the Letters and Sounds assessment.
- Maths, reading, SPAG and writing assessments at the end of each long term.
- English and Mathematics tests for years 1,3, 4 and 5.
- KS1 English and Mathematics tests to inform the end of Key Stage Teacher Assessment at the end of year 2.
- Phonics development in year 1 is assessed using versions of the year 1 end of year phonics screening.
- KS2 English and Mathematics statutory tests for the end of year 6.

As in the case of formative assessment, the summative assessment results also measure pupil progress against the learning objectives for that year group. In addition, the tests used usually have a mark scheme which allows the raw score to be converted into a standardised score although in some cases, where a piece of writing is assessed, an assessment grid is used to determine the level achieved. Although these tests are used primarily to determine National Curriculum Level achieved, they often do indicate areas of strengths and weakness for individuals and the class as a whole.

Results of the summative reading, writing and mathematics tests are recorded for each pupil on the class subject tracking sheet at the end of terms 2, 4 and 6.

### **3.3 Diagnostic Assessment**

All assessments can provide diagnostic evidence to inform planning for future learning; however, certain purposely designed assessments can be particularly useful in providing more detailed data. The SENCO is the first point of contact for further information on diagnostic tests for specific purposes.

## **4 Assessment in the Foundation Stage**

Children are informally assessed during the first few weeks after entry to the school. Results are recorded and used to inform planning, set targets and aid early identification of any special needs. Children are then assessed in terms 2, 4, and 6 to ensure that the next steps in learning are appropriately planned to ensure progress. In addition, daily assessment using 2Simple informs weekly planning and areas to target. Towards the end of the Foundation Stage the children are assessed, on the basis of teacher observations, in all the areas of learning as outlined in the EYFS Framework; these assessments are recorded in the Foundation Stage Profile.

## **5 Planning**

Assessment cannot be divorced from planning. It is therefore important that:

- Learning questions and success criteria (learning outcomes) are stated on the plans and that they are shared with the children;
- The key focus points for learning are also planned and made clear to the children;
- The activity planned is designed to enable the learning question to be fulfilled;
- The lesson is designed in such a way that by the end of the lesson both the teacher and the pupils will know to what extent they have achieved the learning question;
- Teachers adapt the planning and teaching at any time if, based on ongoing assessment, the learning objective is not being fulfilled.

## **6 Targets**

Pupils are set challenging National Curriculum Level targets (or P-scale targets for some SEN pupils) in reading, writing and mathematics, based on prior attainment and knowledge of the individual child. Targets for reading, writing and mathematics are set in the September of each year and these are updated during the year if a child makes more progress than anticipated.

## **7 Tracking**

Individual pupil performance in reading, writing and mathematics is tracked three times each year. Data from the previous term is analysed at pupil progress meetings at the beginning of Terms 1, 3 and 5. Those pupils whose attainment causes concern (i.e. is below national expectations for that year group) or whose progress causes concern are identified and appropriate action agreed with the class teacher, and if necessary, the SENCo. The action may be in the form of modification of whole class plans, intervention programmes, individual support or further diagnostic tests. Such pupils are expected to make accelerated progress

over the upcoming terms. Where attainment is surpassing targets, targets can be revised upwards.

## **8 Records and Record Keeping**

Teachers use assessment records to view pupil progress, set appropriate targets and inform reports. They can also be used to analyse strengths and weaknesses in a subject and inform future planning. Records are kept in a number of ways, including:

- Evaluation notes on teachers' plans;
- Children's work;
- Teachers' notes and 'post-it' notes (including those of individual observations);
- Class assessment sheets, including test results;
- Class tracking sheets, including electronic tracking sheets;
- Class target sheets;
- Photographs;
- Foundation Learning Journals;
- Data collection sheets for Year 2 and Year 6 teacher and test assessments.

All records are passed on to the following class teacher (or following school if appropriate) at the end of the academic year.

## **9 Pupils on the SEN Register**

Pupils on the SEN register have a pupil profile prepared by the class teacher, with advice from the SENCO as necessary, which identifies specific targets and actions for the upcoming terms. This pupil profile and targets are reviewed with the child and parents or carers three times each year.

## **10 Marking**

Pupils' work is marked in order to provide the pupil feedback on their progress towards the learning objective of the lesson and on the standard of their work in general. It may also serve as one of the many assessment records which can be used by both members of staff and parents or carers. The use of marking to inform pupils will vary according to the age of the pupil. Younger pupils (and some SEN pupils) will be unable to interpret detailed comments and, in practice, respond much better to instant verbal feedback. Older pupils may find written feedback useful, as long as they are given opportunities to reflect on the feedback, and, if necessary, act on it. For further details on marking at Stoke Row, please refer to our Feedback and Marking Policy.

## **11 Standardisation / Moderation**

Teachers are involved in the moderation process to ensure agreement on criteria for levels through:

- Informal discussion with colleagues in school;
- Using the exemplification materials;
- Formal moderation sessions in school;
- Partnership moderation sessions;
- LEA moderation sessions.

## 12 Reporting

Pupil reports to parents promote and provide:

- Good home/school relationships;
- Information on progress, attainment and attitude for parents and carers;
- A starting point for discussions with parents or carers;
- Information for other teachers, schools and outside agencies;
- An opportunity for pupils to celebrate success.

Parents and carers are invited to attend formal interviews with the teacher at the end of term 3 and may make an appointment for term 6 to discuss the annual report if they wish to do so. In term 1, learning snapshots are sent home which are purely based on pupils' attitude to their learning. We also have a child-led meeting with parents and teachers in term 2. The school operates an 'open door' policy and parents are welcome to discuss the progress of their child with the class teacher at any time of the year, should they feel the need to do so.

An annual written report for each child is sent to the parents or carers during term 6. The report outlines the child's achievement during the year in all subjects of the National Curriculum and also includes:

- Comments on effort and attitude to learning and overall contribution to the class and school;
- Foundation Stage Scores for the Reception pupils;
- Teacher Assessment National Curriculum levels for reading, writing and mathematics for years 1 to 6;
- National Curriculum test levels for year 6 if available. These will be sent out separately later if not available when the reports are distributed.
- Attendance data;
- Pupils' own reflections on their achievements during the year;
- An opportunity for the parents or carers to record their own comments of the report and information on how they can make an appointment to discuss the report with the class teacher if necessary.

## 13 Monitoring, Evaluation and Review

Assessment, progress and target data are monitored by the Headteacher at least three times each year. The use of 'assessment for learning' strategies is monitored by the Headteacher as part of the lesson observation schedule. Marking is also monitored regularly, through work scrutiny in staff meetings. The results of this monitoring process are discussed either at whole staff meetings or with individual class teachers as appropriate. Teaching staff regularly review the assessment procedures as part of the pupil progress meetings, which take place three times each year.

## 14 Summary of Stoke Row and Integris System

Stoke Row  'Shine like Stars'	Stoke Row Numerical Values The year group the child is working within precedes the decimal place. E.g. 1.5 would be a child working within Year 1 objectives at a secure level	Integris	Integris Numerical Values OUTCOME column The year group the child is working within precedes the decimal place. E.g. 2.1 would be a child working within Year 2 objectives at a emerging level	Integris OPT NNC Formative: AVERAGE column This <b>does not</b> indicate the year group the child is working within. It simply tells you if they are at an emerging, developing, secure or mastering level. A child with a value of 3.25 would be working at a secure level.
Emerging	.1	Emerging	.1	1.00-1.49
Emerging Plus	.2	Emerging +	.1+	1.50-1.99
Developing	.3	Developing	.2	2.00-2.49
Developing Plus	.4	Developing +	.2+	2.50-.299
Secure	.5	Expected	.3	3.00-3.49
Secure Plus	.6	Expected +	.3+	3.50-3.99
Greater depth	.7	Mastering	.4	4.00-4.49
Greater depth Plus	.8	Mastering +	.4+	4.50-4.99

- All pupils are targeted to make 6 levels of progress
- SEN pupils should make 7 levels of progress or more to close the gap (if they are working close to their year group expectation)
- Pupils can only start the year at greater depth in the Year Group below which they are currently in
- Only exceptional children would enter their year group already working within that age phase. e.g. a child from year 1 entering year 2 already working within it
- We are targeting for all children to reach secure plus in the age phase unless they are particular able, we are targeting them to reach greater depth or greater depth plus.
- For the SPAG targets, we targeted just to bring the pupils in line with the year group expectation (as the expectations have risen so much)