

# Vernon Primary School



## Assessment, Recording and Reporting Policy

## **Introduction**

At Vernon Primary School, we believe that assessment, recording and reporting are a crucial and integral part of learning, that the process is cyclical and that the child is at the heart of the process.

The programmes of study provide the basis for planning, teaching and day-to-day assessment. In accordance with the planning procedures, learning objectives will be clearly identified in the medium term and short term plans and assessment opportunities and criteria matched accordingly.

All class teachers are responsible for the implementation of this policy under the guidance of the Headteacher and Assessment Co-ordinator.

The school policy for Assessment, Recording and Reporting reflects the consensus of opinion of the teaching staff and has full agreement of the Governing Body.

## **Statement of Principle**

Effective assessment must be fit for purpose. It is an integral part of teaching and provides evidence to inform effective planning and teaching through formative assessment and information for a wider audience through summative assessment.

Different forms of assessment will serve different purposes for different people and organisations, including pupils, parents/carers, teachers and support staff, school leaders, school governors, the Government and Ofsted.

## **The aims of the policy**

Through our assessment, recording and reporting policy, we aim to:

- Recognise and celebrate each pupil's achievements within and beyond EYFS and the National Curriculum.
- Provide an evaluation of what has been taught and learned by identifying each pupil's strengths and development needs.
- Ensure continuity and progression.
- Ensure that learning is adapted and scaffolded to support all pupils.
- Identify pupils with special educational needs.
- Inform parents/carers, support agencies, LA and Governors.
- Provide pupils with the opportunity to review their work, to self-assess (assessment for learning) and to set future targets.
- Maintain class assessment records that are informative, useful, consistent and manageable, both for the core subjects and the Foundation subjects.
- Raise the expectations of pupils, teachers and parents/carers in order to achieve the highest possible standards for each child.

## **ASSESSMENT**

### **Assessment is:**

- The professional judgement teachers make about children's attainment.
- The understanding of what a child knows, can do and understands, so the 'next steps' may be identified.

### **Formative assessment**

At Vernon, **formative assessment** is a continuous process and is part of the teaching and learning cycle. The purpose is to inform teachers of what has been learned by the children and any gaps in their knowledge, thus informing future planning.

All assessment should be sensitive, constructive and foster motivation. Children should be active partners in the process, promoting metacognition and an understanding of what they need to do to make progress towards learning goals, sharing in the setting of short-term targets.

The most common forms of formative assessment used are:

- Observing children at work (e.g. in a practical activity, task or group discussion) and intervening as appropriate
- Listening
- Questioning and discussion in class
- Evaluating and marking work
- Recording assessment against objectives taught within each curriculum area
- Book scrutinies to assess progress over a given period of time
- Progress assessments, including informal and formal testing
- Provision map reviews of progress towards targets
- Pupil progress meetings: progress of whole class, vulnerable groups and individuals is reviewed and actions agreed for underachieving children

Teachers assess pupils on a regular basis about the progress of individuals, groups and the whole class and use these observations to inform both short and medium term planning. Weekly plans (or daily plans, if appropriate) may be used for assessment purposes, outlining children exceeding objectives and children working towards objectives.

### **F.I.T. (Feedback and Improvement Tasks)**

FIT are used as formative judgements and opportunities to improve. Following marking by teachers, children receive one, two or three ticks against the learning objective in all subjects. In English and Maths, these judgements are used to plan a FIT (feedback and improvement task) to consolidate learning, dispel misconceptions and extend learning:

1. One tick means the child has not fully understood the learning objective and needs to work with the teacher to ensure no gaps in learning are created.
2. Two ticks means the child has understood the learning objective and needs to continue to embed this. The child will be asked to complete further examples of the learning objective in order to consolidate this new learning.
3. Three ticks means the child has surpassed the national expectation of this learning objective and needs to challenge it further, using mastery methods, such as seeing this learning in a different way, or applying this to problems.

## Summative assessment

Summative assessments take place at the end of a particular unit of work, or at the end of a term, or school year; these assessments inform teachers of how well children have understood and retained learning and the **progress they have made over a period of time**. Although the summative assessments are taken as a snapshot, they build on all the formative assessments which have been carried out throughout the term.

Summative judgements are taken at the end of each term for all core and foundation subjects, as well as Early Years Prime and Specific areas.

These assessments are used to inform the following year's teacher, to inform parents/carers of their child's progress and attainment, to inform subject leaders, or to inform school improvement.

### Summative assessment in the Early Years

On entry into EYFS at Vernon Primary School, each child undergoes an assessment which provides us with a baseline profile. The class teacher uses ongoing assessment to complete the Early Years Foundation Stage Profile for each child at the end of the summer term.

A range of evidence is used to support each child's attainment and progress through EYFS and is recorded in **an online learning journal (Tapestry)**, as well as through adult **and child** led activities.

### Summative assessment in Core subjects

#### Maths:

At the end of each unit of work, an 'End of Unit assessment' is completed by the children to see if they can apply their learning into a new context.

For example:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Number: Place Value			Number: Addition and Subtraction		Statistics		Number: Multiplication and Division		Measurement: Perimeter and Area	

There will be five end of unit assessments for the Autumn term in Year 5.

Rising Stars PUMA Tests (Progress in Understanding Mathematics Assessment) are also completed at the end of each term. These tests are used to support the summative teacher assessment judgement and use standardised scaled scores to support this.

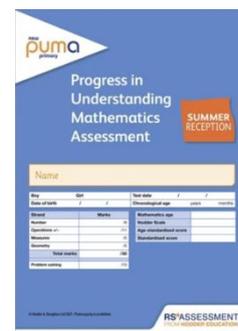
Summative assessment judgements are completed in FFT (Fischer Family Trust) Aspire and compared against the top 20% of schools nationally.

In addition, the following **National Curriculum summative assessments** take place that measure children's attainment against national standards in Mathematics:

- Year 4 Multiplication check (**June**)
- KS2 SATs assessments (**May**) – 1 arithmetic and 2 reasoning papers.

#### English:

Teachers use Writing Assessment Grids at the end of every extended piece of writing within each unit of work in English. These grids are in line with the DfE's Teacher Assessment Framework and outline expectations for writing standards. Writing assessments are used to inform children's individual targets and next steps.

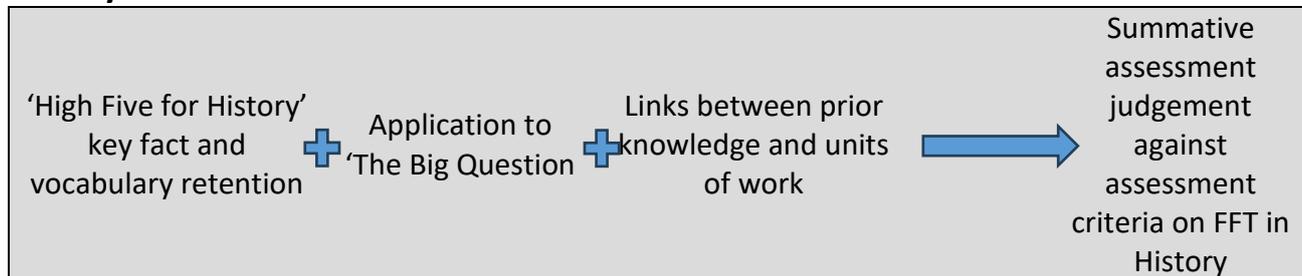




## Summative assessment in foundation subjects

At the end of the unit of work, the impact of the curriculum is assessed in each subject. Once these strategies have been used to measure the impact, a summative assessment judgement will be given on FFT by teachers (minimum of termly). Leaders can use this to look at summative outcomes in their subject, throughout the school.

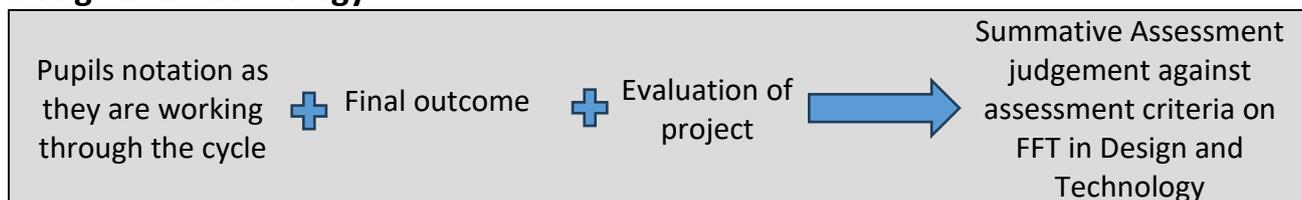
### History



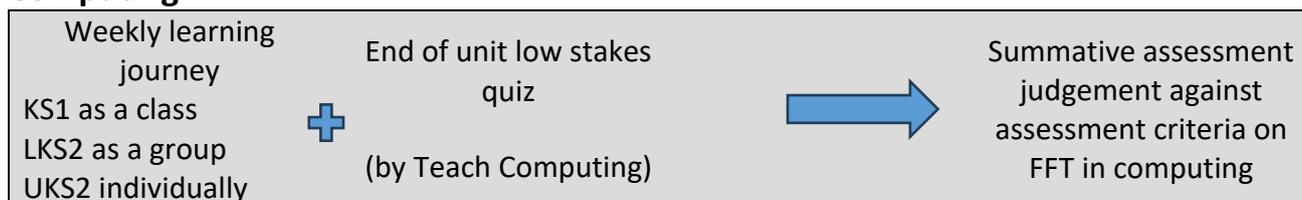
### Languages



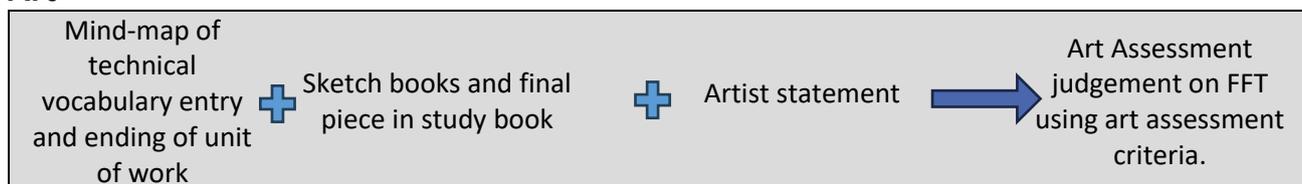
### Design and Technology



### Computing

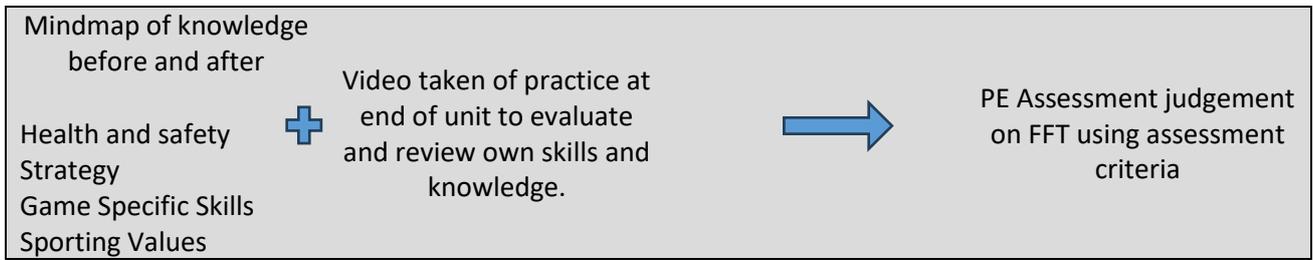


### Art

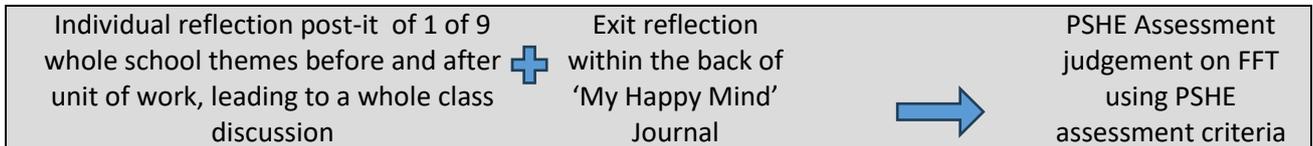


Observation drawing of shoe = supporting end of key stage judgement on progress over time.

## PE



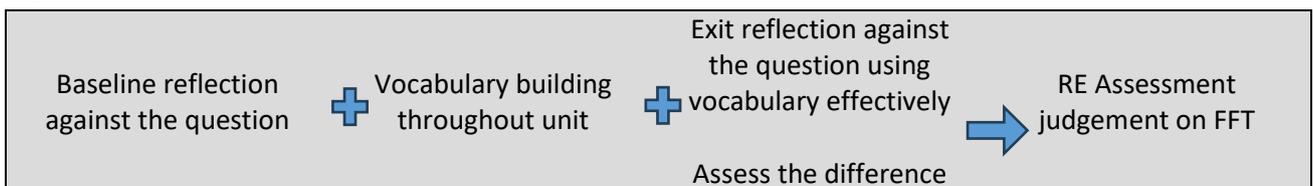
## PSHE



## Geography



## RE



## Management and evaluation of assessment

Recording of assessment information should be manageable and useful as well as being sufficient for legal reporting arrangements and accountability purposes.

The assessment policy has been created in consultation with staff. The Headteacher is responsible for maintaining the policy and ensuring its effectiveness, in conjunction with the governors as part of the **Teaching and Learning** committee.

The criteria for its effectiveness are:

- How well it is being implemented by staff
- The impact it has on children's learning, e.g. their response to teacher's marking
- The impact on children's learning, e.g. in the progress made and how secure children are achieving depth of learning across the curriculum – within and across years
- How quickly underachieving children are identified and resulting action taken
- Quality of key stage results

As a school, children's work, marking and assessment is moderated within year groups, within key stages and across the school. The school may take part in local authority moderation and will work collaboratively with other local schools to validate moderation.

The class teachers, Assessment Co-ordinator and Senior Leadership Team regularly monitor pupil's work and review the progress of whole classes, vulnerable groups and any individuals who are causing concern. Assessment data is formally recorded termly.

All teachers provide a selection of children's work that is classed as above expected, expected and working towards expected, for the appropriate scrutiny.

This enables staff to:

- Assess and evaluate the standards within the school
- Show progress
- Develop teachers' confidence in applying agreed standards
- Assist the teachers in making individual assessments

### Ensuring teachers are able to conduct assessment competently and confidently

Assessment is regularly discussed at staff meetings, Key Stage meetings and Senior Leadership meetings. Principles and the rationale behind the assessment systems are discussed at Senior Leadership meetings and progress review meetings. Teaching teams work together to moderate work, with senior staff guiding new and less experienced teachers. Staff attend local authority training and cross-moderation with other schools where possible. The implementation of the marking policy is regularly reviewed, along with the importance of response marking. All staff are aware of the importance of making assessment meaningful; all of the above forms part of the School Improvement Plan.

### How assessment outcomes are collected and used

Mathematics Teacher Assessment Code ▾		Reading Teacher Assessment Code ▾		Writing Teacher Assessment Code ▾		Grammar, punctuation and spelling Teacher Assessment Code ▾	
Maths TA	Scaled Score (automatically calculated)	Reading TA	Scaled Score (automatically calculated)	Writing TA	Scaled Score (automatically calculated)	GPS TA	Scaled Score (automatically calculated)
EXS ▾	106	GDS- ▾	111	GDS- ▾	113	EXS ▾	107
EXS ▾	106	EXS ▾	105	EXS ▾	107	EXS ▾	107
GDS- ▾	111	EXS+ ▾	108	EXS ▾	107	EXS ▾	107
GDS- ▾	111	GDS- ▾	111	GDS- ▾	113	EXS ▾	107
GDS- ▾	111	GDS- ▾	111	EXS+ ▾	109	EXS ▾	107
GDS ▾	113	GDS ▾	114	GDS- ▾	113	EXS+ ▾	109

The School uses a tracking system, on FFT (Fischer Family Trust) to set targets at the beginning of each year, as well as to upload summative assessment judgements.

The tracking tool enables class teachers to set and input end of term and yearly targets to monitor progress carefully **against the FFT 20 targets (top 20% of school's nationally) which are set for the end of Key Stage Two.** This information is fed back to the

Senior Leadership Team and Assessment Co-ordinator for regular scrutiny. As a result, each vulnerable group can be compared to the rest of the cohort, as well as to local and national data.

At the end of the academic year, the data, along with all other relevant assessments and information about target groups, is passed onto the next teacher and will inform discussions about individual pupils.

In carrying out these assessments, we endeavour to identify children who require additional provision in particular areas of the curriculum and to evaluate areas of success.

Regular reviews are undertaken within the Key Stage meetings to assess how well children are progressing against the statutory requirements within the programmes of study for their year group, to identify learning objectives that need to be reinforced and to identify children who are not progressing as well as they should. Results inform teaching for the next half term: underachieving children are discussed and effectiveness of any interventions reviewed; where appropriate, additional plans are put in place, e.g. an alternative intervention programme or a referral to the SEND team.

The effectiveness of Pupil Premium spending is reviewed and amended where appropriate, as is the effectiveness of interventions for children on the SEND register. **Provision Maps for individual children and groups of children with additional needs are recorded in line with the school's tracking system to reflect the progress made. These are reviewed termly.**

### **Assessing children with Special Educational Needs (SEND)**

Summative assessment for children with SEND include:

- Annual reviews for children with an EHCP (**SEND**)
- **Termly reviews for children with SEND through SEND Support planning and Provision Maps alongside parents/carers.**

### **Engagement Model for children working below the level of the national curriculum**

The school uses the Engagement Model as an assessment tool to support pupils who are working below the level of the national curriculum and who are not engaged in subject-specific study. The model has five areas: *exploration, realisation, anticipation, persistence and initiation*.

Each of the five areas are interrelated and provide a focus on how well pupils are achieving a specific outcome or individual development target as set out in their EHC plans or high-needs funding agreements.

The Engagement Model allows us to focus on a child's engagement as a learner and create personalised learning pathways, especially for our children with complex learning difficulties and disabilities.

The Engagement Model observation sheet will be used by teachers and support staff to record observations of the child within the five areas, as they encourage natural behaviour and reactions to a range of stimuli or activities while also noting what they see.

The Engagement Model observation sheet will form part of a child's SEND Support Plan (where appropriate), so that progress can be monitored termly as part of the plan, do and review process.

Assessment data is collated at the end of each term. The Assessment Co-ordinator and the Senior Leadership Team analyse data summaries to check progress of each class and year group against targets set and to check how vulnerable groups are performing.

During meetings with the School Improvement Partner (SIP), data is presented, analysed and discussed to inform future actions within the school.

## **RECORDING**

Recording is:

Noting significant information about children in a way which is meaningful to teachers, children and parents/carers and providing evidence for future learning.

### **Recording is a Legal Requirement**

We record in order to:

- Collate significant information for each child.
- Demonstrate progress.
- Provide information about strengths and learning needs.
- Inform curriculum planning to identify 'next steps'.
- Identify special needs.
- Provide reliable information for the next teacher.
- Build an information source for reporting to parents/carers.

We record by:

Using agreed information-collecting procedures and recording formats which are supported by observational notes, jottings, dialogue, questions and retained samples of children's work.

These are informal in nature and supplement the school's agreed formal structures of recording and reporting, e.g. Annual Report formats. Mid-year feedback forms are completed and shared with parents/carers.

### **Pupil Records**

Individual pupil records are filed in cabinets in the school office. Individual pupil records are confidential and access is available to parents/carers on request to the Headteacher. End of Key Stage Test results are kept in the children's folders which are filed in the school office. The results of the base-line assessment are kept with each child's individual file within each Reception class.

Attainment and progress of the child is provided to parents/carers at the end of the year in a formal report produced by each class teacher.

### **SEND Records**

The Code of Practice for SEND is fully observed in the school. A full explanation of SEND assessment procedures and agencies involved is outlined in the Educational and/or Disability Policy.

Copies of First Concerns / SEND Support plans are kept by the class-teacher and the SENCO (centrally) in individual child folders, together with copies of correspondence, reports and records of meetings.

Parents/carers sign and keep copies of their child's plans.

At the beginning of the academic year each teacher will receive from the previous teacher copies of the support plans to date and all other relevant assessments.

## **Transfer to other schools**

The common Transfer Form will be completed promptly and accompany pupil records and relevant samples of work sent onto the receiving school.

## **Data Analysis**

The Assessment Co-ordinator and the Senior Leadership Team carry out data analysis of summative assessment (end of Key Stage One and Two assessments).

Data is used to set whole school targets for Reading, Writing and Mathematics.

Targets are assessed each term and new targets set.

The EYFS data is analysed to highlight areas for future focus.

## **REPORTING**

### **Reporting to Parents/Carers**

Information on how each child is achieving against the curriculum is discussed with Parents/Carers at the Autumn and Spring Parents'/Carers' Evenings and through the mid-year feedback forms and end of year written reports in the summer term. Parents/Carers are welcome to make an appointment with their child's teacher to discuss their progress at any other point in the school year and during Open evenings.

Similarly, teachers wishing to address concerns or to celebrate particular opportunities will arrange opportunities to meet parents/carers.

Teachers endeavour to write their reports professionally, succinctly and clearly, in order to communicate to parents/carers the progress which their children are making within and beyond the National Curriculum.

Comments are required to:

- Be specific to the child although some comments may be common to ability groups within a given class and subject.
- Indicate further areas for development.
- Indicate strengths and achievements.
- Identify formally any concerns to which parents/carers should already have been alerted.

All parents/carers, including those living apart from their children (where address is known and access allowed) will be sent copies of their children's School Reports and be offered a Parent /Carer interview.

The parents/carers of the children in EYFS can access the Tapestry interactive reporting tool via the internet. This online journal provides regular updates of the children's activities and allows parents/carers to add their own comments and evidence to support the teachers' reports. At the end of the summer term, the parents/carers also receive the written report from the EYFS profile and an accompanying dialogue on the characteristics of effective learning for the child.

Attainment and progress information may be reported in SEND Support Plans reviews, PP reviews and Annual Reviews for children with EHCPs.

## **Reporting to pupils**

Feedback to pupils is an important part of assessment and is essential in order for children to make effective progress. Children need to understand what is expected of them, when they are achieving well and how they can improve their performance. Pupils are also encouraged to comment on their own work and that of their peers and make suggestions for next steps in their learning. The feedback can be verbal or written. Written feedback is usually related to the learning objectives and success criteria for the lesson **(See Marking Policy)**.

## **Target Setting**

Targets are set for individual pupils across the school. These are for English and Maths, but may also relate to other areas, such as behaviour, attitude and independence.

Children are involved with the target-setting process, identifying new targets and discussing ways to achieve their targets, using their FIT activities (see school marking policy) to develop their skills and consolidate learning. Targets can be individual or group targets in order to meet the children's needs.

## **Additional reporting**

Phonics screening results, Year 4 Multiplication Times Table Checks and KS2 SATs results will continue to be reported to the Government via National Assessment Curriculum (NCA) tools, in line with assessment guidelines.

## **Roles and Responsibilities**

### **Assessment Co-ordinator:**

- Update the policy in the light of DFE advice and requirements
- Lead the development of the assessment policy
- Organise staff training to ensure development of practice
- Develop and help to monitor school assessment policy and practice
- Keep up to date with current assessment thinking and practice
- Ensure that assessment priorities are addressed in the School's Strategic Development Plan
- Liaise with Subject Leaders and class teachers
- Organise access arrangements for National Assessments
- Assist Headteacher with setting challenging whole school targets

### **Subject Leaders**

- Lead whole staff moderation meetings in their subjects;
- Monitor consistency of standards across the school, through work scrutiny and assessed outcomes on FFT.
- Analyse KS2 SATs results and tracking information in their subjects
- Advise staff of outcomes of assessment

### **Class Teachers**

- Make on-going assessments to inform their daily and weekly planning
- Moderate children's work regularly within and across year groups (at least half-termly)
- Make summative assessments termly and input on FFT.
- Report to parents/carers

- In the case of Y6, administer SATs
- Give children guidance and feedback on their work so they know how to make progress
- Report regularly to Key Stage Leaders taking responsibility for the progress and attainment of the children in their class.

#### Senior Leadership Team

- Monitor assessment practices, including marking and strategies used in lessons
- Interrogate analysis of data
- Carry out progress meetings with Key Stage Leaders

#### SENCO (See SEND Policy)

- Co-ordinate the identification and assessment of children with SEND
- Monitor effectiveness of interventions

#### **Monitoring of policy**

The Headteacher is responsible for monitoring the implementation of this policy. The Senior Leadership Team and Governors use discussions with staff, progress meetings, lesson observations and work scrutiny to monitor the implementation of this policy. Information related to this policy is regularly shared through the Curriculum committee meetings and via the Head Teacher's reports.

**Policy Date:** December 2023

**Review Date:** December 2025

**Ratified by Governors:** December 2023