

Hardwick Primary School

Assessment, Recording and Reporting Policy

Introduction

We aim for high quality teaching and learning, and the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed. Assessment should make children successful learners by identifying their stage of development and achievement and develop their skills in order for them to achieve their maximum potential. It is a progressive process, which by the collection of holistic evidence assists teachers in their planning, so that each child is equipped with the skills, attitudes and abilities to succeed in this challenging world.

Aims

The aims of assessments are to enable:

- Teachers to respond accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Principles of Assessment followed at Hardwick

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.

➤ **Assessment for learning (AFL) should be part of effective planning of teaching and learning.**

A teacher's planning should provide opportunities for both the learner and teacher to obtain and use information about progress towards learning goals. It also has to be flexible to respond to initial and emerging ideas and skills. Planning should include strategies to ensure that learners understand the objectives they are pursuing and the criteria that will be applied in assessing their work (steps to success).

➤ **Assessment should encourage motivation to achieve**

Assessment that encourages learning fosters motivation by emphasising progress and achievement rather than failure. Motivation can be preserved and enhanced by assessment methods, which protect the learner's independence, provide constructive feedback and create opportunity for self-direction including target setting.

➤ **Assessment for learning should promote commitment to learning goals and a shared understanding of the criteria by which they are assessed.**

For effective learning to take place, learners need to understand what it is they are trying to achieve – and want to achieve it. Learning objectives must be shared with the class using a variety of strategies. Children must be aware of their steps to success or can generate these as a whole class.

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➤ **Learners should receive constructive guidance about how to improve**

Learners need information and guidance in order to plan the next steps in their learning. Teachers should mark children's work in accordance to the Feedback and Marking policy and provide clear feedback, which provides learners with opportunities to improve upon their work or deepen their understanding.

➤ **Assessment for learning develops learners' capacity for self-assessment, so that they can become reflective.**

Teachers should equip learners with the desire and the capacity to take charge of their learning through developing the skills of self and peer assessment. The feedback and marking policy highlights the methods we use to strengthen this.

Assessment in the Early Years Foundation Stage

The statutory early learning goals establish national expectations for most children to reach by the end of reception year. Children who have met expectations should have attained a good level of development, achieving expected (40-60 months secure) or exceeded (above EYFS) across all prime areas and English and maths.

Assessment is a key part of the Early Years Foundation Stage curriculum and is designed to build a picture of the 'whole child'. Teachers carry out an 'on entry' analysis which acts as a benchmark and informs the teachers of the children's starting points (see below). The children each have a 'Learning Journey', where all practitioners can record observations, place photographs or other evidence of children achieving elements of the Early Years Foundation Stage Profile. It will also contain information gathered from the parents/carers progress updates. Class teachers will analyse results to identify areas for development for individuals or groups of children. An overview of children's achievements at the end of the EYFS will be passed on to the Year 1 teachers.

Reception Baseline

The school opted to use the Baseline assessment which is completed on-entry to EYFS. The baseline is analysed providing a picture of the cohort as a whole, different groups of children as well as individual children. This data is made available to schools in a way that supports tracking and monitoring progress. The baseline assessment is completed within the first few weeks of a child joining their class. The Baseline assessment establishes a starting point from which progress can be judged.

Years One to Six

Assessment underpins the teaching and learning and children are given equal opportunity to reach the national standard and meet expectations for their age group. Pupils who quickly meet the National Standard will be immersed in teaching and learning which will ensure that they have 'deepened' their learning within their subject knowledge.

At Hardwick, assessment is integral to know how each child is progressing with their learning, that they are understanding what they are being taught and using skills to move their learning forward. Ongoing assessment must feed into whole class and intervention planning. It informs classroom teaching, to ensure that gaps in learning are bridged and that pupils are also being moved forward in their learning.

Assessment is imperative for identifying vulnerable pupils who are not progressing as expected, where there are perhaps barriers to learning. Pupils' exercise books are key to realising whether pupils are making progress.

Assessment Procedures

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In year groups One to Six, pupils are assessed against the key objectives for Reading, Writing and Maths in the National Curriculum (2014), covered over the year in our planning. Teachers record their tracking and assessment electronically and record when a pupil has independently achieved an objective.

Over the academic year, teachers assess pupils in all National Curriculum subjects.

Assessment is on-going and pupils are assessed at three points in the academic year (end of Autumn, end of Spring and end of Summer) as to where they are judged in terms of the understanding they have of their year group's objectives.

Pupils are assessed at either 'working towards age-related expectations', 'working at age-related expectations' (ARE) or 'working at greater depth', against the National Curriculum (2014) objectives.

- **A child should be judged as 'working towards' in an objective if they are working below the expectations of the year group**
- **A child should be judged as 'working at' in an objective if they can show clear evidence of understanding over a range of independent work, including in a test context where appropriate**
- **A child should be judged as 'working at greater depth' in an objective when they can transfer secure knowledge of an objective to a range of contexts with clear flexibility and understanding**

Our tracking and assessment system enable teachers to identify what pupils can or cannot do, where the gaps in learning are, what interventions are needed and what next steps could be. It records success against the specific objectives. Teachers can see what percentage of pupils are secure in any given area, or which areas are stronger or weaker in any class.

This assessment tool puts the focus of analysis on to the class teacher. The tracking element occurs as a result of the assessment, rather than the other way round.

Our tracking and assessment system also allows teachers and leaders to analyse data: comparing groups, genders, classes and also data. For a measure of progress between year-end points, teachers will look at the proportion of pupils securing a proportion of objectives.

They also enable teachers to record progress towards achieving objectives in all curriculum subjects.

Staff will not necessarily record assessments daily, rather after an objective has been taught fully and pupils are given an independent task to show their understanding; during moderation and also after a test outcome. Moderation is key to ensuring accuracy in assessments and will form a central part of the assessment policy at Hardwick, including moderation with other schools.

Exercise books are essential evidence for progress, tracking from the beginning of the year to the current date; also tracking of Writing across the school between 'Cold' and 'Hot writes'.

Pupils at Hardwick Primary complete assessments linked to Maths and Spelling, Punctuation and Grammar objectives every half term, and Reading termly. This helps prepare pupils for the end of key stage statutory tests, and provides a means of further summative assessment which can back up ongoing formative assessment. Whole school writing moderation will take place with all teachers.

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Feedback and Marking

Teachers/Staff are required to mark all pupils' work and give regular constructive feedback, which explains the pupil's next steps in their learning. Time is planned into the week for pupils to respond to marking. See the Feedback and Marking Policy for more details.

Reporting to Parents/Carers

Teachers formally feedback to parents about their child(ren)'s progress and achievement during three parent/carer consultations in October/November and February/March and July This is an opportunity for parents/carers to look in pupils' exercise books and meet with teachers to discuss their child's progress and find out what they can do to further support their children at home. NB - Parent/carers can arrange to meet with their child's class teacher at any time of the year to discuss their child's progress.

A school report will be sent home to parents/carers at the end of the school year to show effort, attainment and progress in the curriculum.

Roles and Responsibilities

The responsibility for assessment lies with the class teachers, although overall responsibility lies with the Headteacher, in conjunction with the SLT, overseen by the Governing Body.

1. It is the class teacher's responsibility to ensure that assessment is carried out effectively and accurately to inform planning. They will update their tracking and assessment regularly and attend Pupil Progress Meetings with the SLT.
2. Subject Leaders have a responsibility for monitoring and moderating assessments within their curriculum area, sourcing other methods for assessment, where appropriate and providing support and guidance to staff in this area.
3. Governors, and in particular, the school Standards and Performance Committee, are responsible for holding the school to account in terms of achievement, attainment and progress.

Monitoring

The policy and practice will be monitored by the School Leadership Team (SLT) through regular meetings and consultation with staff. The SLT will ensure that all staff have the necessary training and tools to be able to make clear judgements in all subjects. The SLT will also ensure that staff are aware of the assessment requirements through an assessment calendar and regular discussion with staff.

It is the responsibility of the teacher to analyse the data for their class and bring this information to pupil progress meetings.

The Headteacher will ensure that statutory assessment tests are carried out in accordance with national guidelines and teachers follow the correct procedures. They will also ensure that all data that is required by the Local Authority is complete and is passed on at the correct time.

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