



Assessment, Recording and Reporting Policy

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Approved by

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Our principles for assessment

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that support progress.
 - b. Assessment outcomes are conveyed in an open, honest and a transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every pupil.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. The school's results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
 - A. pupils in developing their learning;
 - B. parents in supporting children with their learning;
 - C. teachers in planning teaching and learning.
 - D. school leaders and governors in planning and allocating resources; and
 - E. government and agents of government.
8. Assessment feedback should inspire a belief that through hard work and practice, more can be achieved.

Our approach to assessment

Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress. All staff are regularly trained in our approach to assessment, and we have a senior leader who is responsible for assessment.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to support teachers, parents and pupils in planning their next steps in learning
- We also use the outcomes of assessment to check and support our teaching standards and help us improve
- Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria, known as Key Performance Indicators, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do
- Assessment criteria for periodic assessment of Core and Foundation subjects are derived from the National Curriculum Band criteria, setting out what children are normally expected to have mastered by the end of each year; these are known as Key Performance Standards.
- The achievement of each pupil is assessed against the relevant criteria at appropriate times of the school year
- Each pupil is assessed as either 'working towards', 'working at' or 'greater depth' in each relevant criterion contained in our expectations for that year
- Where a pupil is assessed as having mastered the relevant criteria in a subject for that year they will be assessed as 'greater depth'. For all pupils meeting and exceeding the expected standards, we provide more challenging work
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing
- Assessment judgements will be moderated by colleagues in school and by colleagues in other schools to ensure that our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched
- The information from assessment is communicated to parents and pupils through consultation (Autumn and Spring terms), reporting (Summer term) and discussion (ongoing). The information focuses on gaps in learning to provide relevant next steps for pupils and the opportunity for parental support.

Recording

- Records are used to assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods
- Records give a clear and accurate picture of the child
- Records are regularly updated and easy to maintain
- Records provide clear evidence of National Curriculum Band Criteria to other professionals
- Records are used as a key tool in ensuring continuity and progression

Learning outcomes

'Evaluation and next steps' records on planning, where relevant will identify the successful link between planning and learning outcome. Subsequent lessons should reflect the previous learning outcomes. Pupils who require support or challenge will be identified during marking and noted on planning

Maintenance

Records of summative assessments will be regularly updated. Current data is submitted once each term onto Target Tracker. Summary data analysis will be submitted to the Assessment Lead and Headteacher for identification of intervention needs. These records are a prime source of evidence of achievement and an important aid in accountability.

Submission dates for TA (Teacher Assessment) and end of term tests are clearly stated on the Termly Operational Plan.

Continuity and progression

Records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are discussed and moderated with the next year's class teacher during transition meetings and when children transfer to another school.

Reporting

- Teacher and parent consultations (Autumn and Spring) will highlight achievement and progress and include indications for future developments based on gap analysis
- Written reports are given to parents annually at the end of the Summer term.
- Reporting to parents will be clear, succinct and informative – focusing on next steps in pupils learning to ensure future progress
- Reports conform to statutory requirements

The school has a well-established system for reporting to parents. This consists of:

- Autumn Term: parents are invited to have a consultation with teachers where the child's progress towards settling into a new academic year and end of year targets are discussed alongside the gaps that have been identified and plans to plug these gaps
- Spring Term: parents are invited to attend a second consultation where the child's progress is discussed in terms of age-related and personal expectations.
- Summer Term: parents are invited to attend an open evening to view their child's work. Parents/carers have the opportunity to visit the pupil's next class and potentially the teacher. Children with SEND or social and emotional needs will have additional transition work to support this process.
- End of Summer Term: parents receive a report which includes details of the child's achievements and progress for the academic year.

In addition, parents have the opportunity to meet with staff at a pre-arranged, mutually convenient time.

Management of the above

- There will be a shared understanding and common practice amongst staff
- A coherent policy will be maintained and evaluated regularly
- Summative assessment results will be monitored and evaluated
- There will be effective target setting strategies
- ICT will be used to support assessment, recording and reporting
- Statutory requirements will be fulfilled through the recording of Teacher Assessments (TA) and the results of SATs/Optional testing
- Summative assessments at the end of each year (Reception-yr5) will inform the setting of class targets for the next year. These assessments will also provide the new class teacher with baseline data and gap analysis to inform the first weeks' teaching of the new year.
- To support the end of year assessments and aid transition to the next year group, staff from both the current year group and new year group will work together to moderate the assessments and prepare gap analysis work for the following year.
- Termly Pupil Progress Meetings will identify required interventions for each pupil.

Monitoring and Evaluation

This policy will be monitored against the following criteria:

- A variety of assessment strategies will be used (summative, formative, self-assessment and AFL)
- Assessments will be carried out according to half-termly plans
- Through moderation of assessments carried out by SLT we ensure consistency of teacher assessments across the school
- Records are used to inform gap analysis and are passed on to subsequent teachers
- The policy is reflected in all subject areas
- Statutory requirements in assessment, recording and reporting are adhered to

Assessment Bands and Steps.

All pupils are expected to start the year at s (previous year) in Autumn, as they are 'beginning' the curriculum for that year and then should be assessed as b at the end of the Autumn term. Pupils who are unable to access the curriculum should be assessed at the below year band and 'significantly below.'

	Below Year band	b	b+	w	w+	s	s+
Aut 2	Working towards	Working at	Greater depth				
Spr 2	Working towards	Working at	Greater depth	Working towards	Working at	Greater depth	
Sum 1/2	Working towards	Working at	Greater depth	Working towards	Working at	Greater depth	Greater depth

Working towards
Working at
Greater depth

The expectation for pupils who start the year at previous year s+ is that they have been working at Greater Depth, and that they will be b+ for the Autumn assessment, w+ for Spring, then s+ for Summer, indicating an understanding that exceeds Age-Related Expectation.

Pupils assessed below 's' in the previous Summer term, need to be assessed carefully to see if they are accessing the current year's curriculum and if not, then interventions should be implemented in order to diminish the difference between themselves and their peers

Performance Descriptors and Learning Passports for Teacher Assessments

Teacher Assessments are given to pupils based on a range of evidence including formal tests, unaided writing, work in a range of curriculum subjects and teachers' professional judgement. Key Performance Indicators and Standards for each year group, derived from the National Curriculum 2014 are used when making judgements about the performance of pupils during, and at the end of the academic year.

All assessment will be given in the form of a number related to the standards for the year group, e.g. a pupil working within the standards of the Year 4 curriculum will be assessed as '4', and a letter, which describes the depth of knowledge and understanding within the year group standards (see below).

The expectation is that the 'age-appropriate' pupil, will be described as 'Year group S' at the end of the academic year, e.g. a year 5 pupil working at age appropriate expectations will finish Year 5 at '5S'.

Those pupils who demonstrate an understanding at greater depth than Age-Related Expectation will be assessed as 'S+' at the end of the academic year.

A low attaining Year 4 pupil is more likely to be emerging in their own year group, than being described as within the standards in the year group below. If pupils are definitely working within standards of lower year groups they are more likely to be described as 'B', 'W' or 'S' in a preceding year group, rather than 'S+' which implies a greater depth of understanding of that year group's curriculum.

Learning passports are used across our Foundation Subjects to aid children's self-assessment of their work. Learning passports provides pupils with an overview of the knowledge and skill they are about to encounter in their unit of work. The knowledge and skills are derived from age-appropriate work and as such provide a tool to assess pupil's attainment within a specific subject area. Learning passports also provide pupils with a bridge between previous and current learning by identifying the skills and knowledge previously taught. Pupils are provided a vocabulary list, as part of the learning passport, to help them build up a bank of specialised vocabulary for a given subject. If a pupil has completed their learning passport at the end of a unit of work then this forms part of the evidence bank for assessing at pupil as 'working at' the expected standard for their age.

Describing depth of knowledge and understanding

'Year Group B (Beginning)': Pupils demonstrate skills in SOME of the aspects in the Key Performance Standards and apply them in other areas of learning when prompted. This would be expected by the end of the Autumn term.

'Year Group W (Working in)': Pupils demonstrate skills in approximately 40% of the aspects in the Key Performance Standards/Steps (see below) and apply them in SOME other areas of learning. This would be expected by the end of the Spring term.

'Year Group S (Secure)': Pupils demonstrate secure knowledge in approximately 70% of the aspects in the Key Performance Standards/Steps (see below) and apply them INDEPENDENTLY in most other areas of learning. This would be expected by the end of the Summer term.

'Year Group S+ (Secure+)': Pupils have MASTERED* ALL of the aspects in the Key Performance Standards/Steps (see below) and apply them REGULARLY and INDEPENDENTLY in ALL other areas of learning.

**MASTERY: Comprehensive knowledge and expertise in a particular subject or activity.*

Age-Related Expectations

On Entry to Year 1	40-60 or Expected ELG
Year 1 Autumn	1B
Year 1 Spring	1W
Year 1 Summer	1S
More Able 1	1S+
On Entry to Year 2	1S
Year 2 Autumn	2B
Year 2 Spring	2W
Year 2 Summer	2S
More Able 2	2S+
On Entry to Year 3	2S
Year 3 Autumn	3B
Year 3 Spring	3W
Year 3 Summer	3S
More Able 3	3S+
On Entry to Year 4	3S
Year 4 Autumn	4B
Year 4 Spring	4W
Year 4 Summer	4S
More Able 4	4S+
On Entry to Year 5	4S
Year 5 Autumn	5B
Year 5 Spring	5W
Year 5 Summer	5S
More Able 5	5S+
On Entry to Year 6	5S
Year 6 Autumn	6B
Year 6 Spring	6W
Year 6 Summer	6S
More Able 6	6S+

Where pupils are above or below ARE, teachers will identify strengths and/or areas for development. Progress can be tracked across Key stages and year groups. For example, pupils leaving KS1 at ARE (2S), are expected to make one Band progress each year and so should be ARE at the end of KS2, i.e 6S.

When a child finishes an academic year below ARE, every effort must be made to ensure that the long-term expectation is that their progress is accelerated in order that they will achieve the standard as soon as possible, thereby ensuring that they are ready for the next stage in their education*. There may be other instances where children make progress in excess of the expectation in either Key Stage, but this will be a result of appropriate challenge and intervention for children who demonstrate the capacity to achieve at Greater Depth (S+).

ARE will be used to alert staff and senior leaders to possible issues with learning and/or teaching; they are not designed to encourage 'accelerated progress' or 'better than expected outcomes' as this system focuses on mastery of skills and a deep knowledge and understanding with the ability to apply these skills in other areas of learning independently.

**This expectation may not apply if a pupil has specific barriers to learning that are well-known and documented.*

Summative Testing Programme (Statutory testing is denoted in BOLD)

	<u>Autumn 1</u>	<u>Aut 2</u>	<u>Spr 1</u>	<u>Spr 2</u>	<u>Sum 1</u>	<u>Sum2</u>
Reception	Baseline				ELG	Target setting for next year and gap analysis
Year 1		Whiterose Maths Bug Club Reading Extended writing task		Whiterose Maths Bug Club Reading Extended writing task	Phonics	Whiterose Maths Bug Club Reading Extended writing task Target setting for next year and gap analysis
Year 2		Whiterose Maths Bug Club Reading Extended writing task		Whiterose Maths Bug Club Reading Extended writing task	Phonics	Whiterose Maths Bug Club Reading Extended writing task KS1 SATs Target setting for next year and gap analysis
Year 3		Whiterose Maths Bug Club Reading Extended writing task		Whiterose Maths Bug Club Reading Extended writing task		Whiterose Maths Bug Club Reading Extended writing task Target setting for next year and gap analysis
Year 4		Whiterose Maths Bug Club Reading Extended writing task		Whiterose Maths Bug Club Reading Extended writing task	Multiplication Tables Check	Whiterose Maths Bug Club Reading Extended writing task Target setting for next year and gap analysis
Year 5		Whiterose Maths Bug Club Reading Extended writing task		Whiterose Maths Bug Club Reading Extended writing task		Whiterose Maths Bug Club Reading Extended writing task Target setting for next year and gap analysis
Year 6	KS2 mock SAT	Whiterose Maths Bug Club Reading Extended writing task KS2 mock SAT		Whiterose Maths KS2 mock SAT	KS2 SATs	Foundation data input

Tools for assessment

Whole school and year group data assessment

- As a school we use Target Tracker and PiXL as our management systems for storing and analysing data.
- For assessing maths, we use Whiterose unit assessments
- For assessing reading we use Bug Club unit assessments
- For assessing writing, we use teacher moderated tasks, supported with writing exemplars provide by STA moderation materials.
- For Foundation Subjects we use our Learning Passports and key performance descriptors