



# MARISH



## Academy Trust

# Assessment for Learning, Recording and Reporting Policy

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## 2 Introduction

At Marish Academy Trust, we believe that assessment informs teaching and learning and that it is an integral part of this process. We believe that learning takes place when the planned teaching is appropriate to the next step needs of the pupil. Assessment informs this planning. Effective assessment provides feedback to the teacher, pupil and parents about progress and achievement, and helps to ensure continuity and progression across the schools within the Academy Trust.

### 2.1 Principles

Assessment, recording and reporting of achievement should:

- Enable all children to show what they know, understand and are able to do
- Help children to understand what they know, and how to move forward
- Assist children in their development as reflective life long learners
- Recognise the whole range of children's achievements, within the National Curriculum 2014 and beyond
- Use a variety of assessment techniques
- Be able to take account of unexpected as well as intended outcomes
- Relate to shared learning objectives and targets
- Enable teachers to plan more effectively
- Help parents to be involved in their child's progress
- Provide schools with information to evaluate work and set appropriate targets
- Provide evidence of the moderation of work

All assessment, recording and reporting of achievement practice complies with our Special Educational Needs and Equal Opportunities policies.

### 2.2 Our Aims

Our aims are:

- To give children precise, timely and constructive feedback
- To enable us to gather information about a child's particular needs.
- To ensure that children are given every opportunity to develop their potential.
- To record achievements and celebrate success.
- To inform our planning and future assessment.
- To develop teachers knowledge and understanding of assessment processes to ensure that standards are consistent and work is regularly moderated Trustwide.
- To enable us to monitor and review the effectiveness of teaching and learning and to have a positive impact on Trustwide improvement.
- To ensure continuity and progression.
- To inform children, staff, parents, governors and outside agencies about standards and progress.

We will achieve these aims by:

- Providing a range of educational experiences that are appropriate, stimulating and challenging.
- Providing all staff with training to enable them to assess consistently and to analyse the data that assessments produce to have a positive impact on school improvement and outcomes for pupils.
- Making reliable assessments, ensuring that standards we agree in school are in line with national standards.
- Including assessment for learning and consequent regular feedback as part of day to day classroom practice.
- Involving children in their own learning and target setting.
- Developing a manageable and useful record keeping system.
- Using a range of methods of assessment, appropriate to the skills, knowledge and attitudes to be assessed including using new technologies.
- Developing an evolving curriculum that meets the needs of our children in our context.
- Analysing assessment information to set new priorities for teaching and learning and Trustwide improvement.

### **2.3 Links to Other Policies**

This policy should be read in conjunction with our policies and practices for:

- Marking
- SEN
- Behaviour
- Equal Opportunities
- Teaching and Learning
- Curriculum
- Presentation

In addition, Assessment is an important part of each subject area. For further detail on specific subjects please refer to the particular policy and the appendices relating to core and foundation subjects attached to this policy

#### **Appendices to this assessment policy include:**

- |              |   |
|--------------|---|
| Appendix I   | Target setting information and long term aspirational targets                 |
| Appendix II  | Synopsis of assessment practice   |
| Appendix III | Assessment practice in Core subjects of Reading, Writing and Maths            |
| Appendix IV  | Assessment practice in Foundation subjects                                    |
| Appendix V   | List of contents to be included in cohort progress tracking files             |
| Appendix VI  | Example of Inclusion/Provision maps which show interventions for each cohort. |

## 3 Assessment

### 3.1 Methods of Assessment

#### 3.1.1 Teacher Assessment- Formative

This form of assessment is informal and continuous. It informs teachers about individual children's abilities in relation to the learning objectives of that lesson. It identifies strengths and weaknesses. It allows teachers to make repeated assessments over time, in a range of contexts, building a picture of a child's ability and providing day to day checks on progress. Teachers also regularly assess the children's attitudes and behaviour (please see SEN and Behaviour policies.) Teacher Assessment may take various forms depending on learning objectives, QFLs, Targets or aims of a particular lesson or activity including:

- observation,
- questioning,
- discussion,
- marking including next step marking,
- testing
- children's self-assessment and peer assessment.

All these assessments may be undertaken by any appropriately trained adult.

These assessments are used to help identify appropriate future QFLs, targets, activities, support and resources for children depending on their attainment and progress. Staff will use agreed marking policy and practice on a day to day basis as informal assessment.

#### 3.1.2 Self and Peer Assessment - Evaluative

Pupils are encouraged to take an active role in the learning process, including assessing their own progress through:

- Discussion with and feedback from the teacher.
- Being aware of the Questions for Learning/Learning Objectives and success criteria (i.e. what they should have achieved/be able to do at the end of the lesson/activity).
- Being encouraged to evaluate their learning in the plenary of each lesson and to reflect about what they need to do to improve.
- Being involved in target setting and being aware of their targets and their progress towards them.

QFLs/LOs are shared in each lesson with children, particularly at the beginning and end of lessons. Children are encouraged to compare their performance with the expected standard and to challenge themselves to exceed it. Children will use target cards in core areas or show their own self-assessment against negotiated success criteria.

### **3.1.3 School based tests or tasks- A combination of formative and summative assessments**

Plans for assessment for learning are built into curriculum planning at the medium and short term. Information from assessment informs planning at all stages

#### ***Medium Term:***

- Medium term plans are the schemes of learning which provide the details of what will be learned by each class during the term or half term, and identify which Questions for learning (QFL) or learning objectives will be used as a focus for planned assessments.
- Ongoing assessments in English and Maths are carried out at least once every half term and results recorded as 'steps of progress' within Target Tracker, our on line assessment package. This includes the results of assessments for reading within our online Accelerated Reader Program. (Please see appendix III which explains this process in detail.)
- For writing, three pieces of work are assessed each half term for each pupil and are used together with other evidence to decide whether a child is working within the average expectation for their year group in writing, or whether they are working below it or in greater depth.
- In any subject a few gifted and talented children may be assessed as working within a year band above their current year group. Likewise children with SEND or new arrivals to the country with little or no English may be assessed as working in a year band below their current year group.
- Children with SEND who have complex needs may be assessed using P levels if they are not yet able to access the national curriculum, programmes of study. However, P levels must not be used for new arrivals to the country.
- New arrivals to the country without English are assessed within the first two weeks of arriving in school and provided with the appropriate support from specialist teachers and teaching assistants to meet their learning needs and to enable them, in the vast majority of cases to make rapid progress.
- For Science and the rest of the foundation subjects, there are identified targets or aims as foci for each half term's lessons and an overall broad assessment is made once annually in April and recorded in Target Tracker (TT). This assessment records whether the child is working within the average expectation for their year group in each subject, or whether they are working below it or in greater depth. (Please see appendix IV which explains this in greater detail)
- PE leadership wheels are used for children to self-assess key skills in a range of areas.
- In EYFS, we work towards the foundation stage profile at the end of Reception. Staff, Parents and children assess learning in a variety of ways storing products in a learning journey and using ICT to record observations and photographic evidence.

#### ***Short Term:***

- Short term or daily or weekly plans contain specific QfLs, reference to targets or key skills or content from the 2014 National Curriculum which are the basis for assessment, feedback and marking. Learning outcomes/Success Criteria indicate what will provide the evidence of the children's learning. The assessment technique may be expanded to include particular questions that will be asked.

- The evaluation section enables reminders about particular children or the whole class to be noted and to inform future planning.
- Teachers evaluate each child's learning at the end of each lesson to show children's attainment against the specific QfI, targets and LOs.
- Children complete next steps following marking and date and initial specific targets they believe they have achieved on target cards in core subjects.
- Teachers countersign the targets if they agree they child has achieved the learning, during the marking process.

### 3.1.4 Tasks and Tests- Summative

A range of standardised tasks and tests are used within Marish Academy Trust Schools. These enable us to make comparisons at local and national levels and to monitor the progress pupils make during their time at school. The following standardised materials/tests are used.

Test	Who	When
EYFS Foundation Stage Profile (FSP)	Nursery	Ongoing throughout the year.
EYFS on entry baseline	Reception	Autumn 1 Reception year (from 2015)
Summative assessment to ELG and FSP	Reception	Summer 2 Reception year
Phonics Screening Check	Year 1	Summer 2 of Year 1
End of Key Stage 1 SATs in accordance with national policy.	Year 2	Between January and the end of May in Year 2
Summative assessment for years 1, 3, 4 and 5 to new National Curriculum bands.	Years 1, 3,4 and 5	During Summer 2 each year.
End of Key Stage 2 SATs in accordance with National policy.	Year 6	One week in May.

Results from the FSP, PSC and KS1 and KS2 SATs are returned to the DFE. They are also entered into 'Target Tracker' (see paragraph 3.22 below), as part of our school self-evaluation process and analysed to identify school, cohort, group and individual trends. The extensive analysis includes question level analysis, as well as group and cohort analysis, so that we can identify areas of strength and development and remove barriers to learning.

Teachers use the assessment information on a day-to-day basis to inform and adapt their future plans and to give regular feedback to improve pupil outcomes.

Additionally, all children and a wide variety of groups are tracked by each teacher and monitored by SLT, to ensure they make progress across each year towards agreed targets. Any children who are not making progress receive personalised support and intervention. (Please refer to the Target Setting schedule Appendix I and Appendix V for further details).

The results of statutory and summative assessment are analysed for particular trends within each of the trust schools between groups of children, areas of the curriculum, and over time. Each school's performance is compared with other similar schools locally, and nationally. Each child's individual progress is also tracked and monitored from Reception to Year 6. The outcomes of these analyses feed into future developments, and the setting and monitoring of targets.

Any issues for development identified by this analysis are then incorporated into the next Aspire School Improvement Plan.

## **3.2 Validity and reliability**

### **3.2.1 Accelerated Progress Files**

To ensure that assessment is valid and reliable, regular staff meetings are held to discuss work and agree standards (agreement trialling or moderation). Rather than keep samples of work we generally scrutinise written work in current books and copy samples of work into each class's accelerated progress file. These books and files provide:

- Evidence of how the school has improved outcomes for some individuals at an accelerated rate and removed barriers to learning.
- Evidence of how individuals, groups and classes are progressing.
- Evidence of consistency of assessment throughout the school and across the Trust, especially between different classes in year groups.
- A training resource reference for staff and an aid for making judgements for pupils who are border-line between expected attainment or above or below.
- A useful tool for senior leaders to ensure parity and equality of opportunity across year groups across the trust.

Staff attend regular in house and cluster moderation meetings to ensure our standards are comparable with local and national standards. Several senior staff are trained moderators.

### **3.2.2 Work Scrutinies**

Work sampling in the form of regular scrutinies is undertaken by year, phase, SLT and external advisors as well as the relevant subject leader as part of our strategy for analysing the impact of the Aspire Plan actions. Feedback from work scrutiny is given to individuals and any issues are followed up by a repeat scrutiny within two weeks.

Feedback (both positive and negative) is given to staff either as whole or individually, as appropriate. Feedback on positive work samples observed is given by shown good examples in celebration assembly. Any issues arising are addressed and incorporated into the impact team action plan and followed up by SLT or the Team SL.

## **4 Record Keeping**

### **4.1 Why we keep records**

Keeping records of pupils' attainment and progress enables us to:

- plan future work.



- help pupils know how well they are progressing.
- Inform parents of their child's progress.
- Inform SLT, Governors and outside agencies about progress in school.
- Make judgements concerning pupils' attainment in the Foundation Stage, Key Stage 1 and Key Stage 2.
- Justify and standardise professional judgements.

## **4.2 Record Formats**

Records take many forms and include:

- Annotated plans showing what was actually taught
- Marking and comments on children's work
- The child's work in books and response to next steps
- The child's self-assessment work
- Teachers' own personal records in assessment file or within Target Tracker which are built up during the year and passed on to the next teacher
- Reading Records
- Annual reports to parents
- Learning journeys
- Display examples
- Observation records in hard copy or electronically stored
- SNAPs, CAPs and IEPs
- Records from interventions or boosters
- Mark books for spelling tests and mental maths.

### **4.2.1 Planning in Teachers' Planning Files.**

Curriculum planning provides an accurate record of the curriculum content/ skills taught.

Each year group completes an overview of what they will teach each half term and which references programmes of study and short term plans for each national curriculum subject and RE.

Teacher's evaluations can also provide a general record of the percentage of the class who have achieved a particular learning objective, QfL, target or PKLS.

### **4.2.2 Assessment records held within software packages on computer**

#### ***Target Tracker***

This package provides for an end of year test result and a teacher assessment result for each individual child in each of the core curriculum areas to be stored within an Excel spreadsheet. The programme then tracks the child's progress throughout his or her time at Marish or Willow. Teacher assessment results can also be entered into the program on a half termly basis.

At a glance a teacher can see whether their class is on track to achieve the predicted SATs/end of year results and which children need extra support or challenge. Teachers can use this facility to set

appropriate targets for each child on a half termly basis throughout the school year, so ensuring the child knows what they need to do to move forward.

### **Raise online**

This software package is used mainly by the SLT to set targets for cohorts of children and the whole school. In fact it will analyse test results from the schools and compare them with national percentiles and benchmarks and produce an analysis of the data, usually in November each year. However in advance of Raise Online's data and reports being issued, SLT analyses results and initiates programmes of intervention from September each year.

Raise Online has no facility for storing mid-year data as Target Tracker does and so the two packages complement each other rather than duplicating the same analysis tasks.

The major advantage of this software is that by using it, the Academy Trust can track the progress of whole cohorts across KS2 and take action to address area of weakness in attainment or progress.

### **4.2.3 Assessment records.**

Please refer to appendices I & II which provide synopses of current assessment and record keeping practices in KS1 and 2 and in the foundation stage respectively.

### **4.2.4 Next Steps**

In our marking we provide children with differentiated next steps in the core areas at least three times a week. Generally these relate to targets and provide challenge to move each child's learning on at an appropriate pace.

### **4.2.5 Assessment of Reading**

How we evidence children's reading and comprehension skills is a work in progress and a trust wide improvement priority for 2015/6. Currently, we use a combination of individual reading records and guided reading books in which details of the books children have read, activities completed and comments about their reading skills are noted; as well as a web based reading package called Accelerated reader and this includes online recording of books read and progress made. From September 2016, we will roll out a new scheme for Literacy, entitled the Power of Reading.

### **4.2.6 Foundation subjects teacher assessment sheet**

We are developing a foundation subjects assessment process linked to the statements, bands and steps in Target Tracker. This provides an outline of the expected outcomes, skills for each of the foundation subjects as per our long term curriculum map. Then each year in April, each child will be assessed in each of the foundation subjects in TT as to whether they meet, exceed or fail to reach the expected standards, based on our overall target setting grid for high expectations (See Appendix IV). This information is then used to inform children's reports.

### **4.3 Records for children with Special Educational Needs**

There are special procedures for children with Special Educational Needs and these are outlined in the Academy Trust's SEN policy. These include the use of SNAPs, CAPs and Individual Education Plans. Assessment, recording and reporting procedures inform SNAPs, CAPs and IEPs, and SNAPs, CAPs and IEPs themselves inform the planning, teaching and assessment.

## **5 Reporting**

### **5.1 Reports to Parents**

Annual Reports are sent to all parents for all pupils towards the end of the Summer Term. The report consists of comments on each of the seven Areas of Learning (in Foundation Stage): and National Curriculum subjects and R.E.(for KS1 and 2) followed by a comment from the class teacher on personal and social development. On the back page of the report are targets for the coming year, strengths, weaknesses and a comment from the class teacher and head teacher.

Oral reporting to parents takes place:

- At regular parent afternoons/evenings held throughout the year
- On an informal basis for particular parents as required.
- Termly reviews for those children with IEPs.
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### **5.2 Parent /Teacher Consultations**

There are 2 parent teacher consultations a year which allow parents to look at their child's work and discuss his / her progress with the child's teacher. These usually take the form of 10 minute appointments. Teachers at both schools are happy to make additional appointments at other times, if parents require these.

In addition both schools hold an open evening early in the Autumn term to 'Meet the teacher' and another in the Summer Term when parents can look around the school and at work on show. If parents wish to discuss their child's annual report in more detail, they can make an appointment with their child's teacher. Copies of the final reports are held electronically within each school.

### **5.3 Reporting to the Next Teacher**

An agreed set of records including targets for next year and information is passed on to the next teacher at the end of each year. This includes the following information:

- At the end of Foundation Stage, Reception Profile information on each child is passed on to the Year 1 teachers by the Assessment Co-ordinator.
- In KS 1 & 2 the Class Accelerated Progress file containing examples of work for any children who have made accelerated progress during the year.
- The most current Maths, Literacy and Writing Assessment books, for each child.

- SEN File
- Sketchbooks
- ICT books

## 5.4 Reporting to the Next School

When a child leaves Marish or Willow, a DFE Transfer Form is completed and sent to the child's new school. Individual files are then sent on to next school.

For the end of Year 6 transfer to secondary school, information, including transfer sheets, is passed on as is required, requested and agreed. Consultations take place between Academy Trust staff and Year tutors and SENCOs from the secondary schools.

## 6 Using Assessment Information

### 6.1 Assessment Analysis

In order to improve our teaching, and therefore the children's learning, we analyse our assessment information on a weekly basis and triangulate it with work scrutiny and teaching observations so that we can take action to improve outcomes and provision. Our Impact team meets each week to consider data and what its analysis is telling us about the progress and attainment of cohorts, groups or individuals. Some starting point questions we ask are listed below:

- Are our expectations appropriate for our pupils?
- Is there adequate improvement from year to year?
- Are boys and girls achieving to a similar level?
- Are particular groups, such as pupil premium, more able, SEND or EAL children performing better than others?
- Is there variation in performance in different subjects?
- Are pupils progressing at least as well at Marish/Willow as they are in similar schools?
- Are there trends from year to year?

Any issues identified are immediately acted upon and fed into our Aspire School Improvement Plans.

### 6.2 Roles and Responsibilities *The Executive Headteacher ensures that:*

- the trust overall has effective procedures for assessment.
- a strategic overview of assessment across the Trust is maintained.
- statutory requirements are met by senior leaders in each school.
- best practice in assessment is shared across the trust
- the Academy Trust Aspire plan provides sufficient resources for the ongoing development of assessment

*Executive Headteacher delegates the following tasks to senior leaders who:*

- Ensure that each school has effective procedures for assessment.
- Ensures that assessment procedures are being carried out.
- Review the effectiveness of assessment.
- Ensure that statutory requirements are met.
- Includes sufficient attention to and support for assessment in each school's Aspire plan.
- Ensure that assessment procedures are clear to all staff.
- Maintain and review the assessment, recording and reporting of achievement, and the marking policies.
- Provide information about assessment training opportunities.
- Ensure that assessment requirements across the subjects and each school are coherent, manageable and effective.
- Ensure that assessment requirements are carried out and set targets for improvements.

*Each Subject Co-ordinator*

- Ensures that a scheme of learning is developed which outlines short and medium term QFLs/LOs clearly.
- Monitors continuity, progression and outcomes for pupils within their subject throughout each school.
- Works proactively within a team of subject specialists or improvement priority focused staff both within each school and trustwide to ensure expertise and best practice maximised and equality of opportunity and access to provision.

*Each Teacher*

- Ensures that all lessons have clear Questions for Learning, Targets or Aims appropriate to the children's abilities, which are shared.
- Takes responsibility for the progress, well-being and attendance of children in their class and alerts the SLT of any new barriers to learning or problems that arise for families.
- Works with all staff proactively, to ensure best possible provision and support made for individuals.
- Holds extra meetings with parents of any children with SEND to ensure any additional challenges these families face are dealt with proactively
- Uses assessment information on a daily basis to inform future planning and interventions
- Sets and reviews targets and the impact of interventions, including for those on SNAPs, CAPs and IEPs and for all children at Pupil progress meetings and in between
- Keeps appropriate records of children's work, attainment and progress, in books or other forms.
- Writes annual reports for parents but more importantly feeds back to the child and their family regularly as to how they are doing, so there are no surprises in reports or parent meetings

## **6.2 Evaluation of Policy**

The policies for assessment, recording and reporting of achievement, and marking and feedback, will be reviewed on a biannual basis by the staff team and governors. The policy will be evaluated dependent upon changes and developments in national requirements for assessment or curricula.

## 7 Appendices

This policy and its appendices are held in hard copy in each school offices and are given to all staff team members at the beginning of each year. They include documents related to assessment listed below:

- Appendix I Target setting information and long term aspirational targets
- Appendix II Synopsis of assessment practice
- Appendix III Assessment practice in Core subjects of Reading, Writing and Maths
  
- Appendix IV Assessment practice in Foundation subjects
- Appendix V List of contents to be included in cohort progress tracking files
- Appendix VI Example of Inclusion/Provision maps which show interventions for each cohort.

## 8 Revision History

Version	Date	Author(s)	Comments
1.0	10/05/2011 18/04/2013	HT	
2.0	August 2015	HT	

## 9 Approval History

Version	Approved	Comments
1.0	18/05/2011	
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