

Oak Meadow Primary School

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Assessment, Recording and Reporting Policy

From tiny acorns mighty oaks grow.

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Key Purposes

Assessment is a continuous process that is integral to teaching and learning. It provides information on individual pupil attainment and progress and identifies what the pupil knows, understands and can do which, is then used to improve learning.

The key purposes of assessment are:

- Curriculum - to enable the identification of pupils' progress and needs; to evaluate the effectiveness of teaching;
- Communication - to provide appropriate information for a range of audiences: pupils, parents and carers, teachers, governors other educational institutions, agencies and employers;
- Accountability - to enable teachers to show how they are fulfilling their aims and meeting school requirements.

Fundamental Principles

Assessment, recording and reporting should:

- Offer all pupils an opportunity to be involved in showing what they know, understand, can do and what they need to develop;
- Support the setting of personal and school targets that are based on the highest expectations;
- Be based on shared skills-based learning objectives;
- Provide effective feedback and next steps for pupils and adults;
- Involve different professionals and other agencies as appropriate, recognising the contribution that all make to the process;
- Be rigorous and consistent.

Aims

- To monitor and record the attainment and progress of individuals, groups and cohorts;
- To use attainment and progress information to diagnostically guide teachers' planning, strategies and use of resources and plan intervention;
- To inform parents/ carers and the Governing Board about progress and attainment;
- To ensure a consistent approach to measure progress towards national standards.

Types of Assessment

Formative

This is the ongoing, day-to-day assessment that is carried out by teachers and teaching assistants and is key to effective classroom practice. Learning objectives are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers and teaching assistants to inform planning, agree resources and support in order for all children to progress.

How Planning Links with Formative Assessment

Effective planning provides an essential framework within which to facilitate learning and therefore assess progress.

Long term planning should:

- Show coverage and progression. It provides an overview of a broad and balanced curriculum for each year group with reference to the National Curriculum programmes of study; it helps to provide learning objectives, which identify priorities for what we will assess in depth, and when end of year / statutory key stage assessments will take place.

Medium term planning should:

- Contain clear key learning objectives that take account of prior learning and shows how achievement of these objectives will be met through a range of assessment opportunities detailing the knowledge and skills children will acquire across topics. It is reviewed showing where adjustments need to be made next time around.

Short term planning should:

- ◆ Recognise individual abilities and prior attainment when planning next steps of learning; identify learning objectives (WALTs), address differentiation, success criteria (WILF), highlight modelling and key questions to be used, appeal to different learning styles and involve pupils in self and peer assessment. It is reviewed to show who needs further consolidation and who needs extending further and these observations feed directly into the planning for the next lesson.

For SEND children, they are formatively assessed using Continuum Tracker Bands, which ensures that they have a tailored programme which sets targets according to their individual and very specific learning needs in Reading, Writing and Maths – See SEND policy for further guidance.

Summative Assessment

This is used as a baseline from which to measure progress, to highlight strengths and weaknesses to assist planning and to monitor the effectiveness of teaching.

Children in KS1 and KS2 are assessed periodically and progress and attainment is recorded on specially designed trackers on the school's Learning Platform. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out towards the end of every term and are used to monitor the performance of individuals, groups and cohorts as well as identifying gaps and next steps for planning. Key groups are Disadvantaged, Boys, SEND, More Able and Lower Attaining pupils.

National Statutory Assessment

Teacher assessment will determine a pupil's participation in statutory assessments. The following assessments will take place as detailed in guidance received from the Department for Education. This currently indicates the following:

- Early Years Foundation Stage Profile - All children in Reception will be teacher assessed using the Government Baseline Assessment and internal Teacher Assessments on entry in September and then on-going throughout the year using 'Evidence Me' and a Learning Journey book to capture children's progress and attainment. At the end of their Reception year, children will be assessed as to whether they have met the Early Learning Goals (ELGs) in seven prime and specific areas of learning and development.
- Phonic Screening Check – All pupils in Year 1 (and those in Year 2 who did not meet the threshold in Year 1) take the phonics check in the specified week in June.
- End of Key Stage 1 - All pupils at the end of KS1 (Year 2) undertake SAT assessments during May for the following subjects: Reading and Maths with Grammar, Punctuation and Spelling being optional. For writing, there is no test and a teacher assessment judgement will be given as

‘working towards’ the expected standard, ‘working at’ the expected standard or ‘working at greater depth’ within the expected standard.

- End of Key Stage 2 - all pupils at the end of KS2 (Year 6) undertake SAT assessments over one week in May for the following subjects: Reading, Maths, and Spelling, Punctuation and Grammar (SPaG). For writing, there is no test and a teacher assessment judgement will be given as ‘working towards’ the expected standard, ‘working at’ the expected standard or ‘working at greater depth’ within the expected standard.

Non-Statutory Assessments:

Core Subjects

One summative assessment week is undertaken each term to judge pupils against their Age Related National Curriculum targets. SEND children working below Age Related Expectations will undertake assessments that cover the Continuum year band that they are currently working within. Submission dates for teacher assessments and end of term assessments will be clearly stated in advance via the school calendar for each academic year. The following assessments are used:

- Read Write Inc. assessments (take place half-termly);
- Reading Age Assessments using Salford Reading/Comprehension Tests;
- Spelling Age Assessments using GL Spelling Age Assessments;
- Times Table Assessments;
- Speed Reading Checks;
- Rising Stars Progress Tests for Reading, Maths, Grammar Punctuation and Spelling;
- Writing Assessments occur every two weeks and take the form of one unaided piece of writing following the teaching of a particular unit. Each half-term one piece of unaided writing will occur in a cross-curricular subject. All end of unit and cross-curricular writing assessments will be recorded on the targets sheets at the front of writing books.
- Science is assessed on a termly basis in the same manner as the Foundation subjects (see below).

Teacher Assessment Codes

If a Reception child is keeping up and ‘on track’ with Age Related Expectations, the following teacher assessments for Reception children will be recorded as:

Assessment at:	EYFS TA
End of Autumn Term	4-5 years
End of Spring Term	4-5 years
End of Summer Term	EYFS ELG 2

Children in Years 1 to Y6 who are being taught the National Curriculum and keeping up and ‘on track’ with Age Related Expectations, will be recorded on our assessment recording sheets as:

Assessment at:	National Curriculum TA
End of Autumn Term	Entering within the ARE band
End of Spring Term	Developing within the ARE band

End of Summer Term	Secure within the ARE band
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For statutory assessment at the end of Key Stage 1, the following marking codes will be used to report attainment for Reading, Writing and Maths:

GDS	Working at Greater Depth
EXS	Working at the Expected Standard
WTS	Working Towards the Expected Standard
BLW	Working Below the Standard of National Curriculum Assessments

Please note that for KS1 science, the framework contains only two standards, working at the expected standard (EXS) or 'has not met the expected standard' (HNM).

For statutory assessment at the end of Key Stage 2, the following marking codes will be used to report attainment for Writing:

GDS	Working at Greater Depth
EXS	Working at the Expected Standard
WTS	Working Towards the Expected Standard
BLW	Working Below the Standard of National Curriculum Assessments

Please note that for KS2 science, the framework contains only two standards, working at the expected standard (EXS) or 'has not met the expected standard' (HNM).

The results for Reading, Maths and Spelling, Punctuation and Grammar will be recorded as a scaled score whereby each pupil will need to achieve 100 or more to have met the expected standard and at least a scaled score of 110 to be deemed as having Worked at Greater Depth and thus exceeded the standard.

Foundation Subjects

On-going teacher assessments take place during lessons and at the end of each unit of work. To assess pupil attainment against National Curriculum objectives, teachers record their assessments using our Foundation Subject Tracker.

Teachers will:

- Submit termly teacher assessment information to be checked by each subject leader and this will form the basis of a dialogue with SLT at termly pupil progress meetings where the child's current end of year target, previous Key Stage result and Autumn, Spring, Summer assessment data is monitored to ensure that no child is falling behind;
- Engage with data analysis for their class to evaluate the outcomes and identify vulnerable groups which will guide them in formulating their termly Raising Attainment Plans and Provision Maps;

- Use the outcomes of statutory and non-statutory assessments diagnostically, along with teacher assessment information, to determine future teaching and learning.

Early Years Assessment

Within 2 weeks of pupils starting school, each child in Reception will undertake a baseline assessment. Teachers will use their professional judgement to assess the age band that each child is working ‘within’ across the EYFS 17 areas of learning.

Expected Standards for Early Years: Reception Baseline Assessment:

3-4 years	In line with Age Related Expectations
0-3 years	Below Age Related Expectations
Any other lower age band below	Significantly below Age Related Expectations

Children in Reception are assessed using the Early Years Foundation Stage Profile. Throughout the year, formative assessment is continuous, on-going and recorded through observations and assessments from experience and play. (Evidence Me software is used as a recording programme to support assessment tracking). Summative assessment occurs as part of Read Write Inc. testing which takes place half-termly. Data is formally submitted on the school's Learning Platform at the end of each term and statutory Early Learning Goal data is submitted in Summer Term 2.

Standardisation and Moderation

Securing teacher assessment judgements is extremely important. Teacher assessment (TA) outcomes, alongside test outcomes, form the backbone to how well we judge the progress our pupils are making. Exemplification materials and termly staff moderation training is provided within year groups, across phases and alongside other schools to ensure that teachers assessment judgements are accurate.

Assessment Recording/ Assessment Folders

Teachers will

- Keep individual records for each pupil in Reading, Writing, Spelling, Punctuation and Grammar, Maths, Science and the Foundation Subjects which they update electronically at the end of each term to our Cloud.
- Ensure that all assessment information uploaded electronically is accurate and that they seek advice from the assessment coordinator for verification should they need support with their teacher judgements.

Leadership, Management, Monitoring and Using Assessment Information as Part of School Improvement

The Assessment Leader will have overall responsibility for coordinating assessment, recording and reporting and practice will be monitored through agreed systems.

Each term, the Senior Leadership Team and Subject Leaders will analyse data and identify strengths and areas for development across the school. These will be used to amend subject action plans and identify school priorities that will then be communicated to staff, governors and pupils. This may include organising any staff training.

To continually strive to improve standards, our school will:

1. Use assessment information to see how we compare with local and national results and schools in similar circumstances (including Free School Meal and prior attainment benchmarks);
2. Set targets for improvement at whole school, group and individual level;
3. Ensure our expectations are appropriately high for all pupils;
4. Make positive links to teacher appraisal systems where appropriate;
5. Review pupils' work to monitor the implementation of the assessment and marking policies;
6. Review teachers' planning to monitor how assessment is planned for and how outcomes are recorded and used;
7. Observe teaching to monitor assessment strategies/ techniques being used.

We use a range of assessment data to inform our self-evaluation and support our target setting system.

Our primary data sources are:

1. Analyse School Performance (ASP) to inform school self-evaluation and report to staff, governors and parents/ carers as appropriate;
2. Fischer Family Trust to inform pupil and school level targets;
3. SIMS Data Tables for our termly analysis of pupil attainment and progress to inform annual self-evaluation.

Target Setting

Targets are a tangible demonstration of our ambition to raise attainment and increase rates of progress for all our pupils. Our targets will be informed by Fischer Family Trust estimates and take account of our professional knowledge. Appropriate challenge will be applied to ensure targets are sufficiently robust. They will be reviewed termly, through pupil progress meetings, and adjusted where necessary.

Continuity, Transition and Progression

An agreed set of pupil information/ records and end of year assessments will be passed on from one year to another during transition meetings and when children transfer to another school. Teachers will take account of information passed on from previous teachers to provide appropriate challenge and support.

Reporting to Parents

Teachers will:

- Write an annual report for each pupil, giving parents/ carers information relating to achievements, attainment and progress that the pupil has made since their previous report and indicating areas for development and targets for future learning;
- Send out termly reports to parents/ carers that will update them on their child's progress in the last week of each term;
- Provide clear, concise information which parents/ carers can understand about their child's progress, strengths and areas for development as well as providing a 'holistic' view of the pupil;
- Give parents/ carers the opportunity to discuss their child's report at termly parent/ carer consultation meetings;

- Involve pupils in the report to parents/ carers by giving them opportunities to reflect upon their progress and deciding upon future learning targets;
- Use reports to track pupils' progress over time and form the basis of transfer information passed on to the next teacher and next phase;
- Contribute to reports to Governors on pupils' achievement, attainment and progress (normally delivered by senior leaders and subject leaders of the school);
- Provide an open door policy for parents/ carers whereby staff are available to consult with parents/ carers at a mutually convenient time.

Assessment of Learning

Teachers should ensure that:

- Statutory assessment is administered as set out in Department for Education guidance;
- End of year/Key Stage teacher assessment is finalised using on-going assessment information;
- Everyone, including parents/ carers and pupils, is aware of the equal status of teacher assessment and tests/tasks and the complementary nature of each;
- They have a clear understanding of Age Related Expectations through engaging in moderation activities with other staff;
- They engage in analysis of assessment data to ensure that pupils identified as vulnerable or 'at risk' are making appropriate progress and that all pupils are suitable stretched;
- Teacher assessment judgements are standardised using national exemplification.

Assessment for Learning

Classroom practice will be effective when teachers and teaching assistants are clear about what pupils know, understand, can do and what they need to do next in all areas of their learning which then informs future practice

To improve the quality of assessment for learning, teachers and teaching assistants should:

- Involve pupils in their learning;
- Model how to assess work effectively;
- Provide effective feedback to pupils on their work;
- Incorporate self-assessment and peer assessment into lessons.

Involving Pupils in their Learning

In order to involve pupils fully in their learning, teachers:

- Explain clearly the reasons for the lesson or activity, in terms of the learning objectives;
- Share the specific assessment criteria with pupils;
- Help pupils to understand what they have done well and what they need to develop;
- Show pupils how to use the assessment criteria to assess their own learning.

Modelling Quality: Showing Pupils the Learning Strategies and Goals

Assessment criteria is often defined in formal language that may not always be clear to pupils so it is important that teachers share with their pupils examples of work so that they can see the standards they are aiming for. Pupils who study the completed work of others will develop their reflective skills and find out what it is like to take an active part in the assessment process.

These opportunities can include:

- Encouraging pupils to listen to the range of pupils' responses to questions;
- Showing pupils the learning strategies;
- Showing pupils how the assessment criteria has been met in some examples of work;
- Encouraging pupils to review examples that do not meet the assessment criteria, in order to suggest the next steps to meeting the assessment criteria;
- Using examples of work from other pupils in the class highlighting the ways it meets the assessment criteria or standards.

Giving Feedback to Pupils on their Work

Feedback is an essential element in assessment for learning. It is important that there are safe and secure relationships so that trust is established between teacher and pupil, prior to giving feedback. Giving feedback involves making time to talk to pupils to show them how to be reflective about both the learning objectives and their work/ responses.

Pupils benefit from opportunities for formal feedback through individual, group and plenary sessions. Where this works well, there is a shift from teachers telling pupils what they have done wrong to pupils seeing for themselves what they need to do to improve and then discussing this with the teacher.

Characteristics of Effective Feedback

- Focuses and uses coded marking against the learning objective and criteria for success;
- Confirms that pupils are on the right track and stimulates correction of errors or improvement of a piece of work;
- Uses a 'closing the gap' prompt to structure improvement points such as:
 - A reminder prompt: How do you think...?'
 - An example prompt: Give a choice of words or phrases you might choose ...
- Makes suggestions for improvement that acts as "scaffolding", i.e. pupils should be given as much help as they need to apply their knowledge in order to promote self- regulation, meta-cognition and independence. They should not be given the complete solutions as soon as they get stuck and must be encouraged to think things through for themselves;
- Helps pupils to find alternative solutions if simply repeating an explanation continues to lead to failure;
- Allows dedicated time for pupils to respond to feedback;
- Allows time for teachers to follow up the agreed next step targets with the pupil to see how far they have achieved them;
- Is high quality dialogue: most research indicates that instant oral feedback is more effective than written feedback.

Teachers should:

- Make sure pupils can read marking feedback and understand it;
- Provide set lesson time for pupils to read feedback and give set lesson time for focused improvement to be made;
- Comments should focus on the success criteria already established;
- Ensure pupils understand any score or code;

- Encourage pupils to choose their own targets for improving her/his work using marked work to reflect upon.

Use of 'Marking Codes'

It is acceptable for teachers to use agreed 'marking codes' when giving written marking responses to pupils' work. The following have been agreed by staff in our school:

✓ = WALT has been achieved and individual answers and sentences are correct. A dotted tick may be used to show that the child understands the work but is not yet secure in achieving the WALT or answer.

X/● = Incorrect

P = Punctuation missing

G = Grammar error

// = New paragraph

^ = Insertion needed here

SP=Spelling error or guidance given

?=Confusion within the children's sentences or answers

S = Teacher's initials indicate work has been guided and support given

VF = Verbal feedback has been given and shared with the pupil

C = Challenge activity needs to be undertaken as a next step

A= Please see an adult to support you further with your work (pre-teach/ post-teach)

P = Practice activity needs to be undertaken as a next step

Self-Assessment and Peer Assessment

If pupils are to learn, they need to be trained to identify gaps in their learning, be given time to reflect on their work - in consultation or collaboration with their teachers, peers and others - to understand why these gaps occur to enable them to identify strategies that they might use to close the gaps. This is something that has to be done by the pupils and cannot be done for them by the teacher, although the teacher's interchange is crucial to the pupil's understanding of what needs to be done next.

Children need to judge:

- What they know;
- What they have learned;
- Where they have been successful;
- What they need to do to improve.

When deemed appropriate, pupils will be given time to assess their own attainment and achievement as to whether they have achieved the learning objective using the success criteria and agree their own next step – this can be done during or at the end of a lesson.

In Early Years/ Key Stage 1, pupils should be taught to self-assess in a meaningful way against the success criteria. Where pupils interact in the marking process, they will be all the more engaged and receptive to correction. Pupils should become skilled at marking their own or another child's work; this helps pupils to self-reflect at each step of the learning process.

By the end of Year 2, pupils should be able to self-assess their work at least twice per week. By the end of Key Stage 2, pupils will be able to self-assess their work 3 times per week in Maths and Literacy.

All self- assessment should be moderated by the class teacher to agree whether pupils have achieved the Learning objective (WALT). Children's marking in books MUST remain neat and tidy at all times.

To self-assess, pupils may tick the success criteria, which they feel they have achieved and find evidence of this skill in their work by highlighting neatly using a yellow highlighter or coloured pencil and ruler. Learning partners might also check on their behalf, before the work is handed to the classteacher, that a particular skill has been met. The pupil might then identify their own next step and write this as a comment or underline the success criteria that they have not met in a coloured pencil.

Getting Self-Assessment Going:

- Train children to do it;
- Allow children time to report back to the class about their work, to explain to others and to respond to each other's questions;
- Model possible responses through 'thinking out loud';
- Give 'thinking time', about 15 seconds on one question, then share;
- Ask higher order questions (these can be part of the plenary). E.g.
 - What might you do next time to make sure your similes are more effective?
 - Why did the puzzle take so long; how can you be more systematic next time?
 - How would you change this activity for another class/ group who are learning to...?

Peer-Assessment

We ensure that any improvements or corrections suggested by a peer are made by the pupil who 'owns' the work.

Recognising and Celebrating Success

Success is recognised and celebrated in the following ways:

Type of 'Award'	Agreed Criteria for Giving Award
Tokens	Awarded for good work which meets or exceeds the lesson's learning objective, for good effort, for good contributions to classwork and for good responses to questions posed by teachers and pupils.
Stickers	Work that deserves recognition by the teacher or teaching assistant.
Certificates	Awarded in denominations of Bronze (50 tokens), Silver (100 token), Gold (200 tokens), Platinum (300 tokens) and Titanium (500 tokens) for the achievement of tokens.

Achievement Award	Awarded in weekly 'Celebration Assembly' for special effort and achievement.
Headteacher Awards	Gold Tokens (may be accompanied by a Head Teacher award sticker) given by the Headteacher and Deputy Headteacher for exemplary effort, attainment or achievement.

Adherence to the Assessment, Recording and Reporting/ Marking Policy

- Everyone's practice is consistent and in line with the overall policy on Assessment, Recording and Reporting throughout the school;
- The Assessment, Recording and Reporting policy is reviewed at regular intervals to ensure that it is understood by all new members of staff, that practice continues to reflect school policy, and that everyone has the chance to share and develop practice further.