



Assessment and Reporting Policy

Eastergate C.E. Primary School

**Adopted by the Full Governing Body
18th September 2019
Review Date: September 2020**



Purpose of the policy

The purpose of this policy is to provide clear information about Assessment and Reporting at Eastergate CE Primary School. This document should be read alongside our Marking and Feedback Policy.

Aims

Our assessment policy has been developed to support the school's vision and values and meet the statutory requirements set out by the Standards Teaching Agency (STA).

At Eastergate CE Primary School we 'Learn, Grow and Achieve Together in God'. Our school is:

- A place where everyone is accepted, loved and valued.
- A place that is a reflective, nurturing community, underpinned by Christian values and welcoming to all.
- A community where everyone loves learning and is challenged to achieve their best.

We believe that the key aim of assessment is to support pupil achievement and progress. Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress.

Principles

The principles that underpin assessment at Eastergate CE Primary are:

Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped



to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.

The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.

Assessment is used to ensure that all pupils make appropriate progress. All children need to understand the learning objective in each of their lessons and what they need to achieve it. Success Criteria are shared, or formulated, at the start of each session and pupils' work is assessed against this criteria. Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

It is important that assessment of pupil's learning is informative and supports their progress; it is manageable and does not place an unnecessary workload on teachers.

Assessment

There are three main types of assessment used at Eastergate CE Primary School:

- Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

- Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

- Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures for Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.



Strategies used will vary according to the subject and learning objective taught – these include:

Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.

Use of whiteboards, flip charts and number fans to get instant feedback of understanding.

Mini-plenaries to determine understanding at regular intervals.

Short re-cap quizzes or recall of facts.

In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).

Observational assessment.

Scanning work for pupil attainment and progress.

Self (or peer) assessment at the end of every lesson based on individual learning objectives and Success Criteria.

1:1 or group discussions with pupils.

Next step marking and feedback (see Marking and Feedback Policy).

Mastery Learning

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end' (Commission on Assessment Without Levels, 2015).

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. These form the basis of the 'I Can' sheets that they have available in class at the beginning of the year to track their progress using different



coloured stickers for each term. Pupils are involved in self-assessing their learning, every lesson, and they are actively involved in the target setting process.

Procedures for Summative Assessment

End of Term Summative Tests (Years 1 to 6) – Maths, Reading and GPS

At the end of every term, we hold a Test Week using Big Write (independent writing), Rising Stars Tests and Star Tests in Accelerated Reader in Reading, White Rose Tests in Maths and Twinkl tests for Grammar, Punctuation and Spelling (GPS) In Years 2 and 6 children have to opportunity to take past SATs papers. These tests give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations. Results from these tests are used alongside teacher judgements to build a clear picture of each child's progress. This information is collated on Target Tracker every term.

This Test Week is followed by a Pupil Progress Meeting whereby the class teacher, the Senior Management Team and SENCo meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SMT and subject coordinators carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Religious Education

The Understanding Christianity Framework provides clear guidance for teachers on the content of lessons for each year group. Each unit takes a core concept and gives a key question through which to explore the concept. The unit identifies the knowledge 'building blocks' and focused outcomes that are expected of pupils by the end of teaching. Each unit has outcomes related to the three elements of the approach (Making sense, Understanding impact and Making connections), relating specifically to the content of the unit, and building towards enabling pupils to achieve the end of phase outcomes. Understanding Christianity is used in conjunction with The West Sussex agreed syllabus for Religious Education 2015. These ongoing assessments are then used to help determine an end of year summative level for RE.



EYFS

At the beginning of Early Years a baseline assessment is carried out to help teaching staff to determine pupil's starting points on entry to Eastergate CE Primary School. A number of different assessment tools are used to support the baseline assessment for example: standardised assessments (eg NFER), teacher observations using Development Matters and Read Write Inc assessments, when appropriate.

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Key workers make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using Tapestry or by making notes in a child's learning journal. If a teacher attaches a photo, or other evidence, to a learning objective this can then be transferred to our online assessment tracker. Key workers log onto this platform weekly and use evidence collected to inform their judgements of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years ages and stages. Parents are invited to contribute to their child's learning journal through Tapestry or by sending in 'home learning' tasks.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

Parents are kept informed of their child's attainment and progress through Tapestry and at regular meetings with their child's class teacher during the year.

In the final term of Reception (Upper Early Years) the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on Target Tracker.

Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (emerging)



The Year 1 teacher is given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are invited into school at the end of Reception to discuss the Profile. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure:

- Good Levels of Development within the EYs setting
- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN and Pupil Premium

Procedures for Nationally Standardised Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics



- Writing (teacher assessment)

Tests and assessments are carried out in accordance with the Standards Teaching Agency guidelines and results are used to inform teacher assessments that are submitted to the Local Authority.

End of Key Stage 2 tests.

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

We use these results to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each year group we teach the national curriculum for that year – therefore all children are learning the objectives for that year and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our Special Educational Needs and Disability (SEND) List. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales or tests/teacher assessments from a different year group.

Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. All pupils are assessed during their first few weeks in Reception. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. SEND pupils are set SMART targets within their ILPs (these relate to wider areas including communication, social skills, physical development



and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of ILP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings teachers meet with the SENCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

- Reporting to Parents

Parent Consultation Meetings: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets).

- Annual Reports
 - The results of any statutory assessments e.g. phonics screening and end of KS1/KS2 results.
- Reporting to Governors

The Head Teacher's Report to Governors (termly)

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.



At Eastergate CE Primary School the following takes place:

- Moderation of Reading, Writing and Mathematics in staff meetings
- Locality Moderation of Reading, Writing and Mathematics
- Early Years staff meet regularly to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place

This Policy is updated (at least) annually based on school self-evaluation, the latest research and updates to government documents.