



Assessment, Recording and Reporting Policy

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Purpose of the policy

The main purpose of this policy for assessment, recording and reporting is to develop effective, efficient, consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on records, will give accurate and meaningful information. The policy will also ensure that children's rights are adhered to under the United Nations Convention on the Rights of the Child (UNCRC), specifically Articles 28 (right to an education) and 29 (the right to be the best that you can be) and that statutory requirements are fulfilled.

Assessment Principles and Practice

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 minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and 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 child.
 - 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. A 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 greater effort and 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.
- 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 help teachers, parents and pupils plan 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 (within the Peninsula Learning Trust and externally) and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria derived from the National Curriculum. Assessment criteria that we use are Key Performance Indicators and currently the Interim Teacher Assessment Frameworks for KS1 and KS2. These are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. We use these to inform our teacher assessment when inputting data onto our tracking system.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and organised into a thematic approach across a 3 year rolling programme in Key Stage 1 and a 4 Year rolling programme in Key Stage 2.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- Our assessment tracking is entered as a three digit code. The first digit specifies the NC year (1-6). The second digit specifies the half term the assessment is being made (1 to 6). The third digit specifies predicted end of year attainment using 0-9. See the table below.

Interim Teacher Assessment Framework	Grade	Predicted end of year outcomes, based on breadth and depth of learning to date
Working at greater depth (GDS)	9	High within GDS
	8	Secure within GDS
Working at the expected standard (EXS)	7	High within expected standard
	6	Secure within expected standard
	5	Low within expected standard
Working towards the expected standard (WTS) - about one year below ARE	4	High within Working towards
	3	Secure within Working towards
	2	Low within Working towards
Not meeting WTS - about two years below ARE	1	
	0	

- E.g. code 266, 2 – year 2, 6 – 6th half term of the year so Summer Term 2, 6 – Secure within expected standard)
- Codes allow distinction between achieving the end of year standard (e.g. code 266), and being ‘on track’ to achieve that standard earlier in the year (e.g. 226 at end of Autumn)
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing. Writing assessment will use the relevant Interim Teacher Assessment Frameworks for KS1 or KS2, and examples of writing will be gathered over each key stage and kept individual portfolios for each child
- Assessment judgements will be moderated by colleagues in school and by colleagues in other schools within the PLT to make sure 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 on a termly basis. Parents and pupils will receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Recording

- Records are to be 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 to be regularly updated and easy to maintain.
- Records provide clear evidence of National Curriculum achievements.
- Records contain information that is useful to other professionals.
- Records are to be used as a key tool in ensuring continuity and progression.

Reporting

- Termly Reports, (written or consultations) will highlight achievement and progress and include indications for future developments.
- Written reports to be given to parents annually.
- Teachers are available to report orally to parents each term.
- Reporting to parents will be clear, succinct and informative.
- Reports to conform to statutory requirements.

Management of above

- To ensure there is a shared understanding and common practice amongst staff.
- To maintain a coherent policy and carry out regular evaluation.
- To monitor and analyse results of summative assessments.
- To develop effective target setting strategies.
- To use ICT as an aid for assessment, recording and reporting.
- To ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of SATs/Optional Testing.

Recording (detail)

a) 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. The Distance Marking Sheet will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily assessment.

b) Maintenance.

Records of summative assessments will be regularly updated. Current data is submitted once every term for uploading to the IT based system. Summary of data analysis is reported to the Headteacher and the SLT, who scrutinise and collate the school's strength and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability. Submission dates for TA and end of term tests will be clearly stated, in advance, in the calendar for each academic year.

c) 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 passed on from one year to another, during transition meetings and when children transfer to another school.

Reporting (detail)

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

- **Autumn Term** - parents are invited to attend a consultation evening where the child's progress towards settling into a new academic year and end of year targets are discussed. Learning Passports are shared with parents, for children in receipt of additional intervention.
- **Spring Term** - parents receive a full written report which includes details of the child's achievements and progress for the academic year so far. The report details target for development to ensure children reach their full potential by the end of the academic year. Parents are offered the opportunity to make an appointment to discuss their child's report. Learning Passports are shared with parents, for children in receipt of additional intervention.
- **Summer Term** – parents are invited to attend a final consultation evening where the child's progress is discussed in term of age-related and personal expectations. Learning Passports are shared with parents, for children in receipt of additional intervention.

Management

Each term, the SLT and Subject Leaders will conduct a data analysis and identify strengths and areas for development across the school. These will be fed back to the Headteacher and used to amend subject action plans and identify next steps. This may include organising any staff training relevant to the policy requirements. The success of this policy depends on the full cooperation of staff and due regard will be given to staff opinion.

Monitoring and Evaluation

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessment strategies will be used.
- Assessments will be carried out according to half-termly plans.
- Methods are being developed to ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.

Appendix (i) Assessment strategies

Assessment of learning

Core subjects:

- One summative assessment is undertaken each term; teacher assessment and formal tests are used – pupil outcomes are judged against the new national curriculum objectives, White Rose testing materials, Rising Stars testing materials and the Interim Teacher Assessment Framework for KS1 and KS2.
- Writing Assessments take the form of one unaided piece of writing per term and on-going teacher assessment based on a range of evidence gathered during the term and/or year and recorded on writing assessment grids devised from the Interim Teacher Assessment Framework for KS1 or KS2. Writing is assessed in the form of 'Hot' and 'Cold' tasks across a unit. Writing evidence is gathered over each key stage and individual portfolios are kept for each child which are assessed and cross referenced to the Interim Teacher Assessment Framework.
- Reading assessments use Rising Stars test materials, Read Write Inc assessments for children on the programme, teacher assessment as detailed above and Accelerated Reader assessments.
- Maths assessments are as above for teacher assessments and also use White Rose and Rising Stars formal assessment tests, which are linked directly to the new national curriculum.
- Science is assessed on a termly basis in the same manner as the Foundation subjects below.

Foundation subjects:

On-going TA during lessons and at the end of each unit is used to assess pupil attainment against new national curriculum objectives.

Assessment for Learning and Feedback

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At Mevagissey we believe that feedback is not always given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- Pupil to Teacher/LSA
- Pupil to Pupil
- Teacher/LSA to Pupil
- **Self-Assessment** - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:
 - **Thumbs** (oral self-assessment) Thumbs up - being a secure understanding, Thumbs across - being some understanding but still some support/input required and Thumbs down being concept/idea not understood. This means that we can use the 'language' at any point during a lesson or in fact the school day. Children are often asked to self-assess after a teaching session and then use the information to decide on which differentiated independent working group they wish to join.
 - **Checking** - Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills.
 - **Success Criteria** – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a 'closed checklist' to assess their learning against; either during a lesson, at the end of a lesson or at the end of a unit of work. Success Criteria will be in the style of 'I can' statements. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality (see universal feedback below)

- **Peer Assessment** - As with self-assessment, peer assessment should be used in a variety of ways including:
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 - **Stars and Wishes** - Children should be given opportunities to peer assess in a 'formal' way during, or at the end of lessons, they are asked to give a 'Star' (an aspect of the work that is good) and/or a 'Wish' (a possible improvement) to another child's work with regard to the learning objective and/or the agreed success criteria. The terms 'Star' and 'Wish' are also used in a more informal way, for example children may comment on the collaborative skills of their peers, behaviour, citizenship and many other aspects of day to day school life.
 - **Checking** – Peer-assessment is also used for checking of work before handing in. We operate a policy of 'The author holds the pen' meaning that any improvements or corrections suggested by a peer are made by the pupil who 'owns' the work; the author.

- **Daily annotations** – The distance marking sheet is used to record pupil outcomes each day and next steps are planned for subsequent lessons.
- **Adult Response to Marking** – Teachers give daily LSA direction on the back of the DM sheet, direction is based on daily marking and checking of pupil books. Teacher deployment for each day is also shown here.
- **Observation** – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or LSA.
- **Discussion/Questioning** – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques.
- **Guided Group Feedback** – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.