



Banham Community Primary School Assessment, Recording and Reporting Policy

“Assessment is a good servant, but a terrible master. Too often, we start out with the idea of making the important measurable, and end up making the measurable important. By sticking clearly to a set of principles for the design of an assessment system, schools can ensure that the assessment system supports learning, rather than gets in its way.” (Dylan Williams)

Purpose

A key aim of the school is that every child will achieve to his or her full potential. We believe that this will be accomplished through a close partnership with parents/carers, pupils taking responsibility for their own learning, and highly motivated, highly skilled staff. The purpose of the assessment policy is to help pupils know what they are doing well and what they need to do to improve. The knowledge gained will be used to inform teaching and to direct learning. The principles of assessment apply to all pupils.

Relationship to other policies

The policy should be read in conjunction with the curriculum, homework, equality, Pay and Appraisal, SEND and teaching and learning policies, and the home-school agreement.

Types of assessment

The *‘Final Report from the Commission on Assessment without Levels’* (September 2015) stated that there are three broad overarching forms of assessment, each with its own purposes:

Day-to-day in-school formative assessment, for example:

- Question and answer during class
- Marking of pupils’ work
- Observational assessment
- Regular short re-cap quizzes
- Scanning work for pupil attainment and development

In-school summative assessment, for example:

- End of year exams
- Short end of topic or unit tests
- Reviews for pupils with SEN and disabilities

Nationally standardised summative assessment, for example:

- National Curriculum tests at the end of Key Stage 2
- National Curriculum teacher assessments at the end of Key Stage 1

Formative Assessment

Formative Assessment is the most important tool in the teacher's toolkit to ensure rapid progress by planning, delivering and adapting programmes of lessons, interventions and learning activities which meet the needs of all children. We also include in this 'diagnostic' assessment which is used to identify specific gaps in learning.

The primary purposes of day-to-day in-school formative assessment

(ibid)

For pupils:

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

For parents:

When effectively communicated by teachers, in-school formative assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education.

For teachers:

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

For school leaders:

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

For the Government:

The Commission believes that the Government should not intervene at the level of formative assessment, which should serve the needs of pupils and teachers.

For Ofsted:

Ofsted will want to be assured that teachers are making effective use of formative assessment to support teaching and learning. It forms part of Ofsted's wider judgements about the quality of teaching in schools.

Principles of in-school formative assessment

1. What will this assessment tell me about pupils' knowledge and understanding of the topic, concept or skill?

- *For example: whether knowledge and understanding is secure enough to move forward, or whether further consolidation work or a different approach is necessary.*

- *For example: whether a pupil has been able to demonstrate application of a skill with increasing independence or confidence.*

2. How will I communicate the information I gain from this assessment to pupils in a way that helps them to understand what they need to do to improve?

- *For example: whether this is better done orally (e.g. through targeted question and answer), in writing or through an alternative form of communication; and whether it is communicated to individuals, groups or the whole class.*

3. How will I ensure pupils understand the purpose of this assessment and can apply it to their own learning?

- *For example: building in time before the assessment to ensure pupils are prepared for it in a way which clarifies its purpose and after the assessment to support pupils in identifying what they have learned from the assessment about where they need to target their efforts.*

- *For example: where it may be a challenge for a pupil to understand the purpose of assessment, communicating the outcomes in ways that help the pupil understand their achievements.*

4. How will I ensure my approaches to assessment are inclusive of all abilities?

- *For example: finding alternative ways to enable pupils to demonstrate their understanding through practical application that can be observed or discussion with the pupil and parents.*

5. How will I use the information I gain from this assessment to inform my planning for future lessons? How could I improve, adapt or target my teaching as a result?

- *For example: identifying which pupils to target for additional support or which areas of the topic to recap.*

6. What follow up action should I take to plug gaps in knowledge and understanding or to support progression where learning is secure?

- *For example: assessing whether pupils who have demonstrated secure understanding can apply the concept in an alternative context or exploring ways in which the concept can be taught differently for pupils who have demonstrated less secure understanding.*

- *For example: providing opportunities for exploring a concept in greater depth before moving on to new work.*

7. Is it necessary to record the information gained from this assessment? And if so, how can this be done most efficiently?

- *For example: do not assume that everything needs to be recorded. Identify which assessment outcomes are essential to record for the teacher pupil, parent or carer and keep it simple.*

- *For example: do not assume that formative assessment must be recorded using the same scale or terminology as summative assessment.*

Summative Assessment

The primary purposes of nationally standardised summative assessment

For pupils and parents:

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

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents' choice of schools for their children.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

For school leaders and school governors:

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school's performance against other schools locally and nationally, and make judgements about the school's effectiveness.

For the Government:

Nationally standardised summative assessment allows the Government to hold providers of education (schools, local authorities, academy chains etc.) to account and to measure the impact of educational policy making.

For Ofsted:

Nationally standardised summative assessment provides a starting point for Ofsted's discussions with schools when making judgements about their performance, as part of Ofsted's wider judgements of a school's overall effectiveness.

Principles of in-school summative assessment

1. Who will use the information provided by this assessment?

- *For example: the teacher responsible for these pupils the following year.*
- *For example: senior leaders for curriculum or institutional review.*
- *For example: for reporting to parents.*

2. Will it give them the information they need for their purposes?

- *For example: how secure a pupil was in their knowledge of the previous year's curriculum and how ready they are for progression.*
- *For example: useful information on levels of independence, confidence and attitudes to learning of pupils with SEN and disabilities.*

3. How will it be used to support broader progress, attainment and outcomes for the pupils?

- *For example: how the information provided by the assessment can support the following year's teacher in differentiating the support given to pupils in the class to achieve the positive outcomes.*

4. How should the assessment outcomes be communicated to pupils to ensure they have the right impact and contribute to pupils' understanding of how they can make further progress in the future?

- *For example: as part of end of year progress meetings, so that attainment marks are supported by the broader context of the child's progress and understanding.*
- *For example: using visual methods such as learning journals or videos with pupils with SEN and disabilities as part of their personal learning plan reviews.*

5. How should the assessment outcomes be communicated to parents to ensure they understand what the outcomes tell them about their child's attainment, progress and improvement needs?

- *For example: how might you communicate to parents that a child who got 12/40 on the test has actually done quite well, all things considered?*
- *For example: how might you communicate to parents the importance of their child with complex needs building on and applying previously learned knowledge and skills?*

6. How should the assessment outcomes be recorded to allow the school to monitor and demonstrate progress, attainment and wider outcomes?

- *For example: how it can be used to provide evidence for Ofsted of how pupil progress informs teaching, or how it informs school improvement, e.g. curriculum development.*

Assessment at Banham Primary School

We have looked at the work by researchers such as Dylan William in formulating the assessment principles for our school.

The 'Big Ideas'

Assessing all children, in all areas of learning, is impossible. Instead, we recognise the importance of key skills to children's wider learning and focus our formal assessment efforts in reading, writing and maths. Other learning is informally assessed through questioning, marking and feedback. Science is formally assessed using national summative statements at the end of KS1 and KS2.

Learning Progressions

The National Curriculum provides a framework for learning progression across English and Maths. We have supplemented this by examining a range of external providers such as the NAHT commission on assessment and subsequent Key Performance Indicators; the work by Herts for Learning; Focus Education; Learning Ladders as well as the Government's own descriptors for the end of KS1 and KS2. These resulting progressions can be seen in the attached document. Smaller steps have been agreed as a staff with an emphasis on deepening and mastering prior knowledge.

The progressions therefore indicate not only the end of year expectations for each year group, but also indicate in a clear manner what the learning progression can look like across the individual years. Thus, these indicate overall progression from the EYFS Early Learning Goals to the end of Year 6, across sub strands of Reading, Writing and Maths.

Checkpoints

Standard checkpoints of summative assessment are the end of year and end of Key Stage. The latter is covered by nationally produced descriptors and summative testing.

However, it is also important that children's learning and progress is tracked more often than every year to ensure potential issues with children are picked up early and appropriate interventions are put in place. As such we have followed and adapted the system used by Herts for Learning to enable us to track pupils' learning termly, using teacher assessments which have been informed by summative tests; ongoing formative assessment through work in books; and teachers' professional judgement.

We are aware of the guidance in the Commission's report that teacher assessment can be prone to bias; this is something we look to minimise through a triangulated approach. It is our view equally that a simple summative test, however robust and rigorously put together, can also not be completely accurate as children do not always perform 'as expected' in tests

for a variety of reasons. We stand by our triangulation approach as giving as accurate assessments as possible.

Where does the evidence come from?

The more formal the assessment procedure is, the easier it is to record the evidence, we also need to make sure that the desire to record evidence for purposes of external accountability does not result in high-quality ephemeral and/or qualitative evidence being ignored.

Teachers make summative judgements of children's ability as outlined above on a termly basis.

Evidence is accumulated from a range of places and benchmarked against our learning progression criteria.

It is essential that evidence is seen not just in one place but follows our 'triangulation' approach.

Evidence includes

- Children's books; targeted questioning; observation; discussions
- 'informal' summative tests such as tables/spellings/end of unit tests
- More formal assessments. We are building a bank of these to help us with the new curriculum. At present these include:
 - PUMA tests for maths
 - PIRA tests for reading
 - Salford reading tests
 - Focus Education tests for Maths and SPAG
 - Sandwell Early Numeracy test
 - Schonell Spelling Test
 - Past paper/sample end of KS tests

How will evidence be accumulated?

We follow the Herts for Learning approach that indicates if a skill or objective has been securely understood.

The approach uses the 'NOFAN' acronym. This stands for 'Never, Occasionally, Frequently, Always, Naturally'.

If a child can meet the objective 'frequently' they are deemed to be secure in it; if they meet it 'Always' or 'Naturally' they can be considered to have mastered it.

This does not mean a child has to have several pieces of evidence for every objective! Sometimes a single example of a child using something learned in one context in a very different context will be convincing evidence of mastery. At the other extreme, a dozen repetitions of a particular skill in similar contexts may mean very little. Here, there is no substitute for professional judgement – provided, of course, 'professional' means not just exercising one's judgement,

but also discussing one's decisions with others, to establish that they too, with the same evidence, would have drawn the same conclusion.

This is why we place such high importance on our moderation processes. We utilise a high level of expertise within school, within our Co-operative Alliance and across Norfolk to ensure our judgements are as accurate as possible.

Moderation activities include:

- Termly in school moderation of Literacy and Numeracy
- Termly moderation within our Co-op Alliance of EYFS, Y2 and Y6 Literacy.
- Twice-yearly moderation of Y4 Literacy and Numeracy.
- Annual moderation of EYFS, KS1 and KS2 end of phase judgements with the LA.

Target setting

In the case of most children, taking them from their starting points in their learning in EYFS to an end point at Y6 which is relatively the same is a minimum requirement. For those who struggle with learning for cognitive reasons, this can be a good achievement.

For most children, a minimum target of achievement by the end of the year should be the level of achievement needed to thrive in the following year. For those who are more able and are already achieving in line with those expectations, this will be undemanding and a higher targets should be set.

For lower achievers and those with lower starting points, the aim should always be to break a cycle of underachievement and do whatever is possible to get that student to where he or she needs to be. For some children, this can be done over a year, while for others this may take several years of 'closing the gap'.

Target setting should be about thinking not 'what should this child's level of achievement be based on last year' but about 'what does this child need to be ready for next year?'

Curricular targets and next steps in marking should be known and understood by children.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- where a subject does not have national standards as a reference then school standards will be provided and standardised assessment will be used to inform teacher assessment of pupil progress
- national tests are applied in accordance with the statutory framework
- all teachers receive training on how to use formative assessment to inform lesson planning

- marking of pupils' learning complies with the school's Marking Policy, and is used to motivate pupils and to provide them with specific guidance on what further learning is required
- a database of pupil attainment will be used to track individual progress, but information about individual pupils will only be made available to them or their parents/carers
- all pupils/parents will receive an annual report
- parents/carers will be informed regularly about their child's progress and annually about the results obtained in national tests and examinations
- any changes required to this policy in the light of practice and changes in national requirements are reported to the governing body.

All **staff** are expected to ensure that:

- pupils are actively involved in learning and self-assessment of progress
- care is taken to ensure that assessment builds pupils' motivation, confidence and self-esteem
- lessons begin with clear expectations, and learning objectives are shared with pupils
- each pupil receives feedback about the standards of their work, although this may not always be in writing
- where work is marked this **may** show the standards reached against the national expectation if close to the end of a key stage, but it must **always** show what is required for the pupil to improve and move on to the next stage of learning
- all pupils have attainment targets, and improvement targets for improvement in English and Maths.
- results of assessment are used to inform further planning and differentiation.
- the next class teacher has sufficient information about each child in the cohort to inform their groupings and plans.
- conduct assessments and reviews in line with the school Assessment Timetable (see appendix).
- each child in Years 1-6 is assessed at a National Curriculum expectation on a termly basis

Pupils are encouraged to take responsibility for their own learning through:

- assessing their own work and, where appropriate, the work of other pupils
- setting targets for their own learning where appropriate
- asking for help and advice in improving their work.

The **governing body** is responsible for ensuring that the school includes information about the school's National Curriculum assessment results and that national comparative data is provided for similar schools and national averages.

Arrangements for monitoring and evaluation

Subject leaders will oversee marking and assessment practice within their areas of responsibility. Lesson observation and work sampling will be part of this process.

The headteacher will report annually to the governing body on:

- the systems in place for target-setting, tracking and intervention
- the outcomes of monitoring, and changes in practice that have resulted from them
- the overall standards achieved in core subjects by year group
- the overall standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with SEN and groups considered to be vulnerable
- the impact of external intervention or support on standards
- the views of staff about the action required to improve standards
- feedback received from pupils and parents/carers about the perceived benefits and drawbacks
- the training staff have received.

Reviewed: Autumn 16

Review due: Autumn 18

Signed..... (Headteacher)

Date.....

Assessment Timetable

Term	First Half	Second Half	Ongoing
Autumn	<ul style="list-style-type: none"> • Pupil Progress (part of PM) • Intervention Map update • Set attainment targets • Parents' Evening 	<ul style="list-style-type: none"> • Tracker updated with informed Teacher Assmnt • Spelling Ages 	<ul style="list-style-type: none"> • Informal formative lesson assessments. • Next Steps
Spring	<ul style="list-style-type: none"> • Intervention Map update • Salford Reading • Pupil Progress meetings • Parents' Evening 	<ul style="list-style-type: none"> • Tracker updated with informed Teacher Assmnt • Spelling Ages 	<ul style="list-style-type: none"> • EYFS Learning Journeys & Profile updated • Maths and English curricular targets
Summer	<ul style="list-style-type: none"> • Intervention Map update • KS1/2 assessments 	<ul style="list-style-type: none"> • Tracker updated with informed Teacher Assmnt • Salford Reading • Curriculum Map updated • Reports to Parents • Open Tray Evening • Spelling Ages 	<ul style="list-style-type: none"> • Weekly Spellings/Tables

Assessment	Descriptor	Y1	Y2	Y3	Y4	Y5	Y6
Entering (Below A.R.E.)	I struggle to access the curriculum for my age group and require personalised support and scaffolding to do so. I could have barriers to my learning through my SEN, behavioural needs or EAL. I may be doing different tasks to the rest of the class and I may be receiving regular intervention. It may take me longer to make progress when compared to my peers. At the end of the year I will be showing a reasonable degree of security in some of the criteria for the year group (as a rough guide, up to about 25% of the criteria) or I could be showing evidence of a broad range of the skills but only very occasionally, not yet securely. <u>It may be that I am working securely within the objectives for a much younger age group which should be investigated.</u> My standardised score would be below 85.	A0 or EY	Refer to appropriate YG phases.				
Developing (Working Towards A.R.E.)	I can access the age expected curriculum but I have gaps in my learning and I may have had a below average starting point. Therefore, I might be consolidating objectives from the previous year group. I retain some concepts taught and I receive differentiated tasks or choose lower learning challenges in lessons. At the end of the year I will secure in many of the aspects of the criteria (as a rough guide, up to about 60% of the criteria, including a strong focus on the key areas) or I could be showing evidence of a broad range of the skills with growing frequency, but not yet fully secure. I do require some initial support during lessons and I find it challenging to apply my learning independently. I often do intervention as required to catch up. My standardised score <i>may</i> be in the 85-95 range.	A1	A4	B1	B4	C1	C4
Securing (At A.R.E.)	I am on track to meet most of my age related expectations. I will be secure in most of the aspects of the criteria (as a rough guide, up to about 80% of the criteria, including most of the key areas) at the end of the year. I can successfully learn new concepts and retain most of them when I work and apply them independently. I choose learning challenges that are appropriate for my age and sometimes choose more advanced ones. I sometimes make errors but I can improve my work following feedback and support. I may have a small number of gaps from the previous year's criteria. My standardised score <i>may</i> be in the 95-120 range.	A2	A5	B2	B5	C2	C5
Deepening (Working Above A.R.E.)	I am on track to meet the large majority of my age related expectations. I will be secure in almost all (more than 80%, up to 100%) of the skills, with increasing levels of accuracy (and most likely showing 'glimmers' of the next year criteria) at the end of the year. I can confidently work independently and can apply skills and concepts, only making the occasional error. I regularly choose learning challenges that are the hardest. I am happy to discuss my learning and I can confidently explain, change or justify my ideas. I have a love of learning and I can usually produce work of a high standard in most areas. I may be working beyond my year group or involved in learning which is deepening and broadening my understanding. My standardised score will be 120 or above.	A3	A6 or A+	B3	B6 or B+	C3	C6 or C+

Herts Grids – Seen/Secure to be assessed against a Top, Middle and Bottom for each year group (6 per class) to benchmark rest of children.

Task	Description	Frequency	Notes
Pupil Progress Meeting	Monitor pupil progress to ascertain pupils progress and to ascertain intervention if necessary	Every half term	<p>First half term – individual meetings with teachers to ascertain if pupils are working above, at or below expectations. SLT will ask for an overall update of children before the meeting. Before the meeting the SLT will ask for two children's work brought to the meeting.</p> <p>During the meeting, SLT will ask teachers will to produce evidence or 'convince' that these children are working at the level the teacher has assessed. Then staff will go through the whole year group looking at support/ challenge and interventions that could be put in place for identified children.</p> <p>Second half term - 'professional dialogue session' - whole staff meet to get an update on those who are not making progress and the intervention strategies taking place. All staff can contribute to ideas and other strategies to help these children progress.</p>
Summative assessments	Children are tested on work they have recently covered	After every unit of work or termly as appropriate, including an annual test in the summer term.	<p>These assessments will inform the assessment and progression sheets as well and are kept as evidence. This evidence can be used in pupil progress meetings.</p> <p>Maths: Kangaroo Maths - http://www.kangaroomaths.com/index.php for unit tests or Hodder PUMA every term.</p> <p>Reading: Hodder PIRA</p> <p>SPAG – Termly SPAG tests from 'Not As You Know It'.</p>
Marking and feedback	Formative assessment based on the work pupil have achieved during a lesson/ series of lessons.	Regular teaching practice	Teachers adhere to the marking policy and must ensure their marking allows opportunities for reflections and improvement, with next steps evident and children given the opportunity to respond to comments. This evidence will be sought in pupil progress meetings
Book Scrutiny	Analysis of the quality of teachers marking and pupils opportunity to respond to marking	At least termly.	Headteacher will conduct a termly scrutiny, and will go through a selection of books and assess the quality of learning. Teachers will be fed back individually with strengths and areas for development. Maths/Literacy subject leaders will also look at books as part of their monitoring time. Some of these may be shared between the Head and subject leaders.
Learning Walks	Monitor the teaching and learning throughout the school	At least termly.	The Headteacher will conduct these - the week they happen will be announced but the actual day will not be given. Actions/ issues highlighted on previous learning walks and in other assessments will be a focus for the walk. Teachers will be notified what this aspect is. Teachers will be fed back as a whole with strengths and areas for development. Individual

			issues may also be followed up separately. Maths/Literacy subject leaders will also conduct learning walks as part of their monitoring time. Some of these may be shared between the Head and subject leaders.
Lesson Observations	Formal arrangements for observing teachers	At least termly.	These are organised in advanced. Observations will look for personal or school improvement strategies as well as general quality of teaching. Feedback is done formally with the teacher involved.
Moderation and standardisation	Deep analysis of pupils work to moderate teachers judgements and assessments of pupils work.	Every half term – though different subjects will be moderated	English or Maths coordinator will ask all staff to bring a top, middle and bottom from each year group they teach arrange for all staff to look at progression throughout the groups, from one age range and another, etc.... Staff will then in pairs moderate writing and maths according to the moderation sheets. These will be kept in a standards folder with assessment sheets as evidence of standards in these subjects.
Discussions with pupils/ informal Learning walks	Headteacher's monitoring of teaching and learning in the school	Regular Headteacher practice	Headteacher will go into classroom regularly and observe teaching throughout the school. They will discuss work with children. Concerns will be fed back to class teacher and more formal observation will be carried out if necessary.