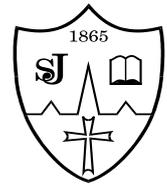


St. James' C of E Primary School

Assessment, Recording & Reporting Policy



St. James' C of E Primary School
Assessment, Recording & Reporting Policy
Written by: Lisa Harford
Written: September 2015
Reviewed September 2017, February 2020

At St. James' C of E Primary School we are committed to delivering the best outcomes for our children. We use assessment to monitor progress, support learning and give accurate attainment results. This process is a partnership between teachers, support staff, children and their parents. This policy needs to be read alongside our Marking and Feedback, SEND, Pupil Premium, Early Years and Teaching & Learning Policies. (Many of these are currently being updated to take into account assessment without levels and the Commission Report of September 2015)

Assessment Information

We are looking to ensure that assessment information impacts on the progress children make, it should identify gaps in knowledge, skills and understanding rather than less meaningful 'best-fit' levels. Assessments are made up of tests required by the DfE (Assessment of Learning) and frequent teacher assessment against year group objectives (Assessment for Learning).

Assessment of learning judges pupils performance against national standards. Judgements are made at the end of each term and Key Stage. Foundation stage teachers use the Early Excellence Baseline in September to assess each pupil's ability on entry; Year 1 undertake a Phonic Screening Check and Key Stages 1 and 2 take SATs at the end of the year – these are all statutory assessments. The school also uses GL Assessments Progress Tests each year in Reading and Maths that give a standardised score – this allows us to support teacher assessments and gives us a greater depth of understanding of pupil's strengths and weaknesses.

Assessment for learning is used to identify and support progress and diagnose problems. Teachers use their skills and judgements; helping children to become good learners with a positive approach to challenges. Assessment also guides teaching, informs planning, and supports our curriculum development.

The SENCO may use diagnostic tools to provide more detailed data which teachers can make use of linked to identifying pupil needs and assessing particular gaps in knowledge or skills.

The new National Curriculum 2014

A new curriculum was made statutory in 2014 with new objectives for Y1 to Y6 which can no longer be assessed by levels. The new curriculum requires schools to teach objectives for the year group rather than moving up a level. This ensures that gaps are addressed and learning is deepened. We do not see the national curriculum objectives as a tick list and therefore do not expect the children to race through them. We also do not expect linear progress through the objectives. We expect teachers to plan for individual and group progress using relevant objectives for each child. Learning should be fluid and progress will vary depending on the child, their age and stage.

Attainment

Our aim is that our attainment will at least match and in many cases exceed the attainment of children nationally.

In KS1 and KS2, with the exception of year 2 and 6 in the first instance, attainment will be reported to parents and carers as below, at, or above **age related expectations**. Teachers will monitor using the % of objectives achieved by the whole class in each term. We have no ceiling on progress towards age related expectations.

Progress

The school has a Standards File, where examples of work from a range of abilities are collated. This file is developed and improved overtime to give teachers a resource to go to when assessing progress.

We do not have a prescribed rate of progress or a numerical measure of progress at any given point in the term. We expect that teachers will plan based on the “Can I” curriculum statements for groups or individuals. We expect that as children progress through school they will take ownership of their progress and therefore their own learning (Pupils have access to objective walls in the front of the work books). Moderation of work, teacher assessments and mini quizzes or tests will be used to judge whether or not progress has been made overtime. Where a child is judged to have made slower or less progress than other children within the class a support programme will be implemented. The school undertakes standardised test (GL Assessments Progress Tests for Reading & Writing) at the end of the year and uses these to support teaching and learning.

Mastery of the curriculum – developing deeper learning

Our school ensures that pupils make sustained progress and develop a depth of learning that allows them to embed their understanding. Teachers will be able to observe and assess this when children show that they are able to apply their learning in a range of situations: *When teaching children to swim we first paddle, perhaps then snorkel then learn to dive – we are aiming to create learning situations that initially provide opportunity to paddle and swim but hope that they gain the confidence and skill to dive deep into their learning.*

Our definition of **mastery** in the St. James’ C of E Primary curriculum is:

We judge a child to have mastered an aspect of the curriculum when they can use the skills and knowledge taught in a variety of different and challenging circumstances, they have a deeper understanding and therefore have mastered this learning.

We do not see rapid progression through the objectives as a sign of mastery in our curriculum, rather deep and secure learning, with extension for the more able rather than acceleration.

We do not expect mastery to be applied to every small element of the national curriculum but rather to objectives taught within a unit of work.

(McIntosh, September 2015)

Children with Special Educational needs or Disabilities

Our assessment policy is focused on individual children making sustained progress overtime (ref Ofsted Guidance?). Where a child is assessed as having particular learning difficulties a modified learning journey will be created through looking at the most appropriate objectives for the next stage in their learning, this may mean, for example, that they focus on objectives from the year below for some subjects. This will be shown in their personal objective walls. Our assessments will recognise the small steps of progress made by lower ability pupils and the significant barriers to learning they overcome through the % of objectives that they are expected to achieve and their progress through ‘working towards’, ‘partly achieved’ and ‘achieved’ to ‘deeper learning’.

More able Children

At St. James’ C of E Primary School we believe in equal opportunities for all and we recognise that some children may excel in some areas due to natural ability, enthusiasm or sheer persistence.

Where a child is working within the objectives for their age, they would not be deemed more able in that area but would be challenged by rich and sophisticated solving of problems. However, children working above age expected objectives, having shown deeper learning and mastery would be considered more able. Those children who are working significantly above the age expected objectives would be acknowledged as needing an individual objective wall and will need to access some curriculum content over and above the rest of the pupils. It is acknowledged that this will only be the case for a few, if any pupils.

Recording Success against Objectives

Successes against the “I can” statements that are based on curriculum objectives are created when planning for reading, writing, and maths, they are collated in our tracking system The ‘Can I’ statements shared with the children are appropriate, often derived by the children themselves or through negotiation with the teacher and are used in sequence to build learning towards objectives from the National Curriculum.

All teachers keep detailed class records of national curriculum objectives covered. They assess as often as needed and record objectives achieved regularly when the pupils have demonstrated that they have achieved the objective (they will also record when they see aspects of working towards, mostly achieved and mastered). This also highlights gaps in learning that are often addressed through intervention. These gaps are dealt with daily and further concerns are discussed in Pupil Intervention Meetings (PICs) every three weeks. Support staff are deployed to support additional teaching to deal with these gaps as well as teachers dealing with this through their general teaching.

The Headteacher requires each teacher to keep records to ensure that children are progressing towards age related expectations.

In Foundation subjects, teachers assess against the National Curriculum Objectives. We use the Gloucestershire Syllabus for RE. Subject co-ordinators will analyse data and trends in their subjects.

Reporting to Senior Leadership Team

PIC – Pupil Intervention Conferencing

PIC happens every three weeks, within phases or year groups. Their purpose is to discuss gaps in learning that remain and plan how to address them over the next three weeks using the resources available. The Headteacher, Deputy Headteacher and SENCo rotate around the groups and all PIC plans are passed to the Head Teacher and SENCo with subject leaders also looking at them. Assessment information used focuses on the objectives covered and who has and hasn’t achieved them rather than numerical generalisations in a form of levels. This discussion is precise and to the point and supports the development of deeper learning. (See Appendix1)

Termly Data Drops - Teachers report pupil’s attainment and progress three times a year to the Headteacher and the Trust. Termly data is used to support longer term provision and policy.

Reporting to Parents

St. James’ C of E Primary School is committed to helping parents understand the new systems for assessment, providing up to date and accurate information about their child’s learning and progress. Parent consultations allow the teachers to share strengths and gaps in learning and parents receive a mid-year report with summary information about their child’s learning. It is hoped that these, alongside the detailed annual report help parents to understand how well their child is achieving against age related expectations.

Early Years and Foundation Stage

In the first weeks of the autumn term children in Reception are assessed against a Reception Baseline. This information is shared with the DfE and provides a tool for future pupil progress to be assessed against. The school assesses pupil’s development throughout the year in the same way staff do for the rest of the school. This is used to inform planning, plug gaps and support effective progress across the year. Learning journeys are one way that we collate some of this information.

Observations, photographs, work samples, discussions with children and parents help to form a judgement as to whether the child has reached a good level of development by the end of the Reception year.

The format for reporting to parents will include statement of achievement linked to the early learning goals. A separate sheet reporting on specific examples of achievement relates to the prime and specific areas of learning, these are also shared. This forms the basis of learning at the start of Year 1 and our Year 1 area is set up to accommodate continuation of ELGs at the start of Y1.

Headteacher reporting

The Headteacher will report on attainment and progress to the Governing body and as part of the Head and Chair meetings to the Curriculum and Standards Committee and to the Trust where appropriate. This will include standardised scores and % of pupils at age related standards; specific details about groups such as Pupil Premium, Special Needs, Looked After and boys or girls. The school will be held to account and any gaps that are not closing will be discussed and challenged.

This policy should be read in conjunction with our Marking and Feedback, SEND and Pupil Premium Policies