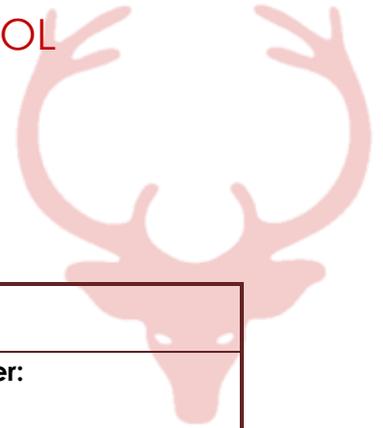


THE RICHARD CLARKE FIRST SCHOOL



Policy Name:	ASSESSMENT AND REPORTING POLICY		
Policy Author: RCFS STAFF	Linked Governor/reviewer: Mr John Hough		Committee: Standards
Date Approved by Governors:	Related Policies: Feedback and marking SEND/Dyslexia Friendly Spelling/English and Maths		
Review Frequency: Every 3 years or as changes are made	Date for review: 2019		V
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Support Staff	✓		
Lunchtime Staff			
Parents	✓		
Other			

ASSESSMENT AND REPORTING POLICY



Rationale

Assessment is fundamental to be able to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework at which all different levels and perspectives merge so that educational objectives can be set and used to inform class planning, children's next steps, resources, support, whole school objectives and training.

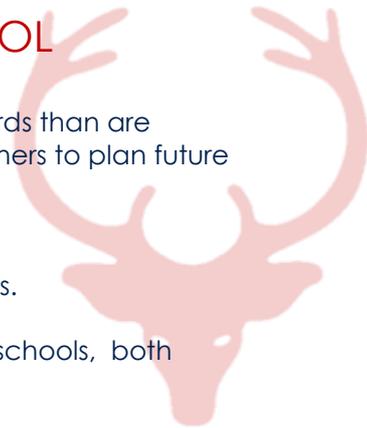
Assessment should be incorporated systematically into teaching strategies in order to assess, progress diagnose any needed developments whether on an individual, group, class or whole school basis.

Assessment is only effective if there is a regular review, communicated and acted upon at all levels. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, socio-economic groups, race and stage on the SEND code of practice. However we do analyse the progress of different groups in order to ensure that we meet individual and group needs.

Principles

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.

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- 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.Assessment must provide information that justifies the time spent;
 - 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 Methods of Assessment:

Formative: Targets and the 9-point scale:

This is ongoing assessment carried out by teachers both formally and informally during a unit of work. Formative assessments have a direct impact on subsequent teaching and learning.

Children have a list of targets in the front of their Real Write, Maths, Science and Foundation books. School staff use these books to ensure that the children are given opportunities to take ownership of their targets and identify their next steps. These are directly linked with future learning, questioning and feedback. During a year group, children work towards their year group targets. For example, a child in Year 3 will be working towards the Year 3 targets, which are the expectations for a child in Year 3 from the National Curriculum. Children will be judged to be **working towards**, **having met** or **having met with greater depth** particular targets. Should children achieve a level of **mastery** of their year group targets, then the teacher or teaching assistant will decide whether it may be appropriate for that child to move on to **exceeding** targets, which challenge and deepen understanding of that year group's expectations. Children are assessed on these targets in a variety of ways, but evidence towards targets will usually be found in books.

In order to facilitate pupil progress discussions, it is important that school staff rigorously monitor whether children in their class are making progress towards the year group targets. Different groups of children (boys, girls, SEND, PP, EAL etc.) will be analysed to ensure that all are able to make progress.

Children attaining between points 4, 5 and 6 will be judged as having met the expected standard for their year group.

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This attainment information will be shared with parents twice a year. Information about the system will be on the website and occasional information workshops will be held to ensure stakeholders understand the system.

A term by term explanation based on a year 4 child:

Autumn Term: December

On track – 4.0 or 4.1

On track to be working at greater depth within the expected standard – 4.2 or above

Not on track – anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum (e.g. a child with SEND who may be working on a previous year group's expectations)

Spring Term: March

On track – 4.1 or 4.2

On track to be working at greater depth within the expected standard – 4.3 or above

Not on track – a 4.0 or anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum (e.g. a child with SEND who may be working on a previous year group's expectations)

Summer Term (End of year): June/July

Met expected end of year age-related expectations – 4.4 or 4.5 or 4.6

Working at greater depth within the expected standards – 4.7 or above

Not on track – a 4.0, 4.1, 4.2, 4.3 or anything that starts with a number that is not a 4 to indicate they are not yet working on the year 4 curriculum (e.g. a child with SEND who may be working on a previous year group's expectations)

Summative: Formal testing

- In addition, school uses a range of standardised tests to help support teacher judgements. These formal summative, age-related tests occur each term.
- Summative testing can also be used to provide further evidence of progress if a child is not making points based progress on the 9-point formative assessment scale.
- Subject leaders (core) will use the whole school outcomes to identify patterns and review the analysis of the assessments to inform whole school or phase training.
- SLT will carry out umbrella and comparative data comparisons to ensure that the school is on track to meet the national expectations (or beyond).

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Assessment for Learning (AFL):

Classroom staff use a variety of strategies that help to inform them of their pupils current level of understanding of learning.

Such techniques may include:

- Mini whiteboard work
- Use of "lolly sticks" for random selection
- Targeted questioning
- Verbal and/or written feedback based on identified success criteria
- Self and Peer assessment comments based on a child's progress

Diagnostic: All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis, Diagnostic Reading Analysis, Oxford Reading Tress Assessment pack, FFT etc. Further information can be obtained from the SENCo and Assistant SENCo.

Assessment in the Early Years Foundation Stage

On entry to the school children will be informally assessed. Baseline Assessment results are used to inform planning, set targets and aid early identification/support of special educational needs or disabilities. Children will be assessed regularly to ensure that the next steps in learning are appropriately planned in order to help children make progress. Pupils will be assessed using the Early Years Foundation Stage Profile (EYFSP) which is based on the teacher's ongoing observations and assessments in the following areas:

The prime areas of learning:

Communication and language

Physical development

Personal, social and emotional development

The specific areas of learning:

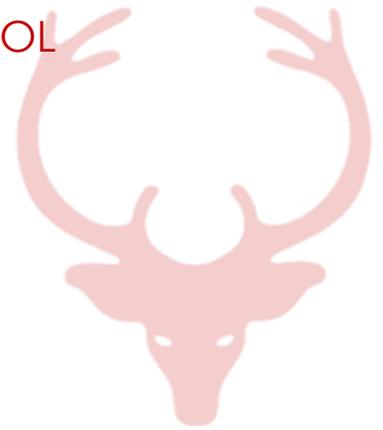
Literacy

Mathematics

Understanding the world

Expressive arts and design

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Characteristics of effective learning:

Playing and exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Have their own ideas
- Making links
- Choosing ways to do things

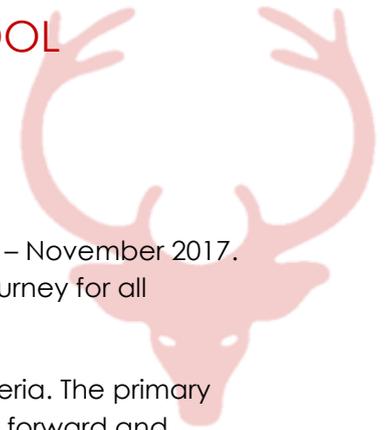
There are 17 ELG (Early Learning Goal) descriptors together with a short narrative of the characteristics of learning. The characteristics describe the different ways children learn rather than what they learn. They begin at birth and are lifelong characteristics which are critical for building children's capacity for future learning.

For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of Reception year (expected), exceeding this level (exceeding) or not yet reaching this level (emerging).

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports to parents. Records are kept in many ways, and are for use by the teacher/teaching assistant and/or senior leaders. These may include:

- Children's learning/ books
- Target trackers in the front of subject books
- Teacher's informal notes
- RCFS Assessment Trackers (Reading, Writing, Maths)
- Reading ages, spelling ages and maths ages
- Half termly pupil progress meeting records that includes a review of groups identified from the Assessment Tracker
- For SEN/PP pupils additional assessment data will be in the form of before and after intervention assessment, P levels or individual profiles
- National baseline (NFER, Early Learning Journeys, EYFS profile)
- Interactive whiteboard notebook files
- Any other planning documents or resources which may/may not have been used



Feedback

Feedback should follow the school's marking and feedback policy – November 2017. Feedback is instrumental in ensuring that a personalised learning journey for all children is realised.

Feedback should directly relate to the area of learning success criteria. The primary aim of feedback is to ensure that the pupil can move their learning forward and teachers know what the gaps are so that it can support the planning process. Pupils are encouraged to review and respond to feedback and particular emphasis is placed upon quality and timely verbal feedback, and marking which takes place with the child during lessons.

Feedback can take a variety of forms depending on the intention, age and activity. Our aim is for pupils to have full ownership of their work and be able to review and identify their own next steps (with guidance from the teacher).

Children should be given the opportunity to read, comment on and respond to any written and verbal marking/feedback where appropriate. For some pupils, it may not be appropriate to provide written comments due to age, a learning difficulty or other reason.

(See Marking and Feedback Policy, Spelling Policy and SEND/Dyslexia Friendly policy).

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school (ongoing)
- With colleagues from other schools within the Pyramid (termly)

Teachers co-administer age-related assessments with different year groups to ensure a fair and consistent approach. This also ensures rigour. For example, the termly assessment for Year 1 children is administered by the Year 2 teacher, and vice versa.

Reporting

Reports promote and provide:

- Good home /school relationships
- Information for parents each term
- An opportunity for discussion with parents
- In some cases, information with outside agencies

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- Clear targets for the children

A written report for each child is sent to parents twice a year, at February half term (mid-year report) and in the summer term (full annual report). These outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Targets for English and Maths are also set.

For children at the end of Key Stage 1, additional information including details of national tests is given.

Parents are invited to attend formal consultations meetings with the teacher during the Autumn and Spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Headteacher at other times.

Appendix 1

Assessment, monitoring and reporting schedule (for staff)