



THE DEAN TRUST

Believe Achieve Succeed

Assessment, Recording & Reporting

Policy Statement and Guidelines

Policy Date: June 2018

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This policy and procedure has been produced based on recommendations in the Final Report of the Commission on Assessment without Levels (Sep 2015) and in line with the 'Purposes and Principles of Assessment without Levels'.

(<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

1. Philosophy

We believe that assessment is at the heart of effective teaching and learning. When it has an effect on planning and informs teachers and learners it raises standards. In our assessment procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

The school is committed to providing equality and diversity by ensuring that these are addressed in all school policies and their monitoring.

We are committed to:

- High expectations of all pupils
- Raising the attainment of all pupils
- Regular monitoring of performance
- Additional targets for underachieving pupils, pupils with English as an Additional Language, pupils with Special Educational Needs and able and gifted pupils
- Celebrating all forms of achievement in and outside school

2. Principles

Assessment is not a singular activity; it is about measurement of performance at a given point in time and over time. It is a means of obtaining information that can be used to promote future learning.

The process of assessing, recording and reporting is required to:

- Inform students, parents and teachers of attainment and progress being made by students in all areas of the curriculum.
- Allow realistic targets for improvement to be set within subject areas, linked to benchmark data e.g. previous OTrack end of year data.
- Enable effective tracking of students towards targets.
- Include both formative and summative elements.
- Provide opportunities for self and peer assessment.
- Recognise achievements of all kinds.
- Facilitate progression from year to year within the school and, where necessary, between schools.

3. Guidelines for effective assessment

Assessment should:

- Use a wide range of assessment techniques in a variety of contexts, including marking of classwork and homework, observation and discussion in the classroom, written and practical tests. To facilitate this, opportunities for regular assessment should be built into schemes of work.
- Be valid and reliable through the use of objective and consistent criteria which are well understood by teachers, students and parents.
- Have a positive impact on students' attitudes, motivation and self-esteem.
- Support learning by making it clear to students: what they are trying to achieve, what they have achieved, what they now need to do to improve and the setting of future targets.
- Be used by teachers to plan future work which is appropriate to the needs of individual students. [Guidelines for effective recording](#)

Recording should:

- Comply with the whole school policy to ensure consistency of approach within all departments.
- Identify a wide range of student achievement using agreed and objective criteria.
- Be regularly reviewed and updated.
- Provide a secure basis for reporting attainment to students and parents.
- Be supported by evidence of students' work.
- Be used to review students' progress regularly and set appropriate targets for the future. Provide a means of collating important assessment data within departments for purposes of monitoring individual, class and year group progress and facilitating setting arrangements.

4. Guidelines for Effective Reporting:

Reporting should:

- Provide parents with a clear picture of their child's achievements and progress in all areas of the curriculum and clearly reflect attainment as judged against objective criteria.

- Provide information relating to the content covered within individual subject areas and the opportunities presented for learning and development of skills.
- Set targets for future learning with appropriate strategies for their achievement.
- Be supportive and promote students' self-esteem.
- Encourage parental involvement in their child's learning.

5. Purposes

Assessment of learning:

- Is about progress – it is a summative assessment of the level a child has reached.
- It should be expressed in terms of National Curriculum levels using descriptors as appropriate or OTrack levels.
- It shows where a child is at a given point.
- It provides a judgement of progress when compared to prior attainment.
- It facilitates assessment for learning in that it supports assessment feedback: “this is where you are now, and this is what you need to do in order to move forward.”

Purpose:

- It provides information for students, parents, and other staff in school on progress made.
- It provides data which can be used to analyse rates of progress of individuals, groups and subjects by various staff (Class Teachers, SLT, Subject leaders, Headteachers, Governors)

Assessment for learning:

This takes account of:

- Content, classroom organisation, lesson structures, methodology, preferred learning styles, expectations, pace, challenge, inclusion, opportunities for assessment, opportunities for feedback.
- It is developmental and looks at how learning can be enhanced and thus how progress/attainment can be improved.

Formative assessment is a continuous process and should be an integral part of teaching and learning methodology: informal observations, dialogue/questioning (individual/group/class), plenary activities, routine marking and student peer/self-assessment all contribute to the developing profile of individuals' progress. As such they will have a direct bearing on student target setting. This is recorded in Class Track on OTrack for KS1 and KS2.

6. Effective assessment, recording and reporting will:

Enhance the learning of our pupils because:

- Assessment actively involves the pupils in their learning through discussion, provision of information about progress and ensuring pupils are aware of the purposes of teaching
- Assessment motivates the pupils through success/achievement
- Assessment highlights strengths and areas for development together with strategies to manage them
- Assessment provides reliable and credible information to support continuity and progression in the learning process
- Assessment provides valid information to assist with setting individual pupil targets

Aid teachers in evaluating their teaching because:

- Assessment indicates strengths and areas for development in the teaching programme (content)
- Assessment indicates the next steps in the teaching programme
- Assessment indicates strengths and areas for development in teaching styles and strategies (method and process)
- Assessment identifies pupils who require support, extension or consolidation

Provide information for:

- Pupils
- Staff
- Parents/Carers
- Assisting transfer to the next class and the next school
- Guidance and/or referral to outside agencies
- OfSTED and DfES
- Governing bodies

7. Types of assessment:

Assessment FOR Learning should:

- Be part of the effective planning of teaching and learning
- Consider how pupils learn
- Be recognised as central to classroom practice
- Be regarded as a key professional skill for teachers
- Be sensitive and constructive because pupils learn better when they feel safe and secure
- Take account of the importance of learner motivation
- Promote commitment to learning objectives/intentions and a shared understanding of the success criteria by which they are assessed
- Ensure learners receive constructive guidance about how to improve and are given the opportunity to do so
- Develop learners' capacity for self assessment so that they can become reflective and self-managing
- Involve pupils actively in their learning and the assessment process
- Recognise the full range of achievements of all learners
- This is completed in the Class Track side of OTrack for KS1 and KS2.

Assessment OF learning should:

- Provide information to support teaching and learning
- Provide summative judgements about what has been learned at a specific point in time
- Provide information to track progress and measure past performance
- Be reflective of national and local pupil performance trends
- Inform the target setting process
- Be sensitive and constructive because any assessment has an emotional impact
- Show what pupils can do without support
- Provide clear information which can be used to evaluate teaching and learning
- Be used to inform future teaching and learning
- Form part of the cycle of teacher appraisal
- Be supported by an a moderation process at school, cross school and local level
- This is completed in the Deeper Learning side of OTrack for KS1 and KS2.
- SWST and Salford standardised spelling and reading tests.

End-of-key-stage assessment should:

- Fulfil the current statutory requirements and follow DFE/QCA/NAA guidance
- Ensure that everyone, including parents and carers, understand the importance of Teacher Assessment in Reception and Year 2, phonic screening in Year 1 and the different and complementary nature of Teacher Assessment and national tests in Year 6
- Draw on the whole range of on-going assessment information, records and evidence when making end-of-key-stage Teacher Assessments
- Be based on teachers having a clear understanding of the performance descriptors and assessment criteria and how to apply them in making end-of-key-stage Teacher Assessments
- Be based on teachers making summative judgements which are consistent with a shared understanding of standards developed amongst colleagues through internal and external moderation.
- Be supported by standardisation work using national performance indicators.
- Be based on teachers recognising the importance of summative assessment in all areas of learning and giving feedback to pupils on the outcomes of such assessment
- If appropriate, allow access arrangements for individual pupils
- Ensure that teachers use the information from end-of-key-stage assessment formatively and evaluatively to monitor progress towards targets

8. What assessment do we carry out in our school?

Statutory Assessments

- Baseline assessment on entry YR
- Year 1 phonics screening test
- Year 2 Teacher Assessments (administration of tests and tasks to support)
- Year 6 Statutory Tests and Teacher Assessment

Recommended assessments - On-entry assessment

- Within the first seven weeks of starting school, we assess using the revised Foundation Stage Profile as an on-entry assessment, focussing and recording information on:

The prime areas of learning:

Personal, Social and Emotional Development;
 Communication and language;
 Physical Development

The specific areas of learning:

Literacy:

Mathematics:

Understanding the world:

Expressive arts and design

- We use evidence from Nursery, pre-school settings, parents and children as a starting point for school records. This enables targets to be set and the curriculum to be planned effectively.

Termly

- All KS1 and KS2 children will sit Salford reading test for a reading and comprehension age. They will also sit a Single Word Spelling Test (SWST) for a spelling age.
- Year 3, 4 and 5 do NFER termly progress tests.
- Year 2 and 6 complete MOCK SATs tests half termly. These are either using past papers of CGP tests.

Teacher Assessments

Assessment is a continual process and is an integral part of normal teaching and learning activities in the classroom. Therefore planned opportunities for assessment are incorporated in both medium and short term curriculum planning.

Examples of teacher assessments that we use are:

- Discussions with an individual or group of children
- Observation of a specific task
- Supervision of a group involved in recording their observations, where specific knowledge is required to fulfil criteria e.g. written work/ computation/ drawings etc.
- Listening as pupils report their findings and ideas e.g. in a plenary session

Each pupil is assessed in relation to criteria linked to statements from the Early Learning Goals, key learning objectives from the Primary National Curriculum

Teacher assessments are completed using OTrack in KS1 and KS2. EEXAT is used in EYFS.

OTrack

There are 2 different parts

- Class track which is colour coded and is updated little and often after objectives have been taught.

- Deeper learning which is the summative termly assessment. Class Track and teacher judgement (from books, class discussions etc) informs this.

In Deeper Learning staff are required to put a grade descriptor for each child in all subject areas each term.

The grade descriptors are:

7 strands (Year 1 -6) deeper learning

WT1 – Working towards (starting working towards year group objectives)

WT2 - Working towards (working towards year group objectives/ old emerging)

WT3 – Working towards 3 (added to show more progress, if child has grasped around 50-60% of the curriculum)

IL – In line (working at the age related expectation for the year group)

IL+ - In line + (working securely at ARE)

IL++ - In line + (working slightly above ARE)

AE – Above expected (working above ARE) (some children may be masters in this category if they have met all objectives)

In Class Track each subject area has the objectives that need to be taught in each year group split into terms. Staff colour code daily/weekly objectives that they have taught.

Colour band – class track

Grey – not assessed (maybe the child wasn't in)

Red – taught but not understood

Orange – beginning to understand

Green – confident

Purple – embedded

9. Curriculum Planning and Assessment

The success of the learning process is measured by regular and ongoing assessment. Provision for assessment is built into planning, and adjustments to plans are made as a result of assessment.

All the objectives from the National Curriculum have been split into 3 terms, Autumn, Spring and Summer for each year group. These objectives are then used for teachers to plan and assess in that term.



10. Ensuring Accuracy and Consistency of Teacher Assessment:

Our moderation process:

- Ensures that discussions are held between teachers to decide what constitutes evidence of attainment
- Are held termly as a whole staff
- Aims to use cross trust moderation on a termly basis
- Uses National and Local Authority exemplification materials to assist this process when felt to be appropriate, this should include standardisation activity.

11. Reporting and Quality Assurance:

All triangulated judgements should be entered into Deeper Learning during data week (see assessment calendar). As a quality assurance measure, you are required to meet with another staff member from the table below during staff meeting time.

Example

Teacher 1	Teacher 2
Teacher 3	Teacher 4
Teacher 5	Teacher 6
Teacher 7	Teacher 8
Teacher 9	Teacher 10

During this meeting you will take 3 pupils' evidence for reading, writing and maths. This should include NFER paper, class book and any other relevant information. You will then cross moderate each other's judgements, by explaining to your peer how you came to your judgement for each pupil. Filling in a judgment Moderation Form as you go.

After your moderation session, findings should be reported back to Assessment leads, who will monitor moderation meetings. Teachers will then have until the following day to change any judgements they deem necessary, using the information gained during your moderation session. Assessment leads will carry out further quality assurance the following week.

Training for staff

All teachers will be provided with a copy of this policy and it will form part of a new teacher's induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. The school continues to develop its use of technology to assess and in order to support staff, training in the use of the SIMS school assessment information system and continuing training in the use of O Track for tracking progress will be given.

Continuing professional development may take various forms including the provision of direct face to face training and online training. The Assessment Leader will ensure that best practice is shared and endeavour to keep up to date with latest research. The school, in making use of external assessment systems, will continually review and evaluate them to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

12. Curricular Target Setting:

The Dean Trust is committed to giving all pupils every opportunity to achieve the highest of standards. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our pupils. Targets may relate to individual pupils, groups of pupils within classes, or whole cohorts of pupils.

Our aims in target setting are to raise standards of achievement by:

- achieving specific objectives that are being taught in the curriculum and plan for next steps;
- giving children targets to reach in a given time;
- setting targets that are specific, measurable, achievable, realistic and time related;
- being aware of the strengths and weaknesses of individual children or groups of children and to target support and differentiated activity as appropriate;
- setting high teacher expectations and challenges that raise the standards of pupils' achievement;

- working in partnership with parents/carers to contribute to the development of individual children.

Implementation

- End of year targets are set for all children in Maths, Reading and Writing in September each year.
- Children on School Action or above on the SEND Record will have an individual target.
- Children will receive personal targets for Reading, Writing and Maths in the front of their books.
- Targets will be revised regularly and based on ongoing formative and summative assessments.

Monitoring and evaluating

- The core subject leaders will keep details of assessment data and analyses for their subjects in their Leadership Files. This information will be used together with other analysis such as the analysis of test papers, to identify areas for attention and intervention if needed.
- Findings of the analysis of school data will be fully discussed with individual teachers and all staff to enable the information to be used to inform planning and curriculum delivery.
- Targets are set in the Autumn term and analysed. These are used for teachers' Performance Management.
- The Headteacher will oversee the management and co-ordination of target setting through staff meetings, SLT meetings and keeping staff informed of progress.

13. Records, Evidence and Tracking:

Not everything that is assessed is formally recorded. However, it is important that recording of achievement is based on a wide range of evidence, e.g. from:

- Listening
- Observation
- Questioning
- Selecting examples of pupils' work
- Marking
- Specific tasks/tests

We keep manageable records

- To record pupils' achievement and progress and ensure that the curriculum guarantees continuity and progression through the school
- To provide teachers with information which enables plans, schemes of work, the allocation of resources and teaching methods to be evaluated and modified where appropriate
- To provide information when pupils move to a different class, phase of schooling or move to another school
- To provide feedback to pupils and a basis for discussion about their strengths and areas for development and how they can improve
- To provide evidence which will be used as a basis for discussion with parents/ carers about the attainment and achievement of their children
- To provide information to contribute to school self-evaluation and discussion with governors and others about the attainment of groups of pupils and the cohort as a whole.

Tracking

- We track pupils' progress so we can monitor that all children are making progress from their starting points, celebrate achievement and intervene to support and challenge where necessary as soon as difficulties become apparent.
- The system is evaluated to ensure that it is manageable, clear and easy to understand. It is capable of being used effectively by teachers to inform planning for the class, groups and individuals.
- Progress from a pupil's starting point is tracked at the end of a year and monitored termly. We use Baseline assessments, Foundation Stage Profile, National Curriculum requirements, performance descriptors and P scales for pupils who are working below national expectation.
- Formative and summative assessment data is recorded using a personalised online tracking system (O'Track).
- Alongside O'Track judgements, summative assessment data will be recorded on SIMS.

14. Reporting:

The education of the pupils in the school is a partnership between pupils, teachers and parents or carers. To support this, regular opportunities, both formal and informal, are provided for the reviewing of the child's progress and attainment with parents/carers. *It is important to recognise that written reports are only part of this process.*

Our formal reporting takes the following forms:

- Twice per academic year, parents evenings take place where parents/ carers are offered a time for personal discussion with the teacher
- An annual written report that provides narrative comments giving clear information, personal to the child. The report comments on general progress, behaviour and attitudes, and progress and activities of the curriculum. It outlines the child's strengths and the areas they need to develop. Where summative assessment outcomes are used, there are clear explanations of what they mean.
- Children's progress will also be reported to them in the form of target tracking sheet placed at the front of all core subject class books.
- Termly reading, comprehension and spelling age report will be sent to all parents.

Reports meet statutory requirements. These are:

At the end of the Foundation Stage:

- Parents must be offered a reasonable opportunity to discuss achievement and progress with their child's teacher

For all children in year 1 and above

- Brief commentary on curriculum achievement in foundation subjects, English and Mathematics studied as part of the school curriculum. These should highlight strengths and development needs.
- A summary of the child's attendance record – number of possible attendances and % of unauthorised absences
- Individual pupil phonics screening test results

At the end of Year 2 and 6:

- the child's test results (year 6)
- the child's teacher assessment results,
- the school's results
- national results (from the previous academic year – national results do not become available until the Autumn term)

15. Transfer and Transition:

We have manageable systems and procedures to ensure that, there is timely transfer of information between teachers within the school and between schools. When a pupil leaves, we fulfil statutory requirements to send information to the receiving school within 15 school days using the electronic common transfer file (CTF); we also send on the child's educational record as legally required. If a pupil arrives at this school without records, we take steps to chase up the information. We also work hard to support pupils in making successful transition from class to class within this school.

Therefore we ensure that teachers:

- Have opportunities to talk through the records together before the pupils transfer
- Have clear understanding of colleagues' judgements based on secure moderation procedures
- Share information about pupils' progress as they move from one class to the next or to a new school in order to support continuity of learning for all pupils
- Make good use of the information received at cohort, class and subject level as well as to help determine the provision for groups and individuals
- Support vulnerable pupils in moving to an unfamiliar context

9. Monitoring

For assessment in a subject, the key monitoring questions are:

How effective are teachers' assessments in:

- Informing planning?
- Identifying additional support required.
- Diagnosing pupils' strengths and needs and helping them to improve?
- Monitoring pupils' progress?
- How are the quality and consistency of judgements assured? What strategies are used?

The following processes provide evidence for monitoring:

- Observation of teaching, which may have a specific focus, e.g. differentiation
- Pupil Interviews
- Moderation activities
- Book Scrutiny across all curriculum areas.
- Drop ins and learning walks.

Consistency of standards is developed by using shared evidence of attainment in one or more of the following ways:

- Work sampling by all subject leaders trust wide.

One of our school aims is for every pupil to achieve the highest standards. By assessing, monitoring and evaluating the work we do as an integral part of planning and delivering the curriculum, we are ensuring that we achieve this aim. However, the assessment process must not detract from valuable teaching time. If assessment is seen as an integral part of teaching, and assessment information is used effectively, pupils will experience a learning environment in which they are able to succeed.

17. Monitoring and Evaluation:

The Assessment Leader is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team, following ongoing regular reviews of classroom practice, will be responsible for ensuring the effectiveness of practice across the school.

Date of Policy: June 2018

Review Date: June 2020