ASSESSMENT, RECORDING & REPORTING POLICY

Formally adopted by the **Governing Body of Sheringham Community Primary & Nursery School**	
On	1st September 2019
Chair of Governors	*J Steward*
Head Teacher	*R Carter*
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Be all that you can be...

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1. Introduction

At Sheringham CP School & Nursery we believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is they need to improve. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for our children.

2. Aims and Objectives

The aims and objectives of assessment in our school are:

- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each child.
- To enable our children to demonstrate what they know, understand and can do in their work.
- To enable the active involvement of pupils in their own learning.
- To allow teachers to plan work that accurately reflects the needs of each child.
- To provide regular information for parents that enables them to support their child's learning.
- To provide the Headteacher, staff and governors with information that allows them to make judgements about the effectiveness of the school.
- To raise the standards of achievement throughout the school.

Types of assessment:

At Sheringham, we use a combination of formative and summative assessment as outlined below:

i. Formative Assessment (Assessment for Learning – AfL)

Formative assessment is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim.

Formative assessments are used to:

- Identify children's strengths and gaps in their skills/knowledge;
- Identify next steps for learning;
- Inform future planning;
- Enable appropriate strategies to be employed;
- Facilitate the setting of appropriate targets for the class, group, and individual;
- Track the child's rate of progress;
- Facilitate an evaluation of the effectiveness of teaching and learning;

- Inform future teaching and learning strategies;
- Identify individuals and groups for specific intervention support.

ii.   Summative Assessment – Assessment of Learning

Summative assessment (Assessment of Learning) is important for informing both parents and teachers of a child's attainment and progress. This will also inform predictions of a cohort's future attainment.

Summative assessments:

- Identify attainment through one-off standardised tests at any given point in time;
- Record performance in a specific area on a specific date;
- Provide age standardised information;
- Provide end of key stage test data against which the school will be judged;
- Ensure statutory assessments at the end of EYFS, KS1 and KS2 are met;
- Provide information about cohort areas of strength and weakness to build from in the future.

3. Planning for assessment (see outline plan for overall planning)

- The National Curriculum Programmes of Study and Early Years Learning Goals are used to guide our teaching. These documents provide us with the framework to ensure breadth and balance in our curriculum. We use a school curriculum map to guide our teaching. This outlines what is taught to each year group and when. Copies of half-termly plans are available for parents on our school website and they are informed of planned teaching units in a half-termly year group newsletter.

- We plan our lessons with clear learning outcomes. We base these upon the teacher's detailed knowledge of each child. We strive to ensure all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We make a note of those individual children who do not achieve the expected level for each lesson, and we use this information when planning for the next lesson or to allow for 'scoop' intervention sessions. We also keep this information as a record made by the class.

- Formative assessment is day-to-day on-going assessment, based on how well children fulfil learning objectives, providing feedback and involving children in improving their learning.

- Years 2-6 carry out a formal test from PiXL in reading, mathematics and grammar. These results are collated and then sent off to be analysed so that we receive a gap analysis for cohorts and individuals which informs future teaching and interventions.

Planning

- **Sharing learning objectives and success criteria** - at the start of each lesson, the learning objective is shared with the class in childspeak, either orally and/or in written form. The success criteria is agreed with the pupils and then evaluated at the end of the lesson.

- **Marking and feedback** - marking relates to the learning objective and regular comments made in order to inform the child of the next steps needed. We aim to give feedback during lessons rather than lots of detailed marking after a lesson. (see marking and feedback policy)

- **Pupil Self Evaluation** – we should be training pupils to think self-evaluatively. Pupils are increasingly evaluating their own work against the learning objectives.

- **Individual Target setting** – with experience of self-evaluation and the use of feedback from staff and peers, children will become more aware of individual and group targets. Individual targets are set half-termly for Literacy from their 'cold' task and Mathematics. The teacher and child review these on a regular basis.

- **Use of assessment to inform teaching and learning** – daily notes are made on planning sheets or recording sheets for individuals that have not achieved or exceeded the learning objective, together with any relevant regard to the activity or task. This is then used to inform future planning.

- **Summative assessment** – this is a snapshot test which establishes what a child can do at a particular time.

- **Recording** – staff use a colour coded point in time assessment system on Pupil Asset on a termly basis to record at what level the child is working based on summative and formative assessment of objectives covered so far from the programmes of study.

Assessment and Reporting in the Foundation Stage

- **Base line**- We carry out baseline assessments of our YR children against EYFS curriculum. This enables us to accurately gauge the starting points of the children. These judgements will be made within the first 6 weeks of children starting with us and will be done in partnership with parents and carers.

- **Learning Journeys (Tapestry)** – observations of the children are recorded on our school ipads. These observations are shared on individual on-line learning journeys (Tapestry). Parents and family members can securely access these observations using a tablet, smart-phone or computer. Family members, in turn, can add photos and comments to their child's page. This allows for responsive and effective communication between school and home. It enables everyone to build a picture of the whole child and share the great things that they do inside and outside of school.

- **Long observations** – three children from each class are identified each week and a long observation is carried out on these children. This involves following the child for a period of time e.g. 10-20 minutes. This is then referenced against the Development Matters objectives in the Foundation Stage Curriculum and next steps are identified and planned for the following week.

- **Targets and next steps** – each of the children has a learning target and a personal target which are displayed on target boards in each classroom. The children are aware of their targets and receive a sticker when they have achieved them. They then move their photo onto the next target which is then discussed with the child.

- **Focused activities** – during adult focused activities, the teacher or TA writes comments on the children's work or on a class list. The comments will say how a child has approached an activity and how much support they require. We also discuss the work with the children and give comments on how they can develop it next time.

- **Pupil Asset** – Pupil Asset is a data tracking program that is used throughout the school, from Nursery to the end of Year 6. We use our observations of the children to track the children's progress and input this information into Pupil Asset. This enables us to track and monitor progress over time and ensure that every child in the EYFS is making good progress towards the Early Learning Goals.

- **Consultation with parents** – during the Reception year parents will be invited to discuss their child's progress twice a year. In addition to this half-termly 'drop-in' sessions are offered to enable parents and children to share in their successes of that half term.

- **End of Year Reports** – at the end of the year a report will be sent out to all parents. This report comments on the children's Characteristics of Effective Learning and in Reception we also provide parents with the Early Years Foundation Stage Profile Scores.

4. Target setting

- **Years 1 – 6.** We discuss individual targets with parents at Parent Meetings and have them on written reports. We review the progress of each child every term and revise targets where necessary. The progress against targets are recorded on Pupil Asset.

- **Attainment and Achievement**
  There is an important distinction between these two terms:

  - **Attainment** refers to the standards a pupil has reached. This is a measure of relative performance against the average level of performance for a child of a similar age. Attainment is measured in relation to national average standards and is judged in comparison to all schools.

- **Achievement** is a relative measure that refers to how much progress a pupil has made from their initial starting point. It refers to the difference between where a pupil started from and where they have reached. Achievement can be measured over different time frames: a term; an academic year; a Key Stage or the whole of a pupil's time at the school.

It is quite possible for:

- A high attaining pupil to have low achievement. This means that an able pupil, who is still performing at high standards, has secured little progress. This pupil is underachieving.

- A low attaining pupil to have high achievement. This means that the pupil concerned is still performing below the national average for their age, but they are making good progress from their starting point: they are doing well and, almost certainly, trying very hard. A small number of pupils with significant learning difficulties may never attain at a high level when compared to their peers, but their achievement might be outstanding.

As a school we aim to create a high achievement culture and expect every pupil to reach the highest possible attainment that they are capable of. The mark of an outstanding teacher is that every pupil in their charge achieves or surpasses the progress they were expected to make based on past performance.

5. Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We record point of time assessments on our school tracking system, Pupil Asset, on a termly basis.

- **Pupil data** – this is kept in individual files near the office, updated and passed on to the next year group. This record contains:
    o Admission form;
    o Copies of reports;
    o Letters from outside agencies.

- **Test data** – all assessment and test information is recorded on class monitoring sheets and used to inform assessment judgements as soon as possible. All information is passed onto the next teacher at the end of each year.

- **Transfer data** – as well as formative and summative assessment data, teachers also complete transfer records to pass onto the child's next teacher. These may contain more personalised observations and information, such as social and emotional needs of individual children.

6. Reporting to parents

- We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have any concerns or questions about any aspect of their child's work.

- Each term we offer parents and children the opportunity to meet their child's teacher. At the first meeting of the school year, we share the targets that we have identified for their child. Parents receive a written report on learning behaviours and the progress their child is making based on the last key stage attainment. At the second meeting of the year, we evaluate their child's progress measured against the targets and give parents the first part of their report -attainment and effort plus targets. At the third meeting of the year, we review their child's written report and the targets identified in it for the next school year.

- During each summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. There is a column for effort identified. In this report we also include a child's own evaluation of their performance during the school year, and their thoughts of their next steps for improvement. We also include space for parental feedback.

- In reports for pupils in Year 2 and Year 6, we also provide details of the standards achieved in the SATS. (Teacher assessment for Year 2, tests results for Year 6 (TA for writing)

- We offer parents of Foundation Stage children the opportunity to discuss the results of the Foundation Stage Profile with their child's teacher.

- Every half term we have an informal parents' 'drop-in' session where children share their work/achievement with their parents.

7. Feedback to pupils

- We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way. (see feedback and marking policy)

- We give children verbal feedback on their work wherever possible. When lesson time does not allow for verbal feedback, we write brief comments on the children's work during marking.

- When we give written feedback to a child, we relate this to the learning objective for the lesson or to individual targets. By so doing, we make clear whether the objective/target has been met and we produce evidence to support the judgement. If we consider that learning objective has not been met,

we make clear why this was the case. In both cases we identify what the child needs to do next to improve future work.

- We encourage the children to make comments about their own work and fellow pupils. We encourage older pupils to self and peer mark some pieces of work. Purple pen marking is used for peer and self-assessment as well as during response to marking time.

- We allow time for the children to absorb any comments written on their work. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

8. Roles and responsibilities in assessment

Class Teachers
- Provide a supportive environment where assessment can be carried out without damaging self-esteem and motivation;
- Clear planning and learning objectives shared with learners;
- Using assessment information to inform planning;
- On going assessment;
- Constructive feedback to learners-oral and written comments;
- Reports to parents on learner's progress, attainment and next steps;
- Alongside learners, set individual targets for improvement;
- Carry out statutory and school based tests;
- Note significant progress, above or below expectations;
- Use the agreed range of assessment methods and techniques to gather and use information in line with school policies;
- Ensure that information is transferred to the receiving teacher/school in line with school policy;
- Identify learners in need of extra support and liaise with the SENCO to write MP3's.

SENDCO
- Provide a supportive environment where assessment can be carried out without damaging self-esteem or motivation;
- Liaise closely with class teachers and the ARR co-ordinator;
- Monitor learners' progress against MP3s;
- Maintain the SEND register;
- Undertake specific assessment tasks as required;
- Liaise with external agencies;
- Undertake formal assessments for statementing;
- Provide training for TAs to support the implementation of MP3s.

Subject Leaders
- Ensure curricular schemes of work have clear learning objectives;
- Monitor their subject to ensure assessment informs learning and teaching;
- Monitor levels of attainment and standards;
- Use all available data to make changes to learning and teaching as required;
- Interpret and analyse data for core subjects to produce an annual overview and set targets for future improvement;
- Report to the Headteacher and governors on standards and SIP as appropriate;
- Generate subject portfolios in conjunction with staff.

Assessment Co-ordinator
- Ensure policies are up to date, regularly reviewed and consistent with each other;
- Disseminate information and ensure support and training for colleagues;
- Generate an action plan in line with the SIP;
- Liaise with other co-ordinators to ensure coherence;
- Make ARR, procedures clear to all colleagues and ensure they are followed and used consistently;
- Set timetable for assessment cycle;
- Determine means for agreeing standards throughout the school;
- Provide staff development opportunities in liaison with the CPD co-ordinator;
- Support colleagues in identifying assessment opportunities and in using all available data;
- Collate assessment data to inform school target setting;
- Ensure portfolios are generated and standards agreed;
- Rationalise assessment systems to ensure manageability;
- Regularly monitor all ARR procedures and practice;
- The use of Analyse School Performance (ASP) to inform assessment issues;
- Conduct regular pupil progress reviews;
- To hold staff to account for pupil progress;
- Leading staff meetings on assessment.

Head Teacher
- Ensure the school meets statutory requirements;
- Review the implementation of assessments;
- Determine priorities in the School Development Plan (SIP);
- Monitor the quality of Assessment Recording and Reporting (ARR) procedures;
- Define the role and limitations of co-ordinators;
- Communicate any specific staff development issues;
- Report to parents and governors on standards and quality;
- Order test papers.

Governors
- Agree SIP;
- Approve ARR policy;
- SEN Governor to liaise with the Headteacher and SENCO.

8. Subject Portfolios

- All subject leaders monitor examples of children's learning and teaching within their subject area. All of our teachers moderate work, so they have a common understanding of the expectations in each subject. Subject leaders also monitor teaching through lesson observations and regular book monitoring. By doing this we ensure that we make consistent judgements about standards in the school.

- It is each subject leader's responsibility to ensure that the samples they keep of children's work reflect the full range of ability within each subject.

- End of Key Stage tests and assessments are used to compare the following:
  - Progress from Foundation Stage to end of KS1 to end of KS2(value added);
  - Progress of boys/girls;
  - Data year on year – to check levels of attainment;
  - Achievement of the school against National standards;
  - Achievement of schools against like schools (benchmarking);
  - Closing the gap data for disadvantaged pupils.

Pupil attainment is tracked from Nursery / Reception through to Year 6 to ensure all children are making expected progress. Pupil Asset is being used to collate this data. Progress and results are regularly reviewed by staff, so that children who require further input are identified and intervention strategies put into place as soon as possible.

9. Transfer Arrangements

- For pupils leaving during the school year, a complete set of records including SEN records are handed to the secretary as soon as possible. On leaving for High School, the Norfolk County guidelines should be followed.

Moderation
Moderation is important to ensure a consistent approach in assessment throughout the school. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

At Sheringham we will:
  - Meet regularly to moderate writing standards;
  - Moderate work through planning and book scrutinies, feeding findings back to members of staff;
  - Collate evidence to back up teacher assessments;
  - Participate in moderation schemes in the Local Authority for Foundation, KS1 and KS2;
  - Work with colleagues from other schools.

Pupil Asset

The tracking system we use in school is Pupil Asset. Children are assessed every term in maths, reading, writing, science and PE.   Children will be assessed using a point in time assessment against the objectives covered so far from the National Curriculum Programmes of Study for their year group/phase. Those children who do not meet/ exceed the requirements for their year group/phase may be assessed at a lower/higher level.

Children will be assessed as follows:

Grade	Standard	Descriptions	Marking code
1	Well below expected	Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and will be receiving intervention.	Blue stamp
2	Below expected	Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.	Blue stamp
3	Just below expected	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply skills independently but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in learning.	Blue stamp
4	Expected	Is on track to meet the end of year expectations. They are usually successful learners who show an understanding of over 80% of objectives taught. They are usually able to learn new skills and use them accurately and independently though they may make occasional errors in applying their learning in other contexts.	Red stamp
5	Securely expected	Is on track to meet end of year expectations. They are successful learners who sometimes need further extension work to challenge them.	Red stamp
6	Above expected	Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors. Can often explain or justify their ideas. Consistently needs further work to challenge them.	Red stamp
7	Well above expected	As above but is demonstrating significant skills and knowledge beyond the curriculum.	Red stamp

10. Future developments in ARR

By its very nature, assessment is not a fixed process. At Sheringham, we will continue to develop our methods of assessing, recording and reporting.