



## Assessment, Recording and Reporting Policy

**Policy approved and adopted:** October 2019

**Review date:** October 2022

### Rationale

At Cove Junior School, we believe that on-going assessment is an integral part of each lesson and high quality assessment can help to bring about high quality learning for all pupils regardless of their starting point. To achieve this, we aim for assessment within our lessons to:

- Be an integral part of our whole approach to teaching and learning
- Be about setting work appropriate to each child that enables them to improve – **‘The right things for the right children at the right time’**
- Assess knowledge, skills and understanding and use this assessment to inform learning (AfL – Assessment for Learning) by addressing gaps in learning
- Involve generating learning intentions and success criteria, sometimes with the pupils
- Provide children with examples of work to illustrate learning intentions, model examples of what is expected or review work that contains ‘deliberate’ errors or misconceptions. This is so that they recognise the next step in their learning
- Provide information for teachers and children which helps them plan together the next stage of learning
- Provide on-going feedback which identifies the next steps for pupils and guides them on how to improve
- Be part of the process of understanding the next steps in learning on a day to day short term basis and teaching staff reflecting on assessment data on a medium and long term basis
- Support flexible grouping of children with teachers and teaching assistants providing specific input for groups of pupils who require support and / or challenge
- Provide information for parents which helps them understand their child’s current attainment and future learning needs

### What is assessment?

There are three broad overarching forms of assessment, each with its own purposes:

#### **1. Day to day in school formative assessment**

- Question and answer during lessons
- Marking of pupils’ work (including self-assessment / peer assessment / united improvement)
- Observational assessment completed in lessons

#### **2. In school summative assessment**

- End of unit assessments which are recorded in mark books
- NFER standardised tests are used as an assessment and diagnostic tool. Results are used to inform teacher assessments
- Termly data drops where current attainment data is recorded on the school data management system ‘Target Tracker’
- Reviews for pupils with SEND which are recorded on individual tracking documents

#### **3. National standard summative assessment**

- National Curriculum tests at the end of Key stage 2 for Reading, Maths and SPAG
- National Curriculum teacher assessment in writing at the end of Key stage 2
- The school could be selected to take part in a Science test as part of the National Sampling process
- Statutory Year 4 Multiplication Tables Check

## **The primary purpose of day to day in school formative assessment**

### **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.

## **The primary purpose of day to day in school summative assessment**

### **For pupils**

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

### **For parents**

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half year or year.

### **For teachers**

In-school summative assessment enables teachers to evaluate both pupil learning at the end of a unit of work and the impact of their own teaching (based on class- level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

### **For school leaders**

In-school summative assessment enables school leaders to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

## **Pupil Progress Review Meetings**

Progress review meetings take place regularly throughout the year for each year group. During these meetings, year teams meet to consider which children are on-track to meet age related expectations and which children are not and what actions need to be taken as result to enable children to 'catch-up' or make accelerated progress. Children who are not working on year group objectives are also tracked.

Following these meetings, year leaders complete analyses of the data for various groups to establish any trends or patterns that need to be addressed and ensure that identified actions (for individuals or groups) are implemented. Children are tracked against entry level data as well as data from the end of the previous school year.

This information is shared with the governing body and informs the tracking of progress of the School Strategic Improvement Plan.

### **Moderation of assessments**

Teaching staff will moderate in year teams to consider whether their judgements are in line with Age Related Expectations (ARE) and one another. Staff will also undertake moderation activities with other local schools or county advisors to ensure consistency in expectation.

### **Reporting assessment to parents**

Parents receive one written report at the end of the academic year. This report informs parents as to where their children are in relation to Age Related Expectations and provides a summary of achievements and progress made. This report will also contain KS2 assessment results for Year 6 children.

Parents' evenings in the autumn and spring terms also provide parents with feedback on the progress that their child is making.

The school operates an 'Open Door Policy' so parents are able to make an appointment to discuss their child's progress at any time during the year.

### **Assessment in non-core areas of the curriculum**

In foundation subjects, children are assessed against key performance indicators at the end of each unit. Teachers assess how well the objectives for a unit of work have been met. A selection of these key performance indicators are then reported to parents in the annual written report.

### **Testing pupils using standardised tests**

Supporting teachers to make accurate assessments of where the pupils are up to in their learning can also be done through the completion of standardised tests. This is particularly the case in year six when preparing the children for the SATs tests in May.

As a result, pupils will access example papers provided by the DFE and commercial suppliers and practise with these so they have an understanding of what sort of things they will encounter during the statutory tests in May. These tests also allow teachers to diagnose areas of weakness and plan additional activities to tackle the identified areas.

Standardised spelling, reading and maths tests are also used in all year groups, at different points, to track the progress of pupils in these specific areas and then plan work according to identified needs.

### **Monitoring the implementation of this policy**

The senior leadership team (SLT) will monitor the implementation of this policy in a number of different ways. Lesson monitoring (carried out at least half termly) will include a focus on how assessment is being carried out in lessons and the impact that it is having on learning.

Time is also dedicated in senior leadership team meetings to the monitoring of books to ensure that the policy is being followed in terms of the quality of marking that is carried out by teaching staff.

Core subject leaders also monitor the quality of assessment being carried out in their subjects and feed this back to the staff.

Foundation subject leaders monitor the assessment for their subjects.

### **Keeping up to date with assessment practices**

The school is committed to keeping abreast of changes to assessment practices and the Headteacher is the Assessment Leader. School buys into Hampshire County assessment training and guidance which enables the school to access up-to-date information relating to assessment practices. Staff access training on assessment through staff meetings and other training within school.