



Planning, Assessment, Recording and Reporting Policy
Ratified by Governors January 2018
Review January 2020

Statement of Philosophy

Encouraging children to reach their full potential academically is a principle aim of this school. Our school motto is 'to give each and every-one a chance'. We ensure our children recognise that 'learning never stops!' Assessment lies at the heart of this process. We believe it provides a framework within which educational objectives may be set and the children's progress monitored and expressed. It needs to be incorporated systematically into teaching strategies at all levels in order to diagnose difficulties and monitor progress. It reflects the whole curriculum and involves teachers and learners. It therefore enhances professional skills by encouraging dialogue between teachers, helps the school to strengthen learning across the curriculum and provides a valuable mechanism to monitor school curriculum planning.

The aims of the assessment policy is to ensure:

- Teachers provide learning that is well matched to the learning needs of individuals and groups at the planning stage and supports the teacher to adapt the learning within a lesson.
- Teachers plan for and provide sufficient time for pupils to review what they are learning in order to consolidate and deepen their knowledge, understanding and skills of all pupils.
- Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning.
- Teachers provide pupils with incisive feedback about what they can do to improve their knowledge, understanding and skills and for pupils to use this feedback effectively.
- All pupils achieve well through the recognition of their efforts and the continual sharing by teachers and TAs of the high expectations they have of all pupils.
- Pupils present work in a consistent, high standard throughout the school.
- Teachers provide pupils with the opportunities to use feedback, written or oral, so they know what they need to improve.
- School Leaders have an accurate understanding of how well individuals and groups of pupils are achieving in their class, year group and subject compared to other pupils nationally.
- Parents are able to support their child to improve by being provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards.

Principles of Assessment

We recognised overtime that the process of assessment did not effectively inform our learning and teaching in-relation to purpose, planning and predictions (refer to appendix). We looked closely at how we could help our children be learners who understood how to become better at learning and who could assess their own strengths and weaknesses, and possibly talk about what they enjoy and why?

The teachers raised the question - **Do they appreciate that assessment is an opportunity for growth – improve their learning?** By marking together and using learning time to share common errors and misconceptions (not all). To allow those that already can- work on specific aspects independently. To support a chosen few rather than the whole class to think about the concept/application and not just correcting the question, to use peer support or any other strategies to support their understanding of the importance of assessment – or in their eyes, ‘testing’.

As a school we endeavour to develop and evolve our assessment process to support ‘next steps’ and effectively ‘communicate with pupils and parents’ on how improve and progress. It is our intention to devise a method to help our children become aware of what they should be looking for; realising what the question is asking; identifying the knowledge they already have and how to apply it.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Formative Assessment

Teachers will use methods of formative assessment within a lesson to ensure learning is well matched to pupils needs and adapt to learning accordingly.

These include:

- Question and answer sessions
- Mini plenaries
- Probing questioning
- Ongoing observations
- Opportunities for pupils to show their learning, eg on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback
- Group and peer feedback
- In PE, Plenaries incorporated into the warm-up

Marking and Feedback:

- Criteria which are linked to the overall objective of the lesson
- Marking and Feedback Guidelines
- Teachers will focus feedback against the success criteria for the lesson
- Using verbal feedback or codes:

- Teachers expect spelling of words that are on display to be spelt correctly and provide self-checking time and strategies to achieve this.
- Pupils will receive adult feedback on work either orally or through our marking approach.
- The school has different codes to ensure marking is informative and manageable
- In Literacy, teachers have the option to mark work with individuals and provide verbal feedback and model correcting errors in writing.

Spellings:

All ability groups access the same spelling list taken from National Curriculum guidance. Spelling overview for each half term is shared with parents and children. Specific spellings are selected for children working below age related expectation. However, they are not discouraged or denied from accessing the whole list for their current year group. Strategies are taught weekly with a short spelling test the following week. Children are given the opportunity to practise incorrect spellings.

Presentation: -

In Literacy, Maths (Fluency and Reasoning) and Topic Books across the school, children are encouraged to draw a 1cm wide margin and write the short date on the left hand side and underline. A margin is introduced in year 1 from term 2.1 onwards. Individual presentation is addressed and progress is tracked through the target page at the front of Literacy and Topic books if required.

Feedback:

| | |
|------------|---|
| Years 1 -6 | Literacy and Topic Books Orange highlighting for incorrect spelling, grammar and punctuation Yellow Highlighting for Good words/phrases or sentences Topic Books--incorrect High frequency words highlighted Reading-incorrect High frequency words highlighted Children will correct errors with green felt tip |
| | VF-verbal feedback Personalised targets page which area monitored and tracked (addressing presentation, amount of work, handwriting, spelling or any other concerns) |

Summative Assessment

Teachers make summative assessments in the following ways:

Early Years Foundation

Staff use the statements from Development Matters to ascertain the age and stage a child is working at in each area of learning. Evidence is collected for each individual child in their Learning Journey.

Maths

- Staff will use National Curriculum to plan and assess against (White Rose Maths).
- The progression statements ensure teachers are very familiar with and plan to the expectations of the new curriculum and adjust planning accordingly. They also provide staff with clear criteria to assess against.
- When making an attainment judgement, teachers will need to consider a combination of observations, work in books and outcomes of review tasks and tests.

Reading

Staff use the '6 Super Skills' taken from the Scarborough Reading Rope to plan from using a revised Reading Programme which promotes Think Aloud-a metacognitive strategy. Reading for Y1, 3, 4 & 5 is assessed against the LA Reading Exemplification statements and moderation mtgs are held. Years 2 & 6 follow the national curriculum assessments.

To make an attainment judgement the teacher will need to consider in combination:

- the statements
- the text band
- the breadth of texts from within that band
- To support making the judgement the following documentation will be used:
- Reading Progression Statements
- Bench Mark assessment
- NFER reading assessment
- NGRT/ YARC reading age tests

Writing

Years 1, 3, 4 & 5 Leicester City Writing Exemplification Material
Years 2 & 6 National Curriculum Assessment

Staff will use progression statements from the above to plan and assess against. Children are familiar with these and they are displayed at the front of all Literacy books. These documents are also used for moderation purposes.

To support making the judgement the following documentation will be used:

- Writing Progression Statements – one per child
- Writing moderation (pen portraits)

Independent writing is assessed from term 3 onwards based on a collection of work. After moderation, teachers agree a 'best fit.'

Data assessment process

| Code | Scaled Score | Description | Outcome | | 6GDS | 24 | 3GDS | 12 |
|------|--------------|-----------------|---------|--|------|----|------|------|
| A+ | 117 | Above | GDS | | 6EXS | 23 | 3EXS | 11 |
| A | 113 | | | | 6WTS | 22 | 3WTS | 10 |
| A- | 110 | | | | 6PYG | 21 | 3PYG | 9 |
| N+ | 107 | National | EXS | | 5GDS | 20 | 2GDS | 8 |
| N | 104 | | | | 5EXS | 19 | 2EXS | 7 |
| N- | 100 | | | | 5WTS | 18 | 2WTS | 6 |
| W+ | 94 | Working Towards | WTS | | 5PYG | 17 | 2PYG | 5 |
| W | 88 | | | | 4GDS | 16 | 1GDS | 4 |
| W- | 80 | | | | 4EXS | 15 | 1EXS | 3 |
| B+ | 76 | Below | PYG | | 4WTS | 14 | 1WTS | 2 |
| B | 72 | | | | 4PYG | 13 | 1PYG | 1 |
| B- | 68 | | | | | | | RPYG |
| P | No Value | SEN | P_scale | | | | | |

The number in the assessment is the year group your child is working within. The letters after the number reflect the level within the year the child is working within. GDS – Greater Depth of knowledge EXP – Expected for Year Group WTS – Working towards PYG – Working at previous Year Group level. Teachers use scaled scores and reading age scores to support their teacher assessment.

Assessing Art & Design, Technology, Computing, Music, Geography, History and RE- subject builders are used for each subject and is used to determine pupils who have achieved the knowledge.

PSHCE- knowledge based questions will be introduced in term 3 for the Jigsaw scheme of work.

P.E Passport tracks children's progress half termly on each individual's journey is monitored during their time at Herrick.

All pupils with SEND have a Pupils Outcomes Plan (POP) which is reviewed termly and interventions are planned termly.

Moderation

We ensure consistency in teacher assessments by:

- Agreeing details of criteria using the National Curriculum
- Moderating within year groups annually (Year meetings)
- Moderating within local authority at Development Group moderation activities
- Discussing consistency in planning sessions

Recording Summative Assessments

- Reading, writing and maths assessments - Teachers input data for individual pupils onto SIMs 3 times a year.

Pupil Progress Meetings and Assessment Analysis

- Teachers attend pupil progress meetings individually with members of the management team in order to identify strengths and issues in the progress data and ensure that support is provided where children may have made insufficient progress. This allows for careful tracking of every child.
- Teachers will be offered a separate pupil progress meeting to focus on the pupils in their class with SEND.
- Data is scrutinised annually in depth by Senior and Subject Leaders in order to identify strengths and weaknesses in attainment and progress of different cohorts and groups. This information is used to inform whole school policy and development in teaching and learning.

Sharing information about pupils' attainment

- Information about individuals is restricted under our data protection policy to:
- School staff on a need-to-know basis, i.e. for the purposes of teaching
- The receiving school when pupils leave
- Professionals who work with the school for advisory purposes
- Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home

We inform parents of pupils' targets by:

- Meeting with parents informally and formally
- Sending parents annual written reports
- Termly reading age reports

Appendix

Assessment Process

| <i>Autumn</i> | <i>Spring</i> | <i>Summer</i> |
|---|---|---|
| <u><i>Baseline Nursery assessment</i></u> | <u><i>EYFS spring assessment</i></u> | <u><i>EYFS summer assessment</i></u> |
| <i>Yr 1 -6 Yarc/ NGRT reading age ass.</i> <i>Teacher Assessment</i> | SATs 2 & 6 papers (maths, reading, GP) NFER Years 3-5 (maths, reading, GP) Year 4 times-tables test | SATs 2 & 6 papers (maths, reading, GP) NFER Years 3-5 (maths, reading, GP) <i>Yr 1 -6 Yarc/ NGRT reading age ass.</i> <i>Yr 1 Phonic/ Yr retakes</i> |

Assessment 2021 – 22 (EYFS)

| Assessment to inform: | | | | | |
|-----------------------|--|---|---|--|---|
| Term | Process – What is to be done? | Purpose | Planning | Predictions | How is this to be Communicated to Pupils and parents? |
| 1.1 | Complete Baseline assessment Nursery and Reception | <p>Understand of attainment.</p> <p>Identify the areas of development.</p> <p>Identify the individual children's needs.</p> <p>Identify the intervention groups</p> | <p>Small group focus teaching activities will be planned accordingly to gender gap, identified areas of development.</p> <p>Intervention groups will be set.</p> <p>Targeted children will be identified. Setting Letters and Sounds, and maths groups.</p> | Teacher will be able to predict the expected progress and the attainment for each child. | <p>Through Home& School diary, parents will be informed what their children's targets are. Children will be given verbal feedback about their work and the way they play throughout learning through play, individual reading, small group focus activities.</p> <p><u>Parents will receive the child's baseline report in second half term.</u></p> |
| | Home and School Diary-ongoing Reception only | To have good communication with parents and inform parents about their children's learning. Working parents have an opportunity to pass their views on their children's needs and learning. | During focus activities, reading and focus writing, the targets are given to children is also shared with parents. TAs are clear what the children's targets are when they work with their targeted children. | Plan specific targets for children which will make an positive impact on children achieving age expected level and make good progress. | Parents will have regular update about their children's learning and targets. They will have a god understanding of what their children's strength and areas of development in maths and literacy. |
| 1.2 | Autumn 2 Assessment | Identify the areas of development, Analysing progress, gender gap etc. | Regrouping children Identifying topics and creating enabling environment according to analysis of data | Re-evaluate the expected outcomes | Children's progress shared with parents at the parents evening. |
| 2.1 | | | | | |
| 2.2 | Spring Assessment | Identify the areas of development, Analysing progress, gender gap etc. | Regrouping children Identifying topics and creating enabling environment according to analysis of data | Re-evaluate the expected outcomes | |
| 3.1 | | | | | |
| 3.2 | Summer assessment | validity of Teacher assessment | Phase action plans SEF- SDP | Actual data is produced | Parents receive end of year written report with the children's attainment |
| 1.1-3.2 | Reading diary-ongoing Nursery and Reception | To identify child's reading level, to support their reading skills, to develop their comprehension and language through discussion and questioning | Parents workshop- letters and sounds Talk for writing – supporting comprehension and understanding of the text Supporting children with extending their vocabulary/ Letters and sounds planning | Identify children's strength and areas of development and identify targeted groups of children | Parents are given feedback how their children's reading is. How well they read and what they need to practise more. |

Assessment 2021 – 22 (Reading)

| Assessment 2021 – 22 (Reading) | | | | | |
|--------------------------------|---|--|---|--|---|
| Assessment to inform: | | | | | |
| Term | Process – What is to be done? | Purpose | Planning | Predictions | How is this to be Communicated to Pupils and parents? |
| 1.1 | (round 1) New Year 1 to complete YARC assessment. | Provide historical understanding of attainment and plot success pathway To provide standardised score and reading age | Inform support required for individual children Y2 -Use summer test analysis in supporting strengths and areas of development for specific year groups | Recognise expected trajectory for each child | |
| 1.2 | Y2 GL Assessment Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line | (Yr1)To test formally phonic knowledge and ensure children placed in correct phase groups (Yr2-6) assess comprehension ability | Review interventions Inform support required for individual children | Support in re-evaluating target setting | Reports cards sent home informing parents of reading age and standardised score (term 1.2) |
| 2.1 | Spring NFER Years 2-6 | Focus on impact of revised reading sessions | Analysis on two key aspects of reading – language comprehension and word recognition | Provide assessment data in-relation to fluent reading capabilities | Reports cards sent home informing parents of ability (term 2.1) 2.2 Parent's Evening-share next steps Strategies to support flyers provided online |
| 3.1 | (round 2) Yrs 1 & 2 to complete YARC assessment. Yrs 3-6 to complete the New Group Reading Test(NGRT) on-line Yr2 GL assessment paper 2A Yr3-6 NFER test Y2 & 6 SATs Papers | To provide revised standardised score and reading age – calculate level of progress GL/NGRT-assess comprehension ability and analyse progress in reading ability Provide in-depth analysis with specific focus on sub groups | Review interventions Inform support required for individual children | | |
| 3.2 | Yr1 Phonic test | (Yr1)To test formally phonic knowledge and ensure children | placed in correct phase groups (Yr2-6) | Support in re-evaluating target setting | Reports cards sent home informing parents of ability (term 3.2) |

Assessment 2021-22 (Writing)

| Term | Process – What is to be done? | Purpose | Planning | Predictions | How is this to be Communicated to Pupils and parents? |
|------|---|---------------------------------|--|---|---|
| 1.2 | Writing Assessment/ Moderation workshop | Secure Teacher Judgements | Identify writing skills that require focus and plan accordingly | Plan specific targets for identified children | Parents Meetings- inform if individuals provided with personalised homework |
| 2.1 | Teacher Assessment | | | | 2.1 Reports cards sent home informing parents of ability |
| 3.2 | Writing Moderation Followed by Teacher Assessment | Secure Teacher Judgements | Teachers and CLT to produce a summary for each cohort | Summary to support review of English Curriculum | 3.2 Reports cards sent home informing parents of ability |

Assessment 2021-22 (Maths)

| Term | Process – What is to be done? | Purpose | Planning | Predictions | How is this to be Communicated to Pupils and parents? |
|------------------------|--|--|---|---|--|
| Throughout the year | -Times tables to be taught weekly and tested formally - highlight incorrect or difficult multiplication facts | To support pupils recognise difficulties and provide focus on learning specific multiplication facts | To support in developing times tables lessons for either whole class or individuals | -Times tables to be taught weekly and tested formally - highlight incorrect or difficult multiplication facts | 1.2 Parents updated on progress via Parents Meeting |
| 2.1 | Years 1-6 Spring NFER Test | | | | 2.1 Reports cards sent home informing parents of ability |
| 3.1 | Years 2 & 6 SATs Papers Years 1 & 3-5 Summer NFER Paper | | | | 3.2 Reports cards sent home informing parents of ability |