

Whickham Parochial Church of England Primary School



Assessment and Reporting Policy

"I have come in order that you might have life—life in all its fullness"

John 10:10

Mission Statement

At our Parochial school we aim to develop independent, lifelong learners by providing a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating effort, resilience and a lifelong love of learning.
- Valuing the opportunities we have to serve our school, our community and the wider world.
- Offering wide ranging quality experiences that stimulate and challenge children's minds.
- Encouraging respect, tolerance and a habit of service and justice.
- Building strong links between school, home, church and community.
- Preparing children for future challenges in a rapidly changing real and virtual world.

We wish every child to take with them happy memories of Whickham Parochial into their future life.



1. Aims and objectives

The purpose of assessment in our school is to provide information to support progress through teaching and learning: -

- To help children to understand how well they are doing and what they need to do next to improve their work
- To allow for planning that accurately provides for the progress of every child
- To track the attainment and progress of individual pupils, groups and cohorts of pupils to ensure that interventions are effective and correctly targeted.
- To provide senior leaders with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weakness so as to inform school improvement planning
- To provide subject leaders with information that allows them to monitor and make judgements about the effectiveness of practice within their subject area.
- To provide governors and other stakeholders with information on the school's performance and aid their monitoring procedures.
- To provide regular information for parents to enable them to support their child's learning.
- To provide parents with information on the performance of the school.

2. Statutory requirements

EYFS

In line with statutory requirements, assessment in Foundation Stage is carried out on an ongoing, formative basis and a summative assessment is reported to the local authority. From 2016 it will no longer be statutory for schools to publish their results at the end of EYFS (data regarding Good level of Development in Early Learning Goals) although we anticipate that the LA will still request this information and our school will continue to use it as a measure of success and progress of children in EYFS. From 2015 it has become statutory to administer and report results of a Baseline assessment from an outside provider, in our case Early Excellence. This data is then used to address gaps and identify vulnerable children. The DFE will use the data to set targets for end of KS2 attainment and progress.

KS1

The Year One Phonic Screening Check is carried out at the end of Year One and also in Year Two for any children who did not meet the required standard in the previous year group. These results are also reported to the local authority and published on their RAISE site. At the end of KS1, teacher assessment is carried out in Reading, Writing, Speaking and listening, and Maths which are to a large extent evidenced by statutory tests which are internally marked, but must also be supported by teacher assessment of work in books. A judgement is awarded which may be moderated by the local authority. This will also be reported to the local authority and published on RAISE.

KS2

At the end of KS2 statutory formal testing is carried out in Maths, Reading and Grammar, Punctuation and Spelling. These tests are externally marked and the results sent to school and published by the local authority. A writing level is awarded based on teacher assessment which is reported to local authority and may be moderated. A teacher assessment judgement will also be made in reading, speaking and listening, maths and science.



Reporting

It is a statutory requirement that the results and judgement referred to above are reported to parents and that national and school KS2 results are also reported to parents. Also, parents must receive a report on their child's progress in all subjects at least once each year.

Governors

Regular reports are made to the governors on outcomes of assessments in order to help them make judgements about the effectiveness of the school.

3. Assessment procedures.

From Foundation Stage onwards evidence is gathered on a daily basis through observation, questioning, outcomes and marking. We also ask children to comment on their own learning, giving feedback as to what they have understood and what they feel their next steps should be.

4.1 Formative assessment

Formative assessment is carried out by all staff on an ongoing basis. This provides judgement on progress towards objectives and outcomes laid out in planning and through individual and group target setting.

Assessment for Learning

This assessment feeds into planning on a daily and weekly basis and helps teachers and pupils make decisions about support and next steps. Our school has adopted the 'Growth Mindset' principals researched and reported by Carol Dweck in order to ensure that children are involved in decision making about their progress and next steps through procedures such as using success criteria for self and peer assessment, reflecting on progress towards objectives, setting targets before working, evaluating the success of tasks and projects. We feel that including children in their own assessment is valuable because it:

- Helps pupils know how to improve
- Celebrates achievement at all levels
- Develops capacity for self assessment
- Promotes understanding of criteria
- Fosters motivation
- Focuses pupils on how they learn

Growth Mindset

A growth mindset is the belief that you can develop your talents and abilities through hard work, good strategies, and help from others. It stands in opposition to a fixed mindset, which is the belief that talents and abilities are unalterable traits, ones that can never be improved. Research has shown (and continues to show) that a growth mindset can have a profound effect on pupils' motivation, enabling them to focus on learning, persist more, learn more, and do better in school. Significantly, when pupils are *taught* a growth mindset, they begin to show more of these qualities. (Carol Dweck)

4.2 Summative assessment

In Foundation Stage the ongoing assessment over the year which has been used for tracking and target setting is used to provide an Early Learning Goal level for each child in Reading, Writing and Maths. More able children may be given judgement against National Curriculum expectations if it is appropriate.

In Years One to Six a judgement is made each term in Reading, Writing and Maths. In order to arrive at this level teachers use our own Assessment Trackers which link closely to year group expectations from the 2014 National Curriculum. This is evidenced and highlighted periodically throughout the term (Information about our Assessment Trackers is included at the end of this document). In order



to gather information about independence and fluency of skills application, a half termly Rising Stars test is administered and analysed from Year One to Year Six.

Mastery

Mastery refers to the fluent, confident and independent application of a skill. We feel that it is important to work towards this sort of security in skills before moving forward, as this is the best possible way to help a child to feel confident and successful, and to enable them, through the building of a solid foundation of understanding, to cope with the new learning expected of them as they move through their school career and beyond.

It is with this aim that we have adapted our assessment system to look for **fluency in key indicators** before moving children forward. We are aware that this may lead (initially) to a slower progression through the year group expectations, but feel that this approach will reveal true progress and avoid gaps in basic skills typical of the phantom progress - which was a symptom of the previous best-fit 'levels system'.

Assessment for Learning (analysis)

Outcomes of the summative assessment are analysed each term by the class teacher and then the assessment co-ordinator. Children are tracked in regard to their progress and their attainment and judged against age related expectations. Vulnerable groups including SEN, FSM and Summer birthdays are also analysed to ensure that they perform in line with their peers. This is followed by Pupil Progress meetings in which vulnerable children and those who need extra support are highlighted and plans are put in place to support accelerated progress.

The tests and Tracking data used to evidence the outcomes are also analysed by class teachers to support them in creating targets for whole class teaching, individual targets - to be shared with pupils and parents, and objectives for interventions.

4. Moderation

In order to ensure the accuracy of teacher assessment, moderation is carried out at least once each term during staff meetings. Moderation meetings held by the local authority are also attended by staff, in addition to those held by the cluster. Periodically, local authority moderation will be carried out to check end of KS1 judgements and judgements of writing at the end of KS2.

5. Reporting

See Statutory Requirements for LA reporting.

In addition to the statutory requirements, we also report yearly in writing to parents, commenting on progress in all subjects and giving current levels, and twice verbally at Parent's evenings.

6. Equal Opportunities.

All children are provided with equal access to progress and attainment. We set challenging targets for all pupils and where any child, whether from a vulnerable group or not, falls behind, we take action to rectify this. We aim to provide suitable opportunities for progress and attainment, regardless of gender, ethnicity or home background.

7. The Role of the Subject Leader

It is the subject leader's role to support in the analysis of assessment outcomes, to track the progress and attainment of all children, to work with staff to ensure that interventions are correctly targeted and to take part in pupil progress meetings.



8. Parental Involvement

Parents are informed of the progress and attainment of their child in two parents evenings and one written report each year, which ensures that parents, teachers and pupils are working together to support progress. Parents are informed about targets, which are also discussed in parents meetings, and are actively encouraged to realise their role in achieving these targets.

9. Conclusion

This policy is in line with other school policies and therefore should be read in conjunction with the following:

Teaching for Learning Policy

Feedback / Marking policy

Special Educational Needs Policy

Equal Opportunities Policy

Rachel Walton

October 2022 – for review 2024





Guidance on the use of the Assessment Trackers

Formative assessment should be the foundation of learning and teaching. The most fundamental use of assessment is to build children’s understanding and to improve and build upon their learning. The assessment trackers have been developed with this aim firmly in mind.

The trackers draw directly from the National Curriculum. They are organised into year groups and are categorised in terms of the skill type they represent. They are backed up by the progression trackers which provide the same information shown across year groups, making it easier to find the next incremental development step for children’s progress.

Planning and teaching for Mastery

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Using the trackers

Teachers should, over time and a range of activities, make judgements about which year group descriptor best fits the skills demonstrated by the child. This will help the teacher to make an overall judgement and illuminate any gaps in ability or next steps which need to be addressed.

The trackers are separated into two columns:

Child has been successful in this skill in a scaffolded lesson or as a result of adult input.	Child has demonstrated fluency in this skill
Number	
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number	
Count, read and write numbers to 100 in numerals	
Count in multiples of twos, fives and tens	
Given a number, identify one more and one less	

The skill should be highlighted in the first column when the child has demonstrated that they have acquired the skill. This may well be at the end of sequence of lessons and may be a decision that is made based on exercises the child has completed after instruction, possibly in which the skill is the only aspect he or she needs to focus on. The second column should be dated, and an indication made regarding where evidence can be found (if appropriate), when the child has applied the skill in a problem solving, investigative or otherwise independent task. This additional step has been added in response to our emphasis on fluent application and mastery of skills, which is a new and welcome addition to the statutory curriculum (NC 2014).

When highlighting, staff will use different colours of highlighters for each term (they have the option of changing colours half termly) which will help them to see that children are making progress over time.

Making a judgement

At summative assessment times, staff will be asked to make a judgement about where the child is working. The teacher will decide which year group provides the best fit, and then use the amount of highlighting and the degree of fluency to decide if the child is emerging, working within or secure in that year group. **Regular moderation and discussion** about these decisions will support staff in feeling confident about their judgements.



As a guideline we will say that:

30% of highlighted statements suggest that a child is **Emerging** into the year group expectation.

30 – 70% of highlighted statements with some fluency and application observed and recorded suggests that a child is **Working Within** a year group expectation.

More than 70% of statements highlighted **with at least 50% of skills recorded as being fluently applied** means a child is demonstrating **Fluency** and Mastery of the year group expectation. If more of the statements are highlighted, but less than half of skills are being fluently applied, the child must stay within the Working Within category.

Children can move to the next year group expectations once the majority of the skills are being fluently applied. However, gaps in application must be dealt with as a matter of urgency.

Children working below expected levels:

It is expected that children working below their chronological year group will have provision made for them in planning and that targets and focus groups will help to address the gaps and accelerate progress. If the only thing holding a child back from their year group is **fluency** in a two or three areas, then consider the child to be emerging into the next year, but make addressing these gaps a priority.

Children working above expected levels:

If a child has confidently demonstrated fluency in every area of a year group, and has no gaps in previous year groups, teachers are encouraged to plan for children to acquire skills from the next chronological year group. However, this should not happen until the child is demonstrably confident and fluent. No expectation is on the teacher to move children forward until they are entirely ready to do so.

