Shireland Collegiate Academy Trust

Primary Assessment Reporting and Recording Policy

Committee and Date Approved	Trust Board – Spring 2022
Category	Recommended
Next Review Date	Every three years unless change in legislation - Spring 2025
Policy Availability	Trust Website
Officer Responsible	Primary Educational Lead

Contents

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Aims

We believe that effective assessment provides information to improve teaching and learning. This policy outlines the assessment approaches we use to ensure that all groups of pupils are supported to achieve highly and make rapid progress.

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice is monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

Our thinking is underpinned by a number of core documents, including the recommendations in the Final Report of the Commission on Assessment without Levels (DfE, 2015) and the Education Endowment foundation guidance reports on effective feedback and written marking (EEF, 2016, 2021). We are also guided by the expectations of Ofsted and the updated School Inspection Handbook (Ofsted, 2021).
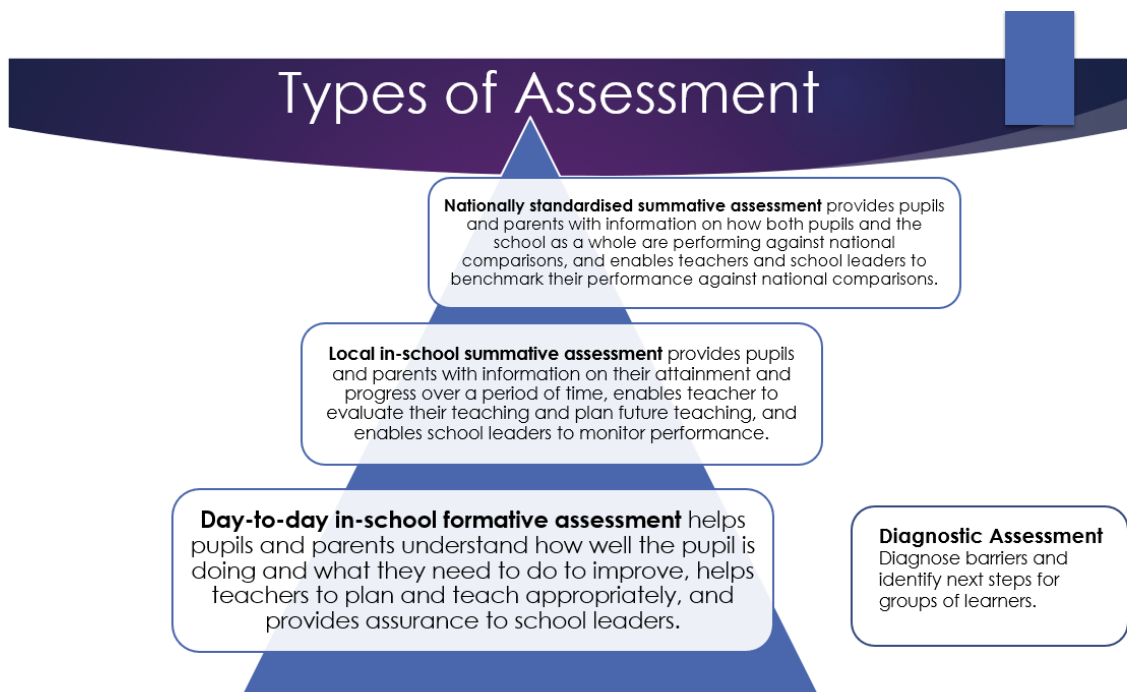
Principles of assessment

Assessment is a key part of the learning journey. As with most journeys, it helps to know where you're going, why you want to go there and how you plan to get there. It's also important to know where you are before you begin the journey!'
(NFER 2007)

If pupils are to achieve highly and learn deeply it is vital that teachers are confident in using a range of assessment techniques to assess learning and plan next steps. We expect teachers to use the following basic principles to ensure high expectations of rapid progress and success in learning:

- Start from a learner's existing understanding (AfL) and adjust teaching to take assessment information into account
- Teachers check pupils' understanding effectively, and identify and correct misunderstandings
- Use a range of carefully planned assessment techniques to assess understanding and plan next steps
- Provide clear and effective feedback that moves learning forward
- Maximise opportunities to use technology to streamline and improve the assessment and feedback process.

- Clarify, understand and share WALTS and success criteria (Steps to Success) with pupils
- Use a variety of feedback forms rather than written comments. Some examples include: verbal feedback and modelling, the use of technology for feedback such as video feedback or comments on class sites, questioning strategies, use of talk partners and peer assessment and/or self-assessment.
- Actively involve pupils in their own learning; pupils should be able to assess themselves and each other and understand and communicate how to improve.

Types of Assessment

Nationally standardised summative assessment provides pupils and parents with information on how both pupils and the school as a whole are performing against national comparisons, and enables teachers and school leaders to benchmark their performance against national comparisons.

Local in-school summative assessment provides pupils and parents with information on their attainment and progress over a period of time, enables teacher to evaluate their teaching and plan future teaching, and enables school leaders to monitor performance.

Day-to-day in-school formative assessment helps pupils and parents understand how well the pupil is doing and what they need to do to improve, helps teachers to plan and teach appropriately, and provides assurance to school leaders.

Diagnostic Assessment Diagnose barriers and identify next steps for groups of learners.

Role of Technology in Assessment

Technology plays an important role in improving and streamlining the assessment process.

It can be used to make feedback more effective. For example, the use of Class Sites and Class Stories allows teachers to provide immediate and personalised feedback on learning which pupils can access at any time. Forms of feedback such as video and audio feedback can make feedback more accessible to all, especially young children, EAL pupils or those with SEND. It also provides powerful opportunities for peer and self-assessment or review when learning is shared via the online platform.

Technology can also be used to establish prior knowledge through Flipped Learning tasks providing teachers with rich AfL information about pupil understanding before they even enter the classroom.

Technology also allows many opportunities for teachers to moderate their assessment of pupil progress within or between schools for example by sharing exemplification materials and examples of work. For example, termly Cross Trust moderation can take place across Trust Primary Schools using Teams.

Assessment approaches

We consider three broad overarching forms of assessment, each with its own purpose:

In addition, day-to-day formative assessment and in school summative assessments are used to identify groups of children who require interventions or SEND support (diagnostic assessment).

Those identified as having gaps in understanding receive Quality First Teaching, followed by a short, sharp burst of 'catch-up' booster with an adult. If further support is required then there is a move to a more formal intervention programme.
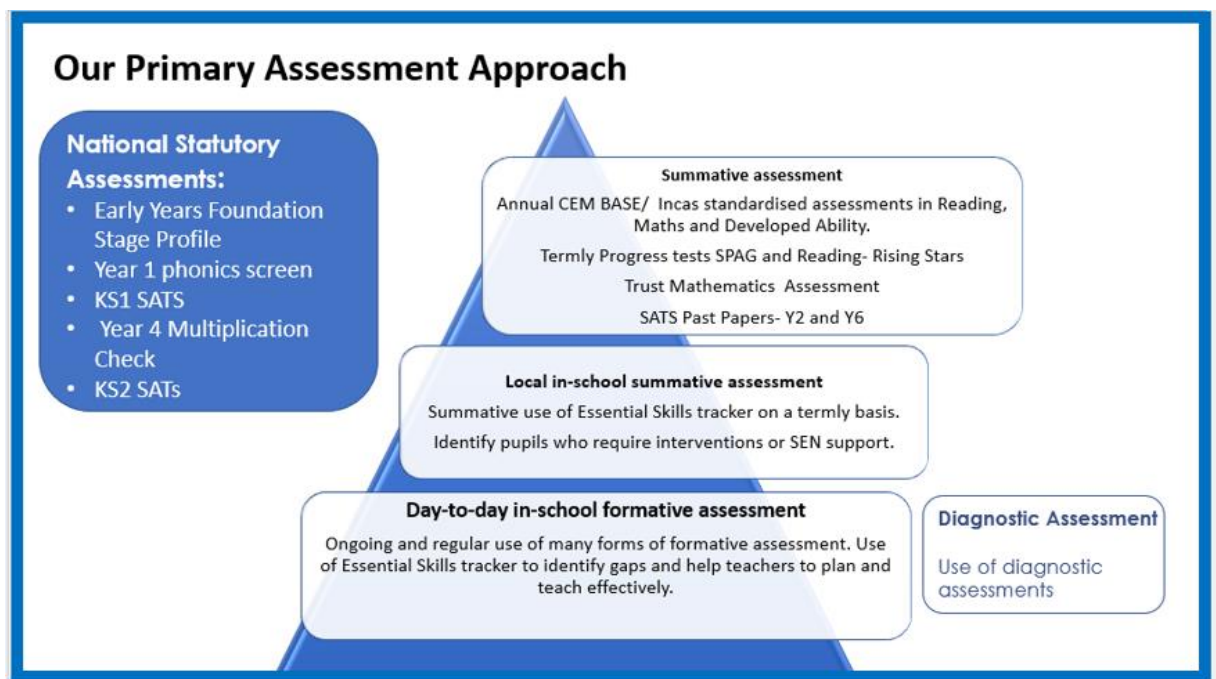
Day-to-day in-school formative assessment

Assessment for Learning is at the heart of good assessment practice.

In particular, our intention is that formative assessment follows the model proposed by Dylan Wiliam of 'responsive teaching.' That is, assessment should be used to shape teaching and curriculum, as well as to provide clear and effective feedback that moves learning forward.

Most assessment of this type happens informally in the classroom and feedback is often communicated to the child verbally rather than through written marking. When written marking is completed, comments are in age appropriate 'child speak' For example 'Capital Letters please' in a Year 1 book. (See separate Feedback and Marking Policy)

Early Years Foundation Stage

Principles of Assessment: checking what children have learned

• Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
 • Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.
 • Accurate assessment can highlight whether a child has a special educational need and needs extra help.
• Before assessing children, it's a good idea to think about whether the assessments will be useful.
 • Assessment should not take practitioners away from the children for long periods of time or disrupt the flow of learning.

Recording

In our EYFS there are clear assessment systems which allow us to:

- Make an assessment of where children are on entry (baseline)
- Plan next steps that challenge all children
- Understand the progress that individuals, groups of children and cohorts make across the Early Years Foundation Stage and into Key Stage 1 and beyond.

In the Early Years Foundation Stage, teachers make use of Tapestry software to capture children's learning. Teachers use the Ages and Stages model from the EYFS Development Matters documentation to record children's ongoing progress. This system allows teachers to flag progress made during observations in the areas of learning, and to clearly identify gaps in learning, concerns and then reflect and support planning.

Parents can access their child's learning information using Tapestry or Class Dojo on both an ongoing basis and at parent consultation meetings.

Teachers track progress in the key skills / Early learning goals in Reading, Writing and Mathematics for all children each term using an online software.
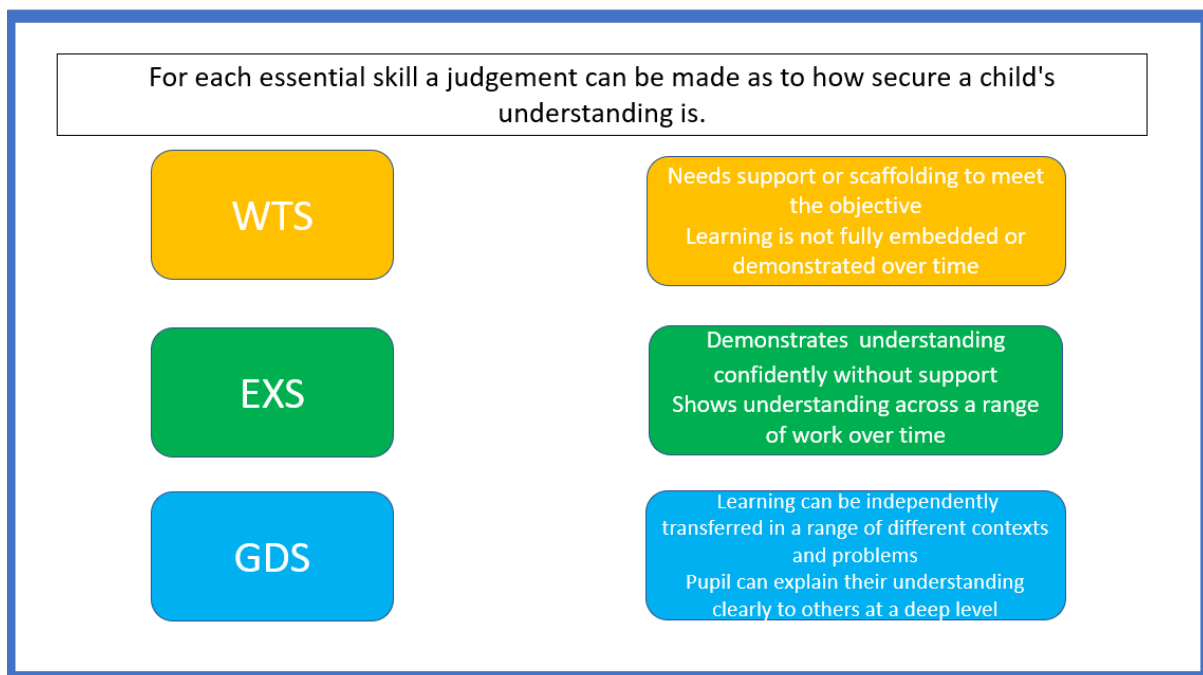
Baseline Testing

In addition to the national assessment teachers carry out a range of baseline assessments including CEM BASE, and WELCOMM in order to gain a more accurate picture of each child's current development in a number of areas. These will be completed within the first half term for all pupils.

Staff also make use of any available assessments from any care or nursery setting that the child has attended in the earlier part of the Foundation Stage to inform their assessments and planning.

Key Stage 1 and 2

Essential Skills Model

Drawing on the content of the statutory National Curriculum, we have identified a number of 'Essential Skills' for each subject area that are key to a child's ability to make good progress through the curriculum in each year group.

For each essential skill a judgement can be made as to how secure a child's understanding is.

WTS — Needs support or scaffolding to meet the objective. Learning is not fully embedded or demonstrated over time

EXS — Demonstrates understanding confidently without support. Shows understanding across a range of work over time

GDS — Learning can be independently transferred in a range of different contexts and problems. Pupil can explain their understanding clearly to others at a deep level

For each 'Essential Skill' a judgment can be made as to how secure a child's understanding is for that objective. This judgment is indicated using one of three judgements: Working Towards (WTS), Expected Standard (EXS) or Greater Depth / Higher Standard (GDS).

Foundation subjects are assessed in a similar way using Essential Skills. Essential Skills have been identified for each foundation subject such as Art, History and Geography based on the National Curriculum which show clear progression as children progress through school. There are Essential Skills for KS1 / Lower KS2 and Upper KS2.

For foundation subjects we identify if children are working at the 'expected standard'. We do not assess whether children are showing greater depth as there is no national criteria for this.

Local In-School Summative assessment:

Nationally standardised CEM progress tests are used in each year group on an annual basis to track the progress and attainment of pupils in each of Reading, Mathematics and Developed ability and to benchmark how our pupils compare with other pupils of the same age at a national level.

To support teachers and senior leaders' understanding of attainment across the school, and to identify any specific gaps in learning for groups of pupils, including those vulnerable groups, we make use of summative assessment judgements each term for Reading, Writing and Mathematics. This data is analysed by senior leaders to provide insights into attainment and progress across the school.

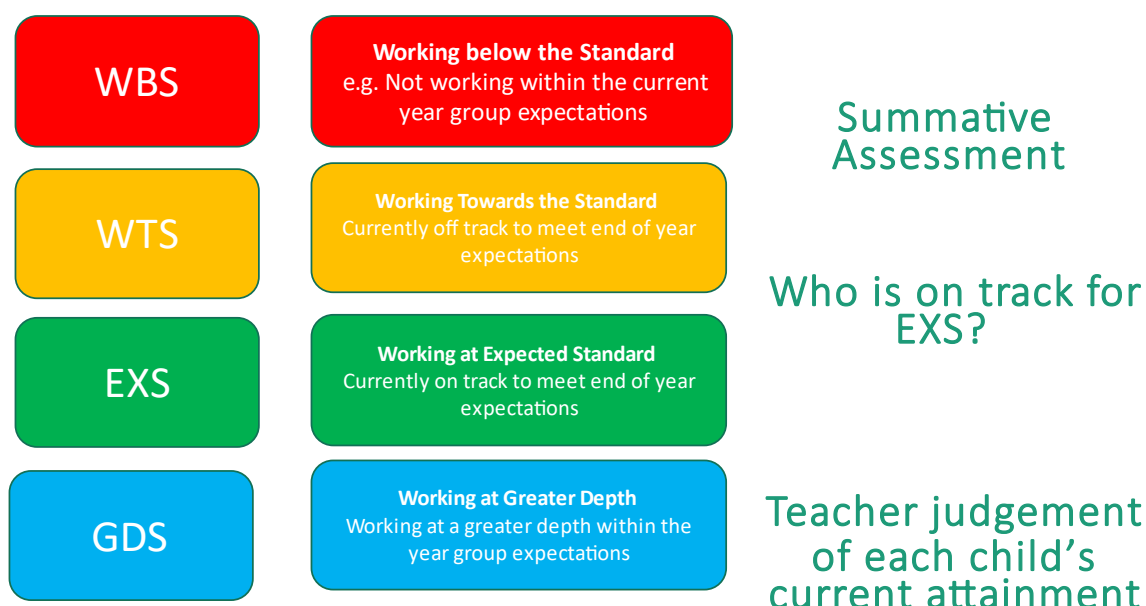To support our summative judgements, we use a number of approaches:

- Each term, data is collated from teachers' on-going judgements on the Essential Skills tracking software using the in-built reports to ascertain which 'Essential skills' have been taught and secured by pupils in each year group.

    Teacher judgements are regularly moderated through in school and Trust moderation sessions, lesson observations, book scrutiny and pupil progress meetings. We utilise links with other schools in moderation activities and participate fully in any existing local arrangements for moderation.

M6 Fractions

	M2.6.12 Us...	M2.6.13 Co...	*M2.6.14 C...	*M2.6.15 I...	M2.6.16 Mu...	M2.6.17 Us...	M2.6.18 So...	**M2.6.19 ...
	Sel ∨	Sel ∨	Sel ∨	Sel ∨	Sel ∨	Sel ∨	Sel ∨	Sel ∨
Child A	EXS	EXS	GDS	EXS	GDS	EXS	EXS	GDS
Child B	EXS	WTS	EXS	EXS	EXS	WTS	EXS	EXS
Child C	EXS	WTS	EXS	EXS	EXS	EXS	EXS	EXS
Child D	EXS	WTS	EXS	EXS	EXS	WTS	EXS	EXS
Child E	EXS	EXS	EXS	EXS	EXS	EXS	EXS	EXS
Child F	EXS	EXS	EXS	WTS	EXS	WTS	EXS	EXS
Child G	EXS	GDS	EXS	EXS	GDS	EXS	GDS	GDS

- Regular indicative assessments are used for Mathematics and Reading to support Teacher judgements of the Essential Skills. These assessments are common across the Primary Trust and form part of the moderation process.
- Using the combination of performance on indicative assessments and teacher assessment of the Essential Skills, teachers make a single summative judgement whether pupils are on-track to meet or exceed age-related expectations at the end of the academic year.

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WBS	**Working below the Standard** e.g. Not working within the current year group expectations	**Summative Assessment**
WTS	**Working Towards the Standard** Currently off track to meet end of year expectations	**Who is on track for EXS?**
EXS	**Working at Expected Standard** Currently on track to meet end of year expectations	
GDS	**Working at Greater Depth** Working at a greater depth within the year group expectations	**Teacher judgement of each child's current attainment**

Nationally standardised summative assessment
Statutory Tests:
Nationally standardised summative assessment enables:

- School leaders to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment
- Teachers to understand national expectations and assess pupils' performance in the broader national context
- Pupils and parents to understand how pupils are performing in comparison to pupils nationally

The National Statutory assessments are:

- 'Good level of development' (GLD) attainment measure for pupils in the EYFS
- Year 1 phonics screening test
- End of KS1 SATs in English and Mathematics (end of Year 2)
- Year 4 Multiplication Check
- End of KS2 SATs in English, Mathematics and Science (end of Year 6)

Collecting and using data

Online Assessment System
Recorded assessment data is gathered and presented online for each pupil. This is analysed each term in a variety of ways to gain a clear picture of the attainment of both individuals and different groups of pupils at each point in the year, and the

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progress made since the last assessment and from the beginning of the school year. It is a cyclical process which informs interventions and reviews of interventions.

In addition to providing detailed assessment information about the individual child, the tracking system enables analysis for a range of pupil groups including:
- Whole school
- Year group
- Class
- Gender (B / G)
- Prior Attainment
- Ethnic group (all represented in the school)
- Language (EAL / non-EAL / EAL Codes)
- Disadvantage (FSM or pupil premium / non-FSM or non-pupil premium Pupil Premium Plus / LAC)
- Special Educational Needs (non-SEND, SEND–support, SEND–statement / EHC plan).

Reporting Arrangements

Trustees
To ensure that the Trustees are fully informed, the following schedule of meetings is proposed on an annual basis.

Committee	Number of Meetings per Annum	Frequency
Collegiate Academy Trust Board	4 meetings	2 Autumn,1 Spring, 1 Summer
Standards and Performance Committee	3 meetings	Termly
Audit Committee	3 meetings	Termly
Resources Committee	3 meetings	Termly
Renumeration and Performance Management	1 meeting	Autumn

The Board will meet in October to review the previous year's performance and agree targets for the coming academic year.

Reporting to parents
We aim for information regarding their child's progress to be transparent for parents. Regular parents evenings provide an opportunity to share progress with parents, and to identify areas for further support. There is also a 'Parents Guide to Assessment' that is distributed annually and available online.
Annual school reports are supplemented by interim reports each term to update parents on their child's progress in relation to the age-related expectations.

We aim to be approachable and transparent to parents and carers. Where staff are concerned about pupils' progress, they will make contact with parents to discuss how best to accelerate progress. We expect much of this contact to be made through the

class teacher, but we recognise that, in some cases, a member of the senior leadership team may need to become involved.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. (Please refer to separate SEND Policy)

Assessment is used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We have the same high expectations of all pupils.

For pupils working below the national expected level of attainment, our assessment arrangements consider progress relative to pupil starting points, and take this into account alongside the nature of pupils' learning difficulties.

Training

Our CPD programme ensures teachers are be kept up to date with developments in assessment practice and can develop and improve their practice on a regular basis.

Our CPD programme aims to:

- Ensure a good understanding of assessment and assessment practice among all teachers
- Trust Assessment Lead is responsible for ensuring staff have access to continuing professional development opportunities on assessment
- Stay abreast of good and evidence-informed assessment practice with the support of the Trust Central Team and other high-quality CPD utilising both internal and external expertise.

Roles and responsibilities

Governing Body and CAT board

The Governing Body and the CAT board are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Principal and the Senior Team

The Principal is responsible for:

- Ensuring that the policy is adhered to
- Monitoring standards in core and foundation subjects

- Ensure the approach to teaching and assessment remains rooted in evidence and the key elements of effective teaching and that teachers, including those new to school receive up to date training and support.
- Analysing pupil progress and attainment, including individual pupils and specific groups.
- Prioritising key actions to address underachievement
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy

Support staff

Support staff should be familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils. They provide teachers with relevant assessment information to support their teacher judgements.

Monitoring

This policy will be reviewed every three years by the Primary Director and the Trust Assessment Lead. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Principal and Senior Team in each school is responsible for ensuring that the policy is followed.

This Policy should be read in conjunction with the 'Feedback and Marking Policy'.

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