



WHOLE SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

Our Vision:

We are committed to quality learning in a positive, happy and Christian atmosphere where everyone within the school community is valued as an individual. We expect everyone to, 'Treat others as you want them to treat you.' (Matthew 7:12-14). We have high expectations of all and strive to provide a safe, challenging, exciting and stimulating environment.

Our Values:

To ensure the highest standards of learning for all children, both at home and at school, these are met through our school values of:

- Respect – reporting progress and attainment in a respectful and supportive manner.
- Compassion – using the outcomes of assessment, recording and reporting to develop effective next steps that consider each individual child.
- Creation – create regular and varied opportunities for children's learning to be recorded, reported and celebrated
- Perseverance – using the information from assessments to support children in continuing their learning journey
- Service – supporting children to achieve and succeed, while informing parents of their child's learning across the curriculum.

At Willaston Church of England Primary School we recognise that whole school assessment, recording and reporting of children's learning is essential. Assessment complements and supports teaching and learning. It is an integral part of the National Curriculum statutory procedures.

This policy aims to outline the purpose, nature and management of assessment within Willaston CE Primary School and should be read in conjunction with the Marking Policy. It outlines the different assessments taking place in school presently.

The Purposes of Assessment

Assessment is an integral part of the teaching and learning and as such serves several purposes. It aids teachers in planning work, identifying misconceptions and helping children to make progress.

- Formative - An aid to planning. It checks the children's learning and prior knowledge. It influences planning by mapping out the children's next steps in learning.
- Summative - Checks the children's learning through a unit of work or over the course of the year. This information can be used to track pupils' progress and set targets based on the child's abilities.
- Diagnostic - Provides a detailed picture of strengths, weaknesses, knowledge and understanding.

Foundation Stage Profile and E-Profiling

Children in the Early Years Foundation Stage will be tracked through the year using the 'Early Years Development Matters' document. Information will be collected through observations of children in teacher led and child initiated activities. This information will be recorded in the form of observation notes, photographs, videos and children's work and will be collected and stored within each child's individual learning journey. In the summer term, children will be assessed according to the Early Learning Goals and obtain a grade of Emerging (1), Expected (2) or Exceeding (3).

Teacher Assessment

Teacher assessment is ongoing throughout the school year. The class teacher is able to make judgements against the national curriculum guidelines as to whether the children are working: at the 'expected level', 'working towards the expected level' or at 'greater depth'.

All teacher assessment is the responsibility of the class teacher. They may use a range of diagnostic tools to assess the children including:

- Ongoing assessment through the marking of the children's work.
- Assessment tasks designed to assess the children within a range of levels
- End of Unit/Block testing
- Optional SATs
- Key Stage Statutory Assessment Tests (SATs)
- Tracking notes
- Termly reading and spelling age assessments
- Learning Journeys
- Record of Achievements
- Other formative assessment strategies such as quizzes

Learning Journeys

Each child has a Learning Journey that they use to record what they have learnt after a unit or block of work has been completed. This is done in the context of a mind map, where key information about that focus of learning is recorded. The Learning Journey then moves through school with the child, and is added to each year. Children are then provided with regular opportunities to reflect back on what they have recorded. Children's ability to recall the information in children's Learning Journey's will be utilised by the class teacher when assessing children's progress.

When reporting attainment/achievement, the evidence taken from all of these sources should be considered with no weight being put on one more than another. Teacher assessment should present the whole picture of where that child is. The teacher is expected to make an informed, professional judgement.

Cohort Progress Tracking Grids

Each class has a tracking grid for all pupils for Reading, Writing and Maths. These grids show a pupil's current position in relation to their previous statutory assessment. Children in Key Stage One are tracked from their baseline in Reception, while children in Key Stage Two are tracked from the end of Key Stage One. Using the grids, class teachers collate and present data which represents gender, pupils with additional needs and pupils in receipt of pupil premium at their half termly pupil progress meetings. Cohort grids are traffic light colour coded to identify children not on track to make expected progress.

Monitoring of Pupil Progress

Standards in across the curriculum are monitored regularly by the Senior Management Team and Subject Leaders. Information from these monitoring sessions feed directly into the school development plan and subject specific action plans.

The Headteacher, Deputy Head teacher or KS1 leader meet each class teacher at the end of each half term for a pupil progress meeting. Pupils who are not making the expected progress across their key stage will be identified and targeted for intervention. All pupils' achievements are celebrated.

End of Key Stage Testing

Due to the current COVID-19 global pandemic, all statutory testing will be replaced with teacher assessments for the 2020-2021 academic year. These teacher assessments will be based on a variety of approaches including: daily in-class formative assessments, end of block/unit assessments, end of term assessments and moderation of work. These are outlined in the section 'Teacher Assessment'.

Any opportunities for additional training to support teachers will be made available. These end of key stage teacher assessments will be shared with parents as well as being reported to the local authority when requested.

Assessments

Providing that children are attending school in the absence of a national lockdown, pupils in years 3, 4 and 5 will take part in assessments at the end of Autumn, Spring and Summer term. The results from these tests will be standardised and recorded on a whole school tracker so that the progress of individuals can be recorded throughout the year and across the key stage. The results of these tests will be used to support teacher assessment of pupils.

In addition to these termly assessments, children will also be assessed termly in reading and spelling. The outcomes of these tests will provide teachers with a reading and spelling age of

every child. This will then be used to inform next steps such as interventions and adaptations to the challenge of work provided in school and online.

Reports

Written reports are sent to parents annually during the summer term. They include details of achievement in maths, English, science, ICT and foundation subject areas. Areas for future development are also highlighted.

Remote Parents' Evenings

Parents are invited to attend parents evening twice a year. As a consequence of the current COVID-19 pandemic, and with the need to keep everyone as safe as possible, autumn and spring term Parents' Evenings are carried out either through a phone call or Zoom meeting.

If a parent wishes to speak to their child's class teacher at any other time, they should contact the school office to make further arrangements.

Arrangements for Remote Learning

During the period of national lockdown whereby the majority of children will be learning from home, teaching staff will set daily work in maths and English, as well as in an additional curriculum subject. The work set on Seesaw (our online learning platform), will reflect objectives and expectations set out in the National Curriculum, in our school subject progression grids, and in year group curriculum maps. Vulnerable children, and the children of key workers, will receive the same work in school.

Any families who are unable to access remote learning sufficiently, will be supported by school. The support that will be put in place, will be dependent on the circumstances of each family.

In addition to the online learning platform. Every teacher will host regular Zoom sessions for their class. The focus of these sessions will be on pupil wellbeing as well as supporting children with their learning.

Teachers assess children's work and provide individual feedback in each subject. They celebrate successes and share next steps on how work can be improved. Feedback comes in the form of written and verbal responses on Seesaw, as well as through modelled examples. Pre-recorded videos are also used to support misconceptions. In Zoom sessions, feedback is shared through dialogue to individuals and the whole class. Quizzes are also used as a tool to assess children's learning.

Record of Achievements (ROA)

Each child has a record of achievement book which follows them through the school. Each term, at least two pieces of work are recorded in the book. At least one of these must have an English or maths focus, with the other piece of work being an achievement in any other

part of the school curriculum. A broad balance of the curriculum is reflected in the Record of Achievements, and these demonstrate a pupil's achievement.

Approved by Governors February 2021

A handwritten signature in black ink that reads "J. E. Hilditch". The signature is written in a cursive style with a small 'i' above the 'i' in "Hilditch".

Signed Chair of Governors