



Inspire Excellence

# Assessment and Reporting Policy

<b>Date of last review:</b>	November 2014	<b>Review period:</b>	1 year
<b>Date of next review:</b>	November 2015	<b>Owner:</b>	Headteacher
<b>Type of policy:</b>	School	<b>LGB or Board approval:</b>	LGB

Assessment is viewed as essential to, and an integral part of effective teaching and learning. The purpose of assessment is to provide information for a range of audiences.

Assessment at ARK Conway Primary Academy will be:

- Positive
- Manageable
- Useful and used
- Consistent

### Aims

- To gather information about the performance of individual pupils, groups and cohorts of pupils so that it can be used to inform target setting at a range of levels
- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children understand what they need to do next to improve their work;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To provide regular information for parents that enables them to support their child's learning;
- To provide information to evaluate the effectiveness of the school and inform the school's strategic planning.

### Guidelines

Assessment will be used in the following ways:

- **Formative** - the information gained "forms" or affects the next learning experience.
- **Diagnostic** - finding out what attitudes, knowledge, understanding or skills are not properly learned or acquired and therefore preventing pupils making the expected progress.
- **Evaluative** - informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements.
- **Summative** - systematic recording of information which leads towards a summary of where the pupils have reached at a point in time. This is an essential tool for identifying progress over time.

**Effective assessment in this school is characterised by:**

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Meaningful and useful information about the pupils' achievement and progress transferring with the pupils as they move from

- Foundation Stage (Foundation Stage Profile) to Key Stage 1
- Key Stage 1 to Key Stage 2
- Key Stage 2 to Key Stage 3
- Year group to year group

**To analyse performance in terms of cohorts or pupils as well as analysis of the achievement and attainment of pupils:**

- From ethnic minorities
- With special educational needs
- Gifted and talented pupils
- Gender
- With English as an additional language;
- Travellers;
- Asylum seekers;
- Refugees;
- Pupils who are looked after by the local authority.

**Assessment in this school is enhanced by:**

- Informed planning
- Pupils' involvement in self-assessment.
- Pupils involved in peer assessment
- Positive / specific written feedback
- Planned oral feedback
- Parents' involvement
- Monitoring and evaluation by subject leaders

### Monitoring and Evaluation

The assessment leader and Headteacher will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

This policy will be evaluated and reviewed annually. Any implications relating to issues for the whole school will be considered for inclusion in the school development/improvement plan.

### Assessment – who is it for?

#### To inform teachers:

- Where the pupils are starting from

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- Whether the class has learned what was planned
- Are all the pupils making expected progress?
- If pupils are making sufficient progress against national expectations?
- How pupils are applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need extension work?
- Is the planning for activities, resources and staffing well targeted?

### To inform the Headteacher, other teachers and subject leaders:

- Are the pupils making progress?
- Are there any areas for concern
- Is the pupil's progress in line with the school's targets?
- How does the school compare with other similar schools?
- What aspects of the curriculum and teaching need to be strengthened?

### To inform the parents/carers:

- How well their child is doing in all areas of learning
- Areas for further development
- How is my child doing compared with others of the same age?
- What can I do to help?

### To inform ARK Schools:

- How is the school progressing against their targets?
- What is the impact of the school development/improvement plan?
- What is the attainment, in terms of National Curriculum levels, average points and teacher assessment at the end of Key Stage 1 and Key Stage 2?
- How does the school compare with other similar schools?

## Planning

For details of planning refer to the Teaching and Learning Policy document. The annotation and evaluation of planning should inform future weekly/ fortnightly plans and should be reflected in lesson objectives.

## Feedback

Pupils at ARK Conway will receive quality feedback, which allows individuals to make decisions, and will improve their work allowing them to reach their targets.

Feedback will include:

- Written feedback

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- Oral feedback
- Peer response / assessment
- Individual target setting

See *Feedback and marking Policy* for details.

### Assessment Procedures

Baseline assessments are carried out for all children new to the school. This information is then used to set targets, track on-going progress and measure value-added progress.

Six weekly literacy and numeracy (and at KS2 science) assessments are to be used to monitor children's progress.

On-going assessments, through focused observations and tasks, are used to assess children's progress in all areas of their learning.

Optional and statutory national test papers are used to assess children's learning in Key Stages 1 and 2.

Diagnostic analysis is carried out on all assessments to identify strengths and weaknesses and inform future planning and delivery.

Appendix I: Assessment calendar

Target setting is central to raising pupil achievement and improving standards in English and mathematics. The target setting process identifies pupils' learning needs and potential, together with strategies for improvement. Opportunities to share and review these targets with parents are incorporated into the target-setting process.

### What targets will be set?

- **Attainment targets:** relate to expected levels of attainment in the foundation stage and Key Stage 1, particularly in English and mathematics
- **Curricular targets:** relate to specific skills and knowledge which need to be gained in order to make progress towards target levels

### Target setting process

#### Autumn term:

- Individual end-of-year attainment targets are set, using prior knowledge/attainment and baseline data
- Curricular targets are set Reading, Writing, Speaking and Listening and maths
- Headteacher sets year group targets based on individual targets

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- Individual Targets are discussed and reviewed at the parent/teacher pupil conferences
- Teachers identify those children on track to meet their targets, or are at risk of not making expected progress
- Targets will be discussed at the class progress meetings with the Headteacher and Inclusion co-ordinator

### Spring term:

- Attainment targets are reviewed
- Curricular targets are reviewed
- Targets are discussed and reviewed at the parent/teacher pupil conferences
- Teachers identify those children on track to meet their targets, or are at risk of not making expected progress
- Targets will be discussed at the class progress meetings with the Headteacher and Inclusion co-ordinator

### Summer term:

- Teacher assessments are recorded for each child
- Attainment levels recorded
- Review targets met and consider evidence
- Use of test analysis to identify implications
- Report year group targets to other stakeholders

### Mid-key stage arrivals

Targets for all pupils arriving during the year will be assessed on arrival for their baseline results. These pupils should set similar expectations for progress: for example, a pupil arriving halfway through year 1 should be expected to make at least three sublevels progress in English and Mathematics.

### Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

We plan our lessons with clear learning objectives. We take the objectives for individual lessons from the broad learning objectives within the school's medium and long term planning. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher in a

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structured way at the end of each year. All data is kept and tracked centrally within the CMIS system, allowing timely management decisions to be made by the senior leadership team.

End of year reports, including the Foundation Stage Profile will be completed at the end of each year.

### Tracking

Individual teachers are responsible for monitoring the progress of the pupils they teach, using the data that is collected as detailed above. They are expected to use data to inform their planning of each individual pupil and class needs. Headteachers meet with teachers at the end of each assessment cycle to discuss the performance of pupils. These meetings are used to identify areas of underperformance and develop action plans for improvement.

### Reporting

The progress of pupils is reported to pupils, parents and governors every term. Progress is reported to pupils and parents in relation to individual pupil targets in the areas identified in the recording above. The senior leadership team reports group and cohort progress to the governing body. Reporting is performed against the ARK assessment module, which is used within the CMIS system to set and track progress against individual targets.

### ARK Conway Primary Academy Assessment Model

This model tracks the school's success at bringing pupils achievement above absolute minimum levels for the end of each key stage.

ARK's expectations are derived from national pupil achievement data for the top 50% of schools, based on actual average progress made by the fastest – progressing quintile.

### Targets for the end of the Foundation Stage

In order to access University, we expect pupils to achieve at least a C grade in A level (or equivalent), and B grades and above at GCSE. In order to access these grades at Key Stage 4 and 5, the following minimum targets are required at end of Foundation Stage:

### 7 EYFS point scores

All pupils will achieve at least point 7 on the profile by the end of Foundation stage. Pupils at or above a point 3 will be expected to make at least 4 points progress, whilst those at point 2 or below will be expected to make more rapid progress to ensure that they all achieve a point 7.

### Attainment Targets

	Aspirational Target	Expected Target (Pt 7+)	Expected Target (Pt 7+)
Literacy: Reading	100%	TBC following baseline	TBC following baseline
Literacy: Writing	100%	TBC following baseline	TBC following baseline
Mathematics	100%	TBC following baseline	TBC following baseline

### Progress Targets

	Average Point Scores
Literacy: Reading	TBC following baseline
Literacy: Writing	TBC following baseline
Mathematics	TBC following baseline

### Targets for the end of Key Stage 1

In order to access University, we expect pupils to achieve at least a C grade in A level (or equivalent), and B grades and above at GCSE. In order to access these grades at Key Stage 4 and 5, the following minimum targets are required at end of Key Stage 1:

**English: 2a**

**Maths: 2a**

**Science: 2a**

All pupils will make a minimum of 5 sublevels during the two years of key stage 1. Where pupils enter Key Stage 1 below NC1c, progress will need to be more rapid to ensure they also achieve a level 2a.

### Attainment Targets

	Aspirational Target	Expected Target (2a+)	Expected Target (3+)
English	100%	TBC	TBC
Maths	100%	TBC	TBC
Science	100%	TBC	TBC

Other targets will be driven by the ability levels of pupils when assessed on entry.

### Progress targets (NC levels)

	Average Point Scores
Maths	(TBC once end of year data for Year 1 is finalised)
English	(TBC once end of year data for Year 1 is finalised)
Science	(TBC once end of year data for Year 1 is finalised)

### Foundation Stage Profile

Compelling evidence against the FSP must be kept on an ongoing basis. It is the responsibility of the class teachers to provide each child with a FSP file. Each file should be divided into 13 areas, with a plastic envelop in each section. The front page of the file must be the FSP document which is highlighted and dated once scale points are reached.

Teachers in the Foundation Stage will write a report based on the Foundation Stage Profile for each child at the end of term. Key Stage 1 teachers will provide parents with an end of year report summarising the children’s progress over the year. This will then be discussed with parents at the end of term 'parent/teacher conferences'.

### Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of race equality, equality for

disabled persons, gender equality and community cohesion using an appropriate Equality Impact Assessment. The policy may be amended as a result of this assessment.

Appendix I

Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Levelled Assessments</b>	Internal on-entry Baseline tests FS Profiles	FS Profiles	FS Profiles	FS Profiles	FS Profiles	FS Profiles
<b>Other Assessments</b>	Phonics HFW Colours Name writing No. recognition 2D shapes	Phonics HFW Colours Name writing No. recognition 2D shapes Music	Phonics HFW Colours No. recognition No. ordering 2D shapes Music	Phonics HFW Colours No. recognition No. ordering 2D shapes Music	Phonics HFW Colours No. recognition No. ordering 2D shapes Benchmarking Music	Phonics HFW Colours No. recognition No. ordering 2D shapes Benchmarking Independent writing NFER English NFER Maths Music
<b>Tools to be Used</b>	Target Tracker FSP documents Level descriptors Observations	Target Tracker FSP documents Level descriptors Observations	Target Tracker FSP documents Level descriptors Observations	Target Tracker FSP documents Level descriptors Observations	Target Tracker FSP documents Level descriptors Observations	Target Tracker FSP documents Level descriptors Observations NFER tests
<b>Reporting Arrangements</b>	Parent Meeting Pupil Trackers	CMIS and FS Grid Pupil Trackers Reports to	Parent Meeting Pupil Trackers	CMIS and FS Grid Pupil Trackers Reports to	Parent Meeting Pupil Trackers	CMIS and FS Grid Pupil Trackers Reports to

		parents		parents		parents
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