

Assessment and Reporting Policy

FOR

ST.ANDREW'S COFE PRIMARY SCHOOL / FEERING COFE PRIMARY
SCHOOL (ASAT)



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Assessment and Reporting Policy September 2021

Introduction

We believe that effective assessment provides information to improve teaching and learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better. This allows us to base our lesson plans on a detailed knowledge of each pupil. We give parents regular written and verbal reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children. Regular "Learning Together" sessions with a learning café element allow parents to see the marking and feedback from teachers.

This policy needs to be read alongside our marking and feedback and target setting policies.

Aims and objectives

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do or know;
- to help our children understand what they need to do next to improve their work; or need to know to improve their understanding;
- to allow teachers to plan work that accurately reflects the learning needs of each child and their class and groups within their class;
- to provide regular information for parents that enables them to support their child's learning;
- to provide senior and subject leaders with information that allows them to make judgements about the overall effectiveness of teaching and learning.

Planning for assessment

We use our school's assessment timetable to guide summative assessment, formative assessments are ongoing and made through teachers working with children directly, effective questioning and through marking and the feedback of LSA's within the class.

We use the National Curriculum (NC) to support our curriculum design. We use PUMA and Rising Stars Materials for summative assessments and exemplification materials and Ros Wilson Writing grids to inform unaided writing assessment. These judgements are supported through moderation across the school and Trust. We use further assessments for SEN needs a list of these is provided to staff. EYFS use Baseline the Tapestry software to record pupils learning journey progress against ages and stages and the Early Learning Goals (ELG's). We now also use the WellComm and NELI materials to assess language and RWI assessments to group children and track progress in EYFS and KS1.

We plan our lessons with clear learning objectives. We base these upon the teacher's detailed knowledge of their class as a whole and each child. We strive to ensure that all tasks set are appropriate to each child's level of ability. Our lesson plans make clear the expected outcomes for each lesson. We use knowledge gained in lessons when planning for the next lesson in the sequence and make adaptations when needed, we view planning documents as living documents. Therefore, plans are often adapted during the working week to take account of formative assessments teachers make. We also recognise that pupils need to develop the ability to look for solutions when stuck, we provide the ability for them to nominate themselves for help with the wobbly wallet provision. We also use Working Walls to aid memory and encourage peer support mechanisms.

Target setting

These are set in accordance with the target setting policy and are negotiated with pupils to ensure they are aware of what meeting them successfully will look like. Cohort targets are also discussed in order that Quality First Teaching and targeted intervention can impact on cohort weaknesses, through vehicles such as early morning work, afternoon intervention, PPG mentoring and Wobbly Wallet sessions. Challenge and

having high expectations for our pupils are part of our culture and this can be seen through our marking policy and therefore will be evident in books. Children will select challenges and have challenges set for them we encourage children to aim to be operating in the challenge zone.

The importance of struggle/ memory friendly learning

Our Trust, developing based on research, have looked at how we can routinely incorporate retrieval into our lesson sequences. We have aimed to do this in a way that does not add to teacher workload significantly but supports remembering and linkage of knowledge and skills to what has been previously learnt. Resources like Primary Advantage Maths labels – Check its/ Test its etc and the previously on sections of curriculum plans.

Recording

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject and age group to age group. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning objectives. We use our annotated lesson plans as a record of progress measured against learning objectives. For some sessions proformas are standard for e.g. Guided Reading Records and Intervention Trackers.

We take the objectives for individual lessons from the broad learning objectives within the school's curriculum plan and they in turn follow the NC. These in turn reflect the demands of the NC. 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 NC expectations. This allows us to monitor the progress of each child. Each teacher passes this information on to the next teacher at the end of each year as part of our transition plan.

EYFS use the Tapestry software to record against ages and stages and ELG's. Baseline decisions are shared with parents.

Recording for DT and PSHE will be in the form of a class floor book that will be travel through the school with the class.

Reporting to parents

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child. At the second meeting of the year we evaluate their child's progress as measured against the targets. Offering parent's our views on progress and attainment and on end of key stage results. After circulating written reports we offer, should a parent wish, a review their child's written report and the targets identified in it for the next school year (see next paragraph).

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum and on religious education. In this written report we include a space where the children can offer their own evaluation, through golden moments, of their performance during the year.

In reports for pupils in Year 2 and Year 6 we also provide details of the levels achieved in the national tests.

We offer parents of pupils in Year R the opportunity to discuss the Foundation Stage Profile during consultation evenings. Tapestry, our software system, allows for regular communication with parents enabling them to share progress steps and to add learning that happens outside school.

Each of our teachers gives parents an outline, through the fortnightly Dojo Class Updates, that identify main areas of study. In this outline the teacher may also identify how parents can support any elements of the work during the term. Our Curriculum documents are also on the school's websites.

Feedback to pupils

We believe that feedback to pupils is very important, as it tells them how well they have done and what they need to do next in order to improve their work. We have a marking policy across the trust, as this ensures that we all support feedback in the same way.

We give children verbal feedback on their work whenever possible. This supports keeping teacher workload at a workable level but also promotes in the moment improvement and the timely dealing tackling of misconceptions. We usually do this when the children are working during the lesson although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages who can either read it or have it read to them.

When we give written feedback to a child, we relate this to the learning objective for the lesson. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work. These often take the form of Green Pen Challenges. Children are expected to respond to these with a level of urgency, as this way, they will have the greatest impact.

We encourage the children to make comments about and even mark their own work and the work of fellow pupils. We encourage pupils to be the first markers of some pieces of work. Peer support and assessment is guided and develops from verbal to written as their ability to critique their own work and the work of other.

Consistency

All staff meetings have a monitoring element to them, this often includes looking at children's work and assessment procedures. All our teachers discuss attainment, so that they have a common understanding of the expectations for each age group in each subject. We have focused on English and Maths in developing subject knowledge. Both DHTs have attended the courses for LA moderation in their given Key Stages as a check of our ability to teacher assess. By doing this we ensure that we make consistent judgements about standards in the school. Every half term we review a sample of unaided writing to this aim, this is done alongside moderation for EYFSP, KS1 SATs and KS 2 Writing

Monitoring and review

Monitoring of data collection, pupil's books and TT will be undertaken by subject co-ordinators across the Trust to inform curriculum adaptation and the needs of cohorts, significant groups and individuals.

The Curriculum and Standards Committee will also undertake monitoring of the findings of co-ordinators and leaders. Please see alongside the Trust Improvement Plan and the Assessment Timetable.