



Dolphinholme CE Primary School

Assessment and Reporting Policy

MISSION STATEMENT:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect. We offer every child opportunities for success, making them confidently equipped for life's journey.

Aims

At Dolphinholme Primary School we have created a broad, balanced, rich and vibrant curriculum, to excite and motivate our children, enabling them to develop confidence in themselves as independent, enthusiastic life-long learners. We believe the key purpose of assessment is to move all children on in their learning in order for them to reach their full potential, now and in the future. Continual monitoring of each child's progress gives a clear picture of what each child is achieving and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children have learnt and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- enable individual pupils to make progress in their learning
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- include reliable judgements about how learners are performing, related, where appropriate, to national standards
- enable teachers to plan more effectively
- provide teachers with information to evaluate progress
- enable parents to be involved in their child's progress

Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning ensuring that all pupils make appropriate progress
- Assessment provides the opportunity for students to demonstrate and review their progress

Assessment outcomes provide meaningful and understandable information for:

- pupils in developing their learning
- parents in supporting children with their learning
- teachers in planning teaching and learning

Day-to-day in-school formative assessment:

- *Question rich and answer sessions during lessons to evaluate pupil understanding and misconceptions*
- *Mini plenaries, when appropriate, to determine understanding*
- *Peer assessment/self assessment based on lesson objective*
- *Observational assessment*
- *Marking of pupils' work*

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

In-school summative assessment:

- *End of year tests*
- *Short end of topic or unit tests*
- *Reviews for pupils with SEN and disabilities - termly review of IEPs including meeting with parents*

Nationally standardised summative assessment:

- *National Curriculum tests at the end of Key Stage 2 (Year 6)*
- *National Curriculum teacher assessments at the end of Key Stage 1 (Year2)*
- *Year 1 Phonics screening*
- *EYFS Profile*

The primary purposes of in-school summative assessment

For pupils:

In-school summative assessment provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.

For parents:

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period of time, half-year or year.

For teachers:

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil-level outcomes) and the impact of their own teaching (based on class-level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

The primary purposes of nationally standardised summative assessment

For pupils and parents:

Nationally standardised summative assessment provides information on how pupils are performing in comparison to all other pupils nationally.

For parents:

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to other schools nationally.

For teachers:

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context.

Record keeping:

Teachers will record assessment information in order to inform next steps. Each cohort of pupils will have an assessment file which travels through school with them in order to build up a detailed profile of each pupil and to inform target setting. The file will include, as a minimum:

Writing: Non negotiables sheet for individual pupils which is highlighted during each academic year in order to keep track of progress and set targets. There will also be examples of cross curricular writing which demonstrates achievement.

Reading: Results of end of term tests and end of year assessments for each pupil against age related expectations.

Maths: Results of end of term tests and end of year assessment for each pupil against age related expectations.

Science: Results of end of term tests and end of year assessment for each pupil against age related expectations.

RE: Records of assessment in RE will be kept for at least 3 units of work per year.

Curriculum and assessment planning

Curriculum mapping will be undertaken throughout the whole school.

Each pupil will be assessed against the Lancashire KLIPs on a termly basis in writing, reading, maths and science. These judgements will be recorded in the cohort assessment file.

Our teachers assess the children daily to ascertain pupils' understanding and identify where there are any gaps. This helps to inform the teacher of what to focus on in future lessons and prompts the teacher to consider how his or her teaching approach can be adapted to improve pupils' understanding and can plan the next stage in each child's learning. It helps the teacher to monitor progress and provide motivation for the children.

Entry assessment information is gathered for all pupils to allow pupils' progress to be measured across the school. Additional summative assessments are used to track the pupils' progress at key points across the year and allows teachers to measure the pupils' attainment against the National Curriculum expectations. Pupils will be statutorily assessed at the end of, Key Stage One (Year 2) and Key Stage Two (Year 6), which provides a summative end of Key Stage attainment result and allows the school's performance to be measured against other schools nationally.

Knowledge and skills in relation to the end of Key Stage expectations are developed by:

- tracking progress from our Key Stage entry data and the school's baseline assessments
- using end of year assessments as a measure to track progress and attainment of pupils towards the end of Key Stage expectations
- using the national curriculum objectives as a method of tracking progress within and across subjects
- planning work for children who are falling behind or with special educational needs, giving due regard to information and targets contained in their previous plans
- setting targets for the pupils in each academic year based on their success and what they need to improve.

Consistent Judgements

In order to ensure that these judgements are accurate, we regularly scrutinise books and other assessment information alongside our formative judgements to hold each other to account for children's' achievement and progress. Monitoring takes place during Pupil Progress Reviews with English and Maths book scrutiny and staff meetings. We also work with colleagues from other schools to moderate our judgements.

In Years 2 and 6 the children are judged against the Teacher Assessment Framework, which is different to, but incorporates the National Curriculum. It is important that the statutory Curriculum for these year groups is the guidance for teaching and learning, but that the children are assessed against the TAF as well as ensuring curriculum.

An inclusive approach to assessment:

In addition to the assessments above, the school will make use of additional diagnostic assessments to contribute to the early and accurate identification of children and young people's special education needs and any requirements for support and intervention. These include:

- Dyslexia Screening tests
- Assessments carried out by external agencies in support of the pupil

Target Setting:

Pupils learning is constantly reviewed with them and teachers will share with pupils what they need to do to improve/what their next steps are. This may be verbal or written, depending on what is appropriate for that pupil at that time. Specific targets may be shared with parents/carers to enable them to support their child at home in reaching a specific target.

Formal target setting in school is carried out by the headteacher and staff to promote progress for all pupils and to ensure that each pupil achieves their potential. Target-setting is the means by which we identify specific and measurable goals that help to improve the standards achieved by all our pupils. Targets may relate to individual pupils, groups of pupils within classes, or whole cohorts of pupils.

Pupil Progress meetings are held each half term with the headteacher, SENCO and class teacher to review progress and targets.

Reporting to Parents/Carers:

Reporting is available through termly Parents Evenings and an end of year written report. Schools have a statutory duty to prepare annual reports for parents before the end of the summer term. The report must cover each pupil's:

- achievements
- general progress
- attendance record

At the end of reception year, parents receive a written report which:

- states the child's attainment against the Early Learning Goals
- summarises attainment in all areas of learning
- comments on general progress including the characteristics of effective learning
- explains arrangements for discussing the profile

Reports will:

- be specific to the child
- be concise and informative
- help to identify appropriate next steps

Reports for pupils at the end of key stage 1 (KS1) and key stage 2 (KS2) must include the outcomes of national curriculum assessments, as detailed below.

Key stage 1

For pupils at the end of KS1, reports must include:

- outcomes of statutory national curriculum teacher assessment (TA) in English reading, English writing, mathematics and science
- a statement that TA outcomes take into account the results of statutory national curriculum tests in English reading and mathematics
- where appropriate, a statement explaining why any national curriculum test has not been taken

KS1 reports must also include:

- comparative information about the attainment of pupils of the same age in the school
- comparative information about the attainment in the core subjects of pupils of the same age nationally

Key stage 2

For pupils at the end of KS2, reports must include:

- the results of any national curriculum tests taken, including the pupil's scaled score, and whether or not they met the expected standard
- the outcomes of statutory national curriculum TA in English writing and science
- where appropriate, a statement explaining why any national curriculum test has not been taken

KS2 reports must also include:

- comparative information about the attainment of pupils of the same age in the school
- comparative information about the attainment in the core subjects of pupils of the same age nationally

Reporting to Governors

- The Headteacher's termly report to Governors

Reporting to the Local Authority and DfE

- All statutory information is sent to the LA and DfE as required.

Policy review date: October 2020

