

# Orchard Community Primary School



## Assessment & Reporting Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	1/2020	FS	Updated Policy to reflect new practice
0.2	Spring 2023	JP amend	Updated to reflect new practice

Review Frequency	Next Review Date
Every 3 years	Spring 2026

# 1. Aims

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 will be monitored and evaluated

## 2. Legislation and guidance

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

This policy refers to the recommendations in the Final Report of the Commission on Assessment without Levels. It also refers to statutory reporting requirements set out in the Education (Pupil Information) (England) Regulations 2005: schedule 1.

## 3. Principles of assessment

To ensure that:

- assessment is a continuous process which is integral to teaching and learning, based on best practice, focusing on the curriculum and that it lies at the heart of promoting children's education
- high quality teaching is supported and informed by high quality formative assessment (ongoing assessment)
- the school ethos promotes and emphasises the opportunity for all children to succeed when taught and assessed effectively
- there is always a clear purpose for assessing and assessment is fit for its intended purpose
- assessment is used to focus on monitoring and supporting children's progress, attainment and wider outcomes
- assessment supports informative and productive conversations with staff, children and parents
- children take responsibility for achievements and are encouraged to reflect on their own progress, understand their strengths and identify what they need to do to improve
- we achieve our assessment without adding unnecessarily to teacher workload
- assessment is inclusive of all abilities
- a range of assessments are used 'day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment

## 4. Assessment approaches

At Orchard, we have adopted the following key principles for assessment:

- Pupils are at the heart of assessment; any assessment needs to offer all children an opportunity to show what they know, understand and can do to improve
- Assessment should provide a view of the 'whole learner'
- Assessment is a continuous process integral to teaching and learning; it should provide information to support progression in learning through effective planning as well as information for target setting for individuals, groups and cohorts
- In order to raise standards of learning, assessment should be used to help pupils know and recognise the standards they are aiming for

- Accurate, reliable judgements about how learners are doing in relation to national standards and expectations must underpin assessment
- Data should provide the school with information to evaluate its work and set suitable targets for further improvement

We use three broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

#### 4.1 In-school formative assessment (assessment for learning)

Effective in-school formative assessment is the day-to-day assessment, which is carried out by teachers and support staff and is key to effective classroom practice. It enables:

**Teachers and/or Support Staff** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons

**Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve

**Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Verbal and written feedback of children's work
- Observations
- Pupil self-assessments
- Peer marking
- Pupil conferences

#### 4.2 In-school summative assessment

Effective in-school summative assessment enables:

**The Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals

**Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching

**Pupils** to understand 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 improve

**Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

At Orchard, pupils in Y1-6 are assessed periodically and progress and attainment data is recorded on the assessment system 'OTRACK'. Assessments for Reading, Writing and Maths are carried out three times a year in November, February and June. Assessment information for the Foundation subjects is inputted at the end of the academic year.

Teacher Judgements on 'OTRACK', are made against Key Performance Indicators (KPIs) for both Reading, Writing, Maths and Science, as well as for the Foundation subjects, relate to National Curriculum Age Related Expectations. Based on the KPIs, the tracking system will state whether a child is working:

**Significantly Below** – Working 2 years or more below ARE

**Below** – Working less than 2 years below ARE

- **On Track** – Working close to ARE but not securely

**On Track** - Working at ARE

+ **On Track** - Strong ARE performance with potential for GDS

**Above** - Working at Greater Depth

These assessments are based on a best fit from class work, formative assessment, NTS scores and a scaled score of 100 at the end of KS2 SATS practice papers.

These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required (Using Shine interventions in Y2-5) and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

Test materials are used at the end of units or the academic year to support teachers with making accurate teacher assessment judgements.

A range of in-school summative assessments will be used including, for example,

- Cold and Hot Writes within Talk for Writing units.
- Accelerated Reading Star Reading Test to establish a ZPD.
- Spelling Test at the end of each term.
- Reviews of progress against individual targets for pupils with SEN.
- Teacher judgements on OTRACK relating to the National Curriculum age related expectations.
- NTS tests in Reading, Maths Arithmetic and reasoning (Y2 -5).
- A range of practice SATS in Y6.

#### **4.3 Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

**Trust and 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 their own performance in the broader national context

**Pupils and parents** to understand how pupils are performing in comparison to pupils nationally

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) profile at the end of the Reception year
- Phonics screening check in Year 1
- National Curriculum tests and teacher assessments at the end of Key Stage 1 (Year 2) and Key Stage 2 (Year 6)

## **5. Assessment and Reporting in the Foundation Stage**

On entry to Reception, our pupils are assessed using a school-devised Baseline Assessment. Information from baseline observations is discussed, moderated, recorded and used to help staff understand children's achievements, interests and learning needs, inform planning and to predict future outcomes. It also aids the early identification of pupils with additional or special needs.

Teaching staff administer the online Government Reception Baseline Assessment (RBA) tasks (Literacy and Maths). After completion of the RBA, teachers receive a series of short, narrative statements that tell them how pupils performed in the assessment.

Throughout the Reception year, the EYFS staff will make on-going, detailed observations and formative assessments of children on a regular basis which are then recorded using 'Tapestry' – children's individual online learning journal.

Evidence includes:

- Knowledge of the child
- Photos, videos and audio recordings
- Written and /or drawn work
- Planned and un-planned observations of day-to-day interactions
- Summative assessments e.g. phonics checks
- Information from parents or other relevant adults.

EYFS staff will use this cumulative evidence to judge whether a child's learning is:

- Not yet reaching expected levels (Below/Significantly Below)
- Meeting expected levels (OnTrack/OnTrack-)

Each term, every child's attainment is recorded on the school's tracking system.

At the end of the year the staff assess each child against the Early Learning Goals (ELGs) and provide a commentary for parents and Year 1 teachers describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Attainment in each of the ELGs is reported as **Emerging** (not yet meeting expected levels) or **Expected** (meeting expected levels).

## 6. Standardisation/Moderation

It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made. Moderation is therefore important to ensure a consistent approach in assessment throughout the school. At Orchard:

- Teachers and SLT meet on a half termly basis to analyse and moderate reading, writing or maths assessments. The format and focus of this moderation is decided on a termly basis by the Headteacher.
- Subject Leaders also moderate work through planning and book scrutinies, feeding findings back to members of staff. Y2 and Y6 teachers attend standardised assessment training sessions run by the LA to ensure our judgements are in line with other schools.
- During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of Key Stage assessments and Local Authority moderation.
- We participate in moderation schemes alongside other schools within the Castle Donington collaborative and Symphony Trust.
- NTS tests ensure termly standardisation of assessments enabling a triangulation of classwork, informal and formal assessments.

## 7. Reporting to parents

Through our reporting mechanisms, parents' meetings and termly progress check reports, we provide parents with succinct, consistent information about the curriculum and their child's achievements in accordance with national requirements.

Parents' Evenings are held twice a year in the Autumn and Spring terms. Parents are also given the opportunity to meet with teachers whenever the need arises and after receiving their child's annual report at the end of the Summer term.

Annual reports to parents include:

- Brief details of achievements in all subjects and activities forming part of the school curriculum, highlighting strengths and areas for development
- Comments on general progress
- Arrangements for discussing the report with the pupil's teacher
- The pupil's attendance record, which will include the total number of possible attendances for that child and the total number of unauthorised absences for that child, expressed as a percentage of the possible attendances.
- The results of national statutory assessments, where relevant.
- Progress Check Reports are sent to parents at the end of the Autumn and Spring Terms. They provide information on a child's effort and behaviour, as well as brief comments on the term's work, and progress against Age Related Expectations.

## **8. Inclusion**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

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

## **9. Training**

After joining the school, all teachers will be provided with a copy of this policy and it will form part of the induction program. In all staff meetings and training, there will be an emphasis on teachers having a good understanding of assessment and assessment practice. Continuing professional development may take various forms including the provision of direct face to face training and online training.

The Assessment Leader will ensure that best practice is shared and will endeavour to keep up to date with latest research. The Assessment Leader will also attend any Primary Assessment Network meetings and subscribe to the weekly Assessment Update email from Standards and Testing Agency.

External assessment systems will be continually reviewed and evaluated to ensure that they support the delivery of the school's assessment policy and are in line with the aims and principles outlined.

## **10. Roles and responsibilities**

**10.1 Governors** - Governors 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

**10.2 Headteacher** - The headteacher is responsible for:

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

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

## **11. Monitoring**

This policy will be reviewed every three years by the Assessment leader. At every review, the policy will be shared with the Curriculum and Standards Committee.