



Assessment, Recording and Reporting Policy

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Next Review: October 2022

Chair of Governor approved.

Purpose of the policy

The main purpose of this policy for assessment, recording and reporting is to develop effective, efficient, consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. Reports, based on records, will give accurate and meaningful information. The policy will also ensure that children's rights are adhered to under the United Nations Convention on the Rights of the Child (UNCRC), specifically Articles 28 (right to an education) and 29 (the right to be the best that you can be) and that statutory requirements are fulfilled.

Assessment Principles and Practice

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
6. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
7. Assessment outcomes provide meaningful and understandable information for:
 - A. pupils in developing their learning;
 - B. parents in supporting children with their learning;
 - C. teachers in planning teaching and learning;
 - D. school leaders and governors in planning and allocating resources; and
 - E. government and agents of government.
8. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Our approach to assessment

- Assessment is integral to high quality teaching and learning. It helps us to ensure that our teaching is appropriate and that learners are making expected progress.
- All staff are regularly trained in our approach to assessment.
- We have a senior leader who is responsible for assessment.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning.
 - We also use the outcomes of assessment to check and support our teaching standards and help us improve.
- Through working with other schools (within the Rainbow Multi Academy Trust and externally) and using external tests and assessments, we will compare our performance with that of other schools.
- We assess pupils against assessment criteria derived from the National Curriculum. Assessment criteria that we use are Key Performance Indicators and currently the Interim Teacher Assessment Frameworks for KS1 and KS2. These are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. We use these to inform our teacher assessment when inputting data onto our tracking system.
- Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum and organised into a thematic approach.
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of each year.
- Our assessment tracking is entered as a three digit code. The first digit specifies the NC year (1-6). The second digit specifies the half term the assessment is being made (1 to 6). The third digit specifies predicted end of year attainment using 0-9. See the table below.

Interim Teacher Assessment Framework	Grade	Predicted end of year outcomes, based on breadth and depth of learning to date
Working at greater depth (GDS)	9	High within GDS
	8	Secure within GDS
Working at the expected standard (EXS)	7	High within expected standard
	6	Secure within expected standard
	5	Low within expected standard
Working towards the expected standard (WTS) - about one year below ARE	4	High within Working towards
	3	Secure within Working towards
	2	Low within Working towards
Not meeting WTS - about two years below ARE	1	
	0	

- E.g. code 266, 2 – year 2, 6 – 6th half term of the year so Summer Term 2, 6 – Secure within expected standard)
- Codes allow distinction between achieving the end of year standard (e.g. code 266), and being ‘on track’ to achieve that standard earlier in the year (e.g. 226 at end of Autumn)
- Assessment judgements will be recorded and backed by a body of evidence created using observations, records of work and testing. Writing assessment will use the relevant Interim Teacher Assessment Frameworks for KS1 or KS2, and examples of writing will be gathered over each key stage and kept individual portfolios for each child

- Assessment judgements will be moderated by colleagues in school and by colleagues in other schools within the Rainbow Multi Academy Trust to make sure our assessments are fair, reliable and valid.

Our use of assessment

- Teachers use the outcomes of our assessments to summarise and analyse attainment and progress for their pupils and classes.
- Teachers use this data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders analyse the data across the school to ensure that pupils identified as vulnerable or at particular risk in this school are making appropriate progress and that all pupils are suitably stretched.
- The information from assessment is communicated to parents and pupils on a termly basis. Parents and pupils will receive rich, qualitative profiles of what has been achieved and indications of what they need to do next.
- We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

Recording

- Records are to be used to assess learning outcomes in relation to planning and as an aid in evaluation of teaching methods.
- Records give a clear and accurate picture of the child.
- Records are to be regularly updated and easy to maintain.
- Records provide clear evidence of National Curriculum achievements.
- Records contain information that is useful to other professionals.
- Records are to be used as a key tool in ensuring continuity and progression.

Reporting

- Termly Reports, (written or consultations) will highlight achievement and progress and include indications for future developments.
- Written reports to be given to parents annually.
- Teachers are available to report orally to parents each term.
- Reporting to parents will be clear, succinct and informative.
- Reports to conform to statutory requirements.

Management of above

- To ensure there is a shared understanding and common practice amongst staff.
- To maintain a coherent policy and carry out regular evaluation.
- To monitor and analyse results of summative assessments.
- To develop effective target setting strategies.
- To use ICT as an aid for assessment, recording and reporting.
- To ensure that statutory requirements are fulfilled. Records will detail Teacher Assessments [TA] and the results of SATs/Optional Testing.

Recording (detail)

a) Learning outcomes.

‘Evaluation and next steps’ records on planning, where relevant, will identify the successful link between planning and learning outcome. Subsequent lessons should reflect the previous learning outcomes. The Distance Marking Sheet will be used to identify pupils who require support or challenge noted during the marking of pupil books and/or daily assessment.

b) Maintenance.

Records of summative assessments will be regularly updated. Current data is submitted once every term for uploading to the IT based system. Summary of data analysis is reported to the Head of School and the SLT, who scrutinise and collate the school’s strength and areas for development and address accordingly. These records are a prime source of evidence of achievement and an important aid in accountability. Submission dates for TA and end of term tests will be clearly stated, in advance, in the calendar for each academic year.

c) Continuity and progression.

Records should be meaningful, relevant and diagnostic. They should inform future teaching and learning, raise achievement and motivation. End of year assessment records are passed on from one year to another, during transition meetings and when children transfer to another school.

Reporting (detail)

The school has a well-established system for reporting to parents. This consists of:

- **Autumn Term** - parents are invited to attend a consultation evening where the child’s progress towards settling into a new academic year and end of year targets are discussed. SEN children are invited to a longer consultation with their class teacher and SENCO where, Learning Passports are shared, agreed and signed.
- **Spring Term** - parents are invited to attend a consultation evening where the child’s progress is discussed in term of age-related and personal expectations. SEN children are invited to a longer consultation with their class teacher and SENCO where, Learning Passports are shared, agreed and signed.
- **Summer Term** –parents receive a full written report which includes details of the child’s achievements and progress for the academic year. The report details target for development. Parents are offered the opportunity to make an appointment to discuss their child’s report. Learning Passports are shared with parents, for children in receipt of additional intervention.

Management

Each term, the SLT and Subject Leaders will conduct a data analysis and identify strengths and areas for development across the school. These will be fed back to the Head of School and used to amend subject action plans and identify next steps. This may include organising any staff training relevant to the policy requirements. The success of this policy depends on the full cooperation of staff and due regard will be given to staff opinion.

Monitoring and Evaluation

This policy will be regularly monitored and evaluated against the following criteria:

- A variety of assessment strategies will be used.
- Assessments will be carried out according to half-termly plans.
- Valid and reliable assessment methods ensure consistency of Teacher Assessment.
- Records are accurate and systematic.
- Records are used to inform future plans and are passed on to subsequent teachers.
- Agreed reporting methods are being used.
- The policy is used by staff in practice.
- The policy is reflected in all subject areas.
- Evidence from the results of assessments is used as performance indicators.
- Statutory requirements in assessment, reporting and reporting are adhered to.

Appendix (i) Assessment strategies

RE Assessment

- Planned assessment opportunities to be identified at the beginning of a unit of learning.
- Ongoing formative assessment opportunities consisting of:

high quality teacher questioning

teacher observations particularly around children's verbal contributions to class and group discussions

teacher observations of when children are engaging in collaborative learning opportunities

Teaching Assistants scribing children's verbal responses during class discussions and debates.

quality verbal and written feedback

- Ongoing self and peer assessment
- Beginning and end of unit self-assessments
- Prior knowledge and understanding mind maps at the beginning of a unit and then
- re-visited at the end of a unit thus offering a tool that evidences clearly a child's progress of learning during a unit
- Summative assessment

Evidence

- Children's individual books
- Class portfolios
- Photographs
- Records of class discussions/debates (flip charts)
- Group outcomes
- Class displays
- Teacher's evaluations of their planning

Moderation of standards in RE:

Regular moderation of standards within the Infant school and across to the Junior school ensures that the teaching and learning of RE is pitched accurately and provides all pupils with learning tasks that give scope for children to meet greater depth expectations where possible. End of year expectations drives the moderation. A range of evidence (as listed above) is considered when making a judgement about a child's attainment in RE. English books are also used as part of the moderation process to ensure that standards in RE are at least in line or above the English standards within the school and nationally. RE lesson

observations are carried out by the Head of School/SLT and RE lead to monitor high standards of RE teaching, subject knowledge and understanding what is expected for each year group.

Pupil progress meetings:

RE focussed pupil progress meetings take place termly, providing teachers with the opportunity to discuss individual pupils' progress in RE with the senior leadership team and RE Lead. Areas of strengths and areas for further development for both individual pupils and for cohort specific needs are identified, thus allowing for gaps to be closed and for every opportunity to be provided to ensure pupils meet or exceed their end of year target.

Assessment Tracker for RE:

Following all formative assessment teachers assess using the summative assessment tracker termly using a RAG rating of Red - Working towards, Amber – Expected, Green – Greater Depth.

Example of tracker:

Area of Enquiry 	Key Question	Year 1			Name	Name	Name
		Working Towards Expected	Expected	Greater Depth			
Beliefs, Teachings, Sources of Wisdom & Authority	How do religions and philosophies understand and develop beliefs and teachings within their traditions?	Talk about a religious story.	Retell a religious (eg Christian, Hindu etc) story and talk about it.	Retell a religious (eg Christian, Sikh etc) story and give some meaning behind different beliefs and practices.	1		
Ways of Living	How do people keep in touch with their faith/philosophy?	Talk about some belonging ceremonies (eg Christening).	Recall and name different beliefs and practices, including festival, worship rituals and ways of life.	Begin to explain the meanings behind different beliefs and practices.	3		
Ways of Expressing Meaning	How do people communicate their beliefs and values to others?	Talk about a religious symbol (eg star at Christmas).	Recognise religious art, symbols and words and talk about them.	Recognise religious symbols, words and actions. Begin to understand they express a community's way of life.	2		
Questions of Identity, Diversity and Belonging	What do people say about human nature?	Talk about their family.	Begin to ask questions about the faith communities in their school.	Begin to ask and respond sensitively to what individuals and communities do.			
Questions of Meaning, Purpose and Truth	How do people tackle the big questions of life?	Say how they feel when they are happy or sad.	Think about the special things that happen to them and others.	Talk about aspects of religious stories which raise questions for people.			
Questions of Values and Commitments	What is the best possible use of life?	Say why their family is important to them.	Think about what is important to them and to other people.	Talk about what is important to them and to others with respect for their feelings			
Overall grade for RE - Autumn:							
Overall grade for RE - Spring:							
Overall grade for RE - Summer:							

	= Working Towards Expected		= Expected		= Greater Depth
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	If 5 or more statements are 1 or above = Working Towards Expected
	If 5 or more statements are 2 or above = Expected
	If 5 or more statements are 3 and the other statement is 2 = Greater Depth

Assessment of learning

Core subjects:

- One summative assessment is undertaken each term; teacher assessment and formal tests are used – pupil outcomes are judged against the new national curriculum objectives, Maths No Problem testing materials, past SATs test materials and the Interim Teacher Assessment Framework for KS1.
- Writing Assessments take the form of one unaided piece of writing per term and on-going teacher assessment based on a range of evidence gathered during the term and/or year and recorded on writing assessment grids devised from the Interim Teacher Assessment Framework for KS1. Writing is assessed in the form of 'Hot' and 'Cold' tasks across a unit. Writing evidence is gathered over each key stage and individual portfolios are kept for each child which are assessed and cross referenced to the Interim Teacher Assessment Framework.
- Reading assessments use RWI Comprehension test materials, Read Write Inc assessments for children on the programme, teacher assessment as detailed above and past SATs and prep SATs materials.
- Maths assessments are as above for teacher assessments and also use Maths No Problem assessment materials and past SATs formal assessment tests, which are linked directly to the new national curriculum.
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- Science is assessed on a termly basis in the same manner as the Foundation subjects below.

Foundation subjects:

On-going teacher assessment during lessons and at the end of each unit is used to assess pupil attainment against new national curriculum objectives.

Assessment for Learning and Feedback

Research shows that feedback is a powerful tool in the classroom and is an essential part of the learning and teaching experience. At The Rainbow Multi Academy Trust we believe that feedback is not always given by the teacher and received by the pupil. Feedback is most effective when it is used in the following ways:

- Pupil to Teacher/LSA
- Pupil to Pupil
- Teacher/LSA to Pupil
- **Self-Assessment** - All children will have opportunities to assess their own attainment and achievement through a variety of methods including:
 - **Thumbs** (oral self-assessment) Thumbs up - being a secure understanding, Thumbs across - being some understanding but still some support/input required and Thumbs down being concept/idea not understood. This means that we can use the 'language' at any point during a lesson or in fact the school day. Children are often asked to self-assess after a teaching session and then use the information to decide on which differentiated independent working group they wish to join.
 - **Checking** - Self-Assessment is also used at the end of lessons to give pupils time to 'check' their work for sense and accuracy before handing it in, this supports the development of independent learning and improvement skills.
 - **Success Criteria** – Children can use agreed and co-constructed success criteria or 'steps to success' that have been generated in the lesson or as part of a previous lesson to create a 'closed checklist' to assess their learning against; either during a lesson, at the end of a

lesson or at the end of a unit of work. Success Criteria will be in the style of 'I can' statements. These are also co-constructed and although they can be used in peer and self-assessment they do not always help to assess quality (see universal feedback below)

- **Peer Assessment** - As with self-assessment, peer assessment should be used in a variety of ways including:
 - **Stars and Wishes** - Children should be given opportunities to peer assess in a 'formal' way during, or at the end of lessons, they are asked to give a 'Star' (an aspect of the work that is good) and/or a 'Wish' (a possible improvement) to another child's work with regard to the learning objective and/or the agreed success criteria. The terms 'Star' and 'Wish' are also used in a more informal way, for example children may comment on the collaborative skills of their peers, behaviour, citizenship and many other aspects of day to day school life.
 - **Checking** – Peer-assessment is also used for checking of work before handing in. We operate a policy of 'The author holds the pen' meaning that any improvements or corrections suggested by a peer are made by the pupil who 'owns' the work; the author.
- **Daily annotations** – The distance marking sheet is used to record pupil outcomes each day and next steps are planned for subsequent lessons.
- **Adult Response to Marking** – Teachers give daily LSA direction on the back of the DM sheet, direction is based on daily marking and checking of pupil books. Teacher deployment for each day is also shown here.
- **Observation** – Observation is a tool which should be used continually by the teacher. Observations can be planned for and have a particular assessment focus or they may be an incidental observation made by the class teacher or LSA.
- **Discussion/Questioning** – Discussion and questioning are an integral part of classroom activity and are closely linked to the personal and social development of a child. For example, teachers will value opportunities for children to report back to the class about their work, to explain to others what they are doing, to take their turn in discussion and be able to ask questions. The discussions will be at individual or group level to provide a variety of opportunities, which is important to both teacher and child. Teachers should use a range of questioning techniques.
- **Guided Group Feedback** – Pupils working in guided groups with adults will receive instant verbal feedback linked to their current learning and will engage in dialogue that ensures learning objectives are addressed and progress against them is made.

Appendix (ii) Marking guidance – responding to children’s work Copyright do not share or display on website.

Through marking and feedback staff should seek to identify strengths and achievements and difficulties to inform assessment and planning.

Aims

- To aid future planning.
- To improve motivation and self-esteem.
- To provide additional opportunities for self-evaluation.
- To correct and assess.
- To evaluate teaching effectiveness.
- To extend and challenge.
- To model expectations.

Objectives

- Children will be able to explain what teacher’s marks mean.
- Children can comment confidently on their own work.
- Children can reflect on their own progress.
- Teachers will use assessment derived from marking to inform future planning.

All staff and pupils will be aware of marking practices and codes. These should be displayed and referred to in all classrooms and are detailed below:

When a child works with an adult as part of a guided session:

- Red pen (teacher) or Blue pen (LSA) is used by the adult to draw ‘stick people’ at the top of the child’s work – this indicates that the child has worked with an adult and has received instant and integrated feedback during the lesson.
- When working in guided groups with pupils, teachers may find it useful to annotate pupils work using a red pen during the session. Annotations should reflect the intervention and may take the form of modelling, prompting, correcting etc.
- Red/Blue pen is used by the adult to initial pupil’s work at the bottom on completion.

When a child works independently of an adult:

- Green pen is used by the child to draw ‘stick people’ at the top of their work – this indicates that they have worked independently of an adult (they may have worked alone, with a partner or as part of a group).
- All independent work is checked by the class teacher and stamped using coloured stamps – stickers may be used for rewards where appropriate.

- Where the pupil outcome is 'as expected', a stamp other than red is used to indicate this.
- Where the pupil outcome is 'as expected' but there are 'minor corrections' required, a stamp other than red is used to indicate this and corrections are addressed by the teacher using a red pen (See appendix iii for definition of 'minor corrections').
- When the pupil outcome is 'not as expected', a red stamp is used to indicate this and the teacher will make a note of their planned next steps for the child on the Distance Marking Sheet. Next steps will include a wide range of strategies including verbal feedback, change of teaching group, further challenge, support of an adult or resource for the next lesson etc. This needs not be recorded in detail, the DM sheet is to be used by teachers as an aide memoir.
- When a child has exceeded expectations, teachers will use highlighter pens or the '*Mrs Bailey would love to see your work*' stamp (used rarely to maintain a high status reward) to indicate to the child that they are impressed with their achievements.

Appendix (iii) Minor Corrections

What constitutes a 'minor correction'

- An error that is otherwise used correctly throughout the work or in previous pieces – e.g. correct use of punctuation such as speech marks, question marks, full stops etc. but one or two have been missed.
- A transcription error – e.g. a capital letter in the wrong place, reversed number, 't' not crossed etc.
- An incorrect answer amongst a range of correct answers that demonstrate the child has understood a concept – e.g. a calculation error, missing unit of measure from an answer etc.
- An odd spelling mistake that should be within the child's expected realm of spelling capability – e.g. high frequency words, the appropriate homophone etc.

Simple rule of thumb: A child should see a minor correction and think, "*Oh yes, I missed that*" rather than, "*Oh, I didn't know that*"

NOTE: Where many minor corrections are needed when checking a pupil's work, teachers should give careful consideration to the use of the red stamp. Many minor errors may indicate that the child is not working with due care and attention and feedback may be required to discuss this. It may also indicate that the pupil was not given adequate time to check through their work before handing it in for assessment.

NB: Pupils should always be given adequate time to self or peer check their work to limit the number of errors made and corrections needed. This ensures they hand in their very best, leaving teachers to focus on assessing learning rather than correcting mistakes.