

Laburnum Primary School

Assessment & Reporting Policy



Updated by: Assessment Lead

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Introduction

Assessment is fundamental in order to extend and challenge the children's learning so that they can reach their potential. It also provides a whole school framework where educational objectives can be set and used to inform class planning. Assessment should be incorporated systematically into teaching strategies in order to monitor progress and identify development needs on an individual, group or whole class basis.

Principles

We aim to:

- Monitor progress and support learning
- Inform pupils of their progress and next steps; enabling pupils to become reflective learners
- Offer opportunities for progression and differentiation
- Guide planning, teaching and intervention
- Inform parents and the wider community of pupil achievement
- Provide information to secure continuity when changing year groups or schools
- Benchmark quality of provision against schools locally and nationally
- Comply with statutory requirements
- To create a dialogue which will encourage progression
- To use feedback and marking as a tool for ongoing formative assessment

Types of Assessment

Statutory assessments (these did not happen in 2020 due to COVID-19)

- Reception Baseline Assessment (Statutory Sept 2021)
- Reception EYFS Profile (June)
- Year 1 Phonic Screening Check (June)
- Year 2 KS1 SATs (May)
- Year 4 Multiplication Tables Check (June)
- Year 6 KS2 SATs (May)

Summative

More formal assessments occur at the end of every term. The results of these are used to inform our 'Target Tracker' input, which allows progress and targets to be monitored. Subject leaders and the SLT will use this data to make comparisons and ensure that the school, classes and individual pupils are on track to meet national expectations. Summative assessments the school uses, include:

- The New Group Reading Test (NGRT) Y1-6. Y1 Paper, Y2-6 online.
- White Rose Maths Termly assessments.
- Comparative Judgement in Writing (national online writing assessment).
- Quizzes based on knowledge organisers (formative and summative).

Formative

This is the ongoing assessment carried out by teachers both formally and informally during a lesson and/or unit of work to identify gaps and misconceptions. The results of these assessments have an immediate impact on the teaching materials and strategies that are used within a lesson or in the following lessons. At Laburnum, these are recorded in mark books, computer records and in books. These are also recorded onto 'Target tracker' which holds a profile for each pupil; showing their understanding of specific objectives within each subject.

Assessment for Learning (AFL)

Teachers use a variety of ongoing strategies that inform them of their pupils' current levels of attainment in all curriculum areas. These include questioning, teacher feedback & marking, feedback from pupils, discussions, lesson evaluations and observations.

Effective Feedback (verbal or written)

The Education Endowment Foundation (EEF) teaching and learning toolkit lists feedback as one of the most effective strategies for improving pupil attainment, with an average positive impact of eight additional months' progress a year if used properly by teachers. It recommends that feedback should:

- Be specific, accurate and clear
- Compare what the learner is doing correctly now with what he/she has done wrong before
- Provide specific guidance on how to improve

The Sutton Trust says that feedback should be targeted at task and process level, rather than at the pupils as individuals. This means providing feedback on the work pupils have done, or how they have approached it, rather than saying, for example, "good girl". Feedback should also be:

- Given sparingly, to ensure it is meaningful
- More focused on what is right than what is wrong
- Encouraging pupils and not threatening their self-esteem

At Laburnum, we accept this advice and guidance and in addition expect that feedback will:

- Be manageable for staff
- Relate to the learning in a given lesson/series of lessons
- Be appropriate to the child's level of understanding
- Be regular
- Show recognition for achievement, but acknowledge the way in which learning was approached: effort and the learning process should be praised

The EEF, together with the University of Oxford, in its review of the evidence on written marking states that 'Pupils are unlikely to benefit from marking without time being set aside to allow pupils to consider and respond to it'. With this in mind, teachers should not distance mark and provide written marking and feedback unless they then:

- Involve children in the process
- Give children the opportunities for reflection and allow opportunities for pupils to respond

COVID-19 Amendments

Due to the ongoing COVID-19 pandemic, the strategies below will still be used, however the emphasis on feedback and marking will be on verbal feedback, self-marking and strategies that involve minimal direct contact between teachers and pupil's books. Handling and direct marking of books is permissible, however staff must ensure hands are washed prior to and after handling pupil books/work. Direct marking should only be used if another non-contact strategy is not possible. Staff should not take pupil books out of their classroom (unless a page needs to be photocopied). The majority of feedback and marking is expected to take place in the lesson to make it more effective for the learner and more efficient for the teacher.

Strategies for Feedback and Marking (Assessment for Learning)

Verbal feedback: the discussion of work with the child. This is particularly effective and should take place at the point of learning in order to move the learning on. Where VF is used, a conversation should have taken place and this will be indicated in the book.

Success criteria checklist: these can be used in all subjects and can be useful for self/peer and teacher assessment. The children will help to generate these alongside the teacher. They should be differentiated where appropriate.

Peer assessment/marking: children should be given opportunities to support each other and provide feedback on their learning. Ground rules and expectations should be made clear to the children.

Self-assessment/marking: the children should be given opportunities to identify strengths in their learning as well as suggesting next steps for their learning. This can be done as part of a class marking session or independently with a checklist or answer sheet.

Written marking: Simple acknowledgement of correct answers with little comment required.

Written feedback (deep marking): teachers provide **written** feedback to pupils offering guidance with a view to improving or enhancing the future performance of pupils. Pupils are then expected to respond in **writing** to the guidance which in turn is verified by the teacher. This is time consuming and only effective if pupils have their work back to respond quickly i.e. the next day at the latest. Teachers should not attempt to deep mark every piece of work. If it is appropriate, teachers may deep mark a pupil's work once a week in each of the core subjects and as relevant in other subjects. If another form of feedback has already been provided and indicated, teachers should not then add additional written feedback.

Longer pieces of writing: Marking for this will be dependent on what is most effective for the learners:

- Deep mark one given paragraph of the writing which is then used for editing another
- Just highlight 'green' throughout, identifying where the appropriate knowledge and skills have been demonstrated before giving one area as a target
- Identify one specific area to look for and highlight where it has been demonstrated
- An opportunity for peer editing and marking

Agreed marking criteria:

I	Independent	You have worked on your own without any help.
GW	Group work	You have worked together as a group (usually with an adult).
S	Supported	You have had some help from an adult
VF	Verbal feedback	An adult has talked to you about your learning.
Highlighted	3	You have completely understood and achieved the Learning.
Highlighted	2	You are nearly there but need a little support.
Highlighted	1	You are still unsure of the learning for that lesson.
Highlighted	Spelling error	You have made a spelling mistake for a word that you should know.
	Written Comment	These should be focused. There should be a positive comment and one which should aim to close the gap between what they have achieved and what they could have achieved.
	Marking/comments in black	Feedback provided by the Class Teacher.
	Marking/comments in green	Feedback provided by Teaching Assistant at the point of learning whether 1:1 or in a group.

Feedback in the Foundation stage

In the Foundation stage, verbal feedback is given regularly. Feedback comments may be written on activities as well as to accompany photographs on Target Tracker and Class Dojo.

Special Educational Needs & Disabilities (SEND)

At Laburnum, we assess each child's needs on entry using the British Picture Vocabulary Scale and ongoing assessments by the child's teacher. If, at any point, progress is causing concern, in spite of high quality first teaching, the SENDCo will be informed. The SENDCo will then advise and, if the child fails to close the attainment gap, a support plan is put in place and the child's name will be placed on the SEND register. Following the guidance from the Central Bedfordshire Graduated Response Documents, the school takes a Graduated Approach to Support plans:

- Stage 1: Class teacher input (Quality first teaching)
- Stage 2: Specialist groups supported by outside agencies
- EHC needs assessment: specified individual support.

Moderation

The process of moderation is an essential part of the assessment system. It involves looking at specific learning examples thought to be of the same level and checking that it contains similar qualities. We moderate learning across the school and across other schools within the area. Teachers also attend Local Authority led moderation sessions to ensure that statutory guidelines and expectations are met. An external moderator will visit the school approximately every four years for Year 2 and Year 6.

In addition to traditional moderation, we subscribe to 'No More Marking, Comparative Judgement for Schools'. Comparative judgement is a process where judges anonymously compare two responses and decide which is better. Following repeated comparisons, the resulting data is statistically modelled and responses placed on a scale of relative quality. Research has shown the process to be as reliable as double marking, but much quicker.

Reporting

A written report for each child is sent home once a year in the summer term. It outlines progress across all subjects and indicates target areas. In addition, parents are invited to consultations in the Autumn and Spring terms where their child's progress will be discussed. After the end of year report has been sent home, there is an opportunity for parents and carers to discuss it with teachers.

Examples of Evidence to Support Assessments

- Marking
- Informal observations
- Book evidence
- Self/peer assessment
- Peer marking
- Discussions
- Home Learning
- Support plans

Data Management System

At Laburnum, we have adopted Target Tracker as an assessment tool. Teaching staff record 'statements' achieved throughout the term and make a 'steps' judgement at the end of each half term. This then allows a 'Gap Analysis' of statements to identify gaps in learning. Progress and target groups can then be tracked and gaps identified. Each 'Band' (year group) has 6 steps, which are the expected progress for that year. Children who are learning below ARE are tracked at a level appropriate to their learning. The end of year expectation is 's' in the appropriate band.

b	b+	w	w+	s	s+
Beginning	Beginning +	Within	Within +	Secure	Secure +
BARE			At risk	ARE	AARE

% of statements are tracked by Target Tracker and matched to the relevant 'Step' although individual Teachers make the overall assessment judgement.

Statements are marked according to the 'NOFAN' guidance:

N	Never	b
O	Occasionally	b+
F	Frequently	w/w+
A	Always	s
N	Naturally	s+

Roles and responsibilities:

Class Teachers

Class teachers will set challenging targets for every pupil with support from the SLT and targets/ levels from previous years. They are responsible for carrying out summative and formative assessments with individuals, groups and whole classes. Teachers and Teaching Assistants will discuss ongoing targets with the children and plan and deliver interventions where necessary. They will keep track of ongoing Target Tracker data and use this to ask and answer questions and identify gaps in learning. **Due to COVID-19 these will be difficult to set, but will be set to be particularly ambitious and make the assumption that all children had made expected progress in the previous year. This will provide an ambitious target for each child (for the end of Year and Key Stage) that will inform Pupil Progress Meetings and discussions and will indicate the progress required to get each child 'back on track.'**

Subject Leaders

Subject Leaders will ensure that all staff are familiar with the assessment in their subject and that assessments are being carried out as appropriate. They will monitor standards termly across each Key Stage within their subject.

Assessment Lead

The Assessment Lead ensures that Class Teachers are using data to track individuals and vulnerable groups. They will also ensure that summative assessment data is put into Target Tracker as well as supporting the Head Teacher in analysis and reporting outcomes to parents and the Governing Body.

Head Teacher

The Head Teacher, supported by the Assessment Lead, monitors standards and outcomes, analyses pupil progress and attainment, and identifies vulnerable groups. They prioritise key actions to address any underperforming groups. They also report to Governors and the Local Authority key aspects of progress and attainment, including trends.

Governors

The Governors will ask relevant questions about the data and will make comparisons to local and national data. Governors are responsible for monitoring the impact of any targeted funding such as the Pupil Premium Grant and SEND monies.

The Early Years Foundation Stage (EYFS)

As each child enters the Early Years Foundation Stage (whether into the Nursery or Reception class) we use our professional judgement to assess the age band children are working 'within' across the 17 areas of learning. In the first six weeks we assess a child's knowledge of letter names and sounds, number conservation and recognition, shape recognition, receptive language and understanding. We also undertake several observations to assess communication and language, personal social and emotional development and physical development. In order to do this the children are offered a range of activities to access, both indoor and out. This allows us to establish a 'baseline' assessment for each individual child.

The Reception Baseline Assessment

In Autumn 1 2019 we are piloting the Reception Baseline Assessment (RBA). From September 2021 (delayed 1 year due to COVID-19) the RBA becomes statutory.

'The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created.

The reception baseline is not intended to:

- provide on-going formative information for practitioners
- be used in any way to measure performance in the early years, evaluate preschool settings or hold early years' practitioners to account
- provide detailed diagnostic information about pupils' areas for development'

(DfE February 2019)

Assessing Individual Pupil Progress in the EYFS

Progress is measured from the child's individual starting points across the seven areas of learning.

The typical expected journey for most children will be:

- Entry to Nursery: Age 0-3 expectations achieved.
- Nursery: Age 3-4 Expectations achieved.
- Exit Reception - EYFSP Early Learning Goals at Expected level (Age 4-5 expectations).

It is expected that most children at the end of EYFS will attain a good level of development (GLD) which means they will have attained at least the expected level in all the early learning goals in Communication and Language, Physical Development, Personal Social Emotional Development, Mathematics and Literacy. They will have developed the key skills needed to make a good start in the next stage of their education.

Formative assessment

Throughout the year, children are monitored and observed on their development and progress in all areas of learning. Examples of children's progression are built up throughout the year and recorded in individual evidence folders, Learning Journeys, as well as being recorded in Target Tracker. Provision is made for these observations and assessments through experience and play. Assessment does not entail prolonged breaks from interaction with the children. Progress is recorded either using hand written observations, staff notes, stickers, activity lists or photographs.

Any learning and development needs are addressed with parents (and any relevant professionals) as an ongoing process.

Summative assessment

- **Nursery:** End of year report in the Summer term, with emphasis on the seven areas of learning and next steps.
- **Reception:** At the end of the Reception year the children are assessed against the EYFS Profile Early Learning Goals, stating whether they are Emerging or Expected. The EYFS profile is shared with parents as part of their Summer Term report.
Year 1 teachers are provided with a copy of the children's profile report together with a short commentary on each child's skills and abilities. Reception teachers meet with Year 1 teachers to discuss each child's stages of development and learning needs.

Parents

Contributions from parents and carers are encouraged and valued at Laburnum. We are keen to instill an excellent three-way partnership (teacher, parent, pupil) to ensure continued learning is robust, informative and effective.

Parents are included in the following ways; -

- All about me forms
- Wow cards
- Class Dojo
- Google Classroom
- Informal chats at drop off and pick up
- Formal Parent consultations in the Autumn and Spring Terms
- School reports at end of academic year.
- We have an 'open door' policy and parents can arrange meetings with class teachers at any point in the year – **due to the current global pandemic, all visits/meetings will be virtual.**

Monitoring and Review

It is the responsibility of all staff and the Head Teacher to follow this policy. The Senior Leadership Team will carry out monitoring as part of the whole school monitoring system, this will include the EYFS leader.

This policy will be reviewed in line with changes in local and national policy.

Links with other school documents:

- Curriculum, Teaching & Learning Policy
- Early Years Foundation Stage Policy
- Pupil Premium Policy
- SEND Policy and Information Report