

## **Assessment, Recording and Reporting Policy**

### **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

### **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](#).

At Royal Cross School Assessment of Learning (Summative) is used alongside Assessment for Learning (Formative) to ensure the progression of each pupil throughout the school.

### **Principles of Assessment**

Assessment, recording and reporting should:

- Be meaningful and manageable.
- Be timetabled and shared with teachers at the beginning of the year on a year planner.
- Involve subject leaders in supporting colleagues across key stages.
- Involve all adults working with the pupils in the classroom.
- Give pupils opportunities to become aware of and reflect on their learning needs.
- Be an important part of informing future planning and individual target setting.
- Be accessible to pupils.
- Be accessible to other professionals when necessary.
- Make parents continually aware of the progress of their child.
- Encourage pupils to play an active role in their learning.

### **Assessment approaches**

At Royal Cross School we see assessment as an integral part of teaching and learning and is linked to our curriculum.

## **We use three broad overarching forms of assessment:**

- a. day-to-day in-school formative assessment,
- b. in-school summative assessment
- c. nationally standardised summative assessment.

## **A. In-school formative assessment**

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, 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

### **Whole school approach will include:**

- marking and feedback shared with pupils,
- questioning – open/closed,
- self and peer-assessment,
- key staff observations
- staff meetings
- book scrutinies

### **Formative assessment will be used to:**

- to assess knowledge, skills and understanding
- to identify gaps and misconceptions
- involve pupils in their assessment

## **B. In-school summative assessment**

Effective in-school summative assessment enables:

- **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 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

### **Whole school approach will include:**

- end-of-year assessment pieces of work,
- end-of-topic or unit work,
- reviews for pupils and EHCP outcomes achieved

### **Summative assessment will be used to:**

- provide useful information for improving future learning
- to demonstrate improvement over a long period of time
- identify strengths and areas for development across different cohorts
- track progress across core and foundation curriculum subjects
- identify barriers to learning and identify/target interventions
- moderate/validate progress and achievement internally and externally, locally and nationally

## **C. Nationally standardised summative assessment**

Nationally standardised summative assessment enables:

- **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 reception
- 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)

## **Collecting and Using Data**

At Royal Cross an assessment year planner is shared with all staff, showing timetabled points for collecting data and monitoring pupil progress.

## **A. B Squared**

B Squared (a commercial scheme) is used to track progress across all curriculum subjects. The use of Case Studies is used to compliment data and help to paint a complete 'picture' of pupil's achievement and progress. This information is shared with subject leaders who use it to develop whole school action plans for their subject areas.

This data is collected (electronically) at 3 key points throughout the year and paper copies are kept in individual pupil files. This is followed up with regular pupil progress meetings with class teachers to discuss individual pupil progress and possible barriers to learning alongside identifying need for additional challenge and support.

The SLT/Subject Leaders meet to review data and case studies, look at strengths, areas for development and individual achievement.

Regular timetabled staff meetings are held to support staff knowledge, training and provide additional non-contact time to input assessments and help lessen teacher workload.

Every new pupil from KS1 upwards will be baselined in B Squared within the first term of beginning school.

The Headteacher holds files with information about individual and different cohort progress securely in the Head's office. This is made available to Teachers, subject leaders and Governors and is used to track progress over time.

## **B. EYFS Profile**

EYFS pupil progress is measured against the EYFS learning goals and Developmental Matters. At Royal Cross we are able to carry on assessing Year 1 pupils against Developmental Matters and EYFS Profile if they haven't made sufficient progress to transfer successfully into KS1. This is done alongside consultation and discussion with parents and carers.

Progress and achievement is tracked 3 times a year and small steps of progress are measured from starting points to current progress.

For those pupils whose starting points approached EYFS learning goals, progress is tracked into the Exceeding statements.

## **C. Additional Assessments**

Additional assessments are used in relation to language and communication, reflecting the specific needs and developments of deaf/HI pupils. These additional assessments are used as diagnostic tools to provide information on where a pupil is in their development, next step teaching and any targeted interventions needed to address gaps and overcome any barriers to progress.

At Royal Cross an annual Assessment Week is used to focus on a range of specific diagnostic assessments by teachers, specialist support staff, BSL assessor and Speech & Language Therapists. Staff work with individual pupils and each other to complete a detailed Language and Communication Profile for each child. This is used to inform interventions and support programmes for pupils.

Other additional assessments can include: -

- BSL assessments (receptive & expressive)
- Derbyshire Language Assessments
- Monitoring Protocol – deaf/HI
- Language / speech assessments – as appropriate by age & language levels.

Teachers work closely with other colleagues in selecting assessments, sharing expertise and ensuring that appropriate assessments are used for the best possible pupil outcomes.

#### **D. Pupil Progress Meetings**

These are planned discussions with class teachers and SLT to look at (hard) data alongside case studies and key staff observations (soft data). These are planned for midyear but can take place at any point following periods of assessments.

The focus of these meetings is pupil centred and involves a purposeful discussion around strengths, areas for development and individual pupil achievement. At this time any targeted interventions will be discussed, and their impact reviewed.

Headteacher/SLT meet with intervention support staff and review the impact of targeted support and discuss next step interventions. The intervention teacher works closely with key staff/class teachers to support classroom learning and personal learning plan targets.

#### **Annual Educational, Health and Care Plan Reviews**

All pupils at Royal Cross School have an Education, Health and Care Plan (EHCP) which is reviewed annually with parents and other professionals. For Reception and Year 6 pupils there are 2 reviews planned each year.

Identified EHCP outcomes are reviewed and pupil progress tracked against the achievement of these outcomes. At these meetings outcomes may be amended or replaced as required in consultation with parents/carers and Local Authority SENDO's. New short-term targets are set to help achieve the longer-term outcomes and pupil achievement of targets is monitored by the SLT.

These short-term targets link into the pupil's individual Personal Learning Plans, helping to work towards achievement of EHCP outcomes.

Review dates are made available to class teachers at the beginning of each academic year. It is the responsibility of class teachers to prepare the review paperwork, seek support from the SLT if needed and make reports accessible on SharePoint.

## **Pupil Personal Learning Plans**

EHCP outcomes are broken down and linked into the Personal Learning Plans (PLP's). These are updated 3 times a year and shared with parents/carers, who are invited to contribute towards them. All PLP's are shared with key staff who are involved on a daily basis in the monitoring and assessment of achievement of these targets.

## **Personal Educational Plans (Children Looked After – CLA)**

Personal Educational Plans (PEPs) are drawn up by the designated teacher for Children Looked After in consultation with the class teacher, carers/family and social worker. Progress is reviewed 3 times a year in PEP review meetings with all parties and RAG rated for achievement. At Royal Cross we work closely with external agencies to ensure that PEP and PLP targets align as much as possible to ensure a continuity of focus and progress for the pupil based on their identified areas of need.

## **End of Year Reporting**

### **Parents and Carers**

Parents are involved in the discussion about their child's progress through:

- Invitation to attend and contribute to the Annual Review of the Educational, Health and Care Plans.
- Termly Personal Learning Plans, invited to discuss and contribute targets
- End of year pupil progress reports
- Regular home visits by class teachers
- Electronic communications showcasing pupil work and achievement
- Regular 'Stay and Learn' dates for parents, with opportunities to take part in learning alongside their child.

**Reports:** Reports are due once a year. Specific dates are timetabled on the school's Assessment Year Planner, ensuring parents and carers have sufficient time to contact key staff should they wish to discuss any aspects of their child's report.

Class teachers prepare reports and make them accessible on the school's SharePoint in time for agreed deadlines.

**Report contents:** The reports include a range of key information about pupil progress and attainment, including:

- statutory end of key stage assessment data
- brief details of achievements and activities across the curriculum, highlighting strengths and areas for development
- comments on general progress
- arrangements for discussing the report with the pupil's teacher
- attendance % for the year including, number of possible / unauthorised attendances

### **External Reporting**

The overall statistical profile is made available to:

- Governors (but not individual results)
- North West Specialist Curriculum Assessment & Pedagogy (NWSCAP) – anonymised benchmarking county wide
- Sign Bilingual Consortium Curriculum and Assessment Group – anonymised benchmarking nationally
- Local Authority
- DfE

### **Pupil Records**

**Pupil Attainment Files:** Individual Pupil Files are kept in classes. These transfer with the pupil as they move through school. These will include:

- B Squared print offs of current curriculum progress – updated 3 times a year
- Language Profiles – updated mid-year during assessment week
- Evaluated personal Learning Plans – updated 3 times a year
- EHCP outcomes – updated as required
- End of Key Stage assessments
  - EYFS
  - KS1
  - Phonic screening check (if taken)

**Pupil Achievement Files:** Individual Pupil Files are kept in classes. These transfer with the pupil as they move through school. These will include:

- Certificates awarded for attendance
- Certificates awarded for team points
- Certificates awarded for behaviour/merit

- Certificates awarded for involvement in special school events and celebrations

The files are retained throughout the pupil's time at Royal Cross and appropriate records are passed on to other schools when pupils leave.

## **Staff Recording**

Teachers and support staff (HLTAs & TA3s) involved in delivering regular lessons will produce:

- long term plans (over view of the year)
- medium term plans (termly)
- weekly teaching plans

Plans are uploaded onto the school SharePoint for sharing with key staff and monitoring by SLT / subject leaders.

It is expected that weekly plans will include details of:

- curriculum areas / topics (linked to NC & Schemes of work)
- strategic deployment of any additional classroom staff
- differentiation of tasks/activities for pupils of differing abilities
- key skills and learning objectives
- links to ongoing targets from PLP/EHCPs

## **Additional Monitoring**

Weekly planning documents are seen as 'working' documents with the flexibility to be amended and annotated throughout the week, detailing individual pupil progress towards meeting targets.

Staff may want to keep additional records to support the monitoring of curriculum subject areas using B squared, these other records are left to the teacher's professional discretion.

## **Inclusion at Royal Cross**

The principles of this assessment policy apply to all pupils within Royal Cross School and all staff will ensure that:

- all pupils have equal access to a broad and balanced national curriculum
- all pupils are given the support, communication and time to achieve their potential
- all progress, no matter how small the step, is recognised and celebrated
- assessment is used diagnostically to contribute to early and accurate identification of pupils' needs and identify areas for support and intervention.
- meaningful ways are used to measure **all** aspects of progress, including:
  - communication
  - social skills

- physical development
- engagement
- resilience and independence.
- staff have high expectations for all pupils.
- for pupils working below the national expected level of attainment, our assessment arrangements will consider:
  - progress relative to starting points
  - the specific nature of individual pupils' learning difficulties.
  - assessments that are accessible across a range of communication modes

## **Staff Training**

At Royal Cross continuous professional development is a high priority and value is put on internal mentoring, support from external providers and networking opportunities across a wide range of schools.

**Training Opportunities:** All subject leaders work towards sharing good practice within school and seeking external sources for developing their own professional / subject knowledge. The SLT signpost staff to both statutory and professional/subject training.

All staff are encouraged to seek out continuous professional development (CPD) opportunities and a training bursary is allocated for staff to pursue personal interests that will support the school improvement plan. CPD is identified for discussion at all staff appraisals.

**Inset / Internal Training:** Within school regular staff training takes place through whole school inset days and staff briefings / updates covering areas such as:

- 7- minute safeguarding briefings
- PREVENT/Channel
- Deaf awareness
- Audiology
- Reading/phonics
- Language & speech
- Curriculum development

**Staff Meetings:** A weekly timetable of staff meetings covers updates on assessment, moderation of pupil's work, teacher assessment, assessment systems, end of key stage teacher assessment, phonic screening and the development of case studies to support a 'child centred' approach to assessment.

These meetings help develop a better understanding of assessment practice and support staff CPD opportunities for assessment systems.

**Peer Mentoring:** Regular peer mentoring for subject leaders and curriculum delivery takes place as a supportive mechanism to share good practice and support colleagues. This enables all staff to develop and improve their practice on a regular basis.

**Inter School Moderation Networks:** Royal Cross teaching staff and SLT are involved in a range of curriculum, assessment and leadership networks locally, county wide and nationally. Involvement helps school to stay abreast of good practice and supports the discussion around benchmarking progress and teacher assessments across a wider professional group.

## **Roles and Responsibilities**

### **A. 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

### **B. 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

### **C. Teachers**

Teachers are responsible for:

- following the assessment procedures outlined in this policy.
- working alongside SLT and colleagues to discuss individual / group progress
- keeping parents and carers informed on their child's progress

## **Policy Monitoring**

This policy will be reviewed annually by the Headteacher / Deputy.

At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Headteacher / Deputy Head area responsible for ensuring that the policy is followed.

The Headteacher / Deputy Head will monitor the effectiveness of assessment practices across the school, through:

- staff meeting / discussions
- marking and feedback - sampling
- additional assessments - sampling
- moderation of pupil's work
- lesson 'sampling'
- pupil 'voice'- discussions with classes
- focussed 'learning walks'
- lesson observations
- book scrutinies
- pupil progress meetings

### **Links with other policies**

This assessment policy is linked to:

- Teaching and Learning Policy