



Hardy Mill Assessment Recording and Reporting Policy

Mission Statement

At Hardy Mill we aim for every child to be the best that they can be and achieve this through an inspiring curriculum, quality first teaching, a stimulating learning environment and close links with the home and family.

Assessment is viewed as essential to, and an integral part of, effective teaching and learning. The purpose of assessment is to provide information to enable teachers to decide upon the next steps for children to take in order to make the best possible progress.

Through assessment at Hardy Mill, we aim:

- To gather a range of information about the performance of individuals, groups of children, cohorts, key stages and whole school information so that it can be used to inform the planning of a coherent, relevant and differentiated curriculum.
- To ensure teaching is appropriate and that learners make at least expected progress.
- To ensure that assessment, recording and reporting is an integral part of the performance management system.
- To track the individual progress of every child.
- To celebrate; help plan next steps in learning and support analysis of trends, leading to school improvement.
- To inform discussion and dialogue with pupils, parents/carers, colleagues, school leaders and governors, moderators and assessors.
- To support transition between year groups, key stages and schools.

Assessment Approaches

Assessment *for* Learning

Formative - ongoing teacher assessment so that next steps can be planned

Diagnostic – ongoing/specific assessments to find out what attitudes, knowledge, understanding and/or skills are not properly embedded or acquired and are therefore preventing children making the expected progress across the whole subject area

Assessment *of* Learning

Summative – end of unit of work, half term, term, year and Key Stage where overall achievements are recorded against National Curriculum expectations.

Evaluative – informing the strategic planning and direction of the whole school by evaluating the impact of planning, teaching and the curriculum on children's achievements

Effective Assessment

- Celebrates individual achievement
- Takes into account prior knowledge before starting a new unit of work
- Encourages self-esteem in the learner
- Identifies next steps in learning for individual children through a range of assessment for learning strategies
- Marks children's work highlighting areas of success and areas of improvement
- Encourages children to view mistakes as learning opportunities
- Includes interaction and dialogue around learning (mentor meetings)
- Includes a consistency in tracking children's attainment and progress towards end of year and key stage expectations
- Ensures that assessment is accurate, accessible and based on a shared understanding through moderation within school and across schools
- Engages children in the process (peer assessment and self-assessment)
- Captures learning in a wide variety of forms, including use of iPads, observation and dialogue
- Gives time for children to respond to feedback (fix-it time)
- Includes Pupil progress meetings as a forum for professional discussions about the whole child
- Informs target setting with the child
- Includes regular in school staff training to maintain teachers' confidence and accuracy in assessing pupils' achievements
- Uses IT recording and tracking systems, which allows the analysis of outcomes (Target Tracker)

Effective Questioning

Teachers may:

- Use questions to find out what children know, understand and can do.
- Use open questions to encourage children to think deeply about their learning.
- Use questions to find out what specific misconceptions there are in order to target teaching more effectively, designing questions around misconceptions.
- Wait longer for answers to allow thinking.
- Use talking partners, and lollypop sticks to ensure equality in answering the questions.

Teachers also encourage children to be reflective during lessons and think about their own learning journey and what they may do differently next time.

Sharing Learning Intentions

To involve children fully in understanding learning outcomes teachers will:

- Explain clearly the reasons for the lesson or activity in terms of the learning objectives.
- Share the specific assessment criteria with children and where possible involve the children in breaking down the lesson objective into *success criteria so that they are able to assess their learning against them (verbally or written).
- Help children to understand what they have done well and what they need to develop
- Looking at a range of other children's responses to the task set or a WAGOLL (what a good one looks like) can help children understand how to use the assessment criteria to assess their own learning.

*Success criteria focus on the skills being learned, are general and do not refer to the context. They might consist of a 'to do' list or provide a choice of features that make up successful learning.

Feedback and Marking

Feedback enables children to understand the strengths and areas for development demonstrated in their work. Next steps can then be identified. Giving feedback involves talking to the children, encouraging them to be reflective about the learning objective and their work and marking. See Marking and Feedback Policy.

Summative Assessment

EYFS

- Evidence for assessments is by/ through observation and focused tasks. Children are assessed against 'Development Matters' age bands and descriptors and a summative judgement made against the steps. Judgements are entered onto Target Tracker each half term. Moderation is completed by the leadership team of the school termly and externally by the local authority annually.
- During the summer term, the final teacher assessments are reported using the EYFS Profile and Characteristics of Learning and parents receive a written report.
- Phonics is assessed at the end of each half term, using Letters and Sounds assessment grid. Children are grouped accordingly following each assessment point.

Key Stage 1 and 2

- Summative assessment occurs half-termly in Maths, Reading and Writing. They are recorded on Target Tracker. These summative assessment are informed by:
 - Rising Star Reading Tests
 - Rising Star GAPS Tests
 - Assertive mentor Maths Tests
 - Rising Stars Arithmetic Tests
- Summative assessment in all other subject areas is made termly. These summative assessments are informed by teacher assessment of skills applying the principles of APP for identified children within each milestone.
- Phonics is assessed each half term, using Letters and Sounds assessment grid. In year 1 are assessed using the standardised national phonics test
- In year 2 those children who did not achieve the national standard for phonics are retested
- In year 2 standardised national tasks and tests (SATs) are used to inform end of Key Stage teacher assessments. These are recorded on Target Tracker and reported to the DfE and parents
- In Year 6, statutory attainment tests (SATs) are carried out as required. These are recorded on Target Tracker and reported to the DfE and parents.

Tracking for Attainment and Progress

Teachers will record their assessments on Target Tracker six times per year.

To make a step judgement, children achieve the statements and this is transferred onto Target Tracker (statements are taken directly for the National Curriculum).

The amount of statements achieved determines which step the child is working at within year group expectations e.g. b, b+, w, w+, s, s+.

B	Beginning	Some statements are achieved.
B+	Beginning	Approximately 25% of statements are achieved and/or approximately 50%

	Plus	statements are working towards.
W	Within	Approximately 50% of statements are achieved.
W+	Within Plus	Approximately 50% of statements are achieved including all of the Key Performance Indicators and the remaining statements are at least working towards
S	Secure	Approximately 75% of statements are achieved including all of the Key Performance Indicators and the remaining statements are at least working towards
S+	Secure Plus	All of the statements are achieved including all of the Key Performance Indicators and 25-30% of statements are at greater depth.

To meet age related expectations, children should reach the secure (s) step by the end of the appropriate year. To move from secure (s) in one year band to the next is 6 steps over 6 half terms. Therefore this equates to 1 step or 1 point of progress each half term.

Effective Use of Data to Plan Learning

Each term, the Head teacher will meet with year groups in **Pupil Progress Meetings**. Target Tracker is used to discuss the progress and attainment of the class and children or groups within the class may be identified for interventions.

Target Tracker formative assessment tool is used to inform termly **Mentor Meetings** where class teacher and individual children meet to review progress and identify next steps in learning (**targets**) in reading, writing and maths.

The class teacher uses **gap analysis** on Target Tracker to **inform planning** for the class, groups and on occasion individuals.

Setting Targets

Targets are agreed, set and reviewed termly during mentor meetings between the class teacher and individual children.

Targets are set out in the front of English and Maths books. The targets are taken from the statements in Target Tracker. Statements are assessed regularly and dated to show when it is achieved.

Reporting to Parents

In **Nursery and Reception**, every child has a set of 'End of Year Expectations' to achieve by the end of the academic year in seven areas of learning (PSE, PD, CLL, Literacy, Maths, ED and UOW)

From **Year 1 to Year 6**, every child has a set of 'End of Year Expectations' to achieve by the end of each academic year in Reading, Writing, Maths and Science.

In Autumn and Spring Term parents' evening, a summary achievement report is shared with parents to notified if a child is "on track" to achieve end of year expectations – along with some areas to support the child with learning at home. If a child is NOT "on track" parents are provided with information about what the school is doing to support their child for the upcoming term, as well as how they can support their child's learning at home.

Results of SATS are reported to parents of Year 2 and Year 6 children at the end of the summer term. Parents of children in Year 1 receive their Phonics Test results in the summer term.

The SENCO meets regularly with parents and teachers of those children on the SEN register to review progress and update targets.

For a child's end of year report, for all subjects, parents are informed as to whether their child is:

- working below end of year expectation
- working within end of year expectation
- met end of year expectation
- exceeding end of year expectation

and appropriate targets are included in the end of year report to help support the child over the Summer break ready for September and a new set of year group expectations for reading, writing and maths.

The ultimate aim is that by the end of Year 6, every pupil will be ready for Secondary school, by achieving the Year 6 expected standard.

Autumn Term	Spring Term	Summer Term
Parents' Evening including termly progress report	Parents' Evening including termly progress report	End of year report
Year 1 to Year 6 classes - Mentor meeting between class teacher and child to review and agree targets	Year 1 to Year 6 classes - Mentor meeting between class teacher and child to review and agree targets	Year 1 to Year 6 classes - Mentor meeting between class teacher and child to review and agree targets 'Move Up Day' for children 'Meet the Teacher' meeting for parents

Transition Meetings

In order to provide a smooth and effective transition, a Summer Term staff meeting is held where tracking and assessment information is passed on and shared with the child's next class teacher. A checklist is provided to ensure all relevant assessment information is transferred to the receiving teacher. (See checklist Appendix 1)

The previous class teacher will also provide suggested social and academic grouping information to the receiving teacher. Health and Pastoral issues will be included in the discussion.

Transition between Key Stages 2 and 3 – relevant documentation is completed and shared at meetings with each secondary feeder school.

An Inclusive Approach

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 educational needs and any requirements for support or intervention, in line with the school's SEN policy.

The SENCO consults termly with the Head teacher following pupil progress meetings to ensure that children are identified promptly for additional support.

Roles and Responsibilities

Governing Board will:

- monitor attainment and progress data against local/ national benchmarks with support from the Head teacher
- use data and assessments to inform the strategic planning and direction of the whole school

The Head teacher will:

- moderate assessments
- provide data analysis reports to staff and governors
- Ensure targets are set and rigorously compared with national data.
- Hold teachers to account in pupil progress meetings and in performance management.

Subject Leaders will:

- moderate assessments in staff meetings (English and Maths only)
- moderate when scrutinising work books and interviewing children.
- source materials for assessment and provide support and guidance to other staff
- monitor children's progress and attainment and address areas for development within their subject through effective action planning

Teachers will:

- regularly assess pupils and record using Target Tracker
- provide feedback in line with the school's Marking and Feedback Policy
- adapt planning in line with assessments to ensure good progress for all
- provide assessment information for pupils and parents as well as SLT
- make summative assessments on Target Tracker at least six times per year

Teaching Assistants will:

- provide feedback to teachers on progress and attainment of pupils they work with
- provide feedback in line with the school's Marking and Feedback Policy where appropriate

Parents/Carers will:

- support children at home with their learning and with homework

Children will:

- complete work to the highest standards in order to make good progress in school

Adopted: March 2017