



Assessment and Reporting Policy

Reviewed by	Curriculum & Learning
Agreed on	28 th January 2020
Signed	Ian Wallace

Our Core Values: Honesty, Loyalty, Caring, Sharing and Forgiveness



Assessment is the means by which the progress of pupils is monitored.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability. At Offwell we strive to make assessment a worthwhile and meaningful process, we feel that pupil's involvement in assessment (through peer and self-assessment) is some of the most effective types of assessment.

Assessment at Offwell takes many forms:

Formative:

This is the ongoing assessment carried out by teachers both formally and informally (through observations, questioning and discussions) throughout lessons and the wider school day. The results of formative assessments have a direct impact on the teaching materials and strategies employed immediately following the assessment. Results and observations are kept in teacher's own record books, or the children's own books.

Summative:

These occur at defined periods of the academic year such as pre-determined End of Key Stage tests, termly PIRA (reading) and PUMA (maths) tests, at the end of a unit's of work or against assessment guidelines. Summative assessments help teachers in making end of key stage "best fit" assessments and are also of use in determining the overall subject level of pupils..

Diagnostic:

All assessments can provide diagnostic evidence.. Analysis of tests used in school (as above) also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this. On rare occasions, a diagnostic assessment may be used following the advice of our Educational Psychologist or to provide evidence to support an application for additional support for a child. In such circumstances, this will have been discussed with parents/carers. Further information on specific diagnostic assessments can be obtained from the school's SENCo

Assessment for Learning

Assessment for learning is a powerful way of raising pupils' achievement. It is based on the principle that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; it is central to effective teaching and learning. This process takes place in classrooms on a daily basis and can be observed through success criteria slips, specific questions and techniques such as Learning/ talk partners, traffic light assessments and different faces to express how the pupils feel/ felt about their work. Assessment for Learning does not come at the end of a period of learning or a lesson it should be an integral part of the whole lesson where the teacher will stop to ask the children what they have learned so far etc. Clear Learning objectives are central to the success of AfL within school; all lessons have clear objectives that are matched to the children's



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ability, equally all lessons have clear success criteria so the children are clear as to HOW they are to achieve success and complete the objectives.

Assessment in the Foundation Stage

On entry to the Nursery and / or school children will be informally assessed: 'On Entry' Assessment. Results are used to inform planning, set targets and aid early identification of special needs. Assessment is ongoing and ensures the next steps in learning are appropriately planned in order to help children make progress. During their Nursery and reception year children will be assessed according to the the Early Years Foundation Stage Profile guidance which is based on the teacher's on going observations and assessments.

Records and Record Keeping

Teachers use records to review pupil's progress, set appropriate targets for the future and to form the basis of reports.

Records are kept in many ways. These include:

- Teacher's plans
- Children's work
- Teacher's notes and observations
- Assessment sheets eg. for writing/guided reading
- Cohort folders
- Matrices showing progress across year

Standardisation/Moderation

The process of moderation is an essential part of the assessment system. Cross phase groups analyse children's work against age-related expectations. Teachers are involved in the moderation process to ensure agreement on criteria for levels in the following ways;

- With colleagues in school and other schools
- By attending LEA sessions to ensure our judgements are in line with other schools
- By using Devon/Babcock and where available, national exemplification materials

Target Setting

Analysis of assessment data (internal and external data) is made by the Headteacher and relevant subject leaders and the school's Governors meet regularly with the Headteacher and/or subject leaders to analyse cohorts and groups progress. The Governor, with the support of staff, present key points and an overview to Governors.

Data is shared with staff who teach the children/groups. Progress and attainment is shared with parents at parents' evenings and in school reports. Statutory assessment data is shared Nationally and with Devon LEA as required and defined in the annual Assessment and Reporting Arrangement publications.

Matrices are used for each year group, starting with a baseline from the previous year to ensure vulnerable groups make rapid progress to close the gap to attain or exceed national expectations. When planning,



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vulnerable individuals and groups are highlighted and special consideration is made about how to deploy support staff. Individual childrens and group's progress is analysed at least termly, with regular monitoring within each term and appropriate support put in place immediately.

Pupil Tracking

Pupil tracking is at the heart of ensuring pupils are making expected progress. In the EYFS Develop Matters is used to track progress and inform planning. From Year 1, teachers use matrices to record pupil attainment at agreed points in year (Dec, March and July), they also use this system to highlight pupils who have not made expected progress and feed this into an intervention programme with discussion with SENCo. This enables staff to monitor children's attainment and progress between key stages and enables teachers to see which pupils are on track to make and exceed national expectations. Pupil progress is part of each teacher's Performance Management.

Reporting

Reports promote and provide:

- Good home /school relationships
- Accurate information for parents
- An opportunity for discussion with parents
- In some cases, information with outside agencies
- Targets for the children

A written report for each child is sent to parents, once a year, at the end of the summer term. Reports outline a child's progress in the core and foundation subjects of the National Curriculum. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations. Next steps for literacy , numeracy and science are also set. For children at the end of Key Stages 1 & 2, additional information including details of the End of Key Stage testing will also be provided. For children in Year 1 a Phonics Check report will be provided, for children who undertake the Year 2 repeat Phonics Check, a report will also be provided. For children in year 4, there will be information on the Times Tables check.

Parents are invited to attend formal interviews with the teacher during the autumn and spring terms. Should the need arise; parents are welcome to discuss the progress of their child with the teacher at other times. Parents of children with additional needs or Special Needs (SEND) are invited to make an extra appointment with their child's teacher and/or the Head/SENDCO as often as is helpful, but at least once a term.