

Assessment and Reporting Policy

'When teachers see learning through the eyes of the learner and then learners see themselves as their own teachers, learning becomes visible' John Hattie

This policy supports Princefield's belief that assessment and reporting is a fundamental part of our teaching and of the pupils' learning. Focussing on 'Visible Learning' areas of 'know thy impact' and training pupils to become 'assessment capable learners', it will outline the circumstances in which effective and different types of assessment and reporting procedures, informs teaching and impacts on learning. This policy is strongly linked to the school's Feedback policy.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make effective progress.

Principles

The principles that underpin assessment at Princefield are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.
- All children need to understand the learning objective in each of their lessons and what they need to achieve it. Where appropriate a 'Success Criteria' is shared, or formulated and pupils' work is assessed against this criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at Princefield

Formative Assessment - This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment - This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment - This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Formative Assessment

Day-to-Day Formative Assessments

Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding.

Strategies used will vary according to the subject and learning objective taught - these may include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of lessons based on individual learning objectives and the 'Success Criteria'.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see feedback policy)

Summative Assessment

End of Term Summative Tests (Years 1 to 4) - Maths, Reading and spelling

At the end of every term, we use summative test papers (e.g PUMA, PIRA) These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for this time of the year.

These test results are analysed to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information the SLT, team leaders and teachers carefully track the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. On-going formative assessment is at the heart of effective early years practice. Staff make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers use evidence collected to inform their judgements of whether pupils are 'Beginning, Developing or Secure' in each aspect of the early years' ages and stages.

These judgements are used to help track pupil progress alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and to plan appropriate support. It is also used to help identify whole class coverage of the Early Years curriculum and more general gaps in knowledge.

Nationally Standardised Summative Assessment

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

GLD - End of EYFS Government standardisation

GLD stands for 'Good Level of Development'. This refers to a summative assessment judgement which is made for each EYFS child at the end of the Reception year. It is a measure of attainment, not progress. Achieving a good level of development will help a child to make a good start in Year 1.

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard - children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

Inclusion and Equal Opportunities

Our staff provide learning opportunities matched to the individual needs of the pupil, regardless of their ability, cultural, religious or sexual identity. Where pupils have English as an additional language or other special need, the type and extent of the difficulty experienced will be taken into account when pupil progress is assessed. In many cases needs will be met through greater differentiation, specialist equipment, adapted activities etc. Targets may be the same or additional to those on their Provision Map, depending upon the needs of the child.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Termly Interim Reports and Parent Consultation Meetings: these meetings focus on the curriculum - what pupils can do and what they need to do to improve (targets).
- Annual Reports (including assessment against end of year government expectations)
- The results of any statutory assessments e.g. the Phonics Screening Check and end of EYFS, GLD Assessments.
- End of year expectation booklets are available on the website for a guide to supporting parents in understanding further their child's progress and attainment.

Reporting to Governors

- The Head Teacher's Report to Governors/ Trustees (termly)

Pupils

- Through our feedback policies pupils get instant feedback on a daily basis.

Local Authority and Government (DfE)

- All statutory information (including relevant teacher assessments) are sent to the Local Authority and DfE as required.

This policy is reviewed and updated when necessary

Last review February 2024