**Russell Lower School Assessment, Recording and Reporting Policy**

**Autumn 2021**

**Review Autumn 2022**

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**Introduction**

The staff and governors at Russell Lower School believe that assessment is integral to high quality teaching and learning (P1/P1A – see table below). It helps to ensure that teaching is appropriate and that learners are making the progress expected of them.

As assessment is such an important part of the educational provision at school, an Assessment Leader has been appointed to ensure that policies, procedures and practices related to assessment are highly effective; the Deputy Headteacher is the school’s Assessment Leader (P3/P5/P6).

As a result of regular staff training, all members of staff are clear about the importance of assessment and the school’s approach to assessment (P6).

1. **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

By implementing all that is detailed in this policy, the staff and governors at Russell Lower School aim to:

* Ensure that every child reaches their full academic potential as a result of highly effective assessment policy, practices and procedures (P5);
* Maintain or improve the school’s high standards in pupil achievement and progress (P4C).

1. **Legislation and statutory requirements**

Schools have been free to develop their own approaches to assessment since the National Curriculum levels were removed in 2014.

This policy refers to:

* The recommendations in the [final report of the Commission on Assessment without Levels](https://www.gov.uk/government/publications/commission-on-assessment-without-levels-final-report)
* Statutory reporting requirements set out in the [Education (Pupil Information) (England) Regulations 2005: schedule 1](https://www.legislation.gov.uk/uksi/2005/1437/schedule/1/made)

1. **The Purpose of Assessment at Russell Lower School (P5/P5A)**

The many purposes of assessment in Russell Lower School include:

* To enable teachers to plan effectively the next steps in learning for their class, for groups of children and for individual children (P1A)
* To enable teachers to set high expectations that challenge, stretch and motivate all children (P4C)
* To help children plan the next steps in their own learning (P7A)
* To provide parents/carers with the information they need about their child’s learning in order that they can support them effectively at home (P7B)
* To enable judgements to be made by governors, school staff and external parties, such as Ofsted, about the quality of teaching and pupil achievement at the school (P8A/P8B)
* To enable the school to benchmark the quality of its provision against that of other schools locally and nationally (P4A)
* To enable school staff to check on and support on-going improvement in teaching standards and pupil achievement (P8A/P9)

1. **Principles for Assessment (P6A)**

In February 2014, the NAHT designed the following principles to assist schools to develop their own assessment systems. In September 2015 the final report on ‘Assessment without levels’ was published. It is expected that every school’s assessment systems will be underpinned by these principles and that this will ensure they are fit for purpose. Therefore, the staff and governors have adopted these principles and have designed this Assessment, Recording and Reporting Policy to reflect them accordingly.

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| --- |
| **NAHT - For Leaders, For Learners**  **Underpinning Principles for Assessment** |
| P1. Assessment is at the heart of teaching and learning.  A. Assessment provides evidence to guide teaching and learning  B. Assessment provides the opportunity for students to demonstrate and review their progress |
| P2. Assessment is fair.  A. Assessment is inclusive of all abilities  B. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address |
| P3. Assessment is honest.  A. Assessment outcomes are used in ways that minimise undesirable effects  B. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning  C. Assessment judgements are moderated by experienced professionals to ensure their accuracy |
| P4. Assessment is ambitious.  A. Assessment places achievement in context against nationally standardised criteria and expected standards  B. Assessment embodies, through objective criteria, a pathway of progress and development for every child  C. Assessment objectives set high expectations for learners |
| P5. Assessment is appropriate.  A. The purpose of any assessment process should be clearly stated  B. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information)  C. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement  D. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning |
| P6. Assessment is consistent.  A. Judgements are formed according to common principles  B. The results are readily understandable by third parties  C. A school’s results are capable of comparison with other schools, both locally and nationally |
| P7. Assessment outcomes provide meaningful and understandable information for:  A. Pupils in developing their learning  B. Parents in supporting children with their learning  C. Teachers in planning teaching and learning |
| P8. Assessment must provide information that justifies the time spent to:   1. School leaders and governors in planning and allocating resources 2. Government and agents of government |
| P9. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved. |

*NB School Leaders have linked the reference codes detailed above to the different sections of this policy in order to demonstrate how it has been developed in line with the principles.*

1. **Assessment approaches**

At Russell Lower School we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

**5.1 In-school formative Assessment (P1A)**

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

Formative assessment (assessment *for* learning) involves the use of assessment in a range of day-to-day classroom-based activities such as over the shoulder marking and feedback [see marking and feedback policy](https://www.russell-lower.co.uk/website/school_policies/250), direct questioning, self and peer-assessment and observations/interactions to raise pupil attainment and aid their progress.

Formative assessment procedures are used to assess the knowledge, skills and understanding of pupils during lessons and to provide immediate additional challenge, support or scaffolding where this is needed as well as being used to identify gaps in learning and misconceptions so these can be addressed without delay resulting in continued progress.

These assessments are then recorded (at least weekly) using the markbook section of Classroom Monitor and utilised to ensure that future teaching is designed specifically to meet the current learning needs of the children. Foundation Stage continue to use their interactions and observations and Tapestry as their EYFS formative assessment.

The use of assessment in this way leads to children understanding the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

**5.2 In-school summative Assessment – Assessment *of* Learning (P5B/P6/P6B/P6C)**

Assessment of learning (summative assessment) involves making a judgement of pupil’s attainment at a given point in time and, where appropriate, comparing the judgement against local and national expectations and outcomes (P4A).

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 of time and the impact of their own teaching. In some year groups these judgements are supported by formal tests, including government National Curriculum tests such:

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| --- | --- | --- |
| **Early Years** | **Key Stage One** | **Key Stage Two (up to year 4)** |
| A baseline assessment in Reception carried out through teacher assessment using the agreed Statutory NFER Baseline assessment. | A phonics test in Year One (pass/fail with a follow up in Year Two for those children who do not meet standard). | Multiplication tables check. |
| Children assessed against the EYFSP in the summer term. | National curriculum tests and teacher assessments (externally set and internally marked) at the end of Key Stage One. |  |

* **Pupils** to understand how well they have learned and understood a unit 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

At Russell Lower School, the staff and governors understand that the government has laid out the expectations of what children need to achieve by the end of each year or Key Stage (Teacher Assessment frameworks at the end of KS1); this understanding has been used to develop curriculum planning and related assessment documents organised by year groups (milestones). The assessment outcomes in the documents provide short, discreet, qualitative and concrete descriptions of what pupils are expected to know and be able to do and are directly linked to the statements on our assessment tool, Classroom Monitor.

5.3 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:

* Reception baseline assessment framework (RBA) within the first 6 weeks of a pupil starting reception
* Early Years Foundation Stage (EYFS) profile at the end of reception
* Phonics screening check in year 1 in June
* National Curriculum tests and teacher assessments at the end of Key Stage 1 (year 2) in May
* Year 4 multiplication tables checks in June

**6. The Monitoring and Evaluation Cycle, Assessment Week and Data Deadline.**

So that the SLT know the strengths and areas to develop in the school we follow a monitoring and evaluation cycle each term:

1. Assessment Week (Data Deadline on the following Friday)
2. Pupil Progress Meetings with SLT (Following this: Update Provision Maps)
3. Parents’ Evenings (Reporting to parents)
4. Monitor Teaching and Learning (Learning Walks – environment and learning in classrooms, Work Scrutiny, Pupil Interviews)
5. Feedback to teachers and staff/Implementation of Provision Map strategies
6. Governor/SIP Meetings/Update Self-evaluation Form

School Leaders will then use this information to determine the strengths of the school, and areas of development, according to the attainment and progress data provided for:

* Each year group
* Each key stage
* Each of the school’s specified groups of children

School Leaders will also use the data to compare the school to other schools locally and nationally (P4A)

**See Appendix 1 for more detail on the assessment cycle.**

1. **Collecting and using data (P6 A, B, C)**

Classroom Monitor is an online system that we use to record assessments of children on an ongoing basis (formative assessment) via ‘markbooks’ and at given points in time (summative assessment) via ‘judgements’. We use a personalised version of the system to record and track assessment of pupils in Reading, writing and maths in the Autumn term and all subjects in the Spring and Summer terms.

**7.1 Formative assessment and curriculum tracking**

As an objective is learnt, teachers make a professional judgement of how well a child has met the success criteria (to assist teachers in making their assessment judgements, guidance has been provided within the system for some subjects) for the objective and highlight it as follows:

* not taught (grey)
* taught but not achieved (red)
* taught and achieved some (yellow)
* taught and achieved (green)
* taught and exceeded (blue)

This information is useful in being able to monitor teaching and learning overall and also looking at specific subject coverage and understanding through accessing the ‘curriculum tracking’ function in classroom monitor. **See Appendix 2 for more detail on curriculum tracking.**

**7.2 Summative assessment and pupil progress meetings**

Summative assessments (teacher judgements) are expected termly in preparation for pupil progress meetings which take place during the schools ‘PPM week’. The week prior to this is used as an ‘Assessment Week’ in which teachers are expected to complete their summative assessment by the ‘Data Deadline’ (see School Calendar). All teachers need to input their teacher judgement via Classroom Monitor for reading, writing and maths in the Autumn term and all subjects in the Spring and Summer term. Teachers are expected to use their professional judgment and the guidance to make an accurate and evidence-based judgment for all subjects. **See Appendix 3 on how to input and appendix 4 on how to extract this data.**

Pupil progress meetings are held for teachers and leaders to analyse the data within cohorts and across phases or school. This is to ensure that all children’s progress is measured and tracked. It allows for early identification of those children who are at risk of not making age related expectations and/or the expected progress and those children who require more depth and stretch.

All individuals and cohorts are tracked throughout the year and discussed at pupil progress meetings. We also focus on specific groups including: pupil premium, SEND, gender, EAL (English as an additional language) and LAC (looked after children).

**7.3 Early Years’ Assessment**

The Reception Baseline Assessment (RBA) is a short assessment taken within the first 6 weeks of the child starting our school.

In the final term of the year the EYFS profile will be completed for each child. This will be recorded within classroom monitor and reported to parents.

As the year progresses children are monitored on their development and progress in all areas.

Examples of children’s learning, showing their individual level and stage of development are built up throughout the year. These are collected in a personal Learning Journal. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and interacting with children and recording via Tapestry and Classroom Monitor.

Early Years follow the same summative assessment cycle as the rest of the school. They submit their Early Learning Goal data in Summer 2 via Integris.

1. **Assessment Accuracy and Consistency**

In order to ensure accuracy and consistency in assessment, the staff team at Russell Lower School participate regularly in related events; these include:

* In-house moderation during staff meetings and PPA
* Moderation with other schools, organised locally (usually FARM)
* Moderation events organised by Central Bedfordshire Council for schools throughout the county
* Central Bedfordshire Council moderation visits

One of our members of staff is now also a trainer moderator.

1. **Reporting Assessment Information to Parents/Carers (P5D/P7B)**

The staff have a range of strategies that keep parents/carers fully informed of their child(ren)’s attainment and progress in school. Parents/carers are offered the opportunity to formally find out about their child’s learning each term via the following activities:

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| Autumn Term | Parents/carers’ consultation evening – discussion with class teacher regarding how the child has settled and any ways parents can support from home. This includes an opportunity to look at children’s work.  Foundation Stage Reading and Writing workshop  KS1 Phonics workshop  Autumn ‘Breakfast’ Event - Opportunity to look at children’s work  Teachers are available during this event and will talk about children’s achievements and their next steps when they interact with parents/carers.  FS/KS1 and 2 Maths Workshop |
| Spring Term | Parents/carers’ consultation evening – Mid-year report issued on the Friday so it can be discussed the following week with any parents’ questions  When a parent/carer meets with their child’s group teachers, the teachers give each parent/carer a summary of the child’s level of attainment and some information about their progress towards targets in reading, writing and mathematics; they also share areas in which the child needs further support. |
| Summer Term | Summer ‘Breakfast’ Event - Opportunity to look at children’s work  Teachers are available during this event and will talk about children’s achievements and their next steps when they interact with parents/carers.  Annual school report  The annual report will provide parents/carers with an overview of their child’s attainment in every subject i.e. whether the child is working below, in line with or above age-related expectations; it also provides information about the child’s behaviour, attitude to learning and will detail future targets. |

Parents/carers can also seek information about their child’s attainment and progress by speaking with their child’s teacher should they have any queries or concerns. This can be done via the class email, during start and end of day ‘drop off’, over the phone, or booking an appointment with the class teacher.

For children who are making less than expected progress or not on track to be ARE, teachers will be asked to immediately consider appropriate provision to enable accelerated progress and ensure this is recorded on our provision mapping tool. The teacher will continually monitor and refine these to ensure learning and progress are maximised. There will be an expectation that the gap will be narrowing at every assessment point between these children and their peers.

1. **Inclusion (P2/P2A/P2B)**

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities. The assessment policies, procedures and practices are designed to be fair and fully inclusive. Ultimately, they can be applied to all situations and all children; ensuring that assessment is used to aid the achievements of every child. The school’s assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience and independence. We will have the same high expectations of all pupils. However, this should account for the amount of effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account alongside the nature of pupils’ learning difficulties.

The engagement model is used for pupils at KS1 and KS2 who are working below the standard of the national curriculum assessments and not engaged in subject-specific study.

The pre-key stage standards are used for statutory assessment at the end of KS1 for pupils who are working below the standard of the national curriculum assessments and engaged in subject-specific study

**It is crucial that no child (inclusive of SEND and disadvantaged) is left working from an earlier stage longer than absolutely necessary. Expectations should be quickly raised so work is differentiated/supported/scaffolded for them to achieve within their chronologically appropriate stage. This is the only way a child can be supported to ‘catch up’ via accelerated learning. Failing to do this will leave them destined to always be behind their peers. Talk to Sarah Knight (Inclusion Lead) or Louise Bunney (assessment lead) if you are in ANY doubt.**

1. **Training**

There is ongoing training around the area of assessment at Russell Lower School with all new teachers guided with the use of Classroom Monitor and our procedures and processes. ECTs (early career teachers) will focus on assessment as part of their induction and will be supported by an experienced mentor.

Staff development meetings are scheduled as and when needed in order to provide relevant training around assessment such as changes linked to classroom monitor, inhouse moderation and cluster moderation.

LSA training is also scheduled as and when needed in order to further improve learning support assistant’s understanding and procedures around assessment such as through marking and feedback and direct, challenging questioning.

Staff are able to request additional training around assessment to the CPD (continuing professional development) lead.

**12. Roles and Responsibilities**

12.1 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

12.2 Senior Leadership Team

The SLT are responsible for:

* Ensuring that the policy is adhered to
* Updating the policy in line with any new developments in the school and new government guidance.
* 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

12.3 Teachers

Teachers are responsible for:

* Following the assessment procedures outlined in this policy to ensure that assessment is carried out effectively and accurately to inform planning and to provide high quality marking and feedback following the school’s marking and feedback policy.
* Regularly (at least weekly) updating Classroom Monitor (formative assessment) and inputting teacher judgements (summative assessment) according to the school calendar in preparation for pupil progress meetings.
  1. **Support Staff**

The support staff are responsible for:

* Supporting and challenging pupils with their learning as directed by class teachers and provide feedback on children’s learning.
  1. **Subject leaders**

Subject leaders are responsible for:

* Monitoring and moderating assessments within their curriculum area; providing appropriate support and guidance to staff in this area.

1. **Monitoring and Review**

This policy will be reviewed annually by the Senior Leadership Team. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. The Senior Leadership Team are responsible for ensuring that the policy is followed.

The Assessment Lead will monitor the effectiveness of assessment practices across the school, through:

* Lesson observations/learning walks
* Book scrutinies
* Pupil progress meetings
* Attending moderation with colleagues both inhouse and across the FARM cluster

**Appendix 1 – Assessment cycle**

**Late Summer Term:**

July

* Reception – transition data from Early Years Centre shared with class teacher
* Other year groups – data shared from previous class teachers

**Autumn Term:**

September

* Teacher-led baseline assessments undertaken in all year groups and RBA in EYFS
* Accelerated Reader assessments completed
* Assessment Week for all subjects
* Phonics assessments completed (reception, Year One, Year Two)

October

* Parent consultations regarding how the child has settled and any ways parents can support from home. This includes an opportunity to look at children’s work.
* Pupil progress review meetings using Classroom Monitor reporting facility for reading, writing
* and mathematics
* Foundation Stage Reading and Writing workshop
* KS1 Phonics workshop

November

* FS/KS1 and 2 Maths Workshop
* Monitoring of teaching and learning

**Spring Term:**

January

* Assessment Week
* Phonics assessments completed (reception, Year One, Year Two)
* Accelerated Reader assessments completed

February

* Interim reports to parents
* Parent consultations to discuss interim report and progress towards targets
* Pupil progress review meetings using Classroom Monitor reporting facility for all subjects
* Monitoring of teaching and learning

**Summer Term:**

April/May

* End of Key Stage One National Curriculum assessments in reading, punctuation, spelling

and grammar, and mathematics (arithmetic and reasoning)

* Assessment Week to include
* Phonics assessments completed (reception, Year One, Year Two)
* Accelerated Reader assessments completed

June

* Pupil progress review meetings using Classroom Monitor reporting facility for all subjects
* Monitoring of teaching and learning
* Foundation Stage EYFS Profile completed
* Year One Phonics Screening Check and Year Two re-takes
* Data submission to Local Authority

July

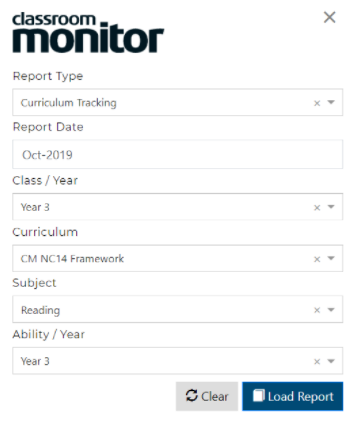
* End of year reports to parents with opportunity for consultation
* Transfer information completed for next class teacher and handover organised

Transfer to middle school completed – discussion and planning between lower and middle school complete

**Appendix 2 – Curriculum tracking**

This report enables staff to look deeper into the assessments made for a markbook subject. It is great for subject leaders and class teachers as it summarises how well a group of pupils are attaining in individual objectives.

To load a Curriculum Tracking report:



**Report Date:** The month that you want to look at markbook data for.

**Class/Year:** The set of pupils that you want to look at. Class refers to the groups set up and Year will choose all pupils assigned to that year.

**Curriculum:** Select the curriculum that contains the subjects assessments have been made for.

**Subject:** Select the subject that you wish to view assessment data for.

**Ability/Year:** This is the set of objectives that will be looked at.

**Load Report.**

The report will show the numbers of children that are at each assessment level and the bracketed percentage is the proportion of the total number of pupils selected.

Clicking on to the numbers in the table will bring up the list of pupils who have achieved that specific level for the objective selected:

**Appendix 3 – Inputting summative assessment data**

1. Go to the progress section of CM
2. Go to the ‘combination reports’ tab at the top
3. Go to ‘judgements’
4. Select your ‘group’ (class)
5. Select some comparison data such as ‘Rising Stars progression framework, English, reading’
6. Select ‘report date’
7. Score type should be overall
8. ‘Load report’
9. Click ‘judgements’ at the very top
10. From the judgement dropdown select ‘sig below, below, at, above, sig above’
11. Click where each child is for that point in time
12. **Before saving name the input by selecting the subject and year.**
13. Enter the judgement name in the following format **Term, subject, class name e.g. Autumn 2021-202 writing Goldfinch**
14. Press save judgement

**Any judgement made cannot be altered so please ensure the information is entered accurately otherwise the input will need to be deleted and reinputted.**

**Appendix 4 – Extracting summative assessment data**

1. Go to the progress section of CM
2. Go to the ‘school overview reports’ tab at the top
3. Go to ‘external data and judgements’
4. Go to ‘class/year overview, single subject view’
5. Select your ‘report type – class/year overview’
6. Select ‘report group’ (class/year group)
7. Select ‘import type – judgements – progress5’
8. Select ‘import subjects’ which ever subject you want to look at
9. Choose import date
10. Import search for the classes to look at e.g. ‘Autumn 2021-2022 writing Blackbird, Autumn 2021-2022 writing Nightingale, Autumn 2021-2022 writing Goldfinch
11. Import column – judgement
12. Load report

**Appendix 5 – Pulling off summative assessment data spreadsheet (SLT use)**

1. Go to the ext.data (external data) section of CM
2. Click on the ‘previous imports’ link (top right)
3. You will now be able to see all previous imports.
4. You can search for the one you need using the search section top right. The best way would probably be by term, class, subject. **This is dependent on staff saving assessments in the correct format: Term and year\_subject\_class’ such as ‘Autumn 2021-2022 writing Blackbird’**
5. Click the download button once you have found what you need. This will load the spreadsheet with the children listed with their judgement.