

Lea Valley Primary School

Assessment, Recording, and Reporting Policy



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|-----------------------------|-------------|
| Member of Staff Responsible | Headteacher |
| Ratified | July 2022 |
| Next Review Date | July 2023 |
| Review Cycle | Annually |

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1. PURPOSE OF ASSESSMENT

At Lea Valley we believe that assessment forms the basis of informed teaching. The main purpose of this policy for assessment, recording and reporting is to develop effective, efficient, consistent methods through which a child's progress is monitored and used to inform decisions about future curriculum developments for that child. Effective recording systems throughout the school will be an aid to consistency and continuity. The policy will also ensure that statutory requirements are fulfilled.

2. TYPES OF ASSESSMENT

| Type | What it is used for | What it looks like |
|-----------------------------|--|--|
| Formative Assessment | <ul style="list-style-type: none">• Inform future planning• Identify strengths and weaknesses• Identify next steps for learning• Inform future teaching and learning strategies• Adapting the rest of the lesson• Checking which pupils can move on within the lesson | <ul style="list-style-type: none">➤ Targeted questions and answers during lessons➤ Marking and feedback of pupils work➤ Observations➤ Answers on white boards➤ Self-assessment |
| Summative Assessment | <ul style="list-style-type: none">• Tracking pupils' progress across a year group and across the school• Informing planning• Planning for interventions | <ul style="list-style-type: none">➤ Inspire Assessments for Maths➤ NTS assessments for reading➤ Moderation of writing |
| National Assessments | <ul style="list-style-type: none">• Comparing our pupils to pupils locally and nationally | <ul style="list-style-type: none">➤ Reception Baseline➤ Phonics screen check in year 1➤ SATs test in Reading, Maths and Grammar in year 2➤ Multiplication Check in year 4➤ SATs test in Reading, Maths and Grammar in year 6 |
| Phonics Assessments | <ul style="list-style-type: none">• Checking pupils progress in phonics• Grouping the pupils• Deciding which pupils would benefit from tutoring | <ul style="list-style-type: none">• RWI assessments |
| Foundation stage Assessment | <ul style="list-style-type: none">• To shape learning experiences for the child• To check progress | <ul style="list-style-type: none">• Practitioners observing the child |

3. LEA VALLEY'S ANNUAL ASSESSMENT CYCLE

September – Unlocking your class' potential
End of Autumn – Igniting your class' potential
End of Spring – Reaching your class' potential
End of Summer – Celebrating your class' potential



Unlocking your class' potential

In September class teachers look back to see the progress their new class have made over their school journey so far. Then they colour code each child:

Gold – a child has received an S+ in any subject at any time
Green – a child has received a W+ in any subject at any time
Blue – a child has never achieved a W+ in any subject at any time

Any children in blue should have been referred to the SENDCO

Igniting your class' potential

At the end of the Autumn term, all pupils sit an Assessment in Reading and Maths and their writing is teacher assessed. The data is put into target tracker. Teachers look at their potential grid and move any child who has reached a w+ combined or an s+ combined. From that they identify their target children for the next term and decided on what actions they will put in place for the next term.

Reaching your class' potential

At the end of the Spring term, all pupils sit an Assessment in Reading and Maths and their writing is teacher assessed. The data is put into target tracker. Teachers look at their potential grid and move any child who has reached a w+ combined or an s+ combined. From that they identify their target children for the next term and decided on what actions they will put in place for the next term.

Celebrating your class' potential

At the end of the Spring term, all pupils sit an Assessment in Reading and Maths and their writing is teacher assessed. The data is put into target tracker. Teachers look at their potential grid and move any child who has reached a w+ combined or an s+ combined. From that they identify their pupils who have not reached their potential and see if there are any reasons why. This is a chance for them to celebrate any successes in their class.

4. RECORDING ASSESSMENTS

All data is stored on Target Tracker. The steps on target tracker work in the following way.

| Step | | Explanation |
|-------------|----|------------------------------------|
| Beginning | B | Beginning to work within this band |
| Beginning + | B+ | |
| Within | W | Working within this band |
| Within + | W+ | |
| Secure | S | Secure within this band |
| Secure + | S+ | |

Pupils are expected to make at least 6 steps progress a year. They may be working below their band but they may not be working above it.

5. SEND ASSESSMENTS

All schools have a duty to be accessible and inclusive for the children within their community.

Following taking an assessment some children will score below the level of the test. Teachers need to know 3 things:

1. What tests to give the pupils next
2. How to input their data
3. How to support these pupils

1. What tests to give pupils next

When to give pupils assessments that are lower than their year group:

Reading

Using the NTS Rising Starts MARK system pupils are to take the year group below if they have fallen from the bottom of the reading age e.g. in Year 2 pupils who are < 5:5 will sit the Year 1 paper.

Pupils who have not met the standard required at Year 1 will be assessed against the EYFS standards for reading.

Maths

Pupils achieving a 'B' will sit the paper of the year group below, if they score an 'S' or 'S+' they will remain as a 'B'. For those who have achieved a 'B' in the lower paper will do the process again.

Writing

For pupils achieving a 'B' after 6 Big Write assessments they will be assessed using the checklist from the previous year, if they score an 'S' or 'S+' they will remain as a 'B'. For those who have achieved a 'B' the lower paper will do the process again.

2. How to input their data

The attainment data of SEND pupils will be inputted at the step that they are working at (this may not be their current year group).

Children that are performing at a step below their current year group but not SEND will be input in the same way

3. How to support these children

These children must be flagged to the SENDCO to ensure their needs are known and can be addressed by the class teacher. SEND pupils who achieve 4 steps progress over the year is deemed to be excellent progress

6. MODERATION

In school moderation should take place regularly to ensure consistent standards and judgements across the school. Teaching teams work together to moderate across their year group. Early Career Teachers are paired with more experienced teachers for additional support.

7. REPORTING

Information on how each child is achieving against their age related expectation is communicated with parents in different ways. There are three formal parents consultation evenings which give teachers and parents the opportunity to discuss the attainment and progress of their child. Parent's evening will take place after an assessment week and parents/careers will be able to look at their child's books and assessments. The final parent's evening in a chance to parents/carers to discuss the school report with the teacher.

In the Summer Term reports are written and sent out to parents. Class teachers will write the report and proof read it, before handing it to a member of the Leadership team to check. The reports are emailed out to parents but a hard copy can be given on request.