



Assessment and Reporting Policy

Reviewed by	Curriculum & Learning
Agreed on	December 2024
Signed	Janet Dimond

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



Offwell C of E Primary School

Rationale:

Assessment is the means by which the progress of pupils is monitored. Assessment is incorporated systematically into the planning and teaching of sequences of learning. This allows teachers to chart progress, diagnose any problem areas as soon as possible and rapidly adapt teaching. It helps the school to identify needs and 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, which is why we feel that pupil's involvement in assessment (through peer and self-assessment) is highly effective, as it engages the pupil in metacognition (thinking about learning).

Aims:

The 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.
- Outline the different forms of reporting we use and the content of those reports.

Assessment is categorised in two main forms – formative and summative.

Formative Assessment

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 by teachers, or are in the children's own books.

Summative Assessment

Summative assessments assess pupil performance at a particular stage in their learning and provide teachers with an overall subject grade for pupils. These occur at defined periods of the academic year and include:

- Reception Baseline Assessment
- Phonics Screening Check (in Y1) and retakes (where applicable in Y2)
- Termly reading, maths and GAPS (Grammar, Spelling and Punctuation) tests. These provide teachers with a standardised score.
- Non-Statutory end of key stage 1 assessment – these can be used, where appropriate, to validate teachers' assessments.
- Multiplication Check (Y4)

Both formative and summative assessments can be used for feedback and influence future planning/next steps.

Using assessments for diagnostic purposes

All assessments can provide diagnostic evidence. Analysis of tests used in school (as above) also provide a considerable amount of diagnostic material which teachers make use of. For example, 'gap analysis' from certain tests allow teachers to see which areas of pupil learning need further support/scaffolding/teaching. 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



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. For further information see Feedback (including Marking) policy. 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 (displayed as 'L.O.') are central to the success of AfL within school; all lessons have clear objectives that are matched to the children's 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 Nursery and/or Reception, children will be informally assessed, with results being used to inform planning, set targets and aid early identification of any special educational needs. Assessment is ongoing and is enhanced by staff fostering positive, honest and supportive relationships with parents. Throughout their Nursery and Reception years, children's progress through the Educational Programmes of the Early Years Foundation Stage (EYFS) is monitored, supported by non-statutory assessments. Those children requiring additional support, are recorded on Notice and Focus sheets for each cohort. These include all 17 areas of the curriculum and are reviewed termly by staff. Next steps in learning are then planned appropriately, in order to maximise children's progress.

Reception children undertake the national Reception Baseline Assessment (RBA), in the first month of that year and judgements against the EYFS Early Learning Goals (ELGs) form their EYFS Profile at the end of their Reception year.

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 – highlighting formative assessments on a lesson-by-lesson and/or pupil-by-pupil basis
- Children's work – including any written feedback
- Teacher's notes and observations
- Assessment sheets eg. for writing/guided reading
- Cohort folders – e.g. notes of assessments for SEND pupils
- Rising Stars 'MARK' (My Assessment and Reporting Kit) – Used for inputting test results and for gap analysis.
- Matrices showing progress across year – these contain standardised scores from termly tests (derived from MARK).
- Notice and focus sheets



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 and where available, national exemplification materials

Target Setting

Analysis of assessment data (internal and external data) is made by the Headteacher, Senior Teacher and relevant subject leaders and the school's Governors meet regularly with the Headteacher, Senior Teacher 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, from Year 1, starting with a baseline to ensure vulnerable groups make rapid progress to close the gap to attain or exceed national expectations. Teachers use these matrices to record pupil attainment, from summative assessments, at agreed points in the year (Termly). They also use this system (or EYFS assessments) to highlight pupils who have not made expected progress and feed this into an intervention programme with discussion with SENDCo. 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 can form part of each teacher's appraisal (ensuring any targets contribute to improving the education of pupils). When planning, vulnerable individuals and groups are highlighted and special consideration is made about how to deploy support staff. Individual children's and group's progress is analysed at least termly, with regular monitoring within each term and appropriate support put in place immediately.

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 and attainment in the core and foundation subjects of the National Curriculum for KS1 and KS2. In EYFS, all 17 areas of the curriculum are reported on, alongside their Characteristics of Effective Learning. The teacher will make a comment on the attainment of the pupil in terms of national age related expectations from



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Reception onwards and set next steps for English and Maths. For children at the end of EYFS, their EYFS Profile will also be shared. Statutory assessment information will be provided for:

- Year 1 Phonics Screening check
- Year 2 Phonics Screening check retakes (where appropriate)
- Year 4 multiplication check
- End of key stage 2 statutory assessment tests

This report also highlights children's attendance, behaviour and effort as follows:

	Attendance	Behaviour	Effort
Exceptional	Attendance is 99% or higher. Always in school on time.	A role model for other pupils due to their excellent behaviour.	Goes beyond expectations in lessons and with home learning.
Good	Attendance is 96% or higher. Very rarely late to school.	Always meets the expectations for behaviour.	Consistently good effort with all work set.
Support Required	Attendance falls below 96% or occasionally late to school.	Occasionally misses learning opportunities due to behaviour.	Effort is sometimes good, but not always consistently applied.
Cause for Concern	Attendance is below 90% or frequently late to school.	Incidents of poor behaviour disrupts their learning and others.	Needs to show a better attitude in lessons or home learning.

Parents consultations (also known as 'Parents evening') occur during the autumn and spring terms. At these meetings, teachers will report information from formative and summative assessments, highlighting areas of progress of development. They will also discuss other areas of a pupil's development (e.g. social attitudes, friendships, behaviour, etc). 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 SENDCO as often as is helpful, but at least once a term.