

Lemington Riverside Primary School

Assessment, Recording, Reporting and Target Setting Policy

Introduction

The school recognises as part of our reforms to the national curriculum, the current system of levels used to report children's attainment and progress was removed from September 2015 and replaced with assessment against new age related criteria in reading, writing and mathematics. As we further develop the policy we will also advance the assessment guidance within foundation areas also as part of our curriculum development process.

The DfE has set out expectations for each year group related to age - we have therefore developed a curriculum relevant to our pupils with reference to this content. Our curriculum continues to include an assessment system which enables the school to check what pupils have learned; whether they are on track to meet expectations at the end of every year and to report this regularly to parents.

We recognise our statutory obligation to adhere to core principles for assessing pupils' progress against their school curriculum. In developing policy we recognise that the DfE has not imposed a single system for on-going assessment and therefore we aim to demonstrate that we are able to assess pupils' progress; to keep parents informed; to enable governors to make judgements about the school's effectiveness and to inform Ofsted inspections.

Our system at Lemington Riverside therefore will demonstrate the following principles:

Give reliable information to parents about how their child, and their child's school, is performing by

- Allowing meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- Providing information which is transferable and easily understood and covers both qualitative and quantitative assessment.
- Differentiating attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.

Help drive improvement for pupils and teachers by

- Ensuring assessment is closely linked to improving the quality of teaching.
- Ensuring feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

- Producing recordable measures which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation through

- Continuing consultation with those delivering best practice locally.
- Continuing consideration of, and benchmarking against national best practice.

The Process of Assessment

The assessment process at Lemington Riverside Primary School will be made up of three component parts:

- **Teacher Assessment** – this is the key strand of evidence of achievement gathered during the normal teaching programme over the year as a whole and will be judged by teachers against specific age related criteria (see ***reading, writing and maths age related expectation criteria*** as well as phonic, spelling; science and foundation subject criteria). For NC classes this will typically involve daily teacher judgements during lessons and with scrutiny of work as a key evidence base assessed against age related criterion. The literacy criteria will utilise the North East Literacy Consortium materials as guidance and Mathematics the... criteria (see Age Related Criteria docs.) For EYFS pupils - the practitioners will evidence Development Matters Criterion. These achievements will be documented formally by teachers and evidence of these judgements be retained for future reference by school leadership.
- **Statutory and Non-Statutory Testing** - evidence of achievement measured against age related criteria will also be made at key points in the term through a variety of non-statutory testing regimes but also through the application of statutory testing processes. Testing will therefore support TA judgements. For EYFS Nursery children will undertake baseline assessment during early autumn and this will be followed by ongoing assessment throughout the year and into the Reception class. Year 1 will work towards Phonic Screening in the summer. Year 2 will undertake the end of KS1 tests and also we will continue to work towards the KS2 National Tests in year 6.
- **Diagnostic Testing** - For some children testing will access more specific diagnostic tests in addition to TA and other testing regimes. Results will also be documented formally and evidence will be retained for future reference.

The school aims to provide a comprehensive picture of a child's achievement against age related expectations across the key areas of curriculum through a combination of data gathered from TA and supported by statutory and non-statutory testing.

The Purposes of Assessment

The 1988 Education Act placed a legal duty on schools to assess children's progress through the framework of the National Curriculum. Meaningful and regular assessment, however, has been in evidence in classrooms since schools began and is part of everyday teaching. It occurs informally all the time as judgements are made about children's work in the classroom situation and more formally whenever work is scrutinised. We believe that the purposes of assessment are as follows: -

- **Formative** - to recognise children's achievement in order to inform future planning and ensure progress – within lessons and during the planning process, and to provide information for children, parents, other teachers and schools, and the wider community, including, governors, LA, Ofsted and the DfE.
- **Diagnostic** - to identify specific achievements, and to diagnose specific learning difficulties and barriers to enable appropriate teaching strategies to be planned and implemented.
- **Evaluative** - to assess aspects of the school's curriculum delivery and classroom methodologies, with regard to the children, teachers and the school.
- **Ipsative** - to compare a child with his / her previous performance.
- **Summative** - to summarise an individual's overall progress and attainment.

We recognise that the key purpose of assessment for all classroom teachers is to promote pupil's learning and progress. We believe that enhanced formative assessment ensures gains in pupil achievement.

Implications of Assessment

We believe that the methodology employed to assess pupil attainment across the school should be an integral part of the teaching and learning that is being undertaken.

"The assessment process itself should not determine what is to be taught and learned. It should be the servant not the master, of the curriculum. Yet it should not simply be a bolt on addition at the end. Rather, it should be an integral part of the education process, continually providing both 'feedback' and 'feedforward'. It therefore needs to be incorporated systematically into teaching strategies and practices at all levels."

(T.G.A.T 1993)

The Assessment Process in Action

We will ensure that assessment opportunities are built into planning at all levels

Assessment at Lemington Riverside will therefore not be regarded as an isolated activity but an integral part of curriculum delivery. The process of assessment will therefore involve: -

- Staff identifying a range of appropriate assessment opportunities at every stage of planning - building upon previous achievement.
- Teachers realistically establishing the criteria to be assessed with regard to the expected age related outcome during the classroom delivery phase.
- Working alongside other teachers they will agree the assessment techniques; their observations and insights to ensure validity of the assessment
- Deciding what evidence will be required and recorded.
- Evaluating the assessments and pupil achievement in order to inform future teaching and learning.
- Taking part in moderation activities both at school and Trust level.

Frequency of Assessment; Breadth & Depth of Learning

Children will be assessed daily as part of the regular teaching routine - at key times these informal TAs may be recorded for each core subject and formally entered.

Children will be rigorously assessed using a variety of techniques against specifically identified age related criteria in each of the core areas of the National Curriculum. More formal assessments may therefore support informal TA's each term. We are aware that the levels of the cognition and application of skills and knowledge across the curriculum are key to the depth and breadth of learning of a child. At Lemington Riverside the age related expected criteria will be considered within this context – staff will therefore consider the Depth of Learning Statements when evaluating performance:

Emerging

Children are acquiring skills - typically children will name, describe, list, label, follow instructions and complete tasks

Developing

Children are practising skills - typically children will recall information, ask and answer basic questions, use, report, repeat, arrange, quote, define, illustrate, recognise and memorise

Secure

Children are applying skills - typically children will apply skills to solve problems, explain methods classify, categorise, identify patterns, infer, organise, modify, revise, predict, interpret, summarise, make observations, estimate, compare, construct, relate, distinguish, separate, use context clues, access, investigate, develop logical arguments, appraise, formulate, investigate, draw conclusions, hypothesise, cite evidence

Exceeding (Deep)

Children are extending skills (across the curriculum) - typically children will solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove, connect, synthesise, apply concepts, critique, analyse

The Teaching, Learning and Assessment Cycle

An effective cycle of teaching, learning and assessment is a fundamental element of our work. Assessment, Target Setting and Tracking is an integral part of our work in order to ensure children make at least expected progress. It's component parts will serve to implement all aspects of assessment throughout the school.

Evidence of Attainment, Annotation and Record Keeping

A streamlined system of record keeping is a prerequisite of an effective overall assessment system. Records should not be burdensome, but should help teachers, senior managers and parents track pupil progress.

Teacher Assessment across the age range will continue to be guided by the ongoing development of a recording system. Work will be assessed and agreed by staff with the intention of providing teachers with a bank of evidence when making judgements.

At key times staff will take the opportunity to work across the Outer West Learning Trust in order to moderate judgements and utilise the portfolio to support this process. Networking groups within the Trust will allow class teachers the opportunity to develop the moderation of work.

Previous school books and work will be retained as archive material.

Individual Pupil Evidence

Teachers will record the evidence of pupil achievement where possible utilising work books as well as during formal assessment tasks. Books and class record sheets will serve as each child's evidence of achievement and in addition to these examples class teachers may also collate test scripts; other examples of work that the teacher feels is evidence of significant

achievement. This work will be cross referenced with age related expectation data by teachers at staff meetings across the year.

The Target Setting Process

Realistic targets can have a motivational effect upon pupils. Within our school target setting is widely used as a means of achieving aspirational goals. All members of staff are aware that this process can be of enormous benefit in terms of orientating the learner and the teacher to a strategic focus. Nevertheless, there is awareness that the process can be ineffective for pupils and staff if the targets are not clearly understood, achievable or realistic. Our Target Setting process with regard to pupil achievement will attempt to accelerate learning by motivating both pupils in achieving higher yet realistic objectives.

The basis for this therefore will be individual pupil targets and class targets in the Core Subjects. These targets will be available in 'child speak' so that they are transferable to books and pupil's work but also for discussion with parents.

Each child will be targeted through the criteria of age related expectation from 'emerging' to 'developing' to 'secure' and for some 'exceeding' – depending on their needs to progress learning.

Children who are achieving below that of other pupils or not making the expected progress will be identified and have appropriate intervention, either individually or in a group. These groups may become a particular focus for a class or phase.

Children's progress will be monitored on a half termly basis and targets will change as appropriate.

In the summer term the summative achievement will be determined according to the age related criteria. Using all the available evidence teachers will decide which age related band 'best fits' taking into account the child's application and how they have demonstrated the related knowledge, skills and ideas as well as the depth of cognition apparent during the performance of the child across the year within each core area - reference to these bands should continue to assist the communication process throughout the school and between teachers and parents.

Reporting to Parents

Regular and meaningful dialogue with parents is the key element in supporting the transfer of information pertaining to children's performance, between school and the home. Good channels of communication are essential and opportunities to facilitate the partnership between the home and the school are enhanced by: -

- The good relationship that exists between the parents and the school is sustained by the 'open house' policy in operation. Parents are encouraged to speak to the Headteacher and individual teachers to discuss any concerns they may have at mutually agreed times.
- The two Open Evenings held during the course of each school year.
- The final written report given to parents that meets the needs of the school and satisfies the reporting process.
- SEND reviews for parents of children identified as having special educational needs.

It is important to stress that the school system of Assessment, Recording, Reporting and Target Setting is common to all children. All children will be assessed against the appropriate age related expectations. However it is clear that some pupils will not be able to access their age appropriate criteria. These pupils will be clearly identified and staff will utilise teacher assessment appropriate to their abilities and a curriculum modified to provide a range of contexts where the progress of a child with SEND can be monitored effectively and where they can progress towards age related criteria. Staff are aware that when planning programmes for these children and when setting targets these should be appropriate and measurable; that planning should be appropriate and differentiated for the children to progress towards age related criteria; more frequent recognition of achievement may be necessary and more time may be needed to enable the child to consolidate their learning.

Statutory Assessment

National curriculum tests

A new national curriculum was introduced in 2014. As a result, the Standards and Testing Agency (STA) has changed the tests so that they assess the new curriculum. Pupils took the new tests for the first time in May 2016.

The test frameworks explain the structure and content of the tests. DfE have also published a complete set of sample key stage 1 (KS1) and key stage 2 (KS2) tests for English reading, English grammar, punctuation and spelling and mathematics.

As part of the national curriculum review, levels have been abolished. This is in part in response to concerns about the validity and reliability of levels and sub-levels.

DfE have also changed the way in which the tests are reported. From 2016, scaled scores are used to report national curriculum test outcomes. Headteachers have not needed to change the way their school prepares for, or administers, the tests because of the introduction of scaled scores. Within

key stages, schools and teachers have the freedom to assess what pupils understand and can do in a way that best suits the needs of their school.

Scaled scores

The move to scaled scores was announced as part of the previous government's response to the consultation on reforming assessment and accountability for primary schools.

Scaled scores help test results to be reported consistently from one year to the next. DfE have designed national curriculum tests to be as similar as possible year on year, but slight differences in difficulty will occur between years. Scaled scores maintain their meaning over time so that two pupils achieving the same scaled score on two different tests will have demonstrated the same attainment. For example, on our scale 100 will always represent the 'national standard'. However, due to the small differences in difficulty between tests, the 'raw score' (i.e. the total number of correct responses) that equates to 100 might be different (though similar) each year.

Interpreting scaled scores

A pupil's scaled score is based on their raw score. The raw score is the total number of marks a pupil receives in a test, based on the number of questions they answered correctly. The pupil's raw score is then translated into a scaled score using a conversion table. A pupil who achieves the national standard will have demonstrated sufficient knowledge in the areas assessed by the tests. This will mean that they are well placed to succeed in the next phase of their education.

The typical characteristics of pupils at the national standard are illustrated by the test performance descriptors. These are included in the 2016 KS1 and KS2 test frameworks. However, as with all tests, pupils can achieve their marks in a number of different ways. If a pupil achieves the national standard this doesn't imply that the pupil has mastered all of the knowledge and skills indicated in the test performance descriptor. Headteachers have included results from the national curriculum tests in their annual reports to parents. The pupil's scaled score is reported and whether or not they met the national standard.

The old national curriculum levels are not relevant to the new national curriculum. However, in order to provide schools with some indication of the new standards, DfE have tried to indicate equivalence in a broad sense. At KS1 the national standard will roughly equate to an old level 2b. At KS2 this will roughly equate to an old level 4b. Otherwise levels and scaled scores will not be comparable.

Key stage 1 tests

For KS1 tests, conversion tables are published on GOV.UK . The marking guidance for the KS1 tests include conversion tables.

Teachers use these to translate pupils' raw scores into scaled scores to see whether each pupil has met the national standard. The scaled scores are used to inform our teacher assessment judgements.

Key stage 2 tests

KS2 test results are available on the NCA tools website in July. Each pupil registered for the tests received:

- a raw score (number of raw marks awarded)
- a scaled score
- confirmation of whether or not they attained the national standard.

Teachers will continue to be able to use Analyse School Performance (Raise) to analyse their pupils' individual results.

Year 7 teachers will be able to view their incoming pupils' scaled scores so that they can prepare for their new intake.

There will continue to be no link between KS2 test results and teacher assessment.

Transfer and Transition

Much emphasis is placed on the crucial transfer from primary to secondary, but many of the same issues apply to transfer from infant to junior or of the transition from year to year. The staff recognise the importance of avoiding "dips" in attainment due to transfer and transition arrangements.

At Lemington Riverside Primary School, each teacher will pass on assessment information to the next teacher (including statutory transfer forms to secondary schools) during the summer term of the previous year in order for the next classroom teacher to effectively plan for the first part of the autumn term.

Teachers will also meet regularly in order to discuss and agree achievement of each child in the core areas and to set pupil targets for the forthcoming lessons.

Monitoring

The Curriculum Leaders will have the key responsibility of monitoring the assessment system for their subject and alongside the Headteacher will continue to examine individual cohort performance with teachers, as well as monitoring whole school performance against national benchmarks.

Reviewed 24.2.16

Reviewed : 30.11.16

Reviewed : 13.11.17

Reviewed : 17.10.18

To be reviewed : October 2019

