Assessment and Reporting Policy

Hayward's Primary School
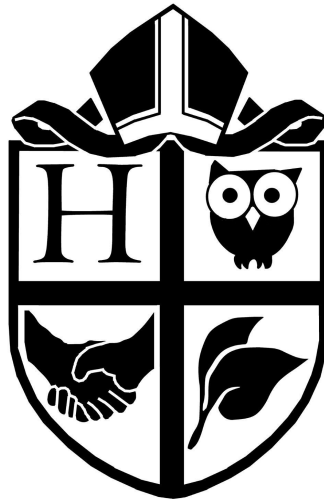
Written by:	Hayward's Primary School	Signed:
Approved by Governors:	Spring 2021	
Next review due by:	Spring 2022	

ASSESSMENT and REPORTING TO PARENTS POLICY

Rationale:
To ensure a consistent approach to the assessment of learning across the school. Assessment information is used to inform teaching and learning, to set targets for development and to set high expectations resulting in the best achievement for all. Data is used to record and track attainment and progress of individuals and groups of learners and to shape future school improvement. Data is discussed at termly data meetings and on a regular basis in unit meetings.

Why Assess
Assessment for learning is key to:
- Knowing how well a pupil has achieved
- Setting learning objectives and success criteria for any learning episode
- Curriculum planning
- Evaluating outcomes to inform future teaching & learning
- Making professional judgements
- Helping identify any additional needs
- Collecting and recording evidence to support judgements
- Tracking attainment and progress of individuals, groups and cohorts
- Reporting achievements

We feel that our assessment systems need to be: (Agreed at staff meeting in September 2017):
- Robust
- Efficient and effective
- Able to accommodate our low and high achievers
- Show progress – avoiding just Below Standard for children throughout their primary school time.
- We have faith in our judgements
- Evidence based
- Easy to moderate in our teams
- Informative enough for us to make plans for where we need to go next with a child.
- MANAGEABLE while being beneficial to the children.

On reviewing and devising an assessment system for the school, in accordance with the national changes (September 2014), it was important to establish the key reasons for use of assessment and the principles behind these.

'Assessment is a good servant, but a terrible master. Too often we start out with the idea of making the important measurable, and end up making the measurable important. By sticking to a set of principles for the design of an assessment system, schools can ensure the assessment system supports learning, rather than gets in its way.'
Dylan William

Types of assessment:
Formative (assessment for learning) – on-going assessment of individuals' learning used to plan next steps and future learning needs.
Summative (assessment for information) – overall achievement assessed at a particular time, e.g. end of year or key stage.

Teachers mark work from previous lessons. *Marking maximises what will impact on the progress of individuals: specific next steps or close the gaps. It should be scaffolded as appropriate to allow all children to make progress.*

Teachers reflect on previous lessons taught. *They consider whether the pitch of the lesson was appropriate. They identify children who struggled and consider reasons why. They adapt and scaffold the learning to support and challenge the children who grasp concepts more rapidly.*

Teachers use the information gained to adapt planning as appropriate for groups, individual pupils or the whole class.

Assessment opportunities during lessons

The use of rich questions and answer sessions to fully explore children's understanding. *The teachers will use the information they get from children's responses to adapt lessons: move on quickly if they are secure; scaffold further if needed; re-group children if some need extra support.*

The provision of immediate and effective feedback. *Teachers do not simply reward 'getting it right': they provide feedback on the response (correct or incorrect) and what the next steps are – further challenge or scaffold understanding. Teachers recognise perseverance, resilience, an ability to accept failure as central to the learning process and tackle it with determination and greater effort. Teachers use lessons to identify misconceptions and help children move forward rapidly with their learning. We encourage our teachers (and teaching assistants) to use VF to indicate where verbal feedback is given during a lesson to take a child's learning forward. We recognise that this is one of the most effective ways of helping children move forward quickly and effectively.*

The active involvement of children in their own learning. *The children participate in learning conversations, which gives them opportunities to formulate answers and share strategies/ ideas with partners. The teachers listen to these conversations as they can provide invaluable insights into children's (mis)understanding. They continue these conversations throughout the lesson – regular dialogue with children will further inform the teacher's understanding of where the children are and where they need to go next, allowing them to move the learning on at a suitable pace.*

The need for pupils to be able to assess themselves and understand how to improve. *Peer and self-assessment is modelled and scaffolded as appropriate to allow all children to reflect meaningfully on their learning, empowering each pupil to realise their own learning needs and to have control over future targets. There are many strategies that teachers will employ to inform understanding of where children are and what their next steps should be.*

A recognition of the profound influence assessment has on the motivation and self-esteem of pupils. *The use of quality marking and feedback provides immediate information for teachers and immediate feedback for children to correct misconceptions or to move learners on. Children are given opportunities to respond to marking during lessons or at another point shortly after (these opportunities are planned for and are a regular part of classroom practice). Conferencing and one to one dialogue ensures pupil motivation and involvement in their own progress and raises achievement and self-esteem.*

Reporting and tracking

At Hayward's Primary School, we value greatly our partnership with parents and believe that this is vital to maximise pupil progress and to promote their well-being and happiness in school. As such we have a carefully planned calendar of times to report to parents regarding their child's progress, next steps and general development.

In between these times, if parents have any queries or concerns regarding their child's progress or happiness in school, they are welcome to contact us so that their child's class teacher can make arrangements to meet with them to discuss their concerns. We also ensure that there are other events when we can welcome parents into school to share their child's learning and school experience. These include Celebration Assemblies.

Progress and attainment will be reported formally to parents three times during the school year, once each academic term through parents' evenings, resulting in a end of year written report in the Summer term.

October - Parents Consultations
Parents are invited to meet with their child's class teacher to discuss how their child has settled into their new class. This also gives parents the opportunity to talk about any interventions in place for their child as well as their targets. Maths, English and Topic books will be available to look at and the teacher will discuss areas to develop. SMART targets, as well as provision maps are shared with parents.

February/March - Parents Consultations
As in October, progress will be discussed as well as informing parents what their child is on track to achieve by the end of the year. SMART targets will be reviewed and new targets will be set. Provision maps are shared with parents.

July - End of Academic Year School Report
In July, parents receive a School Report. This looks at pupil progress throughout the year, including their attainment, application to their learning and their personal, social development.
Teacher Assessment Levels for reading, writing and maths are given. The report also contains a 'General Comment' which focuses on issues such as effort as well as personal and social development.

Pupils' attainment, progress and effort will be reported using the following terminology, in effort to make it clear and transparent to all:
Below age related expectation
At age related expectation (ARE)
Above age related expectation

Progress will be evident from the number of objectives pupils have met as they move through the school year. Assessment Sheets (Writing), Guided Reading Records (Reading) and Maths Key Understandings. In conjunction with termly assessments and the children's books, an overall assessment is made (more information further on in the policy).

A pupil in Year 3 will begin the year working towards Year 3 objectives in reading, writing and maths. At the end of the Autumn Term they have achieved some objectives and are described as Low Y3. This is where you would expect them to be at the beginning of Y3 and therefore they are at age related expectation (ARE). At the end of the Spring term they would be Mid Y3 if they were still working at ARE and in the Summer term you would expect them to have reached High Y3 to have maintained ARE. The #3 rating on SIMS will be used to indicate those children who are working at greater depth in their learning.

In the Early Years Foundation Stage a baseline assessment is carried out on entry to school. On-going assessment is recorded against the development matters statements throughout the year. This is recorded and tracked through tapestry.

The school follows the National Curriculum for KS1 and 2 and pupils' learning is planned using the age-related descriptors for expectations for each subjects. The EYFS uses the Development Matters document and pupils' attainment and progress is recorded against the development matters objectives and this progress is used to judge whether pupils have achieved the Early Learning Goals (ELGs) which determines whether they have reached a Good level of Development (GLD).

The school uses the assessment package within SIMS to track pupil attainment and progress in KS1 and 2. SIMS is updated at termly data drops throughout the year.

Progress is measured by looking at the child's starting point and measuring the progress made over a year/key stage. It is expected that children will achieve three terms progress per year. Some children are required to make accelerated progress in order to close the gap in their learning.

Judgements are reached through a variety of processes. The following is guidance on how these judgements are made:

Reading

In the Early Years and Key Stage 1 synthetic phonics is taught and pupils are assessed using the RWI scheme through direct teaching, guided reading, individual reading and day to day lessons. At Year 1 and 2 pupils carry out more formal comprehension tasks and tests which are used to verify judgements. RWI Records are used during RWI sessions.
Children in Y1 take the phonics screening test in June and this is re-taken in Y2 for those having not made the expected standard previously.
At Key stage 2 judgements are made through assessment during guided reading and through comprehension tasks and verified through termly tests using PIRA (PROGRESS IN READING ASSESSMENT) materials.
Accelerated Reader (and associated star tests) also provide a reading age

identified through regular quizzing that the children with undertake. It also provides ways of moving the children forward. The school uses objectives devised from the National Curriculum to record and track pupil attainment and progress and these reading records are used to update age related expectations on SIMS termly.
Neale's Analysis Reading test is used to identify more specific need as appropriate.

Writing

Two main approaches are used for teaching writing at Hayward's based around the same key principles: that quality writers develop through a process which involves close links with speaking and listening as well as, in particular, reading; careful teaching of the skills required for children to convey meaning effectively; teacher modelling and shared writing; and children regularly practising writing. All children are taught to edit their work.

Children's writing is assessed during lessons against a main learning objective set for the lesson. WILFs (**W**hat **I**'m **L**ooking **F**or) state additional skills which teachers will be looking for within a child's work. WALTs (**W**e **A**re **L**earning **T**o) and WILFs are differentiated according to a child's needs. Teachers give verbal and written feedback when children are practising their writing, in order for children to improve.

In addition to this, across a term, children will work towards a minimum of 4 independent pieces of writing. These are marked against year group (or appropriate for child) assessment standards in accordance with the National Curriculum objectives, as well as key objectives which are Hayward's non-negotiable. This assessment is recorded on our Hayward's Assessment Grids and are used to form a judgement at the end of each term. The judgement is decided based on evidence that the child is working towards the end of year expectation as set out on the grids.

Termly moderation of judgements is led by the English lead. In addition, formal moderation is timetabled with other schools/LA for Y2 and Y6.

Maths
The school uses Rising Stars and White Rose as a basis for planning against the National Curriculum and pupils are assessed using the Rising Stars assessment materials and through PUMA (PROGRESS IN MATHS ASSESSMENT) tests at the end of the term. These are used diagnostically to identify next steps and targets and a standardised score indicates a child's attainment in comparison with peers. A Hodder Scale score shows term on term progress - this is effective for seeing that ALL children are making required process even those within the "ARE" bracket at the start of the year and where no accelerated progress is required.

Children also complete a termly arithmetic assessment. A score of 100 in the PUMA test and over 60% in the Arithmetic test is considered sufficient evidence to say that a child is working at age related expectations.

Alongside this, judgements are made against NC objectives through observations during guided group work and outcomes from day to day teaching. Each year group has a Key Objectives assessment grid for their class. When a child is secure with the listed knowledge or skill, the teacher ticks the objective off. This gives both teachers and the subject leads and overview of the class.
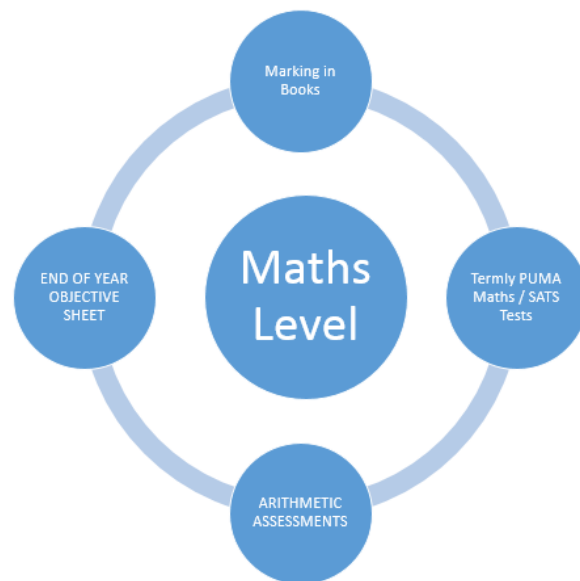
Standardisation & Moderation of Judgements

Both are recognised as being a necessary part of ensuring rigorous and robust assessment procedures. Standardised tests are used to give age related scores – these are as a snap shot and used to verify judgements made through formative assessments.
Regular moderation meetings are used to establish common agreed expectations. At the end of each term, Maths and Literacy leads will moderate the work of Y1, Y3, Y4 and Y5. Subject leaders will also work with Y2 and Y6 teachers to ensure that their judgements are consistent and accurate. Moderation of writing also happens more widely within the learning community and LA advisory staff are used to help ensure rigour (when required).

Appendix 1 – Assessment Calendar

		Autumn One	Autumn Two		Spring One	Spring Two		Summer One		Summer Two	
E Y F S		October Half Term Baseline	Phonics Assessment Benchmarking Ongoing EYFS Profile Assessment (Using Tapestry)		Ongoing EYFS Profile Assessment (Using Tapestry)	Ongoing EYFS Profile Assessment (Using Tapestry)		Ongoing EYFS Profile Assessment (Using Tapestry)		June Profile Data	
W R I T I N G	**Whole School**	Use Assessment Sheets at the end of each block of work. Date when this has been independently achieved. Include a range of cold and hot tasks.	Use Assessment Sheets at the end of each block of work. Date when this has been independently achieved. Include a range of cold and hot tasks.		Use Assessment Sheets at the end of each block of work. Date when this has been independently achieved. Include a range of cold and hot tasks.	Use Assessment Sheets at the end of each block of work. Date when this has been independently achieved. Include a range of cold and hot tasks.		Use Assessment Sheets at the end of each block of work. Date when this has been independently achieved. Include a range of cold and hot tasks.		Use Assessment Sheets at the end of each block of work. Date when this has been independently achieved. Include a range of cold and hot tasks.	
S P A G	**Whole School**	EYFS and Y1 – Half Termly Phonics Assessment	EYFS and Y1 – Half Termly Phonics Assessment Rising Stars Assessment		KS1 – Half Termly Phonics Assessment	KS1 – Half Termly Phonics Assessment Rising Stars Assessment		KS1 – Half Termly Phonics Assessment		Termly Spelling Age Tracked Diagnostic Tool Rising Stars Assessment	
	Additional for Y2 and Y6	Key Stage 2 SPAG TEST	Key Stage 2 SPAG TEST Key Stage 1 SPAG TEST if agreed in team		Key Stage 2 SPAG TEST	Key Stage 2 SPAG TEST Key Stage 1 SPAG TEST if agreed in team		KS2 SATS		KS1 SATS	
R E A D I	**Whole School**	EYFS/Y1/Y2 Benchmarking Y1 to Y6 Guided Reading and assessment records. Y3+ (and relevant Y2) Accelerated Reader Assessments (STAR Tests /	EYFS/Y1/Y2 Benchmarking Y1 to Y6 Guided Reading and assessment records. Y3+ (and relevant Y2) Accelerated Reader Assessments (STAR Tests /		EYFS/Y1/Y2 Benchmarking Y1 to Y6 Guided Reading and assessment records. Y3+ (and relevant Y2) Accelerated Reader Assessments (STAR Tests /	EYFS/Y1/Y2 Benchmarking Y1 to Y6 Guided Reading and assessment records. Y3+ (and relevant Y2) Accelerated Reader Assessments (STAR Tests /		EYFS/Y1/Y2 Benchmarking Y1 to Y6 Guided Reading and assessment records. Y3+ (and relevant Y2) Accelerated Reader Assessments (STAR Tests / ongoing		EYFS/Y1/Y2 Benchmarking Y1 to Y6 Guided Reading and assessment records. Y3+ (and relevant Y2) Accelerated Reader Assessments (STAR Tests / ongoing book quizzes) PIRA READING TEST	

N G		ongoing book quizzes)	ongoing book quizzes) **PIRA READING TEST**	ongoing book quizzes)	ongoing book quizzes) **PIRA READING TEST**	book quizzes)	
	A dditi on al fo r Y2 an d Y6	Key Stage 2 Reading TEST (if needed)	Key Stage 2 Reading TEST Key Stage 1 Reading TEST if relevant and agreed in team	Key Stage 2 Reading TEST (if needed)	Key Stage 2 Reading TEST Key Stage 1 Reading TEST if relevant and agreed in team	KS2 SATS	KS1 SATS
M A T H S	**W ho le Sc ho ol**	**Updating Assessment records in front of Maths Book.** **Rising Stars Half Termly Assessment**	Y1 to Y6 Arithmetic Assessment s Updating Assessment records in front of Maths Book. PIRA TEST	**Updating Assessment records in front of Maths Book.** **Rising Stars Half Termly Assessment**	Y1 to Y6 Arithmetic Assessment s Updating Assessment records in front of Maths Book. PIRA TEST	**Updating Assessment records in front of Maths Book.** **Rising Stars Half Termly Assessment**	Y1 to Y6 Arithmetic Assessments Updating Assessment records in front of Maths Book. PIRA TEST
	A dditi on al fo r Y2 an d Y6	Key Stage 2 Maths TEST (if needed) Y6 Regular Arithmetic Tests (Twinkl)	KS2 examples SATS test – Paper 1,2 and 3. KS1 Maths TEST if relevant and agreed in team	Key Stage 2 Maths TEST (if needed) Regular Arithmetic Tests (Twinkl)	KS2 examples SATS test – Paper 1,2 and 3. KS1 Maths TEST if relevant and agreed in team	KS2 SATS	KS1 SATS

In PIRA and PIRA assessments, the school have agreed a consistent approach towards judging the attainment of a child using the standardised scores. Progress term on term should be tracked using the Hodder Scale, which can predict outcomes for future terms and show the extent of children's progress even within ARE.
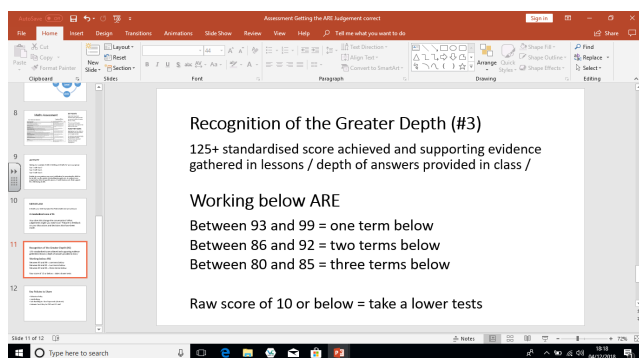
	ASSESSMENT EXPECTATIONS	

Learning Journeys are based on Key Understandings; they are not a comprehensive list of year group objectives.

At the end of each term, you should make a teacher assessment, using a range of evidence. Throughout the term, you may wish to jot down dates where children showed to you a good understanding. However, this is not essential. (Please note– just because the child has completed a task once or twice "right" in October doesn't mean they have mastered the understanding of it. The aim is that a child demonstrates a "true understanding of a concept" and therefore that may take time to master.) At the end of each term, highlight the column to show the child's current understanding / grasp of that skill / concept in the following way:

Pink with GD – This child has demonstrated a good understanding at greater depth level.
Related to the Key Understandings, this child can solve problems of greater complexity (i.e. where the approach is not immediately obvious), demonstrating creativity and imagination. They can independently explore and investigate mathematical contexts and structures, communicate results clearly and systematically explain and generalise the mathematics. They can demonstrate their understanding in multiple ways and justify and reason confidently.

Pink – This child has demonstrated a good understanding.
Related to the Key Understandings, this child can use mathematical concepts, facts and procedures appropriately, flexibly and fluently. They can recall key number facts with speed and accuracy and use them to calculate and work out unknown facts. They have sufficient depth of knowledge and understanding to reason and explain mathematical concepts and procedures and use them to solve a variety of problems.

Orange – This child is demonstrating some understanding to meet expectations.
Related to the Key Understandings, this child has shown a grasp of mathematical concepts, facts and procedures to complete tasks. The child can apply their understanding to solve some, usually simpler, problems but may still make some mistakes. They can demonstrate their understanding in some ways, but not all. Their ability to talk and reason about the mathematics shows gaps in their understanding.

Green – This child is demonstrating a limited or poor understanding.
Related to the Key Understandings, this child struggles to understand the concept or skill and support is still needed. Although at times they may complete tasks correctly, mathematical talk and reasoning demonstrates a lack of deeper

understanding and they often make mistakes and struggle independently. Despite at times showing some understanding, it is often surface level and later lost. They still need a lot of support to master a good understanding of the concept.

Blank – **I cannot yet assess the child on this strand**.
Notes for Use:
- A child who is ARE may not have everything pink
- Over the year, you'd hope to see oranges converted to pink - this is very useful for target setting / conferencing.
- By end of year an ARE child should have mastered the key skills and some other skills, although many might not yet have been mastered.
- Overall judgements should be by considering the Learning Journeys in conjunction with PIRA (PROGRESS IN MATHS ASSESSMENT) scores and arithmetic tests (ARE = PIRA (PROGRESS IN MATHS ASSESSMENT) SS 100+ and Arithmetic +65%)
- Moderation of teacher assessment will predominantly focus around talking to children, not just looking in books and scores

What does it mean to have "mastered" a concept?

Independence	Apply the skill or knowledge without recall to the teacher
Fluency	Apply the skill and knowledge with a high level of confidence and show good resilience when the task seems demanding
Application	Apply the skill and knowledge to a range of different contexts, including other areas of the curriculum
Consistency	Consistently use their skills, knowledge and understanding
Synthesise	Organise ideas to make connections with other areas of learning and new areas
Re-visit	Return to this aspect of learning after a break and still feel confident that that can work on the skill and knowledge without difficulty
Explain it	Able to explain others their understanding and perhaps be a learning buddy to others

A pupil really understands a mathematical concept, idea or technique if he or she can:

• describe it in his or her own words

• represent it in a variety of ways (e.g. using concrete materials, pictures and symbols – the CPA approach)

• explain it to someone else

• make up his or her own examples (and non-examples) of it

• see connections between it and other facts or ideas

• recognise it in new situations and contexts

• make use of it in various ways, including in new situations.