

Brownsover Community School



Assessment, Recording and Reporting Policy

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Prepared By	Elisa Basnett
Acknowledgement(s)	Staff
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Document Information

Document history

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1.3	Dec 14	Marking key updated
1.4	Feb 16	SEND updates, update to ensure still matches new assessment without levels
1.5	Oct 19	Clarification & update of reporting processes.
1.6	Nov 22	Update to gov structure, new EYFS baseline assessment added.

Approvals

Role	Name	Signature / Approval	Date
Headteacher	Elisa Basnett		Nov 22
Governors – Chair Of Govs	Lucy Flavell Lindsay Harrison		Nov 22

Reviewers

Role	Name
Headteacher	Elisa Basnett
SLT	
Governors	
All staff + admin staff	All teaching staff and SEYE

Distribution for Information

Role	Name

Brownsover Community School

This policy has been compiled to encourage and help staff connect the 'assessment **of** learning' and the 'assessment **for** learning' with Ofsted guidelines, other initiatives and their own classroom practice.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are therefore equally ambitious for our disabled pupils and staff.

In managing and monitoring assessment, recording and reporting in our school we:

- Need to agree a policy for assessment, recording and reporting
- Agree guidelines for implementing this policy
- Have procedures for monitoring and evaluating what is happening in all aspects of assessment, recording and reporting
- Act upon what we find out about our strengths and weaknesses
- Are clear that everyone has responsibility in relation to assessment
- Have a member of staff who has overall responsibility for assessment, recording and reporting

This policy outlines the various purposes of assessment and how they can be managed. It illustrates what will be happening in our classrooms and across the school when our assessment purposes and principles are taking place.

Purpose of assessment

Assessment can serve a number of purposes:

1. **Formative assessment:** supports on-going teaching and learning e.g. assessment for learning

It is valuable because it:

- Based on explicit learning intentions which are shared with pupils and which provide the focus for teaching and learning on a day to day basis
 - Provides feedback to pupils concerning their own learning in relation to these objectives
 - Allows pupils to become actively involved in their own assessment, enabling them to become active, independent and motivated learners
2. **Summative assessment:** provides information periodically for summarising and reporting progress e.g. assessment of learning
 3. **Evaluative assessment** provides information for evaluating the effectiveness of teaching and learning e.g. assessment of learning (school review and performance management)

Summative and evaluative assessments are periodic activities that involve the summarising of pupils' progress. They can draw on a range of assessment information including that from tests and teachers' on-going assessments.

Summative and evaluative assessments are valuable because they:

- Enable recognition of a much broader range of attainment than tests
- Are based on pupil performance in a range of contexts over time
- Lead to a greater understanding of ELG/NC levels and of teaching and learning processes, when based on discussions between staff
- Give status to staff judgements
- Provide alternative sources of information that schools can cross-reference to information from test and end of Key Stage tests to provide the most reliable picture of school performance for monitoring, planning and evaluation

In our school assessment, recording and reporting:

- Offers all pupils the opportunity to show what they know, understand and can do
- Helps pupils to understand what they can do and what they need to develop
- Shows progress within shared learning intentions
- Advances the learning process by using assessment outcomes to inform the next stage of teaching and learning
- Enables teachers to plan more effectively
- Helps parents to be involved in their children's progress
- Provides our school with information to evaluate work

Statutory obligations

In our school, end of Key Stage assessments are effective because we:

- Are aware of, and follow, the current statutory requirements e.g. FS Profile, KS1 SATs, reporting to parents, SEN progress indicator assessments.
- Are aware of, and use as appropriate, current guidance from DfE
- Ensure that everyone, including parents, is aware of the equal status of Teacher Assessment and test/tasks e.g. pupils records, KS1 SATs
- Draw on the whole range of ongoing assessment information, records and evidence when making end-of-key-stage Teacher Assessments
- Recognise the importance of summative assessment in all areas of learning and give feedback to pupils on the outcomes of such assessment
- Apply any special arrangements needed for individual pupils e.g. seek DfE advice re; SEN pupils
- Use the information from end of Key Stage assessment formatively and evaluatively – review practice to determine future work

Planning

In our school long term planning we:

- Match the curriculum offered to the needs of the pupils in the school, taking into consideration the programmes of study, schemes of work, time available and any planned thematic work
- Map progression throughout the school in terms of the level of demand with reference to the programmes of study for each Key Stage
- Agree priorities for what, how and when to assess in depth
- Use assessment data to evaluate planning regularly

In our medium term planning (half termly) we:

- Identify intended progression for classes / year groups
- Ensure plans contain broad learning objectives within the context of the programmes of study and key skills to meet the needs of classes

In our short term planning (weekly/fortnightly) we:

- Recognise the range of needs/abilities within the class
- Select appropriate activities and resources which take account of pupils' prior learning
- Outline assessment methods appropriate to learning intentions and planned activities
- Have strategies for sharing the learning intentions and assessment criteria with pupils
- Take into consideration a range of teaching techniques and assessment approaches which reflect pupils' different learning styles
- Take account of our agreed priorities for what we will assess in depth
- Recognise that assessment does not need to be planned for all learning

Process

In our classrooms, ongoing assessment is effective because we:

- Ensure pupils know what they are supposed to be learning e.g. *share learning intentions with pupils giving clear success criteria, adults model good standards to help illustrate these expected outcomes in practice*
- Ensure pupils know what they have achieved and how they can improve e.g. *share work that has met criteria/learning intentions; identify what a pupil has done well – oral feedback and marking comments; identify what to do next and how*
- Regularly provide pupils with opportunities to reflect and talk about their learning and progress e.g. *Involve pupils in self assessment - use learning intentions to reflect on work: What have you learned? How did you get that answer? Pupils explain steps in their thinking*
- Use a range of assessment methods confidently and appropriately. Use this information to adjust planning. e.g. *observing pupils; asking questions, open questions, phrased to invite pupils to explore ideas and reasoning; listening to how they describe their work & reasoning, responding, encouraging, praising and handling misconceptions; assessing pieces of work; use of plenary sessions; administering tests.*
- Organise the classroom in a way which enables us to carry out planned assessments and to recognise and act upon unexpected achievements of pupils
- Have assessment strategies which enable us to recognise when pupils have difficulties or are not making progress e.g. referring to differentiated learning intentions and identifying those pupils meeting them or not
- Are clear what our pupils know, understand and can do in areas of their learning
- Use assessment to decide what to do next with individual groups of pupils or the class e.g. *use next steps to improve both teaching and learning*
- Recognise that all learning need not be assessed e.g. assess against learning intention only, IEP, individual targets.
- Feel confident that other adults working in the classroom are clear about their role in assessment and will communicate significant information about pupils to teachers e.g. *team discussions about what, when & how to assess; use of planning/feedback/tracking sheets to record significant information; strategies for learning.*

- Apply the standards agreed with the school consistently in the classroom e.g. marking key and policy readily available
- Indicate how achievement of these objectives will be recognised through assessment criteria and strategies e.g. assess against learning intention
- Take account of level descriptions to identify the level of challenge e.g. *when making teacher assessments/predictions*

(Appendix A: Looking for Learning Statements)
(Appendix B: Learning values)

Marking and providing feedback to pupils

In our classrooms marking is effective because we:

- Have practice which is consistent and in line with the overall policy on assessment, recording and reporting throughout the school
- Provide feedback to pupils about their work promptly and regularly
- Include both oral and written feedback where appropriate
- Focus the response on the learning intentions and criteria for success
- Provide pupils with opportunities to assess their own and each others' work and give feedback as appropriate
- Ensure that pupils understand their achievements and know what they need to do next to make progress
- Use the information gained together with other information to adjust future teaching plans
- Regularly review our policy for marking, making sure it is understood by new members of staff and that our practice continues to reflect school policy (**Appendix C: Marking policy**)

Recording and evidence

Record-keeping and evidence are useful because we:

- Keep records which are manageable and in line with school policy. Reading, Writing, Phonics and Maths for EYFS and KS1. EYFS informed by EYFS curriculum and baseline assessments.
- Are updated at least once per half term/termly.
- Use professional judgement in deciding what we need to record, what should be noted informally and which assessments should be used to plan next steps in learning without recording
- Use records from previous teachers in planning work for the class and individual pupils e.g. pass records on groups according to ability
- Record pupils' significant progress and achievements on the basis of agreed criteria, such as learning objectives linked to the curriculum guidance for the foundation stage and the national curriculum
- Involve pupils in reviewing their own work
- Keep evidence for a clearly defined and useful purpose e.g. to help pupils, teachers and their parents, gain a better understanding of their progress
- Use examples of pupils' work to help them understand their strengths and weaknesses and how they can improve
- Use records and evidence of shared standards and demonstrate our professional judgements e.g. *in a school portfolio, records of work/book trawls, learning journey.*
- Provide/pass on records which are clear and easy to interpret and which other people understand and find useful
- They are readily available to support monitoring, evaluating and planning.

Reporting to parents and guardians

The reporting process in our school is successful because we:

- Meet the statutory requirements for reporting to parents e.g. annual written report
- Provide clear information, which parents can understand, about their children's progress, outlining strengths and the areas they need to develop
- Set realistic targets which are worked on and reviewed
- Promote parental involvement in their children's learning and provide scope for dialogue with both pupils and parents e.g. at termly parent consultations
- At the end of each Key Stage, report Teacher Assessment and National Task/Test results side by side and ensure that parents understand that they have equal status but provide different and complementary information
- Clearly explain the relationship between individual attainment and any school County and National data provided
- Provide parents with a clear report at the end of each school year, which shows whether their child is working towards, meeting the expected level or working at greater depth.

Transferring

In our school, transfer is successful because we:

- Have established curriculum liaison and cross-phase trust
- Ensure that there are agreements within and across schools about statutory and other information which should be passed on
- Have procedures in place to ensure the right information gets to the right people in good time e.g. notify admin staff to send for records for new pupils
- Use such procedure for passing information internally as well as to and from other schools and sources
- Read the information we receive, and discuss it where appropriate, prior to the start of the new school year
- Use the information received to provide appropriate challenge and support for each pupil
- Provide information, which focuses on significant aspects of learning and identifies pupils' strengths and areas for development

Target Setting

Target setting is effective because:

- The pupil is involved in the process by helping to set their own personal targets & having targets shared with them
- Targets are sharp stating precisely the desired achievement for individual pupils
- Targets are clearly measurable and challenging
- Targets are recorded and reviewed
e.g. on individual pupil records and on target tracking sheets, on samples of work, on covers of work books.
- Targets are manageable, with a focus on 1-3 targets at any one time as appropriate
- The process involves parents in setting, achieving and reviewing the targets whenever appropriate
e.g. at termly parent consultations
- Targets for individual pupils may contribute to whole school targets
e.g. recorded on the Targeted Learning Improvement Plan (TLIP)

Using assessment information and results in evaluating provision

In order to improve our school we look at our assessment and test results, in each Key Stage and as a Senior Leadership Team, to see if:

- Our expectations are appropriate for all pupils
- There is variation in the performance of different groups e.g. *boys/girls, ethnic groups, additional language learners, pupils with special needs, more able pupils*
- Some classes are performing differently
- There are variations in performance in different subjects
- Our pupils do as well as pupils in similar schools elsewhere
- There are year on year trends

And having looked at our assessment and test results we:

- Know how to respond and act upon the information which emerges in terms of whole school leadership issues and classroom practice
- Know how our results compare with national expectations
- Produce action plans to achieve agreed **improvements**
- Ensure that the TLIP reflects our findings

Roles and responsibilities for Assessment, Recording, Reporting and Target setting

Responsibilities of Governors

- ✓ have clear understanding of the policy, philosophy and practice
- ✓ be aware of standards in school

Responsibilities of Headteacher/SLT

- ✓ ensure school meets statutory requirements
- ✓ advise on Statutory requirements
- ✓ disseminates information to assessment co-ordinator
- ✓ reviews implementation of assessment
- ✓ monitor and analyse data for trends
- ✓ determines priorities for TLIP
- ✓ monitor quality of procedures
- ✓ defines roles and limitations of co-ordinators
- ✓ communicate any specific staff development issues
- ✓ report to parents and governors on standards and quality
- ✓ report on the quality and consistency of assessment procedures (by key stage)
- ✓ warn of changes in national/local assessment arrangements

Responsibilities of other subject leaders

- ✓ ensure curricular schemes of work and learning objective are clear
- ✓ support school procedures
- ✓ monitor plans to ensure assessment informs planning
- ✓ ensure policies refer to assessment
- ✓ analyse standards/levels of attainment (strengths & weaknesses) – use Appendix C
- ✓ use data to make changes to the curriculum
- ✓ report to SLT/governors
- ✓ inform a disseminate standards criteria to inform agreed moderated outcomes.

Responsibilities of class teachers

- ✓ clear planning and learning objectives
- ✓ use assessment information to inform planning
- ✓ feedback to pupils
- ✓ report to parents
- ✓ set targets
- ✓ carry out tests/tasks

- ✓ record significant progress
- ✓ use specific assessment techniques/methods
- ✓ use resources to support assessment
- ✓ demonstrate/support good practice
- ✓ encourage less confident colleagues
- ✓ support pupil self evaluation
- ✓ ensure information is transferred to next teacher/school
- ✓ identify pupils in need of support
- ✓ monitor progress against EHCP targets & liaise with SENCO

Responsibilities of SENCO / Gifted & Talented co-ordinator.

- ✓ liaison with class teacher/assessment co-ordinator
- ✓ monitor progress against EHCP targets
- ✓ maintain up to date information of pupils with SEN
- ✓ liaise with external agencies where appropriate
- ✓ undertake formal assessment for statementing

Responsibilities to wider community

- ✓ provide advice for parents on NC tests
- ✓ provide annual reports to parents

Appendix A - Looking For Learning



New Learning

New learning is where you start to learn something new for the first time. This can be really tricky because it is something that you haven't done before. You might need a friend or adult to help you, but keep trying because it will get easier!



Consolidated Learning

This is where you practice your new learning. The more you practice, the easier it becomes. You start to do it without as much help and it doesn't feel as hard as new learning.



Treading Water

Sometimes I practice a skill, but I don't learn anything new. I am already good at this learning so I don't learn anything else. This is called treading water.



Drowning

Sometimes a learning job is really difficult and I get confused. It's really hard and I feel like I'm drowning because I don't understand what I am supposed to do. When I feel like this, I always speak to a friend or grown up so that they can help me to understand and help me with my learning.

Appendix B – Brownsover Learning Values

Learning is at its best at Brownsover Community School when.....

We collaborate

We work hard together and know that talking and listening are equally important.

We are valued

We know that everyone's thoughts and ideas are important.

We are supported

We know that adults at home and at school help us to improve.

We aim high

We are encouraged to believe we can do it and we can keep getting better at it.

We can share

We all share responsibility for our learning.

We are independent

We know how to take our learning forward without always having to ask.

✓ Appendix C

Marking Pupils Work

As a school we aim to ensure a consistent approach in marking children's work.

All staff marking children's work will:

- Mark in coloured pen (not red pen)
- Ensure that all work is dated
- Record the learning intentions clearly on the work
- Record a written response which reflects the pupils learning and progress, focussing on the taught learning intention
- Make comments in a positive manner. Providing encouragement, praise and reassurance to pupils e.g. drawing smiley faces in pupils' books.
- Include a target, or aim, for future work indicating to pupils how improvements can be made.
- Give feedback to pupils about their work both orally and written wherever possible
- Use symbols as found in Marking Key
- Initial work when it is marked.

All work should show some indication that it has been seen. Marking should be prompt. Written marking should be clear and precise with good handwriting and spelling used as a model for pupils.

Consistent errors will be highlighted. Pupils will demonstrate they have attempted to improve these areas e.g. spellings, incorrectly formed numerals.

With emergent writing the adult will scribe what has been written & highlight those sounds heard / written correctly.

Brownsover Community School – Marking Key

This is a guideline to symbols used by staff when marking children’s work. Staff to initial next to symbol used. Additional comments will also be made.

- I - Work has been done independently.

- TA - Teaching Assistant has supported child with this piece of work.

- S - Child has been supported by an adult in some way with this piece of work e.g. with concentration.

- FS - Child has worked with an adult in a 1:1 situation and been fully supported.

- LI - Learning Intention – What the child was learning through this piece of work?

- TW - Target Work- an area they need to work on.

- LI met/not met - ✓ Learning intention met/not met/needs consolidation
Can also be annotated on LI with ticks to show met (leave not met blank to show next steps & if partially met tick the bits they’ve got & build into comment).

- PP - Powerful Pencil writing



Use a speech bubble sign to indicate oral feedback has been given

Ensure that space is left after marking for pupils to respond.