

Quality of Education

Assessment, Recording and reporting Policy



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Revision Log (last 5 changes)

| Date | Version No | Brief detail of change |
|--------------|-------------------|---|
| January 2024 | 2 | Clearly detail all assessment strategies |
| | | Details of assessments that are used in each year group |
| | | Details of reporting procedures |
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Rationale

The purpose of this document is to clarify the assessment process within our academy so that all stake holders have a clear understanding of the processes. At Eastcote Primary Academy our assessment philosophy is applied across the whole school and is communicated with and understood by all students, teachers, parents and governors. It is supported by our curriculum statement:

Our aim is to provide a learning curriculum that ensures every pupil, regardless of need or background, reaches their full potential and has a successful transition to their secondary setting as a well-informed, globally aware young person. At Eastcote Primary Academy our curriculum uses the philosophy of the IB as the framework to underpin a breadth and depth of coverage to ensure it:

- *provides access for all*
- *promotes a positive attitude to learning*
- *encourages international-mindedness in our pupils*
- *challenges pupils to solve problems, show creativity and resourcefulness, and participate actively in our community*
- *supports the development of communication skills to encourage enquiry, understanding and language acquisition, and to allow pupil reflection and expression*
- *emphasises, through the learner profile, the development of the whole pupil – physically, intellectually, emotionally and ethically.*

The most up-to-date guidance can be found on the Standards and Testing Agency website here:

<https://www.gov.uk/government/organisations/standards-and-testing-agency>

They will include:

- Early years foundation stage (EYFS) statutory framework
- Assessment and reporting arrangements (phonics screening check)
- Key Stage 2: Assessment and Reporting Arrangements (ARA)

Intent of Assessment

The Intent of this policy is to clearly detail all the assessment strategies that are used at Eastcote Primary Academy. Both formative and summative assessment is used to inform planning, track pupil progress and diminish gaps in children's learning. At Eastcote Primary Academy we will:

- Regularly assess, record and report on pupil's achievements
- Record, review evidence of pupil's attainment and progress
- Assessment will allow us to monitor and evaluate curriculum planning to further school improvement
- Track, individuals, groups and cohorts throughout the school to monitor progress and set targets to raise standards
- Identify strengths and weaknesses in the school's provision
- Provide equal opportunities for all pupils enabling progress from their starting points
- Give pupils effective feedback so that they know what they are doing well and how they can improve their work
- Give pupils autonomy over their learning by embedding effective self-assessment
- Involve all staff, pupils, parents and governors through an effective partnership

Roles and Responsibilities

The Principal who oversees assessment has responsibility for:

- The production and presentation of the assessment policy.
- The organisation of the assessment overview for the academic year.
- The accurate administration and reporting of the EYFS baseline, Year 1 and 2 phonic screening tests, Year 4 MTC and the Year 6 Statutory Assessment Tests.
- The collection and presentation of assessment data used to inform planning and track individual, group and class progress.
- Ensuring that staff are informed of new assessment initiatives and are aware of assessment procedures.

The Senior Leadership team has responsibility for:

- Leading Pupil Progress meetings wherein focus pupils for each class are identified in order to ensure progress and attainment.
- Ensuring adherence to guidance shared by the assessment lead.
- Supporting year leaders to implement assessment protocols and approaches.
- Monitoring and developing the use of effective formative assessment within lessons.

Subject Leaders are responsible for:

- The production and presentation of progression models for their subject.
- Carrying out scrutiny of teachers' short-term planning.
- Carrying out scrutiny of pupils' work.
- Monitoring the teaching of their subject across the school.
- Providing feedback to each year group

Class Teachers are responsible for:

- Keeping assessment records through use of their digital marksheet and Bromcom.
- Ensuring that all records are securely stored - see data protection section.
- Making use of formative assessment to adapt teaching and learning both within a lesson and in preparation for the next one.
- Ensuring that the Statutory Assessments are administered in accordance with DFE instructions.
- Submitting relevant assessment data in a timely manner.
- Acting upon what is evidenced in the data e.g. identifying focus pupils, reviewing an area of the curriculum.
- Ensuring that assessment records are passed onto the next class teacher.
- Parents will be kept informed of progress through consultations, mid-year reports and the end of year report.

Governors will be informed of assessment arrangements through governor visits, assessment reports and formal presentations to the Governing Body.

Implementation

As an International Baccalaureate World School, our assessment within and through the Primary Years Programme (PYP) has four dimensions: monitoring, documenting, measuring and reporting learning. All aim to provide evidence to inform teaching and learning. Each dimension has its own value; however, we place a greater emphasis on monitoring and documenting learning as these are critical in providing actionable feedback for the learner. Each dimension has its own strategies and tools:

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| <u>Monitoring</u> <ul style="list-style-type: none">● Assessment for learning● Formative assessment● Questioning● Observations● Peer and self-assessment | <u>Documenting</u> <ul style="list-style-type: none">● PYP learning journals● Wall displays● Google Classrooms |
| <u>Measuring</u> <ul style="list-style-type: none">● Assessment of learning● Teacher assessment● Summative assessment● National Statutory assessments● Self and Peer assessment● SOLO taxonomy to measure conceptual understanding. | <u>Reporting</u> <ul style="list-style-type: none">● Pupil progress meetings● Internal Data gathering to inform planning, learning and teaching● Parent/ Teacher/ Student Conferences● Mid-year and end of year progress reports● Trust monitoring procedures |

Summative Assessment

Summative assessments provide teachers with a 'snapshot' of pupils' current attainment and progress. Summative assessments at Eastcote Primary Academy include:

EYFS (Reception)

- Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)
- The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This provides a statement of what the child can do on entry to reception.
- EYFS profile assessment for children at the end of Reception year.
- The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage. The early learning goals (ELGs) are what is assessed at the end of the reception year.

Year 1

- White Rose maths termly assessments
- International Phonics built in assessments
- Year 1 Phonic Screening in the summer term

Year 2

- White Rose maths termly assessments
- International Phonics built in assessments

- Year 2 resit Phonic screening in the Summer term (for those who did not meet the standard in year 1)

KS2

(Years 3, 4, 5 and 6)

- White Rose maths termly assessments
- Testbase Assessments for Reading and Grammar Punctuation and Spelling at the end of Module 2, 4 and 6

(Years 3, 4 and 5)

- Year 4 Multiplication Tables Check
- Year 6 Statutory Assessment Tests (SATs) in the Summer term
- Whole School - Foundation Subjects end of unit assessments

Recording Assessment

Years 1-6

Towards the end of each of our termly modules all teachers will complete moderation of the current standards their pupils are achieving and this is entered into our Bromcom management system. This is completed regularly to ensure that all pupils are continuing to progress as expected; that those who were falling behind are now making accelerated progress; and that strategies being employed are having an impact on closing the gaps between pupil groups to ensure the best outcomes for all.

The attainment criteria we use in school are:

BLW - Below - Child is working significantly below their curriculum year group.

WTS - Working towards the standard - Child is working just below their curriculum year group.

EXS - Expected Standard - Child is working where they would be expected to for their curriculum year group.

GDS - Greater depth within the expected standard - Child is working above where they would be for their curriculum year group.

EYFS (Reception and Nursery)

Nursery and Reception teachers complete a mid-year data drop into Bromcom for all 17 areas of learning. This will either be a '2' for children who are on track and likely to achieve the expected standard at the end of the year for the area or a '1' for those who are not. This enables staff to identify and adapt their provision specifically to close gaps and ensure pupils will be ready for the next stage of their education in year 1.

From these data drops, the Assessment Leader creates a data report every term which indicates percentage of children working at WTS, EXS and GDS in reading, writing and maths and percentage of children making expected or more progress from their prior attainment. Data is produced for the whole school and will include focus groups by gender, SEN, Pupil Premium and EAL.

Reporting Assessment

At Eastcote Primary Academy, an interim attainment report for each pupil, based on interim assessments and teacher judgements, is sent to parents of children in years 1-6 during the end the Autumn and the Spring term (just spring for reception). In addition, a written report for each pupil based on assessment results and teacher judgements is sent to parents at the end of the Summer Term. The summer report will also contain results of national summative assessments:

- Phonics screening
- Year 6 results of SATs tests will be sent alongside teacher assessment for writing.

There are two parent consultations a year. These are at the start of the Autumn and Spring terms - just after they've received their reports. In these meetings, parents have the opportunity to look at and discuss their pupil's work, attainment and progress with their class teacher.

In line with the SEN code of practice, the class teacher, in consultation with the SENCO, will write a personalised plan for those pupils on our SEN register for support or a provision plan for those pupils on the SEN Register with an EHCP. A meeting will be scheduled in terms 2, 4 and 6 to discuss this provision with parents and a completed copy of the plan will then be sent home. In terms 2, 4 and 6 the provision plan is reviewed and further intervention or referral is agreed.

For children with an EHCP, provision is also reviewed three times a year, however there will also be an Annual Review, in which the EHCP itself is also reviewed and updated. Outside agencies who work with our pupils, such as Speech and Language Therapists and Specialist Teachers, are also invited to review meetings for all pupils on the SEN register.

Reviewing and Monitoring

This policy is monitored by the Assessment Leader and the Senior Leadership Team through:

- Regular scrutiny of pupils' books
- Regular monitoring of teaching plans
- Evaluation and review of assessment data
- Lesson observations to monitor the quality of teaching and implementation of teaching plans
- Pupil interviews

All members of staff will evaluate the effectiveness of the assessment policy on a regular basis. The policy will be cross-referenced with what is happening in practice. This policy is reviewed by staff and governors at least once every two years, and reviewed whenever Government policy changes.

Data Protection

At Eastcote Primary Academy, we aim to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

This policy applies to all personal data, regardless of whether it is in paper or electronic format. For further information regarding the storage of data, please see the Leigh Academy Trust's policy.

Statutory Assessments

National Curriculum Assessments Years 6

SATs are tests which are given in Primary Schools year 6. SATs is the acronym for Standard Assessment Tests or they are sometimes called National Curriculum Tests. The purpose of SATs is to measure the children's attainment in maths, reading, and grammar, punctuation and spelling (GPS). In key stage 2, the children are tested on curriculum content from Years 3-6 across six test papers. They will achieve a 'scaled score' from 80 – 120, with a score of 100 or more meaning they have met the 'expected standard'. The SATs are used to hold the academy to account for the effectiveness of teaching and show how well children individually have learnt. Although KS2 SATs are used by secondary schools, we realise the importance of providing assessments within a broad and balanced curriculum.

Phonics Screening Check

The National Phonics Screening Check is a statutory assessment that was introduced in 2012 to all year one

pupils (and those in year two who do not pass in year one) and is check of a child's phonics knowledge. The purpose is to confirm that all children have learned phonic decoding to an age-appropriate standard. Children who have not reached this level will receive extra support from teaching teams through intervention to ensure they can improve their decoding skills, and will then have the opportunity to retake the phonics screening check.

EYFS Reception Baseline

This is a statutory test that is used by the DFE. The RBA is task-based assessment. Pupils will use practical resources to complete these tasks and teachers will record the results on a laptop, computer or tablet. It will not be used to label or track individual pupils. Schools are required to carry out the assessment within the first 6 weeks of pupils starting reception. No numerical score will be shared and the data will only be used at the end of year 6 to form the school-level progress measure.

Appendix 1

Units of Inquiry

Purpose: Each unit of inquiry will include a range of assessment techniques that are deliberately planned (in the unit planners) to be consistent and developmentally appropriate. Feedback enables all learners to move forwards in their learning. The purpose and means of assessment are clearly explained to students during the learning process.

Formative assessment: Assessment is interwoven throughout each unit of inquiry. A pre-assessment at the start of each unit determines the students' prior knowledge, allowing teachers to plan future learning within the context of the lines of inquiry. Formative assessment and learning and teaching are directly linked.

Strategies of formative assessment can be but are not limited to:

- Observations
- Checklists
- Low-stakes testing
- Understanding check-ups
- Self & peer-assessment
- Open-ended tasks

Summative assessment: is used to meet the requirements of National testing.






SOLO Taxonomy (Structure of Observed Learning Outcomes) is a shared model and vocabulary for deepening learning; how we move from knowing facts to seeing connections.

We use SOLO to support lesson design, to construct tasks and evaluate outcomes. It is a progression model through conceptual understanding for all children in all year groups. It allows pupils to build on what they already know or can do to develop deeper understanding.

SOLO supports us in securing:

- **Well-designed learning and assessment tasks** that build or measure the developing knowledge, skills, understanding within the inquiry and ensure that we are scaffolding pupils' learning to enable reaching deeper levels of understanding.
- **Pupil self-evaluation** - it can show the spectrum from surface to deep understanding of the learning, which children can use to see where they are along the spectrum and what they can do to progress.

We use SOLO to track and evidence progression in the class' depth of understanding and how they engage with our core concepts in each foundation subject within our Foundation Subject Framework.

| Deepening Conceptual Understanding → | | | | |
|---|---|---|---|--|
| KNOWING - QUANTITY These three stages are around HOW MUCH they know. | | | KNOWING - QUALITY These final two stages are around HOW WELL they know it (and can apply). | |
| Pre-Structural | Uni-Structural | Multi-structural | Relational | Extended Abstract |
|  |  |  |  |  |
| Knows nothing about the concept. | Knows one thing about the concept. | Knows more (unconnected) things about the concept. | Can connect their ideas about the concept to build a whole structure, a schema. | Can make connections beyond the original concept, can generalise to make a new domain. |

PYP Books

Purpose: The purpose of our PYP books is to help students reflect on their learning, to show growth over time and to show development of the unit of inquiry. It allows all those involved in the learning process to see a true picture of the child. It can also aid teachers in reflecting, assessing and teaching.

Feedback and marking

Purpose: It is vital that teachers evaluate the learning that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching and move learning forwards. Effective marking and feedback will:

- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem by learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough formative assessment (assessment *for* learning), in order to plan and refine next steps in learning.
- Teach pupils to respond to feedback, self-assess and evaluate their own learning in order to move from self-assessors to self-adjusters.

Our academy feedback and marking policy details the expectations of teachers and students with regards to marking and feedback in all areas of school life.

Conferences

Purpose: Conferences allow the academy to report on student progress. This establishes, encourages and maintains the communication between the home and school, the child and parent/ guardian and the learner and teacher.

Parent / Teacher Conferences:

- The parent / teacher conference is an opportunity to establish a relationship with parent(s).
- Teachers learn about the student from the parent to guide instruction and assessment.
- Teachers share evidence of student learning growth with parents.
- Goals and concerns for the year to come are developed and addressed.

Student / Teacher Conferences:

- Ongoing, within the classroom, as part of the formative assessment process.
- Feedback differentiated to allow learning to move forwards.
- Aid students in the reflective process.
- A sit down review takes place termly giving time for reflection on the IB Learner Profile attributes

Peer Conferencing

This takes place at least 4 times per term. Every child in Key stage 1 is paired up with a child in Key stage 2. Together they discuss and complete their Learner Profile Attribute's Reflection log.

Learner Profile Attributes

Purpose: While at Eastcote Primary Academy, all stakeholders in the learning process are expected to model the attributes of the Learner Profile. Students will learn how to self-reflect and set goals on their development of the attributes. They will do this via peer conferencing.

- Assessment of the attributes are student driven.
- Parents are encouraged to discuss reflections and targets at home and at conferences.
- Each unit of inquiry will have 2-3 focus attributes that are referred to during the learning journey.
- Students, parents, teachers and wider school staff are expected to model the learner profile.
- Students are encouraged to show evidence of modelling and understanding the characteristics of all profile attributes through behaviour, the behaviour and rewards policy and reflections.
- Learner profile attributes are continuously referred to in assemblies. A special assembly takes place on a Wednesday where children share how they have demonstrated behaviour that reflects an attribute.