

St Just Primary School  
Policy for Assessment, Recording and Reporting  
September 2017  
Reviewed every year to reflect changing practice and directives.



## **Aims:**

To ensure a common understanding of the roles of assessment and reporting for all teaching and support staff across the whole school.

To emphasise the importance of assessment in ensuring that all pupils attain and achieve their potential.

To set out the role of assessment in the cycle of teaching and learning.

To underline our school ethos that detailed tracking and evaluation of progress, which follows an agreed strategy and whose implementation is monitored closely, will underpin and form a major part of effective teaching and learning.

## **Rationale:**

We believe that all children at St Just Primary School have a right to achieve all they can whilst a pupil at our school. This policy demonstrates our commitment to an agreed whole school cycle of '*Assessing, planning, teaching, assessing.....*' in order for all children to achieve their potential.

## **Formative Assessment:**

At St Just Primary School, formative assessment is a fundamental and integral part of pitching our teaching at the appropriate level to ensure effective learning opportunities, progress and attainment.

Class organisation ensures that we maximize the impact of the ratio of staff to pupils to enable staff (teaching and support working together) to assess learning against clear objectives throughout each learning session.

Informed and shared formative assessment on a daily basis changes planning making us proactive in matching teaching to learning.

Support staff and teaching staff exchange assessments both discretely and discreetly during teaching and learning sessions. This valuable exchange is monitored for its effectiveness as part of the PM monitoring cycle.

We expect weekly intentional plans to change in response to learning.

LSAs will contribute effectively and regularly to assessment. Daily discussions take place between teaching staff and support staff and where applicable to the task or individual, formal or informal notes are made and shared.

Individual targets in basic skills are explicitly discussed and displayed and are supported by interaction between staff and pupils.

Acute and focused questioning, marking and effective feedback play an essential part in assessing for gaps in learning, misconceptions and pin-pointing progress.

## **Formative Assessment in the Foundation Stage:**

In the Foundation Stage, strategic observations take place daily alongside discussions with each child. Notes and photographic evidence are collated and Learning Journeys for individual children are updated regularly. Data is collected across the year and individuals tracked summatively against teacher assessment 6 times per year at term ends in line with the whole school.

Baseline data in October is submitted into SPTO and sent to the LA for analysis and benchmarking against previous cohorts and against other schools. This data is presented through CORESTATs and a progress measure given for individual children at the end of the year. The school is reported nationally against the % of children deemed to be at GLD ( Good Level of Development).

## **Assessment, Recording and Reporting Strategy at St Just Primary School.**

Our chosen recording and tracking data system is called School pupil Tracker online SPTO.

At the beginning of each academic year, the Senior Leadership Team commit assessment procedures to a yearly timetable. These dates are shared with all staff who work towards these dates each term, based on a 6 term year.

**Each term** the plan follows these principles:

- Use assessment data for individuals to plan your teaching
- Use formative assessment in each teaching session to inform your planning and to re-assess each pupil
- Alter your planning if necessary on a daily basis
- Implement assessment weeks - formal tests in reading, writing and maths which give Age-Related Expectation data for all pupils (In line with nationally dictated deadlines; we implement national SAT tests for

pupils in yrs 2 and 6; entry data for EYFS and phonics screening data in years 1 and 2) Results are submitted for nationally comparative data.

- Commit TA (Teacher Assessment) into SPTO
- Commit 'test' results separately on excel spreadsheets for comparison with TA and to help inform TA.
- Assess progress of individuals
- Use information to inform target groups for teaching and planning and for setting individual targets for reading and writing
- Discuss progress of individuals at Pupil Progress Team Meetings with Headteacher
- Discuss suitability of Intervention programmes for individuals and change when necessary
- Discuss progress of individuals with parents at Parent Consultation Evenings.

At the end of each year, all data is passed on to the next teacher and an 'end of year' written report goes home to all parents. At the end of year 6, data is transferred to each child's secondary school.

At the end of each year, SATs papers and evidence from the May assessment is passed on to the next teacher, in the child's file. Professional discussion regarding individual attainment and progress takes place between transferring teachers.

Progress, attainment and achievement of all pupils is discussed at Performance Management meetings each term (3 times per year) and always forms part of Teacher's annual targets. The progress of individuals discussed at PPM meetings, informs the make-up of groups for each Intervention at either wave 2 or 3.

#### **Individual target setting:**

In reading, individual targets form the basis of one to one reading support and are explored and worked towards through each of our many 'reading' strategies – see SDP Action Plan for Reading.

In maths, individual targets are based on multiplication tables and targets may be shared in ability groups or even by the whole class.

In writing, individual targets are formed as 'next steps for improvement and are based on the expectations in writing for the relevant age group. Target sheets are stuck into the inside of writing books for ease of reference and the meeting of targets can be hi-lighted by the child or adult (Yr 2 to Yr 6), as applicable. These are regularly referred to in learning sessions and reviewed / updated regularly by teaching staff.

#### **External Support for Assessment.**

The Headteacher works in a school improvement triad with 2 other Headteachers from TPAT. The focus of their partnership is on monitoring standards and benchmarking.

Teaching staff attend County led Training and Development and TPAT workshops on the moderation of standards in particular subjects, year groups and key stages.

Planned moderation in reading, writing and maths takes place in staff meetings at regular times during the year.

We have chosen for our external moderation of standards to be led by the LA in 2017, for formal testing in years R, 2 and 6.

#### **Staff roles and responsibilities.**

At class level, all summative data, gathered during assessment weeks 6 times per year, plus information from an array of reading strategies, is combined to lead to a TA judgement which is then recorded on SPTO by teaching staff.

The Deputy Headteacher leads and monitors the inputting of data onto SPTO and ensures this is timely, accurate and adheres to agreed policy.

The Deputy Headteacher and Headteacher work in collaboration to collate and analyse data across the school, sharing this at strategic points with the SLT and Core subject leaders; teaching staff and Governors. The substantial package of data is shared with teaching staff who use it to inform their teaching and planning of the curriculum.

The data from SPTO, RAISEonline, CORESTATs, FFT Aspire and the DfE Performance tables is shared with Governors, TPAT School Improvement and their trust board and with OFSTED when they visit.

#### **Reporting to Parents:**

Parents meetings follow each of the 3 assessment collation points of the year. We expect all parents to attend and chase up those who don't to ensure as close to 100% attendance as possible.

#### **Reports:**

Reports to parents take two forms as from September 2016:

1. Before the second parents evening of the school year, a report goes home highlighting areas of academic excellence and focusing on key areas of weakness in reading, writing and maths. This report forms the basis

of discussion with parents and carers, giving time for a strategic approach to tackling weaknesses – an approach which parents can fully support in full knowledge of their child's capabilities in the core subjects.

2. At the end of year, (June/July), a report outlining the child's performance in school both academically and socially goes home to all families.

We also hold 'Information Evenings' for parents to learn about specific foci and to learn also how they can support their child's learning. In 2016/17 these will focus on 'Emotional Intelligence', 'Helping your child with Maths' and 'Helping your child with reading comprehension'.

### **Keeping Governors Informed:**

The Headteacher submits a written report to the Governing Body at least 3 times per year, with a summary of achievement and attainment. The Headteacher leads data information evenings for all Governors and staff in the Autumn term and follows this in Spring with an update overview of the assessment system. The Headteacher shares and explains analysis of RAISEonline once received in late October and also keeps Governors abreast of the data analysis programmes available to all schools.

Governors can request a meeting to discuss data analysis at any point during the school year.

### **Special Educational Needs:**

For specific and additional procedures relating to assessment of children with SEN, please see the SEN policy.

### **Strategic Assessment cycle:**

Formal assessment weeks are committed to the yearly calendar in September of each academic year.

Six times per year, teaching staff commit their TA for each child in reading, writing, maths and Science into SPTO. (Their TA is a combination of all factors leading to a fully informed judgement of each child at that particular time of the school year.

SPTO is then 'shut down' to allow for SLT analysis of data.

### **The shut down dates for 2017 - 18 are:**

The last working day of each of the 6 terms.

Formal, summative tests are used at agreed times across the school year following discussion and agreement at staff meetings. These tests might include 'Rising Stars', former SAT papers, NFER test materials, Test Base materials etc... Results from these are not committed to SPTO but are stored for analysis on specific spreadsheets to ensure we are not comparing 'apples with pears' and drawing erroneous conclusions.

May (called 'end of year') – year 2 and 6 sit formal SAT tests and all year groups sit formal attainment tests.

Year 1 complete the Phonics Screening Test and year 2, the Phonics re-take.

Reading and spelling ages will be tested (NFER) and recorded in terms 1/2 and 4/5 each year. Results are committed to SPTO.

PPM meetings take place twice per year – Feb and July to identify individual progress and to implement interventions.