



# **Assessment, Recording & Reporting Policy**

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## **Aims**

Our aim at Arthur Bugler Primary School is to produce independent learners. We encourage our children to be creative and imaginative and develop a lifetime love of learning. Research has shown that formative assessment can improve both children's motivation and capacity to learn. Consequently the strategies used within this policy and our policy on Learning and Teaching, can have a considerable impact on raising achievement. We believe the key purpose of assessment is to move all children on in their learning in order for them to be secondary ready by the end of their school life with us or ready for their next stage of learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing and their next steps. It is important that each teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations.

Through assessing, recording and reporting on pupils' work, we aim to:

- Enable pupils to understand what they have to do to reach the end of Year and Key stage expectations.
- Allow staff and children to plan more effectively.
- Involve pupils and their parents/carers in their own learning.
- Provide our school with information to evaluate teaching.
- Give pupils helpful feedback on their achievements and areas for development, in order that they can learn more effectively.
- Ensure that our practices in this area adhere to the equal opportunities policy of the school

## **Principles**

The principles that underpin assessment at Arthur Bugler are:

- Every child can achieve: teachers at Arthur Bugler have the mind-set, 'What do I need to do next to enable child in my class to achieve?'
- The National Curriculum objectives will be used as the expectations for all children.
- Children will make age appropriate progress – 12 months in 12 months.
- Teachers are experts at assessment - assessment will be effectively used to ensure the correct scaffolding is built into lessons to ensure all children achieve.
- All learners need to understand what they are being asked to learn and more importantly, why. Success Criteria are discussed and agreed with or formulated by the children during each lesson, work is assessed against the success criteria

## Process

### Formative Assessment

All teachers assess their class or group on a daily basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis:

- Self and Peer assessment
- Next step marking (see Feedback policy)
- Learning conversations
- Rich, probing questioning
- All types of evidence is kept and used
- Planning and evaluations of lessons and learning
- Written work

This formative assessment is recorded by teachers in a variety of ways. The overall assessments are then put onto *SIMs*, which is a system for monitoring assessments and outcomes. Staff use assessment criteria and objectives to judge whether a child is working at a particular standard. In order to master an objective children must:

- Be taught it
- Practise it
- Apply it
- Apply it successfully in a different context

Data is collected in termly and then analysed by the Leadership Team and the Inclusion Team. The inclusion team looks deeper at groups and individual children to have a very insightful knowledge of how children and groups of children are achieving and progressing.

Pupil Progress meetings then take place to discuss children are that not making progress, are not at Age Related expectations or have specific needs, for example Pupil Premium children or SEND. At the pupil progress meetings, children are discussed by the teacher and the Senior Leadership Team, finding out about individual needs, what is already in place to meet these and then identify any further action needed to support the child to make progress. Data and headlines are then given back to all members of the teaching team; including Subject Leaders and Teaching & Learning Leads, for them to analyse for their area/s.

Children are assessed against the skills and knowledge of the National Curriculum. The internal system used for tracking assessment aligns to other schools within the Osborne Co-Operative Academy Trust is

outlined in Appendix 1.

## **Assessment with the Early Years**

A range of evidence is collected during the Early Years' Phase. Assessment is taken from a selection of sources, all of which help to build a secure picture of the individual child's attainment. Evidence is drawn from observations taken in both directed tasks and child initiated learning; these may be in the form of photos, videos or written commentaries. Children are encouraged to highlight successes that they are proud of so that these can be used to support evidence detailing progress. All observations are stored and levelled in the EYLOG, an online learning journey which is shared with parents. During the Early Years' Phase we ensure that directed tasks are used to demonstrate the abilities of the children in key subjects, such as Literacy and Numeracy. Home/school partnerships are essential and we value the input from parents and carers, strongly encouraging them to contribute to their child's learning journey, through the EYLOG. Throughout the year we regularly monitor and moderate the evidence that we have collected, both internally and externally with other schools, to ensure that we are making accurate, well measured judgements.

## **Summative Assessment**

Summative assessments are used to assess what a child can do at a particular time, and are be used for comparison.

The following formal summative assessments take place at Arthur Bugler:

- Statuary Government End of Key Stage assessments – Year 2 and 6 (summer term)
- Statutory Early Years Foundation Stage Profile (summer term)
- Practice tests for Year 2 and 6 children (as required)

## **Moderation and Standardisation**

- Regular Staff Meetings and Phase meetings are used to moderate across year groups, phases and whole school
- Informal moderation with schools within the Trust - Half Termly
- Informal moderation with Local Authority - Termly
- Informal Moderation with other local school - Termly
- Local Authority moderation also takes place when identified or every 3 years or if identified for other reasons
- Moderation within year groups/phases also takes place as and when identified either by teachers or SLT

## Reporting

Reporting not only fulfils legal requirements but is also a vital part of our relationship with parents and the wider community, serving to support and promote the child's learning.

- Reporting to Parents
- Termly meetings with Parents
- Annual report to parents
- Reporting to Governors
- Headteacher's report to Governors termly, with a data section
- Regular meetings termly with focus governors about assessment, looking at data in more depth

## Role of the Assessment Leader

The assessment leader coordinates the assessment cycle timetable throughout the year. Clear dates for moderation and uploading assessments are set at the beginning of the academic year. Moderation will always come before assessments are uploaded by the class teacher.

The assessment leader will run moderation sessions, using expertise to facilitate sessions. Notes from moderation will be kept and used as evidence and exemplar notes. Exemplar files will be built up linked to the new curriculum and assessment. The assessment leader will also support individuals with assessment for learning as and when needed and/or identified.

## Targets

Children will have targets set for Reading, Writing and Maths, according to which Band and they are working on and what they need to move on in their learning.

## Equal Opportunities and Inclusion

All children will be assessed on a daily basis. Some children will also have specific targets to work on and assess against, for example Individual Education Plan targets. These will be assessed at specific times throughout the year, see [SEND Policy](#) for more details.

At Arthur Bugler we believe that all children should be working on objectives linked to their ability level. Therefore in each Year group we teach the National Curriculum for that year to the majority of the children, although some children, for example those with SEN or AMA children maybe working on objectives from

other year groups if needed.

Through differentiation in lessons children will be working at their level of development, all children will also have opportunities weekly to work with the Class Teacher and the Learning Support Assistant, as well as individual or group work with specified adults. There are also Interventions that run for a range of children who are identified as needing extra support. These are run by Teachers and Learning support assistants and get reviewed half termly for impact.

Children who are not working at National Curriculum Assessment are assessed on the [P-Levels](#).

## **Staff Development**

There are regular Continuing Professional Development opportunities for members of all staff. These include whole school training on assessment, moderation and evidence gathering. There are also opportunities for outside training as and when identified. Staff are encouraged to self-assess their own Professional Development and highlight areas for themselves.

## **Parent/Carer involvement**

There are a number of parent/carers information sessions and workshops run throughout the year which provides information about assessment to parents. There are a number of Subject information sessions and workshops that also run throughout the year, providing parents and carers information about how they can support their children's learning at home.

## **The Local Governing Body**

The Governors will monitor termly through the Headteacher's report as well as any other key information shared with the LGB. They will also have the data analysis to look at half termly, with key areas highlighted.

## Appendix 1: Age Related expectations across the Year Groups

### Assessment - Point Scores in SIMS

The main assessment bands are shown in the large table below, along with their associated point scores and the point at which a child meeting the expected standard should reach that band.



Points	Osborne SIMS Grade Points System								
27	6AH								
26	6AM								
25	6AL								
24	6NH	5AH							
23	6NM	5AM							
22	6NL	5AL							
21	6WH	5NH	4AH						
20	6WM	5NM	4AM						
19	6WL	5NL	4AL						
18		5WH	4NH	3AH					
17		5WM	4NM	3AM					
16		5WL	4NL	3AL					
15			4WH	3NH	2AH				
14			4WM	3NM	2AM				
13			4WL	3NL	2AL				
12				3WH	2NH	1AH			
11				3WM	2NM	1AM			
10				3WL	2NL	1AL		PK6	
9					2WH	1NH			
8					2WM	1NM			
7					2WL	1NL	RA	PK5	
6						1WH			
5						1WM		PK4	
4						1WL	RN		P8
3								PK3	P7
2								PK2	P6
1							RW	PK1	P5
0									P1-4
	Y6	Y5	Y4	Y3	Y2	Y1	YR	Pre-KS2	Old P Scale

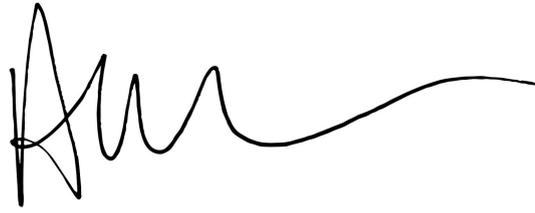
### Progress

The below points represent expected progress. Anything less will show in red on the SIMS sheets, and anything more represents accelerated progress over the time period.

Progress	Expected
Progress in one year	3
Progress per term	1
Progress in KS1 (from EYFS)	6
Progress in KS2	12



Mr J A Bryant  
Headteacher



Mr A S Walker  
Chair of Governors