



# ASSESSMENT, RECORDING AND REPORTING POLICY

**Approval Authority:**

**Effective From:** September 2022

**Date Ratified by GB:**

**Next Review Date:** September 2024

**Signed by Chair of GB:**

## **PINNER WOOD SCHOOL**

### **ASSESSMENT, RECORDING AND REPORTING POLICY**

#### **Introduction**

Assessment is integral to all teaching and learning. It enables teaching staff and leaders to monitor attainment and progress during daily teaching and learning as well as at key points in the year. Assessment is led by the needs of the child and shaped by the aims and objectives of all curriculum areas. It informs the further development and adaptation of the curriculum but does not dictate it. It takes various forms.

#### **Forms of Assessment**

##### **Diagnostic and Formative Assessment**

Teachers will always make ongoing assessments about children's learning. These need not always be recorded. Whole school systems are embedded into different subjects as well as teachers having regular training to support the application of relevant and effective pedagogical strategies for daily, weekly and monthly review

Diagnostic assessment is the starting point for every lesson and unit of work. Starting points are identified from previous assessments so that prior learning is always built on. At every point in a lesson, teachers use a variety of methods to informally and formatively assess the strengths, weaknesses and misconceptions of pupils and amend lesson content accordingly. A strong focus is placed on children retaining 'sticky knowledge' at the end of each curriculum unit. Teachers record which children are 'working towards' 'secure' or 'greater depth' against each learning objective and 'sticky knowledge' statement (using a programme called Insight). This informs termly summative assessments.

##### **Summative Assessment- Internal**

###### *Termly Tests and Assessments*

- EYFS teachers evidence attainment and progress against the Development Matters curriculum, as well as Characteristics of Effective Learning and bespoke 'Curricular Goals' on Tapestry.
- EYFS teachers conduct 'Leuven Scale' judgements on entry (alongside statutory baseline for Reception).
- EYFS teachers conduct Tapestry observations on a regular basis.
- KS1 and KS2 classes complete PIRA reading age tests termly.
- Year 6 conduct practise SATs papers once every half term+ practise SATs week

### *'Point in Time' assessments*

Systematic attainment and progress data is inputted, analysed and evaluated termly in all subjects, using a system called Insight. This is reported to parents in termly meetings or reports.

At Pinner Wood, we assess using a 'Point in Time' model. This means that each child is assessed according to the subject knowledge and skills that they have been taught that term. Teachers judge where a child is working in a subject that term according to the points below:

<b>Working Significantly Below</b>	Largely or wholly unable to access the National Curriculum even with heavy personalised support and scaffolding
<b>Working Below</b>	Accessing the National Curriculum for year group with heavy personalised support and scaffolding and has significant gaps in their learning
<b>Working Towards</b>	Accessing the National Curriculum for year group with heavy personalised support and scaffolding
<b>Working At</b>	Meeting the vast majority of National Curriculum for year group
<b>Working Above</b>	Always accesses the National Curriculum for their year group and usually needs extending/opportunity to work at a greater depth

Children are expected to remain at 'working at' or 'working above' across their school journey, but where this is not the case, individuals and groups are discussed at Pupil Progress Meetings. The overall aim is to increase the percentage of children 'working at' or 'working above' by the end of each term. Each term the difference between groups should be diminished. All children in the orange or red bands have interventions and clear scaffolding and support within lessons in place.

### *Pupil Progress Meetings*

Pupil Progress Meetings are conducted to identify any groups or individuals who may have gaps in learning or slow progress. Interventions and adaptations to teaching and learning are agreed in response to this. The implementation and impact of this is overseen by Key Stage and Subject Leaders, under the support and direction of the Assistant Head Teacher who leads on Assessment.

Internal data is reported to governors termly. Statutory assessments are conducted and reported to governors, the LA, the DfE and parents in the Summer Term.

Analysis of this data, along with data from the LA, Census Report and IDSR, enables us to measure children's progress, identify trends, update our School Self Evaluation and set future school targets

### *SEN*

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. Strategies for pupils' progress will be recorded on a Support Plan or, where one has been granted, an Education, Health and Care plan (EHC). Termly 'SEN Provision Meetings' use data and knowledge of the children to ensure provision in class is meeting needs and ensuring good progress from starting points.

### **Summative Assessment- Statutory Requirements**

- Records must be kept for each pupil, which include information about academic achievements and progress in school. Data is formally inputted once a term.
- Reception complete statutory baseline assessments by October.
- At the end of Reception, children are assessed against the Early Learning Goals and Characteristics of Effective Learning statements.
- In June, Phonics Screening Check takes place for all Year One pupils and is repeated in year two for any children who do not pass.
- End of Key Stage 1 statutory Teacher Assessments are completed in June.
- At the end of Year Four, children complete the Multiplication Tables Assessment.
- End of Key Stage 2, children sit SATs papers.
- Annual reports must be published to parents, based on these records and test results and conforming with the latest Standards and Testing Agency (STA) Guidance.
- Reports must be sent to receiving schools, conforming with the latest STA guidance

## **Assessment Calendar**

### **Ongoing**

- On-going Insight coverage assessments against learning objectives and 'sticky knowledge'
- Regular Tapestry observations in EYFS
- KS2 practise SATs papers at end of each half term
- Maths end of unit assessments (White Rose)

### **September**

- National Baseline assessment (RBA) of Reception pupils: analysed by AHT/EYFS lead.
- Teacher judgement baseline entered on Insight for all Nursery and Reception pupils.
- On entry Leuven Scale judgements for Nursery and Reception.
- SEN provision meetings to plan support (differentiation and interventions).

### **October**

- Parents and Teachers meeting (all year groups).
- Pupil Progress Meetings (SLT, Key Stage Leaders, Class Teachers)
- Read Write Inc assessment and new groups set
- Data moderation- whole school/key stages/SLT
- Autumn term data entered onto Insight for reading, writing, maths (all year groups) (analysed by AHT with KS/subject leaders)

### **November**

- Analysis of IDSR by SLT and shared with Governors
- PIRA reading assessments Year 1-6

### **December**

- Autumn term data for Foundation Subjects entered onto Insight (all year groups) (analysed by AHT with KS/subject leaders)
- Read Write Inc assessments and new groups set

### **January**

- PIRA reading assessments Year 1-6

### **February**

- PIRA reading assessments Year 1-6
- Data moderation- whole school/key stages/SLT
- Spring term data entered onto Insight- reading, writing maths (all year groups) (analysed by AHT with KS/subject leaders)

## **March**

- Pupil progress meetings
- Parents Consultation Evening
- Read Write Inc assessments and new groups
- Formal KS2 SATs practise week

## **April**

- SEN Provision Meetings
- PIRA reading assessments Year 1-6
- Read Write Inc assessment and new groups set
- Foundation subject assessments on TT
- Autumn term data for Foundation Subjects entered onto Insight (all year groups) (analysed by AHT with KS/subject leaders)

## **May**

- Key Stage 1 SATs and Teacher Assessments
- Key Stage 2 SATs and Teacher Assessments
- Read Write Inc assessments and new groups

## **June**

- EYFS Early Learning Goals data completed
- Year 1 Phonics Test
- Year 2 Phonics test for those that did not pass in Year 1
- All reports written
- Multiplication Test for Year 4
- Moderation for y6 writing
- Key Stage 1 and 2 Teacher Assessment results finalised and submitted to LA

## **July**

- Analysis of initial Key Stage 2/6 data
- Data moderation- (non-statutory years) whole school/key stages/SLT
- Summer term data entered onto Insight (all subjects, all year groups) (analysed by AHT with KS/subject leaders)
- Annual reports distributed to parents
- Handover with next year's teachers
- Data presentation to staff/Governors
- Read Write Inc assessments and new groups set for next year
- Information passed on to next schools