

Assessment Recording and Reporting Policy (including pupil tracking)	
Policy Ref	Educ003
Status	
Purpose	To describe the approach to assessment across the academy to ensure that the academy is developing the full potential of every individual.
Committees	Staff and Pupil Wellbeing
Other linked policies	
Date of Issue	January 2019
Review Date (every two years)	November 2021

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Principles of assessment are:-

- to provide information to support progression in learning through planning
- to provide information for target setting for individuals, groups and cohorts
- to share learning goals with children
- to involve children with self-assessment
- to help pupils know and recognise the standards they are aiming for
- to raise standards of learning
- to identify children for intervention
- to inform parents and other interested parties of children's progress
- to complete a critical self-evaluation of the school

Assessment for Learning

Assessment for learning are opportunities which are a natural part of teaching and learning and are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at Inspire Academy we will:

- Evaluate pupils' learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
- Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
- Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
- Mark work so that it is constructive and informative in accordance with the marking policy
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average

Use Assessment for learning strategies such as:

- Working walls

- Targets
- Sharing success criteria
- Self and peer evaluation
- Discussion, talk and modelling
- Conditions for learning – display
- Learning journey – children know what is next

Formal Assessment Cycle – Nationally Standardised Summative Assessments

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally:

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra support in phonics.

The phonics screening check is a short, light-touch assessment, used to demonstrate how well a child has learnt to phonetically decode to an expected standard. It aims to identify the children who need extra help so that they are given support to improve their decoding skills. Children who do not reach the expected standard in Year 1 re-take the check at the end of Year 2, so progress can be monitored and additional support put into place through to the end of key stage 1.

End of Key Stage 1 tests

All pupils sit the following tests at the end of Year 2:

- Reading
- Grammar, Punctuation and Spelling (GPS) - OPTIONAL
- Mathematics
- Writing (teacher assessment)

Year 4 Multiplication Tables Check

The purpose of the MTC is to demonstrate whether pupils can recall their times tables fluently, to support their future success in mathematics. Children who have not yet mastered their times tables by this stage will receive additional support.

End of Key Stage 2 tests

All pupils will take the following tests at the end of Year 6:

- Reading
- Grammar, Punctuation and Spelling (GPS)
- Mathematics
- Writing (teacher assessment)

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard. We use these results to benchmark our school's performance against other schools locally and nationally.

Summative Assessments

Formal assessment is a systematic part of our school's work, which will be used to track each cohort in the Academy. It is through an effective tracking system that the needs of every pupil can be met and that the Academy develops a clear understanding of how to raise standards.

End of Term Summative Tests (Years 1 to 6) – Maths, Reading and GPS:

At the end of every term, we hold an assessment week using summative test papers (published by Rising Stars). These tests give a good indication of whether pupils are working towards, meeting or exceeding year group expectations for the time of the year. This assessment week is followed by a Pupil Progress Meeting whereby the class teacher, the Senior Management Team and SENDCo meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are working below their target stage, falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.

Writing is assessed through teacher assessment using a year-group specific writing criteria checklist. A range of genres is assessed over the course of the term to enable teachers to make their final judgement.

Information from termly and end of year assessments:

The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort.

Early Years Foundation Stage

In Nursery the children are assessed using the Development Matters document. The Development matters objectives are banded by age, from birth to 60 months, for each of the 7 areas of learning. Each individual child's expected level of progress is dependent on their chronological age. Within each age band, we then break this down further into emerging, developing and secure.

In Reception, the children are still assessed using the Development Matters document, which outlines the Early Learning Goals (ELGs). By the end of the Reception year, the children will be levelled as emerging, expected or exceeding against 17 ELGs. In order to achieve a 'Good Level of Development' (GLD), Reception children will need to achieve the ELGs in Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy and Mathematics.

Within the Foundation Stage, assessments are carried out through observations of the children as they act and interact in their play and complete planned learning tasks. This is called the child's Early Years Profile. These observations will be recorded using Tapestry, an online learning journal where evidence is recorded against objectives. Parents are also able to contribute to the child's Early Years Profile with observations, photographs and videos via the Tapestry app.

Key Stages 1 & 2

In Key Stage 1 and 2 children are taught and assessed using the National Curriculum. The National

Curriculum for Maths and English is broken down into year groups and phases. These are then broken down further and are tracked in every lesson. Children self-assess against the Learning Challenge at the end of the lesson using a red, amber or green code. The class teacher will then assess alongside that using the same coding system to support their teacher judgements when making an overall assessment.

In Key stage 1 and 2 the children are taught and assessed using the National Curriculum. The National curriculum for Maths and English (Reading, Writing and SPaG) is broken down into year groups and objectives are tracked. Teacher Assessments are made against these objectives and pupils' are assessed at either Working Towards (WTS), Expected (EXS) or Greater Depth (GDS) against the year group expectations. Children working well below their year group expectations are graded at Pre-Key Stage (PKS).

Similarly, in all other subjects including the foundations subjects, children will be assessed against the National Curriculum and key skills to ensure a progressive curriculum year on year. The pupils and teacher will assess the end of each lesson alongside the learning challenge through a red-amber-green coding system to ensure both the pupils and teachers are on track and up-to-date with assessments.

The judgements of some foundation subjects will be tracked on the ICT program Arbor so that progress can be measured termly in the subject areas by the subject leaders.

Reporting

Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

At Inspire Academy we will:-

- Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in the target setting process and an opportunity for a parent/teacher discussion regarding their end of year report.
- Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
- Discuss pupil progress at the request of parent by appointment.

The assessment co-ordinator will (in conjunction with teachers):

- Review the assessment policy regularly in the light of statutory requirements and the needs of the Academy;
- Provide support and guidance with assessment and keep up to date with current information;
- Resource the Academy with relevant tests and update assessment cycle;
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations.
- Contributing to Action Plans and the SDP - through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other assessment coordinators within the Trust
- Ordering/purchasing SATs tests and other assessment materials/resources

Moderation

Moderation is important to ensure a consistent approach in assessment throughout the Academy. It is important that when teacher assessments are carried out, there is evidence recorded to justify

judgements made.

At Inspire Academy we will:

- Use Writing Assessment Frameworks to assess writing across Year 1-6
- Meet regularly across year groups and within the Trust to moderate writing assessments;
- Moderate work through planning and book scrutinies, feeding findings back to members of staff;
- Collate evidence to back up teacher assessments,
- Participate in moderation schemes in the Local Authority for foundation, KS1 and KS2.