



**Assessment, Recording and Reporting policy**

**March 2020**

**Christian Vision**

| Bolton by Bowland CEPS   | Grindleton CEPS   |
|--|---|
| <p>As a unique village school, inspired by our Christian love, we strive to nurture our family to 'belong, believe and blossom'. We will open our hearts to God's wonderful, diverse creation cherishing everyone as a child of God. Through Jesus' example, we will instil resilience and confidence for tomorrow.</p> <p>'Know that the Lord is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.' Psalm 100:3</p> | <p>As a unique village school, inspired by our Christian love, we strive to nurture our family to 'grow and shine in God's glory'. We will open our hearts to God's wonderful, diverse creation cherishing everyone as a child of God. Through Jesus' example, we will instil resilience and confidence for tomorrow.</p> <p>'In the same way, let your light shine before others that they may see your good deeds and glorify your father in heaven.' Matthew 5 v16</p> |

**Policy Aims:**

- To gain knowledge of pupils' abilities in order to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

This policy should be used in conjunction with the Feedback and Marking Policy, the EYFS Policy, the Teaching and Learning Policy and the Inclusion Policy.



# Bolton By Bowland & Grindleton C.E. Primary Schools

## Principles of effective assessment in our school:

- Compliance with statutory requirements
- Raises standards of attainment and behaviour, and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons
- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and in particular identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress / attainment
- Provides information which can be used by parents or carers to understand their child's strengths, weaknesses and progress. Also provides guidance about how parents / carers can support their child's learning.
- Is fairly administered and accurate - standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers / pupils / governors and parents in an appropriate format or formats

## SINGLE EQUALITY

It is the responsibility of all teachers to ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the greatest progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

## SOCIAL, MORAL, SPIRITUAL AND CULTURAL

These four areas are embedded fully in our whole school ethos and therefore in all aspects of the curriculum, both formally and informally.



## **TYPES OF ASSESSMENT**

### **FORMATIVE**

This is the ongoing assessment carried out by teachers both formally and informally. The results of formative assessments have direct impact on the teaching materials and strategies employed immediately following the assessment and often within the same lesson. These will be measured against Lancashire County Council produced KLIPs

Assessment techniques are based on Assessment for Learning (AFL) and include:

- Clear communication of learning objectives and success criteria with steps to success
- Marking in accordance with the school Marking and Feedback Policy
- Teacher assessment of pupils' performance on task
- Teacher observation of pupils
- Teacher / pupil discussion and questioning (including higher order questions)
- Marking ladders
- Pupil self-evaluation - see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Peer evaluation - see the Feedback & Marking Policy for details about how pupils are involved in assessment
- Teacher assessment of pupils' written work
- Pupils' performance against KLIPs and progress towards ARE

### **DIAGNOSTIC**

- Identifies particular strengths and weaknesses.
- Provides information to structure intervention / additional support.
- Informs ILPs / EHC Plan
- Informs teachers' planning.

### **SUMMATIVE**

Formal summative assessments occur yearly. They give a picture of the child's level of performance at a given time. They may take the form of tests or teacher assessment.

Assessments for reading, writing, maths, and RE are recorded on the schools own tracking proforma and are recorded every term. Assessments in other curriculum areas are recorded on the schools own tracking proforma and are recorded yearly. EYFS children are tracked across all 17 areas on an ongoing basis with reporting at the term end.



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## **EVALUATIVE**

Evaluative assessment is a management tool. It is used to judge the effectiveness of a school activity, to benchmark against external data and to amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Curriculum coverage
- Resources
- Targeted funding
- Pupil progress and achievement

### **Using the outcomes of assessment**

- Class teachers use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning. These findings are recorded on pupil progress sheets and discussed in termly pupil progress meetings.
- Core Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- SLT carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

## **JUDGEMENTS**

It is important that judgements are consistent across the school. To ensure the following process is in place:

- During each term on-going teacher assessment against NC expectations (moderated by professional judgement) looks across a range of opportunities that demonstrate achievement e.g. through questioning, observing, from marked work etc.



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- At the end of term **STEP BACK**; look at the assessments, review knowledge of pupil and make a 'best fit' judgement. Have they achieved a typical profile that you might expect for a pupil at this age and time of year?
- At the end of the year repeat best fit judgement but remember the highlighted key indicators needed.

Judgements are:

**Entering:** Starting to demonstrate some of the features of this year group's expectations. Attainment is typical of what you would expect for a child at the beginning of the year.

**Developing:** Demonstrating more of the features of this year group's expectations. Some features may not be embedded. Attainment is typical of what you would expect for a child in term 2.

**Secure:** Demonstrating most of the features of this year group's expectations. Includes key learning indicators. Learning is more embedded. Attainment meets the expectation for the year.

**Secure+:** demonstrating all of the features of this year group's expectations. Includes all key learning indicators. Learning is a lot broader and deeper. Attainment exceeds the expectation for the year or is classed as Greater Depth.

It is *possible* that one specific KLIP identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'Secure' judgement without the pupil having achieved an essential aspect. However, caution should be exercised with this discretion. It should be agreed in moderation.

When children achieve a secure judgement they should be given opportunities to further embed, widen, investigate and apply what they have learned rather than move to learning from a higher year group.

Judgement outcomes will be regularly monitored and moderated in staff meetings and through cluster meetings.

**MONITORING** ensures that the assessment process takes place consistently across the school. It involves:

- Pupil progress meetings with the Head Teacher (termly)
- The school pupil tracker - updated termly



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- Monitoring pupils' work by subject leaders
- Interviews with pupils by subject and assessment leaders
- Walk-throughs to a focus e.g. learning environments
- Lesson observations
- Book looks
- Moderation of Reading, Writing and Maths

**EVALUATION** ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussions with pupils
- At staff meetings

**MODERATION** confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings and INSETs
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.
- Alongside school adviser or consultant.

### **RECORDING**

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

**Informal Day to Day Records:**



## Bolton By Bowland & Grindleton C.E. Primary Schools

In school, teachers keep records as part of their normal day to day routine - to remind them of children's achievement and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessment.

### Formal records include:

- Individual pupil records.
- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile

### REPORTING

The school reports on pupil performance to a number of parties:

**Parents:** When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Head teacher is sent to parents yearly. See appendix.
- Verbal reports are given to parents in the autumn and spring terms.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, KS1 and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

**Reporting to governors:** Assessment is provided for governors to enable them to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors
- Core subject leader reports.
- Anonymised data for cohorts, groups (e.g. child in interventions) and categories (e.g. PP, LAC, CLA) children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs etc.



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- Access to ASP, SEF, SDP and LSIP pages

**Reporting to the LA/DFE:** the school meets its statutory responsibilities for reporting the outcomes of assessment to LA/DfE. Currently these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1/2 outcomes

**Transition:** it is important that accurate assessment information is transferred with children when they change teachers and/or school. At Grindleton and Bolton by Bowland C of E Schools this involves collating and passing on all relevant documentation mentioned above.

## REVIEW OF THE POLICY

This policy will be reviewed annually

### AGREED BY:

Governor: ..... Date: .....

Head Teacher: ..... Date: .....



# Bolton By Bowland & Grindleton C.E. Primary Schools

## **SEE ALSO:**

Feedback & Marking Policy

EYFS Policy

Teaching & Learning Policy

Inclusion Policy

Report format

## **List of abbreviations**

ILP Individual Learning Plan

EHC Education, Health and Care Plan

SLT Senior Leadership Team

EYFS Early Years Foundation Stage

TA Teacher Assessment

NC National Curriculum

KLIPs Key Learning Indicators of Performance in Primary Schools

LA Local Authority

DfE Department of Education

KS1/2 Key Stage 1 or 2

PP Pupil premium

SL Subject Leader

LSIP Lancashire School Information Profile

ASP Analyse School performance

SDP School Development Plan

SEF Self-Evaluation Form

LAC Looked after child

CLA Child looked after



# Bolton By Bowland & Grindleton C.E. Primary Schools

## CALENDAR OF SUMMATIVE ASSESSMENT

Some dates may alter due to differing term lengths

|           | Assessment  | Uses   | Persons responsible  |
|-----------|---|--|--|
| September | EYFS Baseline   | To create a measurable baseline from which to measure children's progress  | EYFS staff - this information needs to be collated and shared with Head.   |
| October   | Staff Appraisal   | Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.  | Class teacher and Head teacher   |
|           | Resources and curriculum committee<br>Full governing body meeting | To share pupil attainment and progress with governors.<br>Governors to ask challenging questions of head, regarding data.  | Resources And Curriculum Committee, FGB and Head Teacher   |
| December  | IEP update  | Class teachers to measure SEN children's progress against their own individual targets.  | Completed by Class Teachers and shared with Parents.   |
|           | Reading, Writing, Maths & RE Assessment                           | To consolidate progress against Reading, Writing, Maths & RE assessment scale.   | Class Teachers and HT to update the KLIPS/RE scale as appropriate on the schools tracker.  |
|           | Science, Computing and other foundation subjects                  | To consolidate progress against all KLIPS in LCC assessment document   | Class Teachers and HT to update the KLIPS  |
|           | Pupil Progress Reviews  | Professional discussion between Teachers and Head about the progress of their class and % of their class that are track.<br>Discussion regarding possible 'Closing the Gap' strategies for those who are behind. | Class teacher is expected to bring relevant up-to-date data for their class to a meeting with the Head Teacher. Inclusion manager involved in meeting to suggest 'closing the gap' strategies. |
|           | End of Term KLIPS Review  | To update individual's KLIPS records using evidence  | Class teachers to be collated and shared with head so Lancashire Tracker can be updated  |
| January   |   |  |  |
| March     | Resources and curriculum committee<br>Full governing body meeting | To share pupil attainment and progress with governors.<br>Governors to ask challenging questions of head, regarding data.  | Resources And Curriculum Committee, FGB and Head Teacher   |



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|              |  |  |   |
|--------------|--|--|---|
|              | IEP UPDATE   | Class teachers to measure SEN children's progress against their own individual targets.  | Completed by <b>Class Teachers</b> and shared with <b>parents</b> .   |
|              | Staff Appraisal Mid-Year review                                      | Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.  | <b>Class teacher</b> and <b>Head teacher</b>  |
| <b>April</b> | Reading, Writing, Maths & RE Assessment                              | To consolidate progress against Reading, Writing, Maths KLIPS & RE assessment scale.   | <b>Class Teachers</b> and <b>HT</b> to update the KLIPS/RE scale as appropriate on the schools tracker.   |
|              | Science, Computing and other foundation subjects                     | To consolidate progress against all KLIPS in LCC assessment document   | <b>Class Teachers</b> and <b>HT</b> to update the KLIPS   |
|              | Pupil Progress Reviews   | Professional discussion between Teachers and Head about the progress of their class and % of their class that are track. Possible 'Closing the Gap' strategies for those who are behind. | <b>Class teacher</b> is expected to bring relevant up-to -date data for their class to a meeting with the <b>Head Teacher</b> . <b>Inclusion manager</b> involved in meeting to suggest 'closing the gap' strategies. |
|              | End of Term KLIPS Review   | To update individual's KLIPs records using evidence  | <b>Class teachers</b> to be collated and shared with head so Lancashire Tracker can be updated  |
| <b>May</b>   | KS1 and KS2 Statutory Assessments (Reading, Writing, Maths and SPAG) | To create an end of Key Stage Judgement for children   | <b>Head Teacher</b> (alongside <b>Y2 and Y6 staff</b> ). Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .  |
| <b>June</b>  | Phonics Screening  | To ensure Y1 (and any Y2 children who previously didn't meet expected standard are retested) has the expected Phonetic understanding and application                                     | <b>Head and Deputy-Head Teachers</b> Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .  |



## Bolton By Bowland & Grindleton C.E. Primary Schools

|             |   |   |  |
|-------------|---|---|--|
|             | Reading, Writing, Maths & RE Assessment                           | To consolidate progress against Reading, Writing, Maths KLIPS & RE assessment scale.  | <b>Class Teachers</b> and <b>HT</b> to update the KLIPS/RE scale as appropriate on the schools tracker.  |
|             | Science, Computing and other foundation subjects                  | To consolidate progress against all KLIPS in LCC assessment document  | <b>Class Teachers</b> and <b>HT</b> to update the KLIPS  |
|             | EYFS Profile  | To give a summative end to the children's reception year  | <b>Reception Teacher</b><br>Results need to be formally shared with <b>Parents</b> and updated to <b>relevant authorities</b> .  |
|             | Resources and curriculum committee<br>Full governing body meeting | To share pupil attainment and progress with governors.<br>Governors to ask challenging questions of head, regarding data.   | <b>Resources And Curriculum Committee, FGB and Head Teacher</b>  |
| <b>July</b> | Pupil Progress Reviews  | Professional discussion between Teachers and Head about the progress of their class and % of their class that are track.<br>Possible 'Closing the Gap' strategies for those who are behind. | <b>Class teacher</b> is expected to bring relevant up-to -date data for their class to a meeting with the head. Inclusion manager involved in meeting to suggest 'closing the gap' strategies. |
|             | End of Year KLIPS Review  | To update individual's KLIPs records using evidence   | <b>Class teachers</b> - to be collated and shared with head so Lancashire Tracker can be updated and then passed on to the new class teacher / school  |
|             | IEP UPDATE  | Class teachers to measure SEN children's progress against their own individual targets.   | Completed by <b>Class Teachers</b> and shared with <b>parents</b> .  |
|             | Core Subject Data Analysis and Summative Report to Governors      | Literacy and Maths Subject Leaders to analyse data and to create a narrative to share with governors about successes and areas for development  | <b>Literacy and Maths Subject Leaders</b> to share with <b>Governors</b> at final <b>Governors Meeting</b> .   |



## ROLES AND RESPONSIBILITIES

### Resources & Curriculum Committees

- Evaluation of Impact
- Hold the HT to account
- Whole school overview record
- Summary of attainment and progress for each cohort and significant groups

### Head teacher

- Whole school analysis (including trends over time)
- Highlighting areas for improvement and allocation of resources (staff / materials / training / accommodation etc.)
- Managing the monitoring/assessment calendars
- Ensuring that decisions made and agreed are carried out
- Prepares whole school data for presentation to the governors

### SLT

- Monitoring the performance of teachers and overview of pupils
- Analysing cohort/group data and preparing it for presentation to governors
- Holding subject leaders/teachers to account for targets set
- Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers
- Hold teachers to account for impact where resources have been allocated
- Ensure targets set lead to improved performance/ rise in attainment

### Subject leaders

- Monitor the performance in their subjects
- Analyse and report on attainment and progress in their subject for SLT
- Highlight areas of strength to celebrate and weakness to support
- Moderate and address issues arising from mismatch between data/pupil books / observations etc.
- Hold teachers to account for performance in their subject area

### Teachers

- Operate within the assessment time frame
- Meet or exceed the targets set for each child
- Record and analyse pupil/ group results
- Highlight areas to celebrate and to address ready for pupil progress meetings
- Prepare for pupil progress meetings
- Plan for timely intervention where needed and report impact
- Record results ready for input onto the Tracker
- Aware of the impact of their performance upon the whole school