

ASSESSMENT, RECORDING, AND REPORTING POLICY

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Person(s) Responsible for Review:	SLT (VE)

ASSESSMENT EYFS, KS1 and KS2

(For additional EYFS information please see page 9 onwards)

Assessment is an integral part of teaching and learning. It plays a key role in all areas of school life.

Aims of Assessment

The aims of assessment are:

- To clarify pupils' understanding and areas of weakness and strengths
- To plan activities to meet the needs of all pupils and to ensure their progress
- To nurture pupils' learning and identify areas for further work
- To evaluate staff teaching and planning
- To report progress of achievements to pupils, parents and other staff
- To monitor pupils' learning in terms of individuals, sets, classes and other criteria such as EAL
- To monitor the effectiveness of teaching
- To set targets and track progress

Methods of Assessment

It is important that judgments focus on the process through which a child has gone, as well as the output attained when children's work is assessed.

Assessment is ongoing and is carried out in a variety of ways:

- Working with or speaking to pupils – questioning and discussion
- Observation of practical tasks and pupils working
- In marking of written and pictorial tasks
- Testing

Types of assessment

Assessment can be broadly categorised as either Assessment for Learning (formative) or Assessment of Learning (summative). Formative assessment is a process of on-going continuous assessment used in mapping out the steps which pupils are following

in their learning. Summative assessment considers what a child has achieved at a set moment in time. Additional end of unit assessments are carried out in many subjects.

At The Manor we see assessment as having two equally important aspects - 'Assessment for Learning' and 'Assessment of Learning.' These two aspects are addressed separately in this policy.

ASSESSMENT FOR LEARNING

This is an ongoing process throughout the school in order to facilitate pupil progress and improve teaching and learning. It is part of the day to day classroom activity and forms part of a teacher's planning. This assessment, which can broadly be described as formative, is a process of continuous assessment used in mapping out the steps which pupils are following in their learning.

Planning

Planning is done at three levels:

1. **Long Term (whole school)** Plans ensure a clear progression throughout the school, ensuring a broad and balanced curriculum is delivered. In the Early Years Foundation Stage coverage towards the Early Learning Goals is carefully mapped within topics. Each class teacher ensures that the curriculum offered matches the needs of the pupils in their class.
2. **Medium Term (termly/half termly)** Teachers plan for each subject, identifying clear learning objectives and activities. This planning informs teachers' weekly planning and paces the learning for the term.
3. **Short Term (daily/weekly)** Teachers recognise the range of needs and abilities within their class. They select appropriate activities and resources, which take account of pupils' prior learning. Teachers' assessment methods are appropriate to the learning objectives and planned activities and assessments inform future planning.

Differentiation in Planning

Medium term plans and individual lesson plans refer to at least 3 levels of ability:

- HA = Higher ability
- MA = Medium ability
- LA = Lower ability

Formative Assessments in Teaching and Learning

Teaching techniques and assessment methods take into account and reflect pupils' individual learning styles and evidence of formative assessments are collected through:

- observation
- questioning

- talking and listening
- samples of work
- allowing pupils to evaluate and assess their own work
- marking work
- children presenting work to others e.g. during plenary sessions

The information gained from these on-going formative assessments helps teachers plan the next step in children's learning for the whole class, groups or individual children. We believe that children should be involved in the process of Assessment for Learning, so that pupils know what they are supposed to be learning, what they have achieved and how they can improve. Much of this is achieved through thorough marking with stated areas for improvements. This is part of the target setting process. The pupils are given opportunities to self-assess and peer assess their work against the shared learning intention and success criteria and identify learning improvements.

Self-Assessment and Peer Assessment

Self-assessment (where pupils engage in assessing and reviewing their own progress, setting targets for future improvement) and peer assessment (where pupils engage in collaboratively assessing their peers) are both encouraged at The Manor.

It is important to involve children in self-assessment activities in order that they become central agents in their own learning. It gives them the vocabulary to engage in their own progress, encourages them to take responsibility for their learning and to become more independent and self-regulatory in the learning process. Peer assessment fosters positive relationships between pupils and enables children to participate co-operatively and collaboratively as a community of learners.

The School aims to encourage pupils to reflect on their achievements in relation to pre-acknowledged success criteria. This takes place in conjunction with formal target setting and review **as well as** independently from target setting and review procedures. Self-and peer-assessment procedures include:

- Sharing objectives and their linked success criteria with pupils
- Discussing objectives and their linked success criteria with pupils
- Setting objectives and their linked success criteria with pupils as they gain experience
- Encouraging children to reflect on their performance
- Encouraging children to reflect on their performance and discuss this with peers and staff
- Encouraging children to reflect on their performance and record their thoughts in an informal way
- Encouraging children to reflect on their performance and record their thoughts in a more formal way such as a pre-prepared framework
- Linking these reflections to setting targets for future learning

As indicated above, self-and peer-assessment procedures may be expected to increase in sophistication, formality and regularity as the children progress through the school. However, much of this can be achieved verbally, and evidence will be found in everyday teaching and learning throughout the curriculum. It is not intended that self-assessment be a paper bound activity, and recorded details may not be largely in evidence.

ASSESSMENT OF LEARNING

This gives a summative picture of progress made at the end of a term/academic year or key stage. The on-going, end of topic and end of year assessments provide a measure of performance in selected parts of a subject on a particular day. On-going Teacher Assessment provides a picture of the child's performance in the whole subject over a period of time. The two forms of assessment are complementary and together provide a more complete picture of a child's attainment. At key points in the academic year assessments are administered to track pupil progress, plan appropriate learning experiences and to set curriculum targets. The Manor has a comprehensive schedule of assessments from Reception to Year 6 and progress of cohorts and individuals is monitored throughout.

At The Manor we track pupil progress to ensure that children are achieving their full potential. In the Autumn all classes complete formal assessments in Reading, Writing, Spelling and Maths, and in the Summer, English, Maths and, for Years 3-6, Science. Meetings are held during which the progress of all pupils will be discussed. Any dips in achievement are noted and acted upon. For example, the SENCO may use additional specialist assessments with pupils whose assessments are not as expected. At the other end of the spectrum, assessments are used to identify those who are performing above the expected levels, so that those pupils too can be given the support and direction they need.

In addition, each child in Year 3 undertakes specialist screening tests for dyslexia and dyscalculia, and Year 4 and 5 complete Cognitive Ability Tests (CATs).

In 2019-2020, we extended the PASS (Pupils' attitudes to self and school survey) from Year 2 to 6. This is an additional tool for tracking pupils' attitudes and their well-being.

GL ASSESSMENT

Our standardised assessments are carried out by the same company, GL Assessment.

The advantage of a single company providing our standardised assessments is that the results can be more reliably compared than if the tests were provided by a variety of different companies.

We also know what they mean in national terms. For example we know that:

STANDARDISED SCORE	NATIONAL PERCENTILE
85	18
90	26
95	38
100	50
105	62
110	74
115	82
120	89
125	95
130	97

The reports GL Assessment produce for the school include:

For each subject test:

- Individual Student Report for Teachers
- Group Report for Teachers

In addition, the system can produce comparative reports. The CAT4 Combination report takes data on pupil ability from CAT4, and on attainment from the Progress Test in Maths (PTM) and Progress Test in English (PTE). It can also include data on reading from the New Group Reading Test (NGRT) as an alternative to PTE.

With this we can:

- Correlate a pupil's performance in English, Maths or Reading with their ability as demonstrated in CAT4
- Identify whether the relationship between ability and attainment is as expected or whether there is a significant divergence in scores which may need further investigation
- Compare performance using the national benchmark
- Deepen the understanding of pupils' current and potential performance.

Monitoring and Planning for Progress

The Manor's approach is to continually monitor progress for all pupils. In Early Years we use the Target Tracker programme and from Y1-6 we use The Manor's own Assessment Tracker (the Manor Tracker) to house assessment results and help monitor progress for each pupil. Target setting is going through a process of development with the removal of National Curriculum Levels, and this is allowing us to review our systems and vocabulary for target setting, at both an informal and formal level, whilst retaining the core values of using previous assessment to plan for pupils' progress. The class and group sizes are deliberately small: thus care for the individual is given every encouragement. When teachers talk to pupils with comments on their work, the focus is very much on building short-term steps.

TRACKING THE INDIVIDUAL PUPIL

Each pupil's progress is tracked by their teachers carefully throughout the academic year and there are 'hand-over' meetings to the following year's teachers at the beginning of the academic year where each pupil is individually discussed.

Additionally, the standardised assessment data for English and Maths for KS1 and KS2 pupils is put on an individual tracking sheet; CATS and Science scores are added where appropriate in KS2.

The assessment data on each EYFS pupil is entered into Target Tracker (this is overseen by the EYFS Assessment Co-ordinator). Target Tracker enables teachers to track a pupil's progress from entry to The Manor on the 'Development Matters' grids. This provides evidence of progression and development throughout the Early Years. (Please see Appendices 4 – 11 for sample Target Tracker reports.)

FOLLOWING STANDARDISED SCORES

Personnel

All staff are very much involved in assessment but the key staff are:

- **Head of Assessment** This post-holder has overarching responsibility for assessment.
- **Assessment PASS Co-ordinator** This post-holder has responsibility for ensuring that all the relevant marks are put onto PASS, the school's Management Information System.
- **SLT Monitoring** – The SLT has meetings where pupils' performance is analysed.
- **Assessment Co-ordinator for EYFS** This post-holder supports the Head of Assessment, the Assessment PASS Co-ordinator and the Head of Early Years. They are responsible for tracking progress through EYFS using Target Tracker and for administering the Reception Baseline assessments.
- **Learning Support Department** The Department tracks individuals on our Register very closely in order to give them the best possible help. They make provision for additional support for individual pupils as appropriate and monitor and review the impact of the provision to ensure that expected progress is being made. A member of the Learning Support Department is at every Section meeting. Children who are raised as a concern at this meeting are monitored closely.
- **Gifted and Talented Co-ordinator** The post-holder is responsible for updating the Gifted and Talented Register subject by subject and guides the staff in how we can best support and encourage (Please see Provision for Gifted and Talented).
- **The School's Academic Deputy Head**, assisted by the Head, oversees the work of the Head of Assessment.

- The **Academic Committee** (2 Academic Governors, Head, Deputy Heads and Head of Assessment on invitation) oversees all the academic side of the school, including Assessment.
- **Heads of Subject and KS1 Subject Co-ordinators** have an important role to play in analysing the progress that individuals and groups of pupils are making in their subject.
- Appropriate members of the teaching staff access analysis data on G-Suite.

Staff Meetings

Certain staff meetings are used exclusively to discuss a year group's assessment results (eg. The CATS and PASS Survey results) so that we can consider how best to help the children's progress and focus the teaching even more sharply.

RECORDING OF ASSESSMENT

1. Records kept electronically

- Pupil tracking data is stored in the G-Suite and on the PASS Management Information System so that all staff can access this data as required.
- **Analysis and Tracking of the Individual Child's Progress through KS1 and KS2** The Head of Assessment has the responsibility of continually updating each child's individual tracking information from Y1 upwards. They maintain records of assessment data about each child. The Head of Assessment analyses data (in consultation with Deputy Heads, Heads of Section and Subject Leaders) and discusses with the relevant staff (including Class Teachers, specialist teachers, the Learning Support, Gifted and Talented Co-ordinator and EAL Co-ordinator) any action that is required as a result of the analysis. They are also responsible for providing information to the SLT re trends within the school, i.e. reading progress between years, SEN tracking data, Summer births performance. An Assessment Analysis Meeting in takes place in June.
- Formal data from internal assessments and the GL assessments is used in the following ways:
 - o **GL reports:** the GL system allows us to produce reports as detailed earlier, showing pupils' raw and standardised scores and a detailed breakdown of individual pupil's strengths and weaknesses in each relevant subject area. **It is also possible to draw reports covering the performance of the following groups:**
 - Ethnic minorities
 - EAL
 - Learning Support and SEN
 - Summer birthdays
 - Gender groups
 - Individual pupils

- o **Manor Tracker:** this uses all the assessment data on the PASS database and allows analysis of an individual pupil's performance since they joined the school, showing their progress and performance against their peers

2. Records kept by the Form Teacher and Subject Teachers

Form (up to Year 4) and subject staff (Years 5 and 6) keep records of pupil progress, sufficient to inform teaching, report writing and parent consultations. This is in the form of marks in their mark books and annotations on the medium term planning documents.

Writing assessments are completed termly and the papers are kept by the Form teacher (up to Year 4) or English teacher (Years 5 and 6). Each pupil has an Individual Writing Folder, which is updated annually with the final piece of assessed writing for that year. This portfolio of writing is handed on in September to the new English teacher.

Standardised Assessment Data is all stored in the Assessment Drive within the Google Suite.

Non-standardised assessments are the responsibility of the subject teacher.

Where there are particular concerns over a child's progress, extra documentation may be kept at the discretion of the Learning Support Teacher and the Form Teacher.

REPORTING TO PARENTS

Reporting to parents takes place in three forms:

- Informal verbal reporting on an individual basis
- Formal Parents' Evenings
- Formal written reports

1. Informal verbal reporting

This may take place at the initiation of a parent or staff member. Arrangements are made to the mutual convenience of all involved parties, and the staff member present keeps a record of any decisions made. The staff member must report any issues of importance to the Head/Head of Section as soon as possible after the conclusion of the meeting and record the meeting on a Parent Meeting Form to be stored in Pastoral records.

2. Parents' Meetings

These are held twice a year, once during the Autumn Term and once later in the academic year (there is only one Year 6 Parents' Evening, in the Autumn Term).

All parents are sent a letter of invitation from the relevant Head of Section, in liaison with the Director of Communications. Parents are invited to make electronic bookings. A schedule of appointments is then generated for all relevant staff to view.

Where occasionally parents or a staff member cannot attend parents' evening, alternative arrangements are made to the mutual consent of all involved parties. Staff members must report any issues of importance to the Head/Head of Section as soon as possible after the conclusion of the meeting.

3. Written reports

Written reports are sent to parents twice during each academic year (please see sample reports in school).

ASSESSMENT, RECORDING AND REPORTING IN EYFS

ASSESSMENT ON ENTRY TO THE EYFS

On entry to the EYFS children are assessed to determine their level and stage of development. This is entered on Target Tracker. Children entering Reception are currently assessed through the GL Baseline Assessment for value added analysis as well as through internal baseline assessments.

Progress Check at age Two

Between the ages of two and three, we review the child's progress and provide parents with a written summary of their development in the Prime areas. This is discussed at a meeting with parents who are asked to add their comments. Parents are encouraged to meet with their health visitors prior to this check. If there are any developmental concerns other professionals are consulted and action is taken. e.g. EYSENIT, speech and language therapists, occupational therapists etc.

ASSESSMENT DURING THE EYFS

Class Teachers / key persons have a key responsibility in making assessment an integral part of teaching and learning.

"Observational assessment involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding.

It is the most reliable way of building up an accurate picture of children's development and learning, especially where the attainment demonstrated is not dependent on overt adult support. Observational assessment is key to understanding what children really know and can do.

Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

Observational assessment does not require prolonged breaks from interaction with children, nor excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words or sign language with children about their activities and current interests.” *[EYFS Profile Handbook 2016]*

Each child has a learning journey of achievements and milestones. This may be in the form of photographs, work and observations. These are shared regularly with parents and their contributions are encouraged. We are transitioning to a Target Tracker App where we can document the children’s progress through photographs and objectives. This will be shared with parents as part of their Learning Journey.

PARENTAL CONTRIBUTIONS

Parents provide us with valuable information before starting in the EYFS. Parents have opportunities every day to communicate with their child’s key person or class teacher.

Parents’ evenings (appointments system) are arranged during the Autumn and Spring term for parents of all children in the EYFS. These are opportunities to discuss individual children’s progress and plan their next steps.

Parents are sent questionnaires about their child’s progress and asked to inform us of landmarks they observe to add to their child’s learning Journey Profile.

Early Support Developmental Journals (National Children’s Bureau)

These are designed to help families, teachers and other practitioners better support development especially where children have SEN and disabilities. The Journal is used for a child who is unlikely to progress in the same way or at the same rate as other children, whether or not a particular learning difficulty has been identified at this stage. The Journal links closely with Development Matters (Early Years Outcomes) in The Foundation Stage and is a useful resource for the 24-30 month statutory progress assessment as well as supporting child health monitoring.

TARGET TRACKER

PUPIL TRACKING AND TARGET SETTING

Pupils’ progress is tracked on Target Tracker. The progress is recorded regularly on the ‘Development Matters’ grids.

Analysis of results

Target Tracker enables:

- A variety of graphical reports and charts to be produced.
- Identification of strengths and weaknesses of individuals and cohorts
- monitoring of achievements and review of practice

- the informing of curriculum planning
- the informing of development plans

The continuous reviewing and updating of tracking data gives practitioners the opportunity to revise and refine targets for the class. This includes identifying intervention groups such as Gifted and Talented and those with Special Educational Needs (SEN). In doing so it is possible to ensure that every pupil has challenging and realistic targets set for them. By recognising the individual abilities of pupils, the setting can make finely tuned adjustments for the target setting of each cohort. The potential to achieve these targets is made possible through effective classroom organisation, setting of learning groups and careful planning.

Other formal assessments

These occur during the Reception year and include the GL Assessment Baseline. These enable progress to be tracked from Reception onwards, using standardised scores. In Summer 2019, we trialled the end of Reception GL 'Baseline Progress' to see how accurate it was in measuring the progress the children had made from the beginning of the year.

ASSESSMENT AT THE END OF THE EYFS - THE EARLY YEARS FOUNDATION STAGE PROFILE

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The learning characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

[EYFS Profile Handbook 2016]

The **Foundation Stage Profile** is completed in the final term of the year the child reaches 5 and no later than June in that year. Oxfordshire LEA are welcome to observe the implementation of the arrangements for the completion of the EYFS profile and permit the local authority to examine and take copies of documents and other articles relating to the EYFS profile and assessments.

Each child's FSP score in all areas of learning is calculated and a numerical score is given for each area of the EYFS curriculum. Emerging =1, Expected =2 and Exceeded =3. This information is shared with parents alongside a written end of year report which includes a narrative report on the Characteristics of learning. This report is also shared with Year 1 teachers

Moderation Arrangements

We take part in all reasonable moderation activities specified by the Local Authority and submit data as requested in the summer term.

Regular cluster meetings with other local independent schools, Oxfordshire meeting and internal moderation between classes ensure that our assessments are accurate and robust. We meet with Year 1 teachers to aid our moderation between the two key stages.

REPORTING ARRANGEMENTS

Pre-Nursery

The Progress Check is completed between the ages of two and three. We review the child's progress and provide parents with a written summary of their development in the Prime areas.

Throughout the child's time in Pre-Nursery we provide informal opportunities, for example at the end of the school day, for parents to discuss their child's progress/concerns. Where time constraints exist, discussion of a child's progress can be made by appointment at the request of a parent.

Parents are encouraged to make an appointment to discuss their child's progress with their key person during the Autumn and Spring Terms at a Parents' Evening.

When the child leaves Pre-Nursery a short written Summary reporting on the child's progress is provided to parents. The Learning Journeys are passed onto the child's next teacher.

Nursery

During the first term in Nursery we provide the opportunity for a Parents' Evening so that parents can discuss how well their child has settled and be involved with the target setting process. Questionnaires are sent to parents in advance to help focus these meetings and collate material to support any concerns or questions they might have. At the end of the first term in Nursery a letter report is sent to parents.

Throughout the child's year in Nursery we provide informal opportunities, for example at the end of the school day, for parents to discuss their child's progress/concerns. Where time constraints exist, discussion of a child's progress can be made by appointment at the request of a parent. Where opportunities for the child's parents to

meet with practitioners are limited (for example where a child has wraparound care) home school link diaries are provided for reporting progress/concerns.

In the Spring Term in Nursery, parents are invited to a second Parents' Evening to discuss their child's progress and share their child's Learning Journey Profile.

An End of Year Report about the child's progress in each of the seven areas of learning is provided to parents. Parents are also invited to come in and share their child's Learning Journey before being passed onto their child's next teacher.

Reception

During the first term in Reception we provide the opportunity for a parents' evening so that parents can discuss how well their child has settled and be involved with the target setting process.

At the end of the first term in Reception a letter report is sent to parents.

Throughout the child's year in Reception we provide informal opportunities, for example at the end of the school day, for parents to discuss their child's progress/concerns. Where time constraints exist, discussion of a child's progress can be made by appointment at the request of a parent. Where opportunities for the child's parents to meet with practitioners are limited (for example where a child has wraparound care) home school link diaries are provided for reporting progress/concerns.

The child's reading progress is reported in Reading diaries. A parent-school partnership is encouraged in this process.

In the Spring Term in Reception we provide a Parents' Evening so that parents can discuss the progression of their child's learning - this includes a review of the EYFS profile.

Within the final term of the EYFS (Reception Year) we provide the parents with:

- an End of Year written Summary Report reporting on the child's progress covering each of 7 areas of learning (including assessment against each of ELG (Early Learning Goal) descriptors and a short narrative describing the child's learning characteristics)
- a copy of the EYFS Profile, where the parent requests it
- details of the arrangements under which the EYFS Profile and its results may be discussed between a practitioner and the parent, giving a reasonable opportunity to do so.

TRANSITION FROM EYFS TO KS1

EYFS practitioners and Year 1 teachers meet to discuss and expand on the information presented in the EYFS Profile, especially with regard to any children

assessed to be working at 'Exceeding'. The statutory requirement at the end of EYFS is to make an accurate judgement between the three outcome bands of the EYFS Profile for each of the 17 Early Learning Goals (ELGs) and complete the learning characteristic narratives. A principled approach to assessment ensures that a detailed holistic picture of each child's learning and development accompanies the 17 ELG decisions. The learning characteristic narratives will provide significant additional detail for each child and must be included in the transition dialogue.

Beyond the 17 items of the EYFS profile, practitioners may provide any additional information needed to enable Year 1 teachers to plan an effective curriculum and provision for all children. Decisions about this additional information should be made by each setting and reflect the characteristics and requirements of that setting. This will enable the Year 1 teacher to have a fully rounded picture of the attainment of each child in order to plan the curriculum. Year 1 teachers should be involved in EYFS Profile moderation in order for them to understand the judgements made by Early Years practitioners. *[EYFS Profile Handbook 2016]*

OTHER ARRANGEMENTS

When a child moves to a new provider during the academic year, we send the following information to the new provider within 15 days of a request:

- any EYFS data recorded by us
- our assessment made in respect of the child
- where no EYFS Profile of the child has been recorded, the reason why the assessment has not been carried out

As an EYFS provider, we send Oxfordshire County Council the numerical FSP score in all 17 ELG descriptors. Emerging =1, Expected =2 and Exceeded =3. This is for each child who will be five years old on or before 31 August of that year. Oxfordshire County Council is only required to submit data to the DfE for children who receive government funding in the summer term of that academic year. All data is internally recorded on 'FS Target tracker' and track children's progress and evaluate our practice and continually raise standards.

"If a child starts at a new school or setting before the summer half-term holiday the new school or setting must report the child's results to the local authority. If a child starts at a new school or setting during the second half of the summer term the previous school or setting must report the child's results to the local authority."
[Assessment and reporting arrangements DfE 2016]

The data is used "to gain an overview of young children's attainment and of how children are performing against the early learning goals.

ANNUAL TIMETABLE OF ASSESSMENTS

For an overview of the annual timetable for assessments, reports and parents' evenings for each year group please see the 'Whole School Assessment Grid' in the Assessment Team Drive on G-Suite.