

Queen's Hill Primary School - Assessment, Recording and Reporting

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Queen's Hill Primary School - Assessment, Recording and Reporting

1. Introduction

The main aim of Assessment, Recording and Reporting (ARR) at Queen's Hill Primary School is to raise standards of achievement and attainment of all pupils by developing a system that is:

- manageable
- informative
- useful
- reliable to pupils, parents and staff.

2. Key Principles in ARR

ARR in this school should:

- be integral to the delivery of high quality teaching and learning to ensure all children make at least expected progress from their starting point
- involve the learner wherever possible
- be both formative and summative
- be both manageable and useful
- make it clear to parents/carers how well their children are doing and their child's next steps
- be reviewed regularly to ensure all staff are trained in our approach to assessment
- be overseen by a member of the senior leadership team and a named governor

3. School practice and strategies

3.1 Formative assessment

Formative assessment is day to day on-going assessment, based on how well children fulfil learning intentions, providing feedback and involving children in improving their learning.

- Planning (see table)
- Sharing Learning Objectives and Success Criteria – generally, at the start of a lesson the learning objective is shared with the child in child speak, either orally or in a written form. The success criteria are agreed with the pupils and then evaluated at the end of the lesson/ unit of work. On occasions the children may be asked to devise the Learning Objectives at the end of the lesson if the sharing at the start will inhibit the learning experience.
- Marking and Feedback – marking relates to the learning objectives and provides children with guidance and direction to further improve their work (see policy)
- Pupil Self Evaluation - pupils are trained to think self-evaluatively
- Individual Target Setting – this may be used to focus a child's learning or when standards are raised in a particular subject. These targets may be set half termly for a group of children.
- Use of assessment to inform teaching and learning – daily notes are made on planning for individuals who have not achieved the learning objective and individuals exceeding the learning objective, together with any relevant notes e.g. this activity was not suitable because... This is then used to inform future planning (week to week and year to year) to ensure the best outcomes for children.

STAGE OF PLANNING	PURPOSE	CONTENT
Long-Term Curriculum Overview	Shows coverage based on National Curriculum (2014) Provides breadth and balance	Summary of subject content for each term per class Rough time allocation
English and Maths frameworks Foundation Stage(Reception)	Show progression through the age range and coverage of learning intentions for each term	Set learning objectives and themes for each term
Medium-Term (termly or half termly)	Provides a teaching framework for the term or half term for all subjects	Shows clear learning intentions and an overview of activities, sometimes drawing subjects together (e.g. History and Geography). Links with computing, drama, speaking and listening, visits, special events and resources
Short-Term	Provides a personal agenda for the week's lessons. Enables certain day-to-day assessment judgements to be recorded in order to influence further planning.	Should include: Breakdown of learning activities and objectives Differentiation Provision for SEN, G and T and Pupil Premium children Use of other adult Assessment notes Rough time allocation

3.2 Summative assessment

Summative assessment is snapshot testing which establishes what a child can do at a certain time.

We assess children against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. These assessment criteria are based on age related expectations derived from the school curriculum, which is composed of the National Curriculum (2014) and our own local design.

Assessment criteria for half termly assessment in Maths and English are arranged into a hierarchy, setting out what children are normally expected to have mastered by the end of the year and at intervals throughout the year.

Each child is assessed as either “beginning”, “developing”, “embedding” or “mastering” each relevant criterion contained in our expectations for that year.

Summative judgements are recorded and backed by a body of evidence created using observations, records of work and formal assessment.

Half termly pupil progress meetings (PPM) take place between the class teacher, the Maths, English and Inclusion leaders. Teachers use the outcomes of assessment to summarise and analyse attainment and progress for their pupils and classes. This data is used at PPM to plan the learning for every pupil to ensure they meet or exceed

expectations, ensuring those children identified as vulnerable or at particularly at risk receive timely support and intervention to make appropriate progress.

3.3 Achieving consistency within and between schools

“Standards files” are organised by subject and phase/year leaders. These contain examples of children’s work against Key Performance Indicators and Performance Standards which have been moderated and annotated by the whole staff. Teachers attend cluster/audit meetings to confirm assessment judgements. The standards file will help induct new teachers into the school’s assessment regime, as well as acting as a benchmark to use in future years, enabling the school to develop a consistent approach to its assessment of pupils and maintain a consistent standard.

3.4 Assessment of children with Special Educational Needs

If a child has been identified through assessment as having a learning or behavioural difficulty this needs to be discussed with the Inclusion co-ordinator. After discussion the child may be placed on a staged record. Termly targets are then set on an Individual Educational Plan which is discussed with the parent. Further referral may be made to outside agencies. See SEN Policy. For children with significant learning difficulties “P scales” will be used.

3.5 Provision for more able children

Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will be provided more challenging work to broaden the pupil’s experience. This may be researching a topic in more depth, preparing a topic to deliver to the rest of the class or carrying out an investigation or problem solving activity. The premise is for us to deepen their learning rather than moving them onto the next year’s curriculum.

3.6 Early Years – Nursery and Reception

Children in Nursery and Reception are assessed against the Prime and Specific areas of Learning in the EYFS profile.

3.7 Analysis and use of assessment data

End of Key Stage tests/task (SATs), end of year tests and teacher assessments are used to compare the following:

Progress from start/end of Foundation Stage to end Key Stage 1 to end of Key Stage 2 (Value added)

Progress of groups within the school (eg. Gender, EAL, Pupil Premium, non Pupil Premium)

Data year on year (to ensure children are making 12 months progress in 12 months)

Achievement of school against national standards

Achievement of schools against like schools (Bench marking)

Pupils attainment is tracked from entry through to Year 6 to ensure all children are making expected progress, so individual pupils or groups can then be targeted if necessary. Staff enter data on Pupil Asset half termly.

3.8 Target Setting

The Phase Leader sets core curriculum targets with class teachers for individual Year 1 and Year 5 pupils for end of Key Stage tests/tasks. After approval from the Head Teacher these are then discussed with the any School Improvement partner and Governors. English and Maths targets for individual pupils are also agreed between the Headteacher and Staff at the end of the Summer Term for the following year. This forms part of the process of setting a pupil progress target as part of performance management.

3.9 Record Keeping

- Each year group has an assessment file which follows them through the school.
 - Baseline assessment (EYFS)
 - Early Years Foundation Stage Profile
 - Key Stage 1 SATs
 - End of year assessments
 - Key Stage 2 SATs
 - Salford Reading Test
- The following data is kept in individual children's records, updated and passed onto the next teacher:
 - Admissions form (to be updated annually)
 - Results sheet
 - Copies of SATs read outs
 - Evidence of Big writing
 - Copies of reports
- The teacher keeps a copy of any IEPs and a copy is also kept in the pupil's file in the Inclusion Leader's File
- Past test papers are stored in the relevant Phase/Year group leader's room
- The Phase Leaders ensure that each teacher has a list of what is expected in the year and individual pupil folder.

Reporting

In the Autumn Term there are parent/teacher consultations which ensure children's strengths are recognised and areas for development are understood by parents. The second parent/teacher consultation is in the Spring Term for EYFS parents and the Summer Term for the rest of the school.

For children in KS1 and 2, reports are written in the spring term. Children contribute to these reports; teachers have a learning consultation with each child to support them in appraising their achievement so far, their attitude towards learning and their next steps. In EYFS written reports are completed at the end of the summer term.

Parents have the opportunity to discuss the comments made on the achievements, strengths, weaknesses and future targets if they would like to after they have received the annual report.

There are also annual reviews and parent/teacher meetings for those children who are on the SEND register.

We ensure that the reports reflect the whole child and all achievements are celebrated across a broad and balanced curriculum, including PE, the Arts, behaviour and personal, social and emotional development.

3.10 Transfer arrangements

For pupils moving during the year a complete set of records needs to be handed to the secretary within 2 weeks, along with an amended report sheet.

On leaving for high school the Norfolk County Guidelines should be followed.

Policy agreed by staff and governors June 2014

Policy reviewed by staff and governors December 2015

Review date Sept 2016 or before if National Policy changes

Policy reviewed May 2016

Appendix 1

Underpinning principles for assessment

The principles, in conjunction with the design checklist that follows, will assist schools as they develop their own assessment systems. Schools will be able to review their own processes to ensure that they are underpinned by these principles and, where this is the case, determine whether the assessment system is fit for purpose.

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.
 - c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
5. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
6. Assessment outcomes provide meaningful and understandable information for:
 - a. pupils in developing their learning;
 - b. parents in supporting children with their learning;
 - c. teachers in planning teaching and learning.Assessment must provide information that justifies the time spent;
 - d. school leaders and governors in planning and allocating resources; and
 - e. government and agents of government.
7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

Appendix 2

1.NAHT assessment framework introduction 1

Measuring and recording progress across key stages in the national curriculum from September 2014

Introduction and contents

The NAHT Commission on Assessment published its report in February 2014. One of the key findings of the commission was that pupils should be assessed against objective and agreed criteria rather than be ranked against each other.

Recommendation six of the report stated that:

In respect of the national curriculum, we believe it is valuable – to aid communication, comparison and benchmarking – for schools to be using consistent criteria for assessment. To this end, we call on the NAHT to develop and promote a set of model assessment criteria based on the new national curriculum.

The following materials, developed with the help of senior teachers who are responsible for curriculum delivery and assessment in primary schools across England, are in response to this recommendation.

We hope they will help school leaders and teachers to measure and record the progress of individual learners in their schools, without using levels of attainment. They will ensure that the new national curriculum in mathematics, writing and reading is taught in its entirety and that the progress of pupils can be tracked easily from year one to year six. We have also described the process used to define the model and its content so that schools can apply this to other subject areas.

However the model is not cast in stone; schools are encouraged to evaluate its usefulness against their assessment principles and current teaching and assessment practices. Having undertaken such a review, schools can decide whether or not to accept the model as it stands, to modify elements or to use an alternative approach.

The authors of the model are clear that there is no single perfect model to assess pupils' progress against any given curriculum. However, it is hoped that the NAHT model will provide schools with a practical approach to assessment that is flexible and, if broadly adopted, provide a common approach to the assessment of pupils' progress.

The NAHT assessment framework

The model is presented in the following documents which are available to download from the NAHT website:

1. An audio-visual presentation called *NAHT assessment framework* which contains examples of recording and reporting plus an explanation of how to use a flowchart of the NAHT assessment model

- 2 1.NAHT assessment framework introduction

2. A high-level flow chart listed as *NAHT assessment model* which illustrates how to measure and record progress across key stages
3. A series of documents listing key performance indicators and performance standards in mathematics, reading and writing for each year group
4. An example record of performance against KPIs in the national curriculum called *NAHT assessment framework recording and reporting* (examples are also contained in the audio-visual presentation)

Key performance indicators (KPI)

Working directly from the documentation outlined in the new national curriculum, the teachers outlined key elements within the programmes of study, that, if mastered, demonstrate a child's grasp of understanding of that facet of the national curriculum. These key aspects have been summarised as key performance indicators (KPIs).

For the first part of this process, teachers discussed the content of the national curriculum. In the example below, a section from the year one programme of study is presented (figure one). In figure two, elements of the programmes of study deemed to be key elements are presented in bold italics; these are the KPIs for this section of the national curriculum.

Figure 1 – Extract from year one reading: word reading

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words;
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes;
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught;
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word;
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings;
- read other words of more than one syllable that contain taught GPCs;
- read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s);
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; and
- re-read these books to build up their fluency and confidence in word reading.

3 1.NAHT assessment framework introduction

Figure 2 – Extract from year one reading: word reading with KPIs in bold italics

Statutory requirements

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words;
- ***respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes;***
- ***read accurately by blending sounds in unfamiliar words containing GPCs that have been taught;***
- ***read common exception words***, noting unusual correspondences between spelling and sound and where these occur in the word;
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings;
- read other words of more than one syllable that contain taught GPCs;
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s);
- ***read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; and***
- re-read these books to build up their fluency and confidence in word reading.

It is important to note this does not mean that other aspects cannot be used to measure progress, nor that other teachers may feel that there are other key performance indicators. If teachers wish to include other KPIs then they are at liberty so to do.

However, the teachers who developed these materials felt that these performance descriptors carried significantly more 'weight' than other performance descriptors, hence the use of the term, 'key performance indicator.' Using KPIs as a key assessment focus dispenses with the need to focus on and record all of the relatively minor aspects contained within the documentation. The KPIs are listed for each year group in document(s) three and are developmental, although some KPIs are repeated. This is to ensure that key concepts are mastered over time.

Recording could be carried out using a spreadsheet to collect the data. An example is given in the presentation. It would be useful for schools to adopt a consistent approach to the recording of achievement, for example:

📖 For each KPI a score of one, denoting that the concept or skill had been taught, but the child had not yet grasped the concept or mastered the skill

■ For each KPI a score of two, denoting that the concept or skill had been taught and the child had mastered the concept or the skill

■ For each KPI a score of three, denoting that the concept or skill had been taught and the child had exceeded what could have been expected

Using this method, schools can track pupils' progress at key points in the calendar to ensure coverage of the curriculum and any individual pupil's progress is on track. The data could also be used for performance management.

Performance standards (PS)

The performance standards (PS) reflect what the average child should be able to do in each year group if the KPIs have been mastered. The PS are not intended to be used as assessment criteria; rather, they are intended to be helpful for teachers to plan the next stage of teaching for individual children, because they highlight what an individual can (and by deduction, cannot) do. The PS also help in communicating to parents and carers the range of knowledge, understanding and skills that each child possesses. Schools should develop a reporting system that is consistent with the principles set out in the NAHT documentation. An example of recording and reporting is given in the presentation.

Further, the PS help teachers to diagnose the areas on which individual children need to work, if they have not mastered the KPI. This helps with the planning of teaching for individual children as well as tracking progress over key stages one and two.

Evidence of pupil's performance

The Department for Education (DfE) has made it clear that attainment *and* progress will be used in the new floor targets. Schools will be expected to demonstrate (with evidence) their assessment of pupils' progress to:

- keep parents informed;
- enable governors to gauge school effectiveness; and
- inform Ofsted inspections (plus attainment targets).

A key feature of the NAHT model is the exemplification of an individual pupil's work to demonstrate and support teachers' assessment judgments. This is described in the model as "exemplification of performance." This work can be gathered electronically or in hard copy and annotated to highlight performance against the KPIs. Exemplification should be kept to a minimum but sufficient to support teacher's judgement.

Using work from a range of pupils, the model includes the development of a 'standards file' that can be used as a benchmark of performance. This will provide a standard that can be used as the basis of school moderation or when checking the standard against work produced by other schools. It will also aid parents in understanding the level of performance expected by the school.

Using the flow chart for other subjects

The flow chart enables school leaders and teachers to develop key performance indicators and performance standards in subjects of the new national curriculum other than mathematics, reading and writing. By following the process, teachers can develop their own materials which will build into a record of each child's progress and development. These materials, developed from children's work, can then be used as a **standards file** that can be used to **moderate** materials internally as well as across clusters of schools. The standards file will also help induct new teachers into the school's assessment regime, as well as act as a benchmark to use in future years, enabling the school to develop a consistent approach to its assessment of pupils and maintain a common standard.

A commentary on how to use the flow chart is given in document two: *NAHT assessment model*.

Presentation

The materials we have developed can be presented in a variety of formats for ease of use. A single A3 sheet could contain all the KPIs and PS for reading, another for writing and a third for maths. Similarly a single A3 sheet could contain the KPIs and PS for year one, another for year two, a third for year three and so on. The flow chart can be presented as a single A3 document.

The materials can also be presented electronically, allowing people to click on the separate steps of the process flow chart, as well as the statements relating to the KPIs and PS in each subject or in each year group.

Summary

Although the materials are accurate at present and reflect what is known about the new national curriculum, this may not be the case in the autumn, when the DfE is due to announce details of the baseline test and performance descriptors to support at the end of key stage assessments. If there are to be changes, then they are likely to affect performance standards at year one and year six. The process, however, will not change, nor will the key performance indicators.

If schools develop their own internal standardisation and moderation procedures, in line with the structure proposed here, it will help them to work with the moderation procedures that will also be issued by the DfE in the autumn.

Next steps

NAHT will evaluate the use of this model in the autumn and produce case studies of its application. The model will also be evaluated against any further DfE announcements affecting assessment of the national curriculum.

APPENDIX 3

Recording on Pupil Asset

Notice should be made of the colours on Pupil Asset rather than any wording. The following criteria have been adapted from the Sheringham Primary School in Newham, London

<u>Colour</u>	<u>Description</u>
<u>Red</u>	<u>Is working well below ARE and is assessed using P-levels; has an individualised learning programme</u>
<u>Orange</u>	<u>Is working below ARE and is able to access the curriculum with heavily personalised support and scaffolding (this may be due to having EAL or barriers to learning). The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention.</u>
<u>Yellow</u>	<u>Is working slightly below ARE and is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed new concepts and often needs some scaffolding or support. They cannot apply their learning independently.</u>
<u>Green</u>	<u>Is working at ARE and is on track to meet end of year expectations. They are usually successful learners and show good understanding of the objectives taught. They are usually able to learn new skills and can use them accurately and independently. They may make occasional errors in applying their learning in other contexts. They will usually be able to improve their work following feedback and support.</u>
<u>Blue</u>	<u>Is working at ARE and is on track to meet end of year expectations. They are almost always successful in their learning and are able to apply their skills, in a range of contexts, making very few errors. They can often explain or justify their ideas and generally show a passion for learning.</u>
<u>Purple</u>	<u>As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range of contexts and can synthesise and evaluate others' ideas and their own effectively.</u>

Progress Chart

Progress	Starting point below green	Starting point Green	Starting point above green
<i>Poor</i>	<i>Yellow to Red Orange to Red</i>	<i>Green to Orange</i>	<i>Blue to Yellow</i>
<i>Insufficient</i>	<i>Yellow to Orange</i>	<i>Green to Yellow</i>	<i>Blue to Green</i>
<i>Sufficient</i>	<i>Yellow to Yellow Orange to Orange</i>		
<i>Good</i>	<i>Yellow to Green Orange to Yellow</i>	<i>Green to Green</i>	<i>Blue to Blue</i>
<i>Exceptional</i>	<i>Yellow to Blue/Purple Red to Orange/Yellow/Green/Blue Orange to Green/Blue/Purple</i>	<i>Green to Blue/Purple</i>	<i>Blue to Purple</i>
Individual case studies needed	<i>Red to Red Red to Orange Orange to Red/Orange Yellow to Orange</i>	<i>Green to Red</i>	<i>Blue to Orange/Red</i>