

Bilston Church of England Primary School

'Hand in hand towards faith and high achievements'



Assessment, Recording and Reporting Policy

Our Vision

'Hand in hand together with faith we will strive to achieve all things'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

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Aims

This policy aims to:

- Provide clear guidelines on our approach to formative and summative assessment
- Establish a consistent and coherent approach to recording summative assessment outcomes and reporting to parents
- Clearly set out how and when assessment practice will be monitored and evaluated

Legislation and guidance

Since the removal of National Curriculum levels in 2014, schools have been free to develop their own approaches to assessment.

This policy refers to the recommendations in the [Final Report of the Commission on Assessment without Levels](#).

It also refers to statutory reporting requirements set out in [the Education \(Pupil Information\) \(England\) Regulations 2005: schedule 1](#).

Principles of Assessment

In April 2014 the Department for Education set out principles designed to help all schools as they implement arrangements for assessing pupils' progress against their school curriculum; Government will not impose a single system for ongoing assessment.

The principles are:

Give reliable information to parents about how their child, and their child's school, is performing.

- a. Allow meaningful tracking of pupils towards end of key stage expectations in the new curriculum, including regular feedback to parents.
- b. Provide information, which is transferable and easily understood and covers both qualitative and quantitative assessment.
- c. Differentiate attainment between pupils of different abilities, giving early recognition of pupils who are falling behind and those who are excelling.
- d. Are reliable and free from bias.

Help drive improvement for pupils and teachers.

- a. Are closely linked to improving the quality of teaching.

Assessment approaches

At Bilston Church of England Primary, we see assessment as an integral part of teaching and learning, and it is inextricably linked, to our curriculum.

We use three broad overarching forms of assessment:

- a. day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.



b. Ensure feedback to pupils contributes to improved learning and is focused on specific and tangible objectives.

c. Produce recordable measures, which can demonstrate comparison against expected standards and reflect progress over time.

Make sure the school is keeping up with external best practice and innovation.

a. Are created in consultation with those delivering best practice locally.

b. Are created in consideration of, and are benchmarked against, national best practice.

In-school formative assessment

Effective in-school formative assessment enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or extension, evaluate teaching and plan future lessons.
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve.
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve. Parents receive termly reports.

As a school, we use Insight as our assessment system. This is an online tracking system. The assessment system allows class teachers to assess individual progress and attainment of children without having to recreate levels. All subjects across the curriculum use the Insight system.

For children identified as SEND then Continuum is applied to ensure that the targets set for these children demonstrates appropriate progress. School will also use the Pre-Key Stage standards for Y2 and Y6. For children with complex needs then the 'Engagement Model' will be used as part of an individual child's assessment procedure.

In-school summative assessment

Effective in-school summative assessment enables:

- **School leaders** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to achieve sufficient progress and attainment.
- **Teachers** to evaluate learning at the end of each lesson and the impact of their own teaching.
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period. It should be used to provide feedback on how they can improve.
- **Parents** to stay informed about the achievement, progress, and wider outcomes of their child across a period through termly parent's evenings and reports.

Nationally standardised summative assessments include:

- Early Years Foundation Stage (EYFS) baseline assessment at the start of the academic year.
- Phonics screening check in year 1.



- National Curriculum tests and teacher assessments at the end Key Stage 2 (year 6).
- Year 4 times table screening tests.

Collecting and using data

At the beginning of the academic year, before Autumn Half Term, a progress meeting is held with teachers to identified pupils starting points and discuss interventions from the previous year. This also ensures that staff are fully aware of pupils starting points. Children who made need Wave 2 and 3 teaching are identified as part of the intervention program, which is reviewed termly in progress meetings. Although, staff may change the children receiving intervention before the progress meeting, if children are making sufficient progress.

SEND

Continuum a toolkit of teaching and learning strategies that support mainstream primary class teachers in the full Graduated Response of Assess-Plan-Do-Review, for all pupils working below age-related expectations in language, literacy, and maths.

The development of the Birmingham SEN Toolkits is driven by a need to ensure that:

- children with SEN make consistently high rates of progress in relation to their starting points.
- gaps between areas of learning are closing.
- the quality of teaching is highly responsive to children's needs.

The Birmingham SEN Toolkits are a set of resources to support the identification, provision and tracking progress for pupils with cognition and learning difficulties who are working significantly below the level of their peers.

They have been developed by a team of specialist SEN teachers from the Birmingham Local Authority SEN Support Service – Pupil and School Support. This is a team of teachers, most of whom have worked as SENCOs, who support all schools in Birmingham (over 420 schools), mainstream maintained, free schools and academies.

The toolkits focus on Language, Literacy and Maths but can be used to support access to the curriculum across the range of curriculum subjects.

All staff received CPD November 2021.

EAL

When starting Bilston Church of England children who do not speak English will take the CAMEL assessment to determine whether their need is EAL or SEND.

Early Years

In the Early Years all staff are involved in carrying out observations and collecting evidence to support judgements across the Prime and Specific areas. At the start of the academic class teachers carry out a baseline assessment. The Well Comm' assessment is also carried out by our speech and language coordinator Mrs K Bircher. Then termly assessments across the 17 areas of learning are conducted via Insight assessment system. At the end of the academic year EYFS will assess children on whether they have a 'Good level of Development' although this is not an accountable measure for the school.



End of term reports

At the end of each term, reports are produced on attainment and progress for each class and cohorts: collecting evidence from teacher assessments and in end of key stage years 2 and 6 test data is also collected. For years 3,4,5 then LA resources are used to test reading and mathematical ability, at the beginning of the academic year as a baseline assessment, midline and then end of year. These reports inform termly pupil progress meetings. This information will also inform performance management for teachers. All teachers have an annual target related to attainment and progress for their class. Throughout the academic year, monitoring and assessments provide evidence for judgements in relation to performance management. These reports are also shared with governors.

From years 2 to 6 children participate in SALFORD reading assessments termly, this provides a reading age and comprehension age. Class teacher will use these as benchmarks for ensuring that children are reading appropriate aged books (reading bands)

Reporting to parents

At the end of each term, we have a hybrid approach to informing parents of their child's achievements and progress. This may be in the form of a written report or a personal meeting at parent's evening. The reports provides information about their child's attainment and progress in relation to age related expectations. It also provides information on behaviour and attendance. As part of the comments a child's next steps in learning are identified in the core subjects.

Inclusion

The principles of this assessment policy apply to all pupils, including those with special educational needs or disabilities.

Assessment will be used diagnostically to contribute to the early and accurate identification of pupils' special educational needs and any requirements for support and intervention.

We will use meaningful ways of measuring all aspects of progress, including communication, social skills, physical development, resilience, and independence. We will have the same high expectations of all pupils. However, this should account for effort the pupil puts in as well as the outcomes achieved.

For pupils working below the national expected level of attainment, our assessment arrangements will consider progress relative to pupil starting points, and take this into account, alongside the nature of pupils' learning difficulties.

Training

All staff have yearly training on updates for assessment including training provided by external providers from Insight. Teachers in all year groups attend training for ensuring that moderation is accurate for the end of Key Stages. In directed time, staff meet in Phases to discuss assessments, and moderation of pupil's work.

Roles and responsibilities



Governors

Governors are responsible for:

- Being familiar with statutory assessment systems as well as how the school's own system of non-statutory assessment captures the attainment and progress of all pupils.
- Holding school leaders to account for improving pupil and staff performance by rigorously analysing assessment data

Headteacher

The headteacher is responsible for:

- Ensuring that the policy is adhered to.
- Monitoring standards in core and foundation subjects
- Analysing pupil progress and attainment, including individual pupils and specific groups
- Prioritising key actions to address underachievement.
- Reporting to governors on all key aspects of pupil progress and attainment, including current standards and trends over previous years

Teachers

Teachers are responsible for following the assessment procedures outlined in this policy.

Monitoring

This policy will be reviewed yearly by Mrs J Thornton Assessment Co-ordinator. At every review, the policy will be shared with the governing board.

All teaching staff are expected to read and follow this policy. Mrs J Thornton is responsible for ensuring that the policy is followed.

Mrs J Thornton will monitor the effectiveness of assessment practices across the school, through moderation, lesson observations, book trawls, and pupil progress meetings.

