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Assessment and Reporting Policy

This document should be read alongside our Marking and Feedback Policy, Homework Policy and individual subject policies.

Aims

At The Emmaus Federation, we believe that the key aim of assessment is to **support pupil achievement and progress**.

Through our assessment and reporting practice, we aim to:

- Enable pupils to understand what they have to do to reach end of lesson, unit, topic, academic year and key stage expectations.
- Allow teachers to determine what a child can/cannot do and to help them plan future support to fill any gaps in knowledge and understanding.
- Help set targets and involve pupils in their own learning.
- Give parents a clear idea of what their child can do and what they need to do to progress.
- Provide information that can be used to evaluate teaching and learning practice.
- Give pupils effective feedback so they know what they have done well and what they need to improve.
- Enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress.

Principles

The principles that underpin assessment at The Emmaus Federation are:

- Every child can achieve: teachers are constantly evaluating: 'What do I need to do next, to enable all children in my class to achieve?' The removal of levels has helped to improve pupils' mind-sets and all pupils have the opportunity to access more challenging aspects of the curriculum.
- The Primary National Curriculum Programmes of Study are used as the expectations for all pupils. Assessment of pupil's attainment and progress is directly linked to the curriculum and evaluates pupils' knowledge and understanding of subject requirements.
- Assessment is used to ensure that all pupils make appropriate progress.

- All children need to understand the learning objective in each of their lessons and what they need to achieve it. Success Criteria's are shared, or formulated, at the start of each session and pupils' work is assessed against this criteria.
- Strategies are used to ensure that pupils have a secure understanding of key ideas and concepts before moving onto the next phase of learning.

There are three main types of assessment used at The Emmaus Federation:

Formative Assessment

This is used by our teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

Summative assessment

This is used to evaluate how much a pupil has learned at the end of a teaching period (end of a Unit/Topic, term or academic year).

Nationally Standardised Summative Assessment

This is used by the Government to hold schools to account and to provide information on how pupils are performing in comparison to pupils nationally.

Procedures – Formative Assessment

Day-to-Day Formative Assessments

This type of assessment is embedded across all lessons – in all subjects (foundation as well as core). Teachers assess pupils' understanding of individual learning objectives and identify where there are gaps. This tells the teacher what to focus on in future lessons and prompts them to adapt their teaching approach to improve pupils' understanding. Strategies used will vary according to the subject and learning objective taught – these include:

- Use of rich question and answer sessions to evaluate pupil understanding and identify gaps or misconceptions.
- Use of whiteboards, flip charts and number fans to get instant feedback of understanding.
- Mini-plenaries to determine understanding at regular intervals.
- Short re-cap quizzes or recall of facts.
- In mathematics lessons, teachers often focus on the wrong answers (which can be used to explore concepts in greater depth and to identify and address any misconceptions).
- Observational assessment.
- Scanning work for pupil attainment and progress.
- Self (or peer) assessment at the end of every lesson based on individual learning objectives and Success Criteria.
- 1:1 or group discussions with pupils.
- Next step marking and feedback (see Marking and Feedback Policy).

Mastery Learning

'Mastery learning is a specific approach in which learning is broken down into discrete units and presented in logical order. Pupils are required to demonstrate mastery of the learning from each unit before being allowed to move onto the next, with the assumption that all pupils will achieve this level of mastery if they are appropriately supported. Some may take longer and need more help, but all will get there in the end'

Formative assessment is used to show what pupils have learned well and what they still need to work on, and identifies specific 'corrective' activities to help them do this. After undertaking these corrective activities (or alternative enrichment or extension activities for those who have already achieved mastery), formative assessments are used to evaluate further progress.

Procedures – Summative Assessment

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

Towards the end of every term, we hold an Assessment Week using the QCA Optional Tests in Maths Reading and Grammar, Punctuation and Spelling (GPS). We also use past SATs papers in Year 2 and 6. These tests give a good indication of whether pupils are working below, towards, meeting or exceeding end of year government expectations.

This Assessment Week is followed by a Pupil Progress Meeting whereby the class teacher and Head of School meet to analyse the results and to plan appropriate targets and support. Assessment information is used to plan teaching and learning strategies, including the identification of pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well. When tracking assessment information, the Head Of School carefully tracks the progress of different groups within the school. They also compare the progress rate of different groups. This information is then used to help plan to raise standards in any group identified as not make adequate progress.

Religious Education

The Lincolnshire SACRE provides clear guidance for teachers on the content of lessons for each year group. Every term, teachers meet to moderate our non-core assessments.

Procedures – Early Years Foundation Stage (EYFS)

Ongoing Assessments

Throughout our Early Years setting, practitioners use the Development Matters and Early Learning Goals (ELGs) as a part of their daily observation, assessment and planning. Ongoing formative assessment is at the heart of effective early years practice. Key workers make regular observations of how children act and interact and take photographs and make notes of what they can do to help identify where they may be in their own developmental pathway. Teachers collect this evidence using the Tapestry programme on their iPads. If a teacher attaches a photo, or other evidence, to a learning objective this will be digitally transferred to Tapestry. Key workers log onto this platform weekly and use evidence collected to inform their judgements of whether pupils are 'Emerging, Developing and Secure' in each aspect of the early years ages and stages.

These scores are used to help track pupil progress. Each jump (i.e from Developing to Secure) is worth the equivalent of 1 point. One point progress is expected per term and three points progress expected per year. When tracking progress, this information is not looked at in isolation - but alongside evidence in pupil books, ongoing assessments, observations and notes. Analysis of data is used to inform individual pupil targets and support as well as whole class coverage of gaps in knowledge.

EYFS Profile

In the final term of Reception (UEYs) the EYFS Profile is completed for each child. This provides parents, carers and practitioners with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

The profile reflects ongoing observation (as described above), records, discussions with parents and carers and adults working with the child. Each child's level of development is assessed against the early learning goals (ELGs) on our tracking system.

Practitioners must indicate whether pupils are:

- Meeting expected levels of development
- Exceeding expected levels
- Not yet reaching expected levels (emerging)

The Year 1 teacher is given a copy of the Profile together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. The Reception teacher meets with the Year 1 teacher (as a part of our Handover Meeting at the end of the academic year) to discuss each child's stage of development and learning needs. This informs planning in the first term of Year 1 and beyond.

At the end of the Reception year we give parents a written report which:

- States the child's attainment against the ELGs
- Summarises attainment in all areas of learning
- Comments on general progress including the characteristics of effective learning

Parents are given a copy of their child's Profile information at the end of Reception. The report is specific, concise and identifies appropriate next steps. The results are also sent to the Local Authority.

The EYFS profile data is used to measure Good Levels of Development within the EYs setting:

- Levels of learning and development in each of the areas of learning for individual pupils and the class
- The attainment of children born in different months of the year
- The attainment of different groups of children e.g. SEN

Procedures - Nationally Standardised Summative Assessment

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

Year 1 Phonics Screening Check

This check demonstrates how well a child can use the phonics skills they've learned up to the end of Year 1 and identifies pupils who need extra phonics help. It consists of 40 words and non-words that a student reads 1:1 with a teacher. Each child is scored against a national standard – children who do not meet the expected level in Year 1 are given extra phonics support and then repeat the test near the end of Year 2.

End of Key Stage 1 tests

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

- Reading
- Grammar, Punctuation and Spelling (Voluntary)
- Mathematics

- Writing (teacher assessment)

End of Key Stage 2 tests

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

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

At the end of KS1 and KS2 pupils will be given a scaled score and a 'performance descriptor' against the expected standard.

As a school we use nationally standardised summative assessment to benchmark our school's performance against other schools locally and nationally. The Senior Management Team makes judgements about the school's effectiveness and analysis of data is used to inform the School Development Plan.

Assessing Pupils with SEND

In each Year group we teach the national curriculum for that year – therefore **all** children are learning the objectives for that Year Group and are initially classed as 'Below' end of year expectation. The only time this may differ is for pupils currently on our SEND list. Depending on their need, they might be taught objectives from an earlier year group's curriculum or the P-scales, this will be appropriately matched to their cognitive level. They would then be assessed using P-scales, objectives or tests from a different year group. Assessment methods are adapted for some pupils with SEN and disabilities. This includes adapting the use of questioning to give pupils with significant learning difficulties sufficient time to respond, using visual stimuli and alternative means of communication. It could be the use of verbal questions or observations rather than asking students to produce a written response. Adapted tests are often used with specific pupils. This could be the use of braille or larger print. Readers are used to read questions where appropriate and pupils are given extended time to complete papers. Scribes are used for pupils with particular gross/fine motor control difficulties.

As a school we have considered meaningful ways of measuring all aspects of progress. All pupils with Speech, Language and Communication difficulties are assessed using the Speech/Language Link test during their first few weeks in Reception. This assesses all aspects of speech and language and any child who is highlighted in red is discussed with our school's Speech and Language Therapist. Support is put in place and pupils who scored below the expected threshold are reassessed at the end of the year. In addition, any child in any year group who we believe is showing evidence of speech and language difficulties will, after consultation with parents, be referred to the Speech and Language Therapy Service. SEND pupils are set SMART targets within their Individual Education Plans or EHCPs (these relate to wider areas including communication, social skills, physical development and independence) and these are evaluated at the end of each term alongside advice from external professionals.

High expectations apply equally to SEND pupils. Effort applied to learning is reflected in teacher marking, feedback and through evaluations of EHCP targets. Pupils with SEND are expected to understand key concepts before moving onto the next phase of learning.

Assessment is used to diagnostically contribute to the early and accurate identification of pupil's special educational needs and any requirements for their support and intervention. Early intervention is provided promptly to address any concerns about pupils' progress (focused on very specific areas highlighted through assessments).

We use a 'graduated approach' for SEND pupils (Assess, Plan, Do and Review). During termly Pupil Progress Meetings teachers meet with the SENCo to carry out a clear analysis of pupils' needs. This is based on formative/summative assessment, the views of parents and pupils and, where relevant, information from outside professionals. Assessment offers next steps on each child's learning pathway and ensures a focus on long term outcomes.

Reporting

Reporting not only fulfils legal requirements but also is vital part of our relationship with parents and the wider community, serving to support and extend pupil progress.

Reporting to Parents

- Parents' Evenings twice a year: these meetings focus on the curriculum – what pupils can do and what they need to do to improve (targets). We give parents a copy of their child's targets so that they can support their child's learning at home.
- Annual Reports (including end of academic year assessment results)
- The results of statutory assessment
- SSPP reviews three times a year

Reporting to Governors

- The Head of School Reports go to Governors termly and the Headteacher reports to Governors on standards three times a year and at every Full Governing Body meeting.

Pupils

- Through our formative assessment strategies pupils get instant feedback on a daily basis.
- Our next step marking informs pupils of what they have done well and what they need to do to improve. Pupils are actively encouraged to respond to teacher's comments, questions and commands in their marking.
- Pupil Progress Meetings: At these meetings pupils are encouraged to reflect on their own progress, understand what their strengths are and identify what they need to do to improve (targets).

Government

All statutory information will be sent to the DfE as required.

Arrangements for the Governance, Management and Evaluation of Assessment

The Head of School has the responsibility for coordinating assessment. Our Phase Leaders also monitor and evaluate standards. Termly lesson observations by the Headteacher and Head of School are used to monitor the effectiveness of formative assessment strategies used in class. The Head of School also carries out weekly Book Looks, planning scrutinies and the quality of the classroom environment to evaluate the effectiveness of next step marking and target setting.

At the end of every term, the HOS holds Pupil Progress Meetings with teachers to analyse the attainment and progress made by pupils. The main aim of these meetings is to identify pupils who are underachieving and to put support in place to fill the gaps. Intervention includes adapting whole class planning, pre-learning, booster groups, catch-up

programmes etc. Teachers are asked to bring copies of their ongoing assessments and to show the progress made by vulnerable groups.

Role of the Head of School and Phase Leaders

These responsibilities include:

- Contributing to Action Plans and the SDP - through work with the SLT
- Leading school development in assessment, recording and reporting
- Planning assessment arrangements - alongside all curriculum coordinators
- Networking with other within our Teaching School Alliance
- Analysis of data to inform Pupil Progress Meetings, Performance Management and SEND/Vulnerable Pupil Provision Mapping

Moderation and Standardisation

Moderation is important to ensure a consistent approach to assessment across the school. When teacher assessments are carried out, it is important that there is evidence recorded to justify judgments made.

At The Emmaus Federation the following takes place:

- Termly Moderation of Reading, Writing and Mathematics assessments made on our tracking system (at whole staff meetings)
- Federation Cluster: Moderation of Reading, Writing and Mathematics
- Early Years staff meet regularly to moderate work for the EYFS profiles
- When selected, Local Authority moderation also takes place
- At least one external moderation training event led by the Local Authority or the Teaching School Alliance.

Arrangements for ensuring teachers are able to conduct assessment competently and confidently

All teachers are kept up to date with developments in assessment practice through weekly staff meetings. Staff meetings are set aside for assessment updates and also to moderate work and termly tests. The SLT plan these termly in accordance with the School Development Plan. Outside training providers are also used. Subject coordinators attend all relevant courses to stay up to date with current practice and meets with other coordinators within our alliance to share good current practice.

Implementation of the Assessment Policy

This Policy was reviewed and adapted by all teachers as part of a staff meeting to ensure effective buy-in and to help build strong links to teaching and learning.

A copy of this Policy is available on our school website and all parents were invited to share their views when it was first developed. At the start of every academic year each teacher explains the use of assessment as a part of a Parents' Information Meeting. During our annual curriculum afternoon we give up-dates to parents and carers on our current practice.

All pupils are made aware of the curriculum objectives they are expected to achieve by the end of the year. These form the basis of the target sheets that they stick into the front of their books. Pupils are involved in self-assessing their learning every lesson and they are actively involved in the target setting process.

Adopted:

December 2018

Signed:

Mrs C Collett
Executive Headteacher

Fr. C Robertson
Chair of Governors