



BREWOD & WHEATON ASTON FEDERATION

POLICY STATEMENT

ASSESSMENT, RECORDING AND REPORTING



We value and cherish every member of our community and celebrate their uniqueness. Our values led curriculum promotes a love of life and learning inspiring every individual to be a respectful, resilient, and faithful global citizen.

*"Let all that you do be done in love."
1 Corinthians 16:14*

Respect, Faith, Resilience

We love and value each member of the St. Mary's family as precious individuals. Our outward-looking curriculum enables everyone to embrace life in all its fullness while celebrating the everyday and the unique. Through our Christian values of belief, respect and friendship we:

*'Shine as a Light in the World'.
Matthew 5:16*

Belief, Respect, Friendship

Introduction

This policy reflects the shared aims of all staff and LAC members within the federation and applies to all pupils in our care. This policy should be seen as a product of regular review and revision undertaken by staff working together, and subject to amendment when necessary. This review and revision will take place as part of the school evaluation schedule and Academy Improvement Plan (AIP). It should be read in conjunction with the Teaching and Learning policy, Feedback policy and the Behaviour policy.

The federation needs to work closely with partner childcare providers schools at EYFS, KS1, KS2 and KS3 to ensure progression and continuity of learning for all pupils.

The Purpose of Assessment

Assessment is a central part of the learning process. The pupil, parents and professionals need to know how well and how fast individual development of knowledge, skills and understanding is occurring. Pupils learn more effectively if they know what it is they are expected to be learning (success criteria) and have specific targets or next steps for achievement outlined for them. They need to know in what areas they have been successful and should be given help to rectify any problem areas, as identified through marking and feedback.

The more pupils are involved in the assessment process, the more likely they are to understand the purpose of the activity, the success of their own performance, and the action that they need to take to improve.

Aims:

Within the Brewod and Wheaton Aston Federation we believe that Assessment is central to Inclusive Quality First Teaching as it informs us about pupils' progress and enables teachers to plan their "Next Steps" in learning in order to improve. Such teaching will, for example, be based on clear objectives that are shared with the pupils and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

Approaches like these are the best way to reduce, from the start, the number of pupils who need extra help with their learning or behaviour.

Assessment enables teachers and teaching support staff to discover what pupils have learned and what they need to learn, therefore ensuring continuity and progression. Assessments need to be made in order to identify existing standards in the federation and results need to be compared to see if attainment is being raised.

The federation's assessment of pupils and identified groups will:

- Benefit the education of ALL pupils
- Enable a pupil's progress to be monitored
- Provide a consistent professional record of pupil performance.

Learning Targets:

Academic targets are discussed with learners as they are set and achieved.

Teachers should ensure that the pupils understand and know what to do to achieve them.

- Targets are recorded in pupils' exercise books.
- Learners with SEND have Individual Education Plans (IEPs) with specific targets. These targets are set with pupils and parents, the class teacher, TA's and the SENCO.
- Targets are differentiated to match learners' needs.
- Pupils may also have a specific personal target which is discussed with them at the time they are set.

Planning:

Assessment is built into our Short, Medium and Long Term Planning.

- Long Term Plans: Schemes of work and subject policies incorporate assessment opportunities.
- Medium Term Plans: Wherever possible, assessment tasks are incorporated into the curriculum plans for the unit.
- Short Term Plans: Individual teachers plan work to match pupil's needs in their classes. Planning is changed and adapted where necessary to ensure challenge and support.

Types of Assessment:

Summative Assessment: This takes place at the end of a pupil's year, half term, topic or lesson and is designed to summarise the performance and attainment at the time of testing. It may show comparison against new National standards or County data.

Assessment for learning (See Appendix 1 of Marking and Feedback Policy)- summarises where learners are at a given point in time and provides a snapshot of what has been learned in terms of both attainment and achievement.

Key Performance Indicators (KPIs) for all subjects are recorded by class teachers and subject leaders on SIMs and are tracked against Age Related Expectations (AREs) using skills ladders in the books of subjects such as maths, English and science.

Teacher judgements are made against each area of learning using the grade set created by St Chad's Academy Trust definitions below:

	<u>Well Below</u>	<u>Below</u>	<u>Working Towards</u>	<u>Expected</u>	<u>Greater Depth</u>
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Confidence Score	79 and below	88 - 90 (U) 84 - 87 (M) 80 - 83 (L)	WTS 98 - 99 (U) 94 - 97 (M) 91 - 93 (L)	EXS (MET) 108 - 109 (U) 104 - 107 (M) 100 - 103 (L)	GDS 112 - 120 (Secure) 110 - 111 (L)
Explanation			WTS - Working Towards Standard- they are just below the standard for the year WTS U- Need specific targeted support in a key area to get to standard WTS M- Need significant targeted support to meet standard- but could get there WTS L- Need significant targeted support to meet standard but likelihood is less certain	U- Top of that band - potential to have support to get into next band M- Secure in that band L- Low within that band may need extra direction in class to become secure	

Formative assessment: It is used to feedback information to pupils and teachers to help the learner progress. It assists practitioners in taking further actions to strengthen the learning process. Assessment takes place on a day-to-day basis in each lesson. Learning objectives will be shared with the pupils at the beginning of the lesson along with the success criteria pupils need to meet to ascertain whether they have met the objectives set out for them. Throughout the lesson, and in the plenary session, the teacher will check understanding of what has been taught and the progress each pupil has made. Pupils will be encouraged to assess their own progress or that of their peers noting the evidence that they will use to support the decision made. This evidence may take the form of verbal or written comments.

Much of this assessment is based on *professional judgement*. This continuous assessment is at the heart of good teaching and takes a range of forms including:

- **Feedback** - The federated marking and feedback policy is designed to ensure consistency in marking procedures. In addition, it is designed to ensure assessment is clearly understood by all pupils, parents and teachers.
Please see accompanying policy for:
 - Marking and Feedback for Learning and Presentation Guidelines
- Questioning and discussion
- Book Scrutiny - Marking is monitored and assessed through the use of work scrutinies that provide an important source of evidence for both teaching and achievement. This is undertaken by the whole staff at designated points during the year, by subject leaders as part of their self review and by senior leaders as part of lesson observations. LAC members have access to pupils' books at the start of LAC

meetings. In each case it provides useful evidence for teaching over time and its impact on learning and progress over time.

- Observation
- Assessment tasks and challenges

Diagnostic assessment:

This indicates to the teacher if the pupil requires specific help in certain areas. Outside agencies can be used for expert assessment, moderation, opinion and advice.

SEND/Dyslexia:

The LAC believes that all pupils, regardless of ability and behaviour, are valued equally within the Brewood & Wheaton Aston Federation. SEND pupils are not viewed as a separate entity but are part of the whole academy approach, and different pupils' needs are recognised and met through varied and flexible provision throughout the curriculum.

As highlighted in our SEND policy, pupils with special educational needs are offered full access to a broad, balanced and relevant education. Teachers provide learning opportunities that are matched to the needs of all pupils, including those with learning difficulties and those who may have a particular strength in that area. Work may take into account the targets set for individual pupils in their Individual Education Plans (IEPs) and may also provide extra opportunities for pupils who are working at greater depth.

STATUTORY ASSESSMENT:

EYFS:

All children in Reception are assessed within their first 4 weeks of starting school using the national Reception Baseline Assessment (RBA). Children who join during the Reception year and have not been to another setting are assessed within 2 weeks of them joining using the RBA unless significant contributing factors inhibit this e.g. children who are asylum seekers.

By the end of the Reception year, children will have been assessed through on-going observations in accordance with the guidance of The Early Years Foundation Stage against seventeen Early Learning Goals (ELGs).

At the end of the academic year pupils are assessed against Early Learning Goals and practitioners determine if children have reached a Good Level of Development.

Phonics Screening:

- **Year 1 Phonics screening** takes place in June; results are forwarded to the DfE.
- **Year 2 pupils** are re-assessed where results fall short of the pass mark in Year 1.

End of KS1:

Teacher Assessments are summarised at the end of May for Year 2 pupils in Reading, Writing and Mathematics SATs tests scores are also used to confirm judgements. Results are submitted to the DfE.

Year 4 Multiplication Tables Check

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June).

The purpose of the MTC is to make sure the times tables knowledge is at the expected level. Results are submitted to the DfE.

End of KS2:

KS2 SATs tests are administered during May each year in Reading, SPaG and Mathematics. The results of these SATs tests along with Teacher Assessment scores for Writing scores are submitted to the DfE.

ASP / IDSR is used to provide a National comparison of school data.

Responding to Pupils Work:

Early Years Foundation Stage:

In EYFS, assessment takes the form of -

- Teacher knowledge of their pupils
- Written observations relating to Development matters, Characteristics of Learning
- Photographic evidence and annotation is recorded in the pupils Learning Journeys.
- Parental voice
- Pupil voice including evidence of staff adapting planning and activities to promote pupil's personal interests

Key Stage 1:

Teachers plan lessons and introduce the learning intention through learning objectives at the start of every lesson.

Success Criteria are differentiated and shared with the children.

Teachers provide verbal feedback during lessons to highlight strengths and development points.

Where appropriate, pupils explain What Went Well (WWW) in their purple pen and suggest what they could improve upon (EBI Even Better If)

Key Stage 2 & 3:

Teachers plan lessons and introduce the learning intention through learning objectives at the start of every lesson.

Success Criteria are differentiated and shared with the children; these are highlighted at the end of each lesson to evidence self-assessment of the task.

Pupils explain What Went Well (WWW) in their purple pen and suggest what they could improve upon (EBI Even Better If)

Teachers provide verbal feedback during lessons to highlight strengths and development points.

Celebrating Achievement:

Motivation:

Teachers use a range of incentives including:

Praising of work. Smiley faces, stickers, stampers and certificates may also be used for achievement or effort. At Brewood Middle Academy, a piece of outstanding work is rewarded with a 'Be the Best you can Be' merit sticker, 5 of these generate a Merit Certificate awarded in Friday Celebration Praise. At St. Mary's outstanding work is celebrated by being shared with the Head of School and/or the Executive Principal as well as other staff. Copies of the work are sent home for parents to see. An outstanding piece of work may be a contributing factor in a pupil being awarded Star of the Week.

Planning Records are kept in teachers' planning files to show what the pupils have been taught (curriculum coverage) and how well they have learned it (assessment results) in terms of their attainment, and progress. Weekly Planning is annotated by teachers and TA's after sessions. At St. Mary's planning is also uploaded to the shared TEAMS folders allowing access for all staff.

Daily / Weekly Records

Teachers use their discretion in making daily or weekly written notes about pupils' achievements but should always be able to justify judgements relating to specific evidence.

Recording and Guidance

The purposes of recording are as follows:

- to show the progress of individual pupils;
- to help identify areas (EBIs) needing additional work;
- to suggest next steps to ensure pupils' progress
- to provide evidence of key performance indicators and support teacher assessment within the National Curriculum.

Our recording system:

- is compatible with the records received and transferred to / from partner schools
- works to a format within each subject agreed with our KS2 and KS3 pyramids, for all National Curriculum subjects. Details should reference age related expectations (ARE), Programmes of Study, skills ladders and subject strands.
- is regularly updated with information on the progress of individuals within each subject and is monitored by curriculum leaders and the teacher with overall responsibility for assessment;
- reflects a "can do" system with aspirational targets being set for all pupils;
- enables an easy transfer of information to end of term overview sheets, interim and annual reports and for transition to other schools within the pyramid.

The federation transfers all test data for core subjects onto our Assessment databases (BMA = SIMs, St Mary's = DC Pro). This enables data to be analysed at an academy, federation and Trust level to help map pupil progress and for staff to set appropriate aspirational targets and monitor progress against termly milestones. We can then calculate value added progress for pupils. Staff use the data to set pupils by ability and to look at progress over time. The use of DC Pro in both academies allows the transfer of data between St. Mary's and Brewood CE Middle Academy to be accurate and swiftly completed.

RECORDS

Teachers are required to update individual pupil tracking assessments on a termly basis.

Annually

Teachers are required:

- To complete final data collections on SIMs/DC Pro for end of year analysis of strengths and development areas.
- To complete Annual Reports to parents
- A hard copy of individual annual reports are securely stored in each pupil's file in the School Office.

REPORTS TO PARENTS:

In order to communicate progress, effort and achievement, and identify future needs effectively, *all reports must:*

- Be related to evidence of pupils' work, specific activities and achievements
- Grade Attainment against National expectations
- Be constructive, on the whole positive and include Next Step Targets for Basic Skills
- Be fair, relevant, adequate and accurate.
- Encourage dialogue with the parents and pupil

At Brewood middle Academy there are two reports to parents each year: a mid-year - Interim report and a detailed end of year report in advance of parents' Consultation sessions.

At St. Mary's there are three reports to parents each year: a 'settling in' report in the Autumn term, a mid year snapshot in the Spring term and a detailed end of year report in the Summer Term. All reports are sent home to parents and/or carers in advance of consultation evenings. All reports state the current attendance of pupils and are accompanied with a print out from SIMS of their attendance. Where needed, reports are also accompanied with attendance letters.

Full annual report

The aim is to produce a summative report for each pupil at the end of each year giving:

- Information about achievement when compared with national Age Related Expectations (ARE) across the entire curriculum.
- Assessment results in EYFS, Y1 phonics screen, Y2 SATs, Y4 MTC, Y6 SATs
- Targets for improvement. (Often, but not solely for, Reading, Writing and Maths)
- Personal qualities and achievements.
- Behaviour (comment)
- Effort (comment)
- Attendance details.
- Pupil comment.

Interim/mid-year report

This provides appropriate information about pupils' attainment, behaviour and effort in lessons. Interim reports are a snapshot of how pupils are approaching their learning and the progress that they are making. Their purpose is to help school and home work together to support pupils' learning.

Parents' Consultation

A programme of parents' consultation sessions are arranged to allow on-going discussion of pupil progress

TRACKING ATTAINMENT

ANALYSIS OF DATA:

Data is analysed each term against EYFS and NC expectations for Prime & Specific areas of learning, Reading, Writing and maths by the Head of School, SLT and core Subject Leaders. Summary reports are included in the Executive Principal's Report to LAC members each term and form part of the information tabled at RAB meetings. The Local Academy Committee meet half termly to challenge and scrutinise the Executive Principal's findings of results.

At Brewood Middle Academy, Pupil Progress is recorded on SIMs by the class teacher and analysed at the end of each half term using the MAT's DC Pro software package.

Reports from Pupil Progress meetings conducted by the Leader of English and Maths and/or Head of School are shared with SLT at the end of each half term. These reports track the progress of identified groups e.g. FSM, SEND, Pupil Premium, gender etc.

Closing the Gap for the Vulnerable Groups

Progress of groups and cohorts are tracked each half term by progress made by each pupil. Groups of pupils that appear to be "coasting" or "slow moving" are identified and actions can be taken to support their progress. This group data is analysed and shared with staff to target specific groups / areas for development. The aim of this process is to ensure that all pupils are making at least good progress and that there is a trend in which the attainment gap is closing in progress and attainment of Pupil Premium pupils compared with other groups in school and nationally.

Transfer Arrangements:

- The following records of assessment data are passed on to the next class teacher to ensure smooth transition:
- Individual and Guided Reading records
- New IEP to begin in September for SEND pupils.
- Current Reading, Writing and maths skills ladders - end of year performance indicators
- Individual Skills Ladders (for the new curriculum)
- Any other relevant information e.g. medical, family info, safeguarding, likes/dislikes etc.

Moderation with feeder settings also takes place throughout the year. In particular, EYFS moderation and a Year 4 writing activity with feeder First Schools in June have dedicated time set for them.

In July, pupils have a "Move Up" Day into new classes and schools/academies as part of transition

STANDARDISED TESTS

The federation uses a variety of standardised tests to help staff assess pupils.

We are also using the Accelerated Reader programme to engage pupils with their reading and provide pupils and staff with reading strengths and areas which need more practice.

NTS reading, writing and SPaG assessment materials are used in KS2 across the federation with additional PIRA/PUMA assessment materials being used in upper KS2 and KS3.

A moderated Year 4 writing test is completed before entry. Trust, local authority and regional moderation is encouraged in EYFS, KS1 and KS2.

Annual Attendance Data is included with individual reports and is reported to parents termly.

Please see the following Policies

Marking and Feedback for Learning and Presentation Guidelines

Behaviour

Curriculum

Teaching and Learning

SEND

Reviewed annually in the Spring Term

2 MAY 2025

Signed  Date
Chair of LAC