

The Heights Primary School Policy for **ASSESSMENT AND REPORTING**

Version 1.3

Responsible officer: Headteacher
Responsible Committee: Curriculum, Standards & Progress

Date of last review: November 2021
Date of next review: November 2023



At The Heights Primary School we believe that assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective and every child to be challenged and achieve their potential.

ASSESSMENT FOR LEARNING (AfL):

Assessment for Learning (opportunities which are a natural part of teaching and learning) are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what next steps they need to take to help them improve.

To achieve this at The Heights we will:

- Evaluate pupils learning to identify any misconceptions or areas that may need to be addressed in subsequent lessons
- Adjust plans to meet the needs of the pupils, differentiating learning intentions and success criteria where appropriate
- Ensure pupils know and understand the learning intention, success criteria and context for every lesson and encourage them to evaluate their progress using the feedback given
- Share targets with parents in parents' consultations, to include them in supporting their child's learning at home
- Encourage pupils to edit & evaluate their own work against success criteria based upon specific, key learning intentions
- Mark work in line with the school marking and feedback policy so that it is constructive and effective
- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all areas in the EYFS subjects and all core subjects in Years 1-6 three times every academic year using a common format
- Make relevant comments about pupils progress during Parent Consultation Meetings
- Pass on assessment files to the next class teacher so children can be tracked as they progress through the school

At The Heights School we use Assessment for Learning strategies such as:

- Retrieval and metacognition activities
- Thumbs up and thumbs down
- Responses to feedback (verbal and written)
- Working walls
- Individual targets
- Sharing success criteria
- Self-evaluation
- Discussion, talk and modelling
- Talk partners

FORMAL ASSESSMENT CYCLE

This is an ongoing process which measures the children's learning, informs our planning and teaching and supports the personalisation of learning.

Formal assessment is a systematic part of our school's work, which will be used to track the progress and attainment of every pupil in each cohort in the school.

The assessment cycle at The Heights Primary School will include data from:

- Statutory tests – Early Years Baseline, Foundation Stage Profile, Phonics Threshold and End of Key Stage Tests (SATs)
- Pupils' work books
- Termly teacher assessments in numeracy
- Termly writing assessments
- NFER Reading assessments
- Benchmarked reading assessments

All children work towards achieving nationally agreed age related expectations (ARE) by the end of each academic year. Some children may not achieve the expected standard and may still be working towards it (WTS) others may be working at greater depth and above age related expectations (GDS).

The regular reviewing of pupils' progress will give teachers the opportunity to revise and refine targets for individuals. It is in recognising the individual abilities of pupils that the school can make finely tuned adjustments for target setting in each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups, including intervention groups and careful planning.

TO ENSURE THAT ASSESSMENT IS ACCURATE AND ROBUST WE WILL:

- Follow the assessment cycle and update the data on class tracking sheets 3 times a year.
- Use information to track the progress of whole cohorts, groups and individuals
- Analyse the data and review targets for individual and use the information to identify intervention groups, including those pupils who are higher attaining and those with a range of special educational needs
- Work with colleagues to moderate and level writing every term
- Pass cohort data and analysis to the next teacher.

REPORTING

Reporting to parents/carers provides the opportunity for communication about their child's achievements, abilities and future targets.

At The Heights we believe that staff have an equal partnership with parents / carers in their children's learning. We will:

- Share ideas / guidance on how parents can support / maximise children's learning and help them understand their children's learning best through specific information sessions and / or booklets.
- Share Parent Planners on a weekly basis, and Curriculum Maps at the start of each big term.
- Provide opportunities for them to visit and observe the children in class and at assemblies in 'Watch us at Work' sessions.
- Provide opportunities for them to participate in 'Work With Us' sessions.
- Provide them with regular feedback on their child's progress / targets.

- Provide opportunities for two parent consultation evenings, each academic year, so that parents can discuss how well their child has settled and be involved in the target setting process and have a final digital end of year report
- Provide an end of year written report which includes results of statutory tests and assessments and gives information relating to progress and attainment in different subjects and learning behaviours. The written reports will also include targets in Reading, Writing, Maths, Science and learning behaviours.
- Discuss pupil progress at the request of a parent by appointment.

Amendments:

<u>Version</u>	<u>Date</u>	<u>Updated/reviewed</u>
1.1	March 2017	Reviewed and agreed at CSP Meeting.
1.2	October 2020	Reviewed and agreed at CSP Meeting.
1.3	November 2021	Reviewed and agreed at CSP Meeting.