

AURORA ACADEMIES TRUST

Policy Title:	Assessment, Recording and Reporting Policy
Policy Reference:	AAT AR&R - Exp May 2018
Function:	<u>For Information and Guidance</u> /Statutory
Audience:	Prospective Parents, Trustees, Governors, Executive Headteachers, Head Teachers, Support Staff, as necessary
Ownership/ Implementation:	The Trustees/LAB Governing Body (as required) have overall responsibility for ensuring that this policy is implemented
Version:	001
Approved by Trust Board:	May 2016
Next Date for Review:	February 2018



Assessment, Recording and Reporting

We aim to create a secure, caring and challenging environment. All individuals are respected, valued and developed. Achievements are recognised and celebrated. Progress is monitored and curriculum targets are set in order to maximise learning.

Assessment is the process through which both pupils and teachers gain an insight into learning.

Assessment practice in our school will:

- Assist the pupil as a learner
- Help the teacher guide and evaluate the progress of the child
- Give information to a third party.

Assessment will provide information on pupil achievements for the pupils themselves, teachers, parents, the governors of the school, the local authority and the DfE. It will provide information on pupil achievement to support transition to the next key stage.

The assessment information will demonstrate the school's abilities to effectively oversee, plan and develop its curriculum on both an individualised and a whole school basis.

Assessment is an integral part of the National Curriculum statutory procedures. This policy outlines the purpose and management of assessment in our school. The implementation of this policy is the responsibility of all staff.

Key Principles

The key principles for assessment, recording and reporting are the same for all National Curriculum subjects, both core and foundation.

Assessment

Assessment is formative, diagnostic, summative and evaluative.

Formative assessment is ongoing and supports teachers' planning and teaching, as well as children's learning and progress, as it focuses upon the next steps the children must take in order to move forward. It is assessment *FOR* learning.

Diagnostic assessment identifies particular strengths and weaknesses of individual children.



Summative assessment is used appropriately to make periodic judgements about attainment. It summarises children's level of attainment at a specific point in time- mid or end of a unit of work, termly or at the end of the year or a Key Stage. It is assessment *OF* learning.

Evaluative assessment shows how effective different elements of the curriculum have been delivered and where modifications may be necessary.

Recording

Recording is ongoing, meets requirements and is useful. It informs planning and teaching.

Reporting

Reports are informative, reflecting strengths and identifying weaknesses, and in core subjects, indicate the level of attainment as compared against the relevant National Curriculum assessment procedures relevant at the time.

Strategies and Procedures for 'Assessment for Learning'

Assessment information will be used so that learning intentions are planned that are responsive to pupils learning needs and move pupils forward, bearing in mind the national level indicators, targets set and support identified through provision mapping.

In the Foundation Stage all staff use observations based on age related expectations from the Early Years Foundation Stage and the early learning goals to inform planning and teaching which result in GLD (Good Learning Development).

Formative assessment is assessment for learning.

Planning

All teachers will make explicit learning intentions and success criteria and share them with pupils so that:

- Pupils understand intended learning and how to achieve it
- Teachers and pupils are able to assess against the success criteria.

Planning will include opportunities for questioning in order to probe and extend understanding.

Feedback and Marking

Pupils are involved in self-evaluation of their work referring to the learning intention and success criteria of the lesson and their own individual or group learning targets. For further detail on feedback and marking please refer to the Feedback and Marking Policy.



Target Setting

Formative Curriculum Targets

Information from observations, writing analysis, guided reading and assessment and review of mathematics key objectives are used to set matched curricular targets for ability groups and highlight class targets for planning and teaching.

These are shared with pupils through:

- Wall displays
- Verbally
- Explicit teaching
- Self-assessment records in the children's books.

These are recorded for English and Mathematics in planning files and are updated when appropriate.

Summative Level Targets

Our academies and the Trust set targets for all year groups Year 1-Year 6.

Each child will be set an annual target for progress. Where there is evidence to support higher or lower targets for progress this will be agreed with the Inclusion Manager and assessment co-ordinator.

We formally review these targets at pupil progress meetings and communicate these to pupils, parents, the Governors, Headteacher, SMT and core subject leaders.

Summative assessments will be used to inform teachers, core subject leaders and the Headteacher/Head of School about children's strengths, weaknesses and individual and group learning needs and support transition to the next Key Stage. Summative assessments will be used to inform the School Improvement Plan.

Tracking

Summative assessments are recorded on Target Tracker. These track progress within each academic year and from year to year using end of year assessments from Foundation Stage to Year 6. Tracking is used to measure and monitor progress throughout the school. It is used to identify strengths and weaknesses, set targets, inform planning and inform the School Improvement Plan.

Tests and Tasks

To gain assessment information, teachers will follow an assessment schedule for the year. In the Foundation Stage the Foundation Stage Profile will be used.

Assessment activities will be differentiated to ensure all pupils have access to the task. Outcomes are recorded in each teacher's assessment folder. In the Foundation Stage outcomes will be recorded in the Foundation Stage Profile and assessment folder. Key Stage tests will be administered according to the statutory regulations.



Reporting

Parents are invited to three Consultation sessions each year. At these consultations teachers will share pupils' current levels and their targets in Reading, Writing and Maths. Teachers and parents may suggest meeting on a more regular basis and review progress particularly where concerns are expressed and where a child has been identified for SEND, using the Code of Practice. At the end of each academic year teachers write a report of each child's progress to the parent/guardian.

The report/profile has several purposes:

- To inform the parents as to the work that their child has covered throughout the year
- To inform the parents of their child's academic progress in each of the curriculum subjects/areas of learning
- To give the child points to work on and improve in the coming year
- To comment on the child's social skills and personal improvements throughout the year.

The report is designed not to mention anything new to the parents, as any problems, either academically or socially, will have been mentioned, either after school or in the autumn or spring term consultation evenings.

The parents have an opportunity to discuss the report with the teacher at an informal meeting for parents in Term 6. A copy of the report is filed in the child's individual file in school.

Roles and Responsibilities

Monitoring

The Assessment Co-ordinator is responsible for monitoring the implementation of this policy.

Analysis and evaluation of progress and standards

The Assessment Co-ordinator is responsible for the analysis and evaluation of progress and standards, in collaboration with the SLT and subject leaders.

Moderation

All subject leaders maintain evidence of children's work within their subject area. Subject Leaders use the national exemplification materials to make judgements about the standard of the pupils' work. Teachers discuss these so that we have a common understanding of the expectations in each subject. Teachers working at the end of each Key Stage attend moderation meetings with colleagues from other schools. It is each Subject Leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within their subject.

