



SANDYE PLACE ACADEMY Assessment, Recording & Reporting Policy

Statement Document History

Issue	Date	Comment
1.0	March 2016	Ratified by Board of Trustees
2.0	September 2017	Ratified by Board of Trustees
2.1	July 2018	Ratified by Board of Trustees

Introduction

The staff and Sandye Place Academy believe that assessment is integral to high quality teaching and learning (P1/P1A). It helps to ensure that teaching is appropriate and that learners are making the progress expected of them.

As assessment is such an important part of the educational provision at the Academy, an Assessment Manager has been appointed to ensure that policies, procedures and practices related to assessment are highly effective; the Principal is the Academy's Assessment Leader (P3/P5/P6).

As a result of regular staff training, all members of staff are clear about the importance of assessment and the school's approach to assessment (P6).

Aim

By implementing all that is detailed in this policy, the staff and Governors at Sandye Place Academy aim to:

- Ensure that every child reaches their full academic potential as a result of highly effective assessment policy, practices and procedures (P5);
- Maintain the Academy's high standards in pupil achievement (P4C).

The Purpose of Assessment at Sandye Place Academy (P5/P5A)

There are many purposes of assessment, including:

- To enable teachers to plan effectively the next steps in learning for their class, for groups of children and for individual children (P1A)
- To enable teachers to set high expectations for children (P4C)
- To help children plan the next steps in their own learning (P7A) (AfL)
- To provide parents/carers with the information they need about their child's learning in order that they can support them effectively at home (P7B)
- To enable judgements to be made by Governors, Academy staff and external parties, such as Ofsted, about the quality of teaching and pupil achievement at

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the Academy (P8A/P8B)

- To enable the Academy to benchmark the quality of its provision against that of other schools locally and nationally (P4A), the Academy will invest in external tests.
- To enable Academy staff to check on and support on-going improvement in teaching standards and pupil achievement (P8A/P9)

Principles for Assessment (P6A)

In February 2014, the NAHT designed the following principles to assist schools to develop their own assessment systems. It is expected that every school's assessment systems will be underpinned by these principles and that this will ensure they are fit for purpose. Therefore, the staff and Governors have adopted these principles and have designed this Assessment, Recording and Reporting Policy to reflect them accordingly.

NAHT – For Leaders, For Learners - Underpinning Principles for Assessment

P1. Assessment is at the heart of teaching and learning.

- Assessment provides evidence to guide teaching and learning (P1A)
- Assessment provides the opportunity for students to demonstrate and review their progress (P1B).

P2. Assessment is fair.

- Assessment is inclusive of all abilities (P2A).
- Assessment is free from bias towards factors that are not relevant to what the assessment intends to address (P2B).

P3. Assessment is honest.

- Assessment outcomes are used in ways that minimise undesirable effects (P3A).
- Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning (P3B).
- Assessment judgements are moderated by experienced professionals to ensure their accuracy (P3C).

P4. Assessment is ambitious.

- Assessment places achievement in context against nationally standardised criteria and expected standards (P4A).
- Assessment embodies, through objective criteria, a pathway of progress and development for every child (P4B).
- Assessment objectives set high expectations for learners (P4C).

P5. Assessment is appropriate.

- The purpose of any assessment process should be clearly stated (P5A).
- Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information) (P5B).
- Assessment should draw on a wide range of evidence to provide a complete picture of student achievement (P5C).
- Assessment should demand no more procedures or records that are practically required to allow pupils, their parents and teachers to plan future learning (P5D).



<p>P6. Assessment is consistent.</p> <ul style="list-style-type: none">• Judgements are formed according to common principles (P6A).• The results are readily understandable by third parties (P6B).• A school's results are capable of comparison with other schools, both locally and nationally (P6C).
<p>P7. Assessment outcomes provide meaningful and understandable information for:</p> <ul style="list-style-type: none">• Pupils in developing their learning (P7A).• Parents in supporting children with their learning (P7B).• Teachers in planning teaching and learning (P7C).
<p>P8. Assessment must provide information that justifies the time spent to:</p> <ul style="list-style-type: none">• School leaders and Governors in planning and allocating resources (P8A).• Government and agents of government (P8B).
<p>P9. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.</p>

NB School Leaders have linked the reference codes detailed above to the different sections of this policy in order to demonstrate how it has been developed in line with the principles.

Summative Assessment – Assessment of Learning (P5B/P6/P6B/P6C)

Assessment of Learning (summative assessment) involves judging pupils' achievements against national standards (P4A). Teachers may make these judgements at the end of a half term, of a term, of a year or of a key stage; in some year groups these judgements are derived using formal tests, including SATs tests.

At Sandye Place Academy, the staff and Governors understand that the Government has laid out the expectations of what children need to achieve by the end of each year; this understanding has been used to develop curriculum planning and related assessment documents organised by year group. The assessment criteria in the documents provide short, discreet, qualitative and concrete descriptions of what pupils are expected to know and be able to do.

If a child achieves the majority of required objectives in the assessment document, they are deemed to be working at a 'secure' expected level. The same criteria will apply for their particular year group as the child moves up through the school. The grid overleaf demonstrates how children will be assessed if they are working at a beginning, beginning+, working towards, working towards+, secure or secure+ level:



Year 5						Year 6						Year 7						Year 8					
Be gin nin g	Be gin nin g +	Wo rkin g to ward s	Wo rkin g to ward s +	Se cure	Sec ure +	Be gin nin g	Be gin nin g +	Wo rkin g to ward s	Wo rkin g to ward s +	Se cure	Sec ure +	Be gin nin g	Be gin nin g +	Wo rkin g to ward s	Wo rkin g to ward s +	Se cure	Sec ure +	Be gin nin g	Be gin nin g +	Wo rkin g to ward s	Wo rkin g to ward s +	Se cure	Sec ure +
0 - 17 %	18 % - 33 %	34 % - 50 %	51 % - 67 %	68 % - 83 %	84 %-1 00 %	0 - 17 %	18 % - 33 %	34 % - 50 %	51 % - 67 %	68 % - 83 %	84 %-1 00 %	0 - 17 %	18 % - 33 %	34 % - 50 %	51 % - 67 %	68 % - 83 %	84 %-1 00 %	0 - 17 %	18 % - 33 %	34 % - 50 %	51 % - 67 %	68 % - 83 %	84 %-1 00 %

- If a child is deemed to be working at the '**beginning**' level in the Pupil Tracking Document, then he/ she will be assigned a '**beginning**' level in a given year group
- If a child is deemed to be working at a level slightly beyond 'beginning', in the Pupil Tracking Document, then he/she will be assigned a '**beginning+**' level in a given year group
- If a child is deemed to be working towards the objectives in the Pupil tracking document, then he/she will be assigned a '**working towards**' level in a given year group
- If a child is deemed to be working well towards the objectives in the Pupil tracking document, then he/she will be assigned a '**working towards+**' level in a given year group
- If a child is deemed to have secured the majority of the objectives, then he/she will be assigned a '**secure**' level in a given year group
- If a child is deemed to have secured the majority of the objectives and can apply it across subjects and disciplines, then he/she will be assigned a '**secure+**' level in a given year group
- No child will be 'secure' until above 60% of curriculum achieved.
- Similarly, no child will be 'secure+' until more than three quarters of curriculum statements are achieved.
- No child will be 'mastered' due to low entry for all subjects but can be 'mastered' in topics. See below.

The school uses the *Target Tracker Assessment System* to record and monitor the children's assessment and attainment levels and progress.

See Appendix A for a visual representation of age expectation levels.

At the end of each half-term, teachers will use their formative assessments to inform their judgement with regards to the attainment of each child.



School Leaders (the Senior Leadership Team, the Assessment Manager and the Heads of Department) and external stakeholders will then use this information to determine:

- The percentage of all the children working at the six different stages
- The progress of all children, with a focus on proportions
- The percentage of the children in specified groups working at the six different stages
- The progress of the children in specified groups (including those deemed vulnerable), with a focus on proportions
- The percentage of children in specified groups working (including those deemed vulnerable) at the six different stages
- How well the Academy is performing overall compared to other schools locally and national (P4A).

Formative Assessment (P1A)

Formative assessment (assessment for learning) involves the use of assessment in a range of **day-to-day** classroom-based activities to raise pupil attainment and aid their progress. Formative assessment procedures are used to identify the achievement of pupils during lessons; these assessments are then recorded and utilised to ensure that future teaching is designed specifically to meet the current learning needs of the children. The use of assessment in this way leads to children understanding the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).

Assessment for Learning in Action (P7C)

At Sandye Place Academy, every lesson that is taught is carefully planned, with clear and specific objectives and lesson content set according to the learning needs of the children. The following procedure details how this is achieved.

At the time of planning, each lesson's objectives (which are gleaned from the relevant national planning documentation and expanded upon according to the requirements of the Academy) are linked to specific assessment criteria.

During each lesson, all classroom staff assess the progress of the children with whom they are working against the given assessment criteria; a range of assessment methods can be used, including

- Observation, including strategies that give the teacher instant feedback like colour coded cards, thumbs up/down
- Questioning
- Discussion (teacher-child, group, child pair, etc.)
- Marking, which must include AfL



Additionally, where staff believe that a child working outside of their focus group(s) has demonstrated a notable learning point, then an assessment will be made and this will also be recorded in the 'evaluation' section of the planning sheet.

Following the lesson, the teacher reviews the evaluation records and uses the up-to-date assessment information to develop future teaching, ensuring that all lessons are tailored to meet the learning needs of the children.

Formative Assessment Records (P4B/P5D)

The assessment records gathered during each lesson, and as a result of marking, are used to update the relevant Pupil Tracking Document on Target Tracker. As a rule, at least 3 pieces of evidence need to be collected to show child is secure in their understanding of the learning objective/statement in Target Tracker. This is then marked as 'achieved'. If the pupil can show they have a broad understanding and can apply it across different contexts, this will be marked as 'mastered'.

Feedback to Children (P1B/P7/P7A/P3/P3B)

Research has shown that the involvement of children in the assessment process empowers them to take action towards improving their performance and ultimately raises standards. The classroom based staff at the Academy give the children regular feedback on their learning so that they understand what they do well and what it is that they need to improve.

Targets (P5D)

The targets set will focus on the areas for improvement and each target will be signed off by the teacher or pupil once achieved. In order to make this **manageable**, the individual targets are based on the child's next steps which will have been identified by the subject teacher.

Marking and Feedback

Three principles underpin effective marking. It should be **meaningful**, **manageable** and **motivating**.

Meaningful: marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.



Marking should serve a single purpose – to advance pupil progress and outcomes. Teachers should be clear about what they are trying to achieve and the best way of achieving it. Crucially, the most important person in deciding what is appropriate is the teacher. Oral feedback, working with pupils in class, reading their work – all help teachers understand what pupils can do and understand. Every teacher will know whether they are getting useful information from their marking and whether pupils are progressing.

Consistency across a department or a school is still important, but this can come from consistent high standards, rather than unvarying practice. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject and phase should be able to determine the policy in their areas, responding to the different workload demands of each subject/phase, and drawing on teacher professionalism to create **meaningful** and **manageable** approaches.

Manageable: marking practice is proportionate and considers the frequency and complexity of written feedback, as well as the cost and time-effectiveness of marking in relation to the overall workload of teachers.

The time taken to mark does not always correlate with successful pupil outcomes and leads to wasted teacher time. Examples of disproportionate marking practice include: extensive comments which children in an early years' class are unable to read, or a written dialogue instead of a conversation. If teachers are spending more time on marking than the children are on a piece of work then the proportion is wrong and should be changed.

Senior leaders and governors are responsible for the effective deployment of all resources in the school. They should take into account the hours teachers spend on marking and have regard to the work-life balance of their staff.

Feedback can take the form of spoken or written marking, peer marking and self-assessment. If the hours spent do not have the commensurate impact on pupil progress: **stop it**.

Success criteria grids are promoted across the Academy to focus the learner on making progress and hitting targets for each learning outcome. Teachers are encouraged to utilise stamps with 2 stars and a wish or AIR (Achievement, Improvement, Response), use of feedback stickers is also utilised to save teacher time and to give focused feedback to individual learners.



Motivating: Marking should help to motivate pupils to progress. This does not mean always writing in- depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective. If the teacher is doing more work than their pupils, this can become a disincentive for pupils to accept challenges and take responsibility for improving their work.

An important element of marking is to acknowledge the work a pupil has done, to value their efforts and achievement, and to celebrate progress. But there are many ways to do this without extensive marking. And too much feedback can take away responsibility from the pupil, detract from the challenge of a piece of work, and reduce long term retention and resilience-building.

Accepting work that pupils have not checked sufficiently and then providing extensive feedback detracts from pupils' responsibility for their own learning, particularly in editing and drafting skills. Pupils should be taught and encouraged to check their own work by understanding the success criteria, presented in an age appropriate way, so that they complete work to the highest standard.

Marking for Literacy:

The following marks can be used at times to improve the usage of English within written work.

NP	New Paragraph	^^^	Find a better word
^	Missing word	<u>R</u> r	Wrong case letter
P	Punctuation error	T	Target
Sp	Spelling error	*	See comment
?	Unclear	G	Grammar

Marking and Feedback has two core purposes:

1. Teachers mark the children's work and use their findings to inform their assessments (P1A)
2. Marking and feedback tells children how well they have done and what they need to do next in order to improve (P7A)

The staff and Governors at the Academy have an agreed code for marking, as this ensures that marking is consistent and therefore the children understand what this means; they are able to respond to this during allocated times in the timetable.

Feedback from Children – Children's Self-Assessment (P1B/P5D)

Children are often asked to assess their own learning in order to identify how they feel they have progressed with regards to the lesson's learning objectives. The children share their self-assessments and evaluate their learning through the use of Success Criteria.



Assessment Accuracy and Consistency

In order to ensure accuracy and consistency in assessment, the staff team at Sandye Place Academy participate regularly in related events; these include:

- In-house moderation during staff meetings
- Moderation with other schools, organised locally
- Moderation events organised by Central Bedfordshire LA for schools throughout the county
- Central Bedfordshire LA moderation visits

Moderation by External Parties

- School Improvement Partner
- Other Schools

Tracking Pupil Progress (P3/P3A/P9) Target Setting (P4)

The individual subject teachers will take responsibility for setting challenging targets for every pupil in their subjects at the start of each academic year. The Assessment Leader and Subject Leaders will determine each child's target by using all of the available data related to their attainment and progress from the previous year.

The Assessment Leader and the Subject Leaders understand that Government has determined, through the National Curriculum documents, what is expected of a child in each year group and therefore this sets out how good progress is measured.

In all years and then as the child moves up: If a child achieves the 'expected' level:

- Working at the 'secure' stage year on year is deemed good progress

For children working below the 'expected' level:

- Working at the 'beginning' stage year on year is deemed good progress
- Working at the 'beginning+' stage year on year is deemed good progress
- Working at the 'working towards' stage year on year is deemed good progress
- Working at the 'working towards+' stage year on year is deemed good progress

For children working above the 'expected' level:

- Working at the 'secure+' stage year on year is deemed good progress

The Assessment Leader and Subject Leaders will calculate the overall impact of the targets set. They will check that the percentages of children expected to achieve below the 'expected' level, at the 'expected' level and above the 'expected' level are at least in line with previous years and therefore help to maintain high academic standards.



Pupil Progress Meetings

Once the individual curricular targets have been set for every child, progress towards these targets will be monitored termly. Heads of Department will meet with the SLT to discuss the progress towards targets in each subject of each child in each year group.

Each child's progress towards their targets will be measured in relation to the number of assessment statements that have been marked off as secure in each child's Pupil Tracking Document. Therefore, in order to determine whether a child is on track to meet their target, they should have achieved at least 28.3% of the required statements by the end of the autumn term, at least 56.7% by the end of the spring term and 85% at the time of the final assessment point in the summer term.

Each child will be expected to make 2 overall grade progress (2 steps in each term, for e.g. Start – Beginning), and 6 steps in a year.

For those children who are not on track to meet their target, the Senior Management Team (with support from the principal) will determine the support strategies that will be implemented to address lack of progress towards targets.

The Academy's Data Management System (P5C/P6/P6B/P6C)

The Academy uses Target Tracker and SIMS as its School Data Management Systems. Target Tracker is the main formative data entry and assessment system that staff will use to record their summative assessments in all curricular areas as part of their marking and assessment process every half term. SIMS is used as the Academy's MIS for pupil records and other contextual information. SIMS will also be used to record any test assessment and external assessment data, e.g. SATS, Mock SATS, PTMs, etc.

Inclusion (P2/P2A/P2B)

At Sandye Place Academy, the assessment policies, procedures and practices are designed to be fair and fully inclusive. Ultimately, they can be applied to all situations and all children; ensuring that assessment is used to aid the achievements of every child. The Academy's assessment is free from bias towards factors that are not relevant to what the assessment intends to address.



Reporting Assessment Information to Parents/Carers (P5D/P7B)

The staff at Sandye Place Academy have a range of strategies that keep parents/carers fully informed of their child(ren)'s attainment and progress in school. Parents/carers are offered the opportunity to formally find out about their child's learning each term via the following activities:

Autumn Term	Parents/carers' consultation evening – discussion with Form Tutor <i>End of term</i> Autumn Report – with summary.
Spring Term	Parent/carers' consultation evening – discussion with Subject Teachers based on Autumn Report. <i>When a parent/carer meets with their child's subject teachers, the teachers give each parent/carer a summary of the child's level of attainment and some information about their progress towards their targets in their subject area; they also share areas in which the child needs further support (this information will link to the child's in- school curricular targets in all subjects).</i> <i>End of term</i> <i>All Years - Summary Report</i>
Summer Term	Parent/carers' consultation evening – discussion with Subject Teachers <i>All Years - Full school report</i> <i>The full school report will provide parents/carers with an overview of their child's attainment in every subject in line with national expectation. It will also provide information about the child's behaviour and attitude to learning.</i>

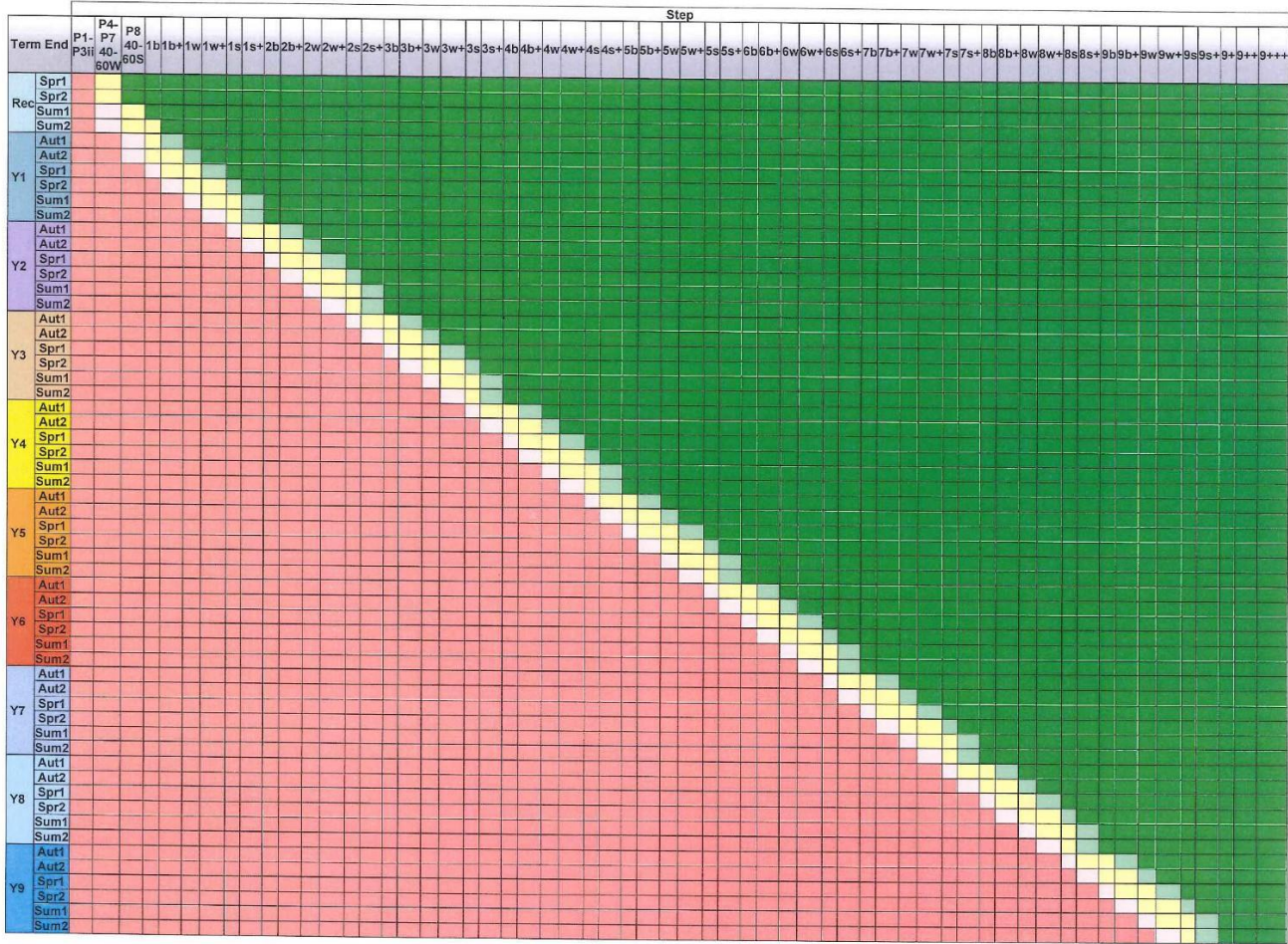
Parents/carers can also seek information about their child's attainment and progress by speaking with their child's form tutor at any time during the school year on an informal basis should they have any queries or concerns.

Monitoring and Review

The Principal, supported by the Senior Leadership Team, is responsible for monitoring the implementation of this policy. This policy will be reviewed in two years or earlier if necessary.



Appendix A – Age Related Expectation as pupil moves up through the school



Key:

	Working below age related expectation
	Working just within age related expectation
	Working at upper age related expectation
	Working above age related expectation
	Working significantly above age related expectation