



Assessment, Recording and Reporting Process

This process should be read in conjunction with the school's Curriculum Policy and Marking and Feedback Procedure.

1. The principles and aims of assessment

At John Chilton School, we use the general term *assessment* to refer to all those activities between educators and pupils and their work that aim to improve understanding and embed learning of new concepts. The curriculum is established with clear intent regarding the experiences, knowledge and skills we want the pupils to achieve through their time at JCS. Assessment allows us to monitor the implementation and impact of the curriculum.

Assessment strategies are incorporated systematically into teaching and learning activities in order to diagnose any problems and gaps in learning, chart progress, and improve learning. Active and ongoing assessment will enable the class staff to have a better understanding of the pupils' learning journeys.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability; and all pupils' progress is valued equally.

There are three broad overarching forms of assessment, each with its own purpose:

Day-to-day in-school formative assessment, for example:

- *Question/answer and dialogue during sessions*
- *Marking of pupils' work –self and peer assessment*
- *Observational assessment*
- *Scanning work for pupil attainment and development*

In-school summative assessment, for example:

- *Deep Dives in each curriculum and holistic area to ensure implementation has expected impact*
- *Short end of topic or unit tests*
- *Reviews of attainment*

Nationally standardised summative assessment, for example:

- *National Pre-Key Stage Standards for pupils in years 2 and 6 not achieving the expected expectations for the age group*
- *National Curriculum tests at the end of Key Stage 1 and 2*
- *Nationally accredited courses and examinations*

Aims:

Through the assessment, recording and reporting policy the school will aim to inform the individual's progress towards the curriculum intent:

- Use a range of activities to regularly assure the quality of provision in school including external school to school reviews

- Set up systems which are focused, manageable, involve all applicable staff and do not add unnecessarily to teacher workload
- Check the continuity of pupils' progress through all age ranges in different strands of the curriculum and implement and monitor interventions where appropriate
- Contribute towards an atmosphere of partnership throughout the school
- Use information and evidence collected to inform planning next steps and correcting any misconceptions
- Guide future planning, teaching and curriculum development
- Recognise the achievements of all pupils and inform parents/carers and the wider community of pupil achievement
- Compare the progress made by different groups of pupils to ensure that no group is disadvantaged
- Comply with statutory requirements

2. Arrangements for the governance, management and evaluation of assessment

The Assistant Headteacher (Quality of Education) has responsibility for the development of the assessment, recording and reporting procedures in school.

These responsibilities include:

- Contributing to the SIP through work with the SLT
- Monitoring the Curriculum Intent is implemented effectively and has a positive impact on pupil learning
- Leading school development in assessment, recording and reporting (ARR) procedures
- Liaising with subject leaders within the school, and other assessment leaders within the LA
- Providing and leading CPD where appropriate
- Keeping Governors informed

The teachers, HLTAs and support staff are responsible for following and maintaining the policy through the proficient implementation of good assessment practice. The Headteacher and Governors are responsible for ensuring that best practice is followed and that moderation systems to ensure best practice and the policy are regularly reviewed.

3. Information about how assessment outcomes are collected and used

Assessment in the Foundation Stage and Year 1

On entry to the school reception aged pupils will be measured using the school's assessment system and the EYFS Profile. Results are used to inform planning, set targets and aid early identification of additional needs. Pupils are assessed each term to ensure that the next steps in learning are appropriately planned. Whilst in the Foundation Stage/Year 1 pupils are assessed using the Foundation Stage Profile, based on the teacher's ongoing observations and assessments in the seven areas of learning.

Assessment on entry at other years:

When a pupil enters at a later stage in the school, he or she is assessed by the class/subject teacher using a variety of sources, which include:

- the pupil's Education Health and Care Plan
- previous school reports, multi-professional reports and programmes
- JCS assessments using I Can statements in English, maths and additional subject areas
- observations

- information from parents

Records and Record Keeping

Teachers use records to review pupils' progress, identify misconceptions and gaps in learning and formulate appropriate interventions. These include:

- Teacher's plans
- Teacher's notes e.g. significant outcomes
- I Can statements records National baselines, Foundation Stage Profile
- Pupil progress evidence from professional dialogue
- End of year Pupil Summary report

Teachers use the bespoke I Can assessment system to chart pupil progress against defined curriculum expectation outcomes and plan for improvement. Ongoing monitoring of this data including termly pupil progress meetings, inform staff and leadership about pupils meeting expectations or concerns. Interventions and support plans for pupils and/or staff are then devised and implemented.

Range of activities

The school uses Deep Dives to support an assessment, recording and reporting system including:

- Interpretation of data and analysis used to advise staff, Governors and parents and used to analyse individual progress from baseline against expectations
- Baseline data and Foundation Stage Profile data
- Work scrutinises and regular moderation by subject leaders and teachers
- Portfolios of moderated and levelled work
- Attendance data
- Parental involvement through meetings and informal discussions
- Monitoring of medium term planning with intention in mind
- Reports to parents/carers, Governors and other stakeholders
- Lesson observations, learning walks and peer observations
- Termly pupil progress meetings in English and maths
- Staff discussion on outcomes of any of above involving relevant staff
- Discussions with pupils
- Appropriate response to gaps that have been identified (interventions, CPD, team teaching)

Using the evaluation

- Outcomes of marking, assessment for learning and identified areas of strength and need are always shared with the pupils.
- Information on assessment and evaluations is shared regularly with parents through progress meetings and end of year reports. Annual Reviews enable the school to also share holistic information of progress against EHC plan outcomes.
- Outcomes from any assessment, monitoring and evaluation activity should enable the individual teachers, phase team, subject leader, whole school or Governors have a clear insight into the impact of the curriculum
- Statutory information at the end of Key Stages 1,2 4 and 5 is shared with the Government and Local Authority; and subsequently published on the school's website

3. Arrangements to ensure that education staff conduct assessment competently and confidently

All staff involved in assessment have access to current training and development. The school is outward looking and establishes quality assurance of its assessment systems from external sources. The school is confident in a robust and rigorous bespoke assessment system that has been devised in-house that has been externally validated.

Moderating assessment of attainment

The process of moderation is an essential part of the assessment system. Teachers and support staff are involved in the moderation process to ensure agreement on criteria for stages of attainment in the following ways;

- With colleagues in school
- With colleagues from other schools within the Local and neighbouring Authorities and ARA
- By attending Local Authority sessions to ensure our judgements are in line with other schools
- School portfolios of moderated work are kept by subject leaders.

4. The approach to different forms of assessment

Assessment for Learning (AfL) - The Aims of Assessment

In our school, AfL is used as a tool to raise standards. By assessing pupils accurately and consistently and recording key information we:

- Engage in a purposeful dialogue with the pupil about their learning
- Build a clear picture of each pupil's skills, knowledge, understanding and approaches to learning;
- Identify each pupil's strengths and the priority areas for their future learning;
- Identify and plan appropriate curriculum adaptations for each pupil;
- Evaluate the progress that each pupil is making;
- Evaluate and improve the teaching strategies used with each pupil;
- Support pupils, where appropriate, to monitor their own and their peers' learning;
- Identify, celebrate and share achievement.
- Involve pupils in the setting and achievement of both short and long term goals

Monitoring progress

- Pupils' progress is monitored continually through AfL strategies which include the use of formative and summative methods.
- Subject leaders are actively involved with the assessment procedures of their subject; work samples and evidence are collected and monitored. Assessment statements and next steps that reflect progression through the school and the Pathways are in place.
- Pupils' achievement is monitored through I Can statements within each subject. Progress against each statement is demonstrated through lateral levels of learning:

- Encountered
 - Participated
 - Involved
 - Developed
 - Achieved
 - Mastered
- It is recognised that progress will be individual and the expectation of how much progress each pupil will make will be considered individually. Progress for one pupil may be evidenced by “Mastered” in a higher stage in the school system; for another it may be recorded as being “Participated” in more concepts at a lower stage. Both are regarded as equal in excellence.
 - The progress of pupils for whom the school receives the Pupil Premium Grant is closely monitored by SLT, subject leaders and Governors; and interventions developed that will enable progress at a rate which is the same as or above other pupils in the school.

Pupils with complex learning needs and additional difficulties;

Pupils with complex learning needs, including progressive conditions and those with challenging behaviour make exacting demands on the assessment process. For these pupils the initial aim of assessment may be to identify potentially reliable responses and, over time, to build a profile of stimuli and activities likely to elicit a response. It is equally difficult to assess learning before a pupil is able to manage their own behaviour sufficiently to focus and show consistent responses. The Holistic statements in the school’s assessment system are used for pupils working at a pre-subject specific level of learning and in line with the five areas of engagement (exploration, realisation, anticipation, persistence, initiation). Our pupils’ progress is not always linear and skills are rarely generalised spontaneously.

6. Implementation of the policy

The success of the policy is reliant on all members of the school to implement the guidelines in all aspects of assessment, recording and reporting. There are specific responsibilities for different teams.

Governors

Governors have a strategic overview of the assessment system in order to hold the school leadership to account over the expected progress of pupils by scrutinising and challenging results. Sources for this information will include:

- School, Local Authority and National assessment results
- Attendance figures
- Admission statistics
- Staff, pupil and parental information on the effectiveness of the school curriculum

As part of this process of monitoring and evaluation the Governors will be involved with meetings with appropriate staff and leaders.

Involving the multidisciplinary team

Although teachers are responsible for assessment, all members of the education team are involved in assessment by sharing the information with teachers. Other professionals (visiting specialist teachers, physiotherapists, occupational therapists and speech and language therapists) make separate assessments of pupils’ progress in their specialist areas as well as observing

progress during the lessons in which they support pupils. This information is shared with teachers, to inform future lessons and to set future learning objectives.

Parents and Reporting

Annual academic reports summarising pupil achievement are compiled and given to parents; outlining a pupil's progress in the core and foundation subjects of the National Curriculum and additional accredited courses.

The current practice for involving parents in monitoring and evaluation are:

- Annual reports
- Annual Reviews of the EHCP
- Regular parent/staff meetings
- Opportunity for individual consultation
- Good work/behaviour merits, stickers and certificates
- Home learning activities
- Home-school reading records
- Parent workshops & family learning
- Opportunities to attend special events and celebrations

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