Assessment, Recording and Reporting Policy

<u>Status</u>

| September 2025 | Date for Review: September 2026 |

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Purpose

The purpose of this policy is to outline how we assess children's learning and provide feedback in our school. All members of staff are expected to be familiar with this policy and apply it consistently to ensure high standards in assessment practices.

Rationale

We believe that constructive marking and feedback are essential in raising standards and fostering a culture of continuous improvement. Effective assessment provides a diagnostic record of achievement, enabling the tracking of learning intentions. It plays a crucial role in ensuring that pupils are aware of their progress and understand how they can improve. By focusing on success and improvement against learning objectives, we aim to cultivate reflective learners who can close the gap between their current and desired performance.

Aims

We assess children's work and offer feedback to:
- Show that we value their work and encourage them to value it as well.
- Boost self-esteem and aspirations through praise and encouragement.
- Provide a clear picture of how far they have come in their learning and outline their next steps.
- Offer specific information regarding the extent to which they have met lesson objectives and individual targets.
- Promote self-assessment, encouraging pupils to recognise their difficulties and accept guidance from others.
- Share expectations and gauge understanding to identify any misconceptions.
- Provide a basis for both summative and formative assessment, informing individual tracking of progress.
- Utilise ongoing assessment to inform future lesson planning.

Assessment Terminology

To ensure clarity and understanding among all stakeholders, the following key terms are defined:
- **Formative Assessment:** Ongoing assessments conducted during the learning process to monitor pupil progress and inform teaching strategies.

- **Summative Assessment:** Assessments administered at the end of a learning period to evaluate pupil learning against predetermined standards.
- **Adaptive Teaching:** A teaching approach that adjusts instructional strategies based on the diverse needs of pupils, ensuring all learners can access the curriculum effectively.
- **Live Marking:** Real-time feedback provided to pupils during lessons, allowing for immediate corrections and enhancements to their understanding.

Principles of Effective Feedback

Feedback should adhere to the following principles:
- **Positive Process**: Feedback should be a positive experience, highlighting the child's efforts and progress.
- **Alignment with Objectives**: All feedback must align with lesson objectives and the child's personal learning targets.
- **Age and Ability Appropriate**: Feedback strategies should be appropriate to the child's age, ability, and the context of the lesson.
- **Reflection Time**: Children must have the opportunity to read and respond to feedback, with allocated time for this in lessons.
- **Focused Comments**: Comments should target one or two key areas for improvement to avoid overwhelming the child.
- **Engagement**: Teachers should engage children in their own learning, linking marking and feedback to a broader process that includes sharing learning objectives and success criteria.
- **Direct Involvement**: Whenever possible, feedback should involve the child directly, with oral feedback prioritised for younger children.
- **Actionable Changes**: Feedback must lead to actionable changes in learning, guiding the child on how to improve.
- **Timeliness**: Marking should typically be completed before the next lesson in that subject, although this may vary for longer pieces of work.
- **Encouragement of Deeper Thinking**: Feedback should encourage children to think critically about their work and learning processes.

Assessment Cycle

The assessment cycle outlines how assessments are planned, implemented, and reviewed:
1. **Planning:** Assessments will be strategically planned at the beginning of each term, ensuring alignment with learning objectives and curriculum standards.

2. **Implementation:** Assessments will be carried out throughout the term, with ongoing observations, quizzes, and formal assessments scheduled.
3. **Review:** Following assessments, data analysis will occur within a week, identifying trends and areas for improvement. Results will inform future planning and instructional strategies.
4. **Timelines:** Data drops will occur half-termly to ensure timely review and adjustments.

Assessment Framework
TAPS Pyramid Model
The TAPS (Teacher Assessment in Primary *Schools*) pyramid model serves as an effective framework for our assessment approach. This model emphasises a structured and coherent process for assessment, ensuring that assessment information is effectively used to enhance learning outcomes.

Why TAPS is Effective:
- **Holistic Assessment**: TAPS promotes a comprehensive view of assessment that integrates both formative and summative practices, allowing for continuous monitoring of pupil progress.
- **Focus on Improvement**: The model emphasises the importance of ongoing assessment in informing teaching practices, enabling educators to adapt their approaches based on real-time data.
- **Enhancement of Teaching and Learning**: By using a structured framework, TAPS facilitates meaningful dialogue about pupil learning, encouraging reflective practices among educators.
- **Evidence-Based**: The model aligns with current educational research, which underscores the value of formative assessment data in guiding instructional decisions and improving pupil outcomes.

1. Pupil Layer (Foundation of Learning)
- **Active Engagement**: Children actively engage in their own learning through self-assessment and reflection, fostering ownership of their educational journey.
- **Ongoing Assessment**: Continuous observations and assessments are utilised to track progress and inform next steps.
- **Individual Support**: Targeted interventions (1:1 or group) are provided for children needing additional help, ensuring no child is left behind.

2. Teacher Layer (Effective Feedback)

- **Live Marking**: Teachers will maintain a Live Marking Book to record immediate feedback during lessons. This book allows teachers, teaching assistants, and supply teachers to track specific issues, such as handwriting difficulties, enabling targeted support on a daily basis.
- **Clear Learning Objectives**: Each lesson begins with explicit learning objectives and success criteria, guiding children in their learning journey.
- **Verbal and Written Feedback**: Both types of feedback are provided as appropriate to reinforce learning, focusing on specific areas for improvement.

3. Classroom Practice Layer

- **Adaptive Teaching**: Adaptive teaching will be employed where needed across all lessons. Children requiring additional support following a lesson will receive targeted one-on-one catch-up support on the same day or access to group interventions.
- **Assessment Overview Sheets**: For each unit of work in foundation subjects, the subject leader will create an Assessment Overview Sheet for teachers to record notes on children's learning. This will include:
  - Class:
  - Year Group:
  - Subject:
  - Term:
  - Key Knowledge:
  - Key Vocabulary:
  - Impact Indicators:
  - Working Towards:
  - Expected Standard:
  - Greater Depth:
  - Issues/Barriers/Understanding:
  - Next Steps (Recall? Retrieve? Reteach?):
- **Subject-Specific Progression Maps**: We utilise subject-specific progression maps to support our assessment practices, ensuring that we monitor both the substantive and disciplinary knowledge that children acquire throughout their learning. These maps guide teachers in evaluating pupil understanding and skill development, helping to inform future instruction.

4. Whole School Reporting Layer

- **Trust Assessment Calendar**: This outlines the schedule for summative assessments (phonics screenings, SATs practices) that take place termly, ensuring consistency across year groups.
- **Pupil Progress Meetings**: Held at least termly to discuss individual pupil progress and adapt strategies as needed.
- **Data Tracking**: Teachers complete data drops half-termly and record outcomes on our online tracking system (Insight) to inform school-wide assessment practices.

5. Self-Evaluation Layer

- **Monitoring and Quality Assurance**: Subject leaders conduct drop-in monitoring and pupil interviews to verify the accuracy of assessments.
- **Feedback from Stakeholders**: Opportunities for parents/ carers and staff to provide feedback on assessment practices, fostering a collaborative approach.
- **Professional Development**: Ongoing training for staff on best practices in assessment and feedback.

Effective Feedback Practices

To ensure effective assessment and feedback, we commit to:

- Making lesson objectives and success criteria clear to children.
- Setting appropriate tasks that meet children's learning needs.
- Providing prompt and regular feedback across all lessons and subjects.
- Focusing feedback on strengths and next steps for improvement.
- Ensuring comments reflect the school's ethos of positivity and productivity.
- Allowing children to absorb and respond to feedback.
- Engaging children in assessing their own and peers' work against criteria.
- Using feedback outcomes to adjust future teaching strategies.

Early Years Foundation Stage (EYFS) Considerations

In our EYFS, we prioritise the Characteristics of Effective Learning:

- **Playing and Exploring**: Children are encouraged to engage actively with their environment.
- **Active Learning**: Children are motivated to achieve and persevere in their learning tasks.

- **Creating and Thinking Critically**: Opportunities for children to think creatively and problem-solve are embedded in learning experiences.

Regular observations will be recorded, considering how children demonstrate these characteristics, ensuring holistic development. We will utilise these insights to inform planning and future assessments.

Ongoing Assessments

Our Academy Trust has designed an Assessment Calendar that specifies when summative assessments should take place termly. This includes:
- Year 1 and Year 2 rescreening for phonics screening check using past papers**.**
- Year 2 SATs practices using past papers**.**
- Independent Writing Assessments**:** Each year group will have a dedicated assessment week to complete an independent writing task, contributing to ongoing assessments in English.

Engagement Model: For children working below Pre-Key Stage Standards, assessments will utilise the **Engagement Model**, which focuses on five key areas:

1. **Exploration**: Opportunities for children to explore and engage with their environment and learning activities.
2. **Realisation**: Recognising and demonstrating an understanding of their surroundings.
3. **Anticipation**: Showing awareness of what comes next in a sequence of activities or events.
4. **Persistence**: Demonstrating the ability to keep trying and not give up when faced with challenges.
5. **Initiation**: Taking the lead in their learning, showing independence in starting tasks or activities.

Observations related to the Engagement Model will be recorded at least twice per half term, and teachers will work alongside 1:1 support staff to complete and document these assessments. The outcomes will inform future planning and will also be shared with parents and carers, ensuring transparency and collaboration in supporting the child's development.

Continuous Phonics Assessment

Phonics assessments are ongoing in accordance with the Read Write Inc. (RWI) phonics scheme. In addition, practice Phonics Screening's

are completed half termly in alignment with the Trust's assessment calendar.

Use of Technology in Assessment

We utilise various technology platforms to track and analyse assessment data, ensuring efficiency and effectiveness in monitoring pupil progress:

- **Insight:** Our primary data management system for tracking pupil progress, enabling teachers to input assessment data and generate reports for analysis.
- **Tapestry:** Utilised in the Early Years Foundation Stage (EYFS) for recording observations and tracking children's learning journeys digitally, ensuring easy access for both teachers and parents/carers.
- **Other Digital Tools:** Various applications and tools may be employed to facilitate ongoing assessments and feedback, enhancing engagement and communication regarding pupil progress.

Teacher and Subject Leader Responsibilities

- **Monitoring by Subject Leaders**: Subject leaders will conduct drop-in monitoring, including book looks and pupil interviews, to ensure the quality and accuracy of teacher assessments and judgments.
- **Data Drops**: Teachers will complete data drops every half term, indicating whether children are working at, above, below, or well below age-related expectations in all areas of learning (EYFS) and subjects (KS1). This data will be recorded on our online tracking and analysis system, Insight.

Pupil Progress Meetings

Pupil progress meetings will occur at least termly, with additional meetings scheduled as needed for specific classes or year groups. These meetings will focus on evaluating the effectiveness of teaching strategies and assessment outcomes, ensuring that every child's learning needs are addressed.

Inclusion and Diversity

We are committed to ensuring that our assessment practices are inclusive and culturally sensitive. Assessments will be adapted for children with Special Educational Needs and Disabilities (SEND),

ensuring their individual learning needs are met through tailored approaches and Additional Needs Plans (ANPs).

Parental Engagement Strategies

We recognise the essential role parents/carers play in their children's education. To facilitate this, we will maintain regular communication through newsletters and workshops that inform parents about assessment processes and provide guidance on how they can support their child's learning at home. Specific strategies include:

- **Parent-Teacher Meetings:** Scheduled meetings to discuss individual pupil progress and strategies for support.
- **Workshops:** Informational sessions for parents/carers on assessment processes and how they can assist at home.
- **Newsletters:** Regular updates on assessment results, learning goals, and tips for supporting learning at home.

Transition Support

To ensure a smooth transition when required, assessment results will be utilised to guide practices and support for children moving to a different year group or school.

Collaboration and Professional Development

We are committed to providing ongoing professional development for teachers and support staff regarding best practices in assessment and feedback. Collaborative opportunities will include:

- **Regular Meetings:** Staff meetings to share best practices and discuss challenges in assessment.
- **Peer Observations:** Opportunities for teachers to observe each other's practices and provide feedback.
- **External Training:** Access to workshops and networking meetings led by experts in assessment and education.

Assessment Reflection

- **Pupil Reflection**: Pupils will be encouraged to reflect on their own learning and assessment results through age-appropriate tools that help them identify successes and areas for improvement.
- **Feedback on the Assessment Process**: Opportunities will be provided for pupils to give feedback on the assessment process, promoting a culture of openness and continuous improvement.

Success Criteria for the Policy

Success for the assessment policy will be defined through:

- **Improved Pupil Outcomes:** Evidence of progress in pupil learning and achievement.
- **Enhanced Teacher Understanding:** Teachers demonstrate a deeper understanding of pupil progress and effective assessment strategies.
- **Greater Parent/ Carer Engagement:** Increased involvement and communication with parents regarding their child's learning and assessment results.

Link to Other Policies

This assessment policy links closely with other school policies, including:

- **Marking and Feedback Policy**: Integrating feedback mechanisms that reinforce assessment practices, ensuring pupils receive constructive input to support their learning journey.
- **Teaching and Learning Policy:** Aligning assessment strategies with overall teaching practices.
- **Special Educational Needs Policy:** Ensuring that assessments are adapted to meet the needs of all learners.
- **Behaviour Policy:** Connecting assessment with behaviour expectations and supports.

References

This policy is informed by research and guidance from:

- ➢ **Education Endowment Foundation (EEF)** - Assessment Focuses
- ➢ **Dylan Wiliam** - Insights on formative assessment and feedback to improve pupil learning.
- ➢ **Hattie, J., & Timperley, H. (2007)** - The Power of Feedback. Review of Educational Research.
- ➢ **TAPS Model** - Teacher Assessment in Primary *Schools*, highlighting the importance of formative assessment and its role in improving learning outcomes.
- ➢ **Department for Education (DfE) -** Teacher Assessment Frameworks, providing guidance on assessment practices in Key Stage 1.

Monitoring and Evaluation of the Policy

This assessment policy will be reviewed annually to ensure its relevance and effectiveness. The impact of the policy will be measured through pupil outcomes and teacher feedback.