



# ST. BERNADETTE'S

## CATHOLIC PRIMARY VOLUNTARY ACADEMY

### **Saint Bernadette's Catholic Primary Voluntary Academy**

### **Assessment, Recording & Reporting Policy**

#### **Ethos**

At Saint Bernadette's Catholic Primary Voluntary Academy, assessment, recording and reporting are an integral part of teaching and learning. We use the information acquired through assessment to strive for a broad and balanced curriculum that meets the needs of all individuals and groups of pupils and enables them to make sustained progress as they move through the academy.

#### **Context of our academy**

This policy is written in line with the requirements of National Curriculum statutory legislation. It has been written in consultation with our teaching staff, Senior Leadership Team and Governors. This policy is related to the academy's Curriculum statement as well as the Marking and Feedback Policy, Diversity and Equality, Appraisal, SEND and other contextual groups policies.

#### **Aims**

- To provide opportunities for every child to be the best they can be.
- To inform pupils about their work so that they know what they are doing well and what they need to do in order to improve.
- To use this knowledge to inform teaching and to direct learning.
- To monitor pupil progress and identify next steps in learning, to ensure that children achieve their full potential.
- To ensure continuity and progression in pupils learning between year groups and key stages.
- To provide information for colleagues in the academy, parents, governors, the Local Authority, the Our Lady of Lourdes Catholic Multi-Academy Trust and outside agencies.

#### **In our academy we will do this through:**

- maintaining and developing a highly motivated and highly skilled staff through continued professional development.
- pupils being involved in and taking responsibility for their own learning.
- a close partnership with parents and carers.

## Types of Assessment

We recognise that there are different forms of assessment.

### Formative Assessment

Formative assessment (Assessment for learning - AfL), is crucial and takes place continually. It allows teachers and pupils to consider how well learning objectives are being met and enables teachers to give feedback to pupils and suggest how to improve their work. Next steps in learning help children overcome any difficulties they may have had and helps to take their learning forward. Formative assessment also enables teachers to identify changes which may be needed in their planning, on a day-to-day basis, as well as longer term.

Our academy uses Otrack which is an online assessment system. Within this system, we have our own bespoke objectives that we have produced as a teaching staff. This currently covers all subjects of the Primary Curriculum, apart from PSHE/RSE. All learning objectives come directly from the National Curriculum and are set out in coverage plans and medium term plans that are followed throughout the academy. Outcomes from lessons are entered into the Formative part of the Otrack system. Every learning objective we cover is numbered and stored within the system so that judgements can be made and entered, whether that be during a lesson or afterwards. Judgements are based on this system of colours:

Assessment colour	What this means
Grey	Not assessed
Red	Not understood or not met the learning objective.
Orange	Some understanding or met part of the learning objective
Green	Achieved the learning objective
Purple	Great depth of understanding

Reports can be run at any point to give the most up to date information about pupils.

### Formative Assessments (AfL)

- Formative Assessment feature of Otrack
- Observations in lessons
- Discussions
- Questioning
- Plenary activities, quizzes
- Marking and responding to children's work
- Diagnostic tests or tasks
- Scrutiny of work
- Interviewing children
- Pupil self-assessment and peer assessment

### Summative Assessment Assessment of Learning

Summative assessment (Assessment of Learning-AoL), enables teachers to gauge pupil attainment at the end of a unit of work, a term, an academic year or a key stage. In Key Stage One and Two, judgements are made against year group expectations and pupil progress is tracked and monitored. There are forms of summative assessment which are statutory, such as the Early Years Baseline Assessment, Phonics Screening Check in KS1, the Year 4 Multiplication Tables Check and the SATs tests in Year 6. In addition, the Salford Reading Test and NTS Optional tests in English and Mathematics are used in all other year groups, in order to track and monitor progress in terms of reading ages and standardised scores. These results form part of termly pupil progress meetings.

Overall teacher assessments are entered into the summative part of Otrack at the end of each term for Reading, Writing, Grammar, Punctuation and Spelling, Spoken Language, Mathematics, R.E., Science, Computing, History, Geography, Design and Technology, Art and Design, Music, P.E and French. We follow a trust agreed 4 stage system for each year group to monitor and track pupil progress, this being:

CODES	STANDARD
B	Below the expected national standard
WT	Working towards the expected national standard
EXP	At the expected national standard
GD	Greater depth of the national standard

In order to decide which assessment stage a pupil is at, the percentage of objectives that are mastered are added together. These are set out in the table below. All pupils are expected to be at the expected standard for that year group by the end of the year. Data that is entered into O-track enables us to show how cohorts, groups and individual pupils are performing over the course of the year and beyond.

#### Percentage bands

<b>KS1 and 2</b>
<b>Below (B):</b> 0% - 29% green or purple <b>Working Towards (WT):</b> 30% - 59% green or purple <b>Expected (EXP):</b> 60% - 84% green or purple <b>Greater Depth (GD):</b> 85% green or purple AND at least 25% purple

Reports are produced and printed directly from Otrack. The Assessment Leader also produces data sheets that summarise attainment across the academy and monitor different vulnerable groups. Analysis of assessment data enables us to highlight areas of strength and weakness and to adapt our planning and teaching and to set appropriate targets. Otrack also helps to identify gaps in teaching and learning and is used to inform discussions with pupils, to agree next steps in learning and to inform planning. When used in this way, assessment can be both formative and summative.

In R.E, to assist in making judgements that are entered into otrack, we carry out a set assessed task for one topic each term. Staff plan, carry out and then assess and moderate these assessments in year group teams, in order to ensure continuity throughout the academy.

#### Summative Assessments (AoL)

- Early Years Baseline Assessment
- Year 1 Phonics Screening Check
- SATs in Year 6
- Year 4 Multiplication Tables Check
- Salford Reading Test
- NTS tests in English and Mathematics
- End of Unit tasks and tests in Core and Foundation Subjects, where appropriate
- Otrack Assessment system (Summative feature)
- Samples of unaided writing
- Assessed units in R.E.
- Little Wandle Phonics Assessments

## **Planning for Assessment**

Both formative and summative assessments are incorporated into our planning process.

The National Curriculum, the 'Little Wandle' Phonics and Spelling Programme, the 'Come and See' R.E scheme, the Jigsaw PSHE scheme and the 'Life to the Full' RSE programme, form the basis of our planning and teaching. They offer assessment guidance to help identify pupils' achievements and stages of attainment.

Short term plans are developed from medium term plans and show learning objectives and expected learning outcomes (Success Criteria). These are shared with pupils and referred to throughout lessons. This enables pupils to become involved in the assessment of their own and others' work. Tasks set are appropriate to each child's level of ability. This includes support for children with EAL or SEND, but also our most able pupils. Pupils who do not achieve the expected outcomes are noted and the information is used to adapt planning and identify where further support is needed. Interventions are carried out by teacher and TAs across the academy to support pupils. These are tracked and evaluated in order to see what impact they are having on pupil progress.

## **Tracking and Record Keeping**

We recognise that schools and academies are required to keep annually updated records of pupil achievements and abilities so that they have access to up-to-date information about the progress of individual pupils. We also understand that there are statutory requirements for the transfer of information to other schools when a child leaves the academy.

Recording assessments enables teachers to monitor pupil progress and to use records when reporting to parents, the next class teacher, the head teacher, governors, the Local Authority and other outside agencies. Our assessment procedures in the Early Years, in Year One (Phonics Screening Check), The Multiplication tables Test in Year 4 and the SATS in Year Six are monitored closely by the LA.

Staff are confident in entering assessments into our electronic tracking system, O-track, at the end of each term. Staff use this information to monitor cohorts, groups and individuals as they move throughout the academy, including pupils with SEND, EAL, more able pupils, Pupil Premium (Disadvantaged), Summer born pupils and the lowest 20% pupils in each year group.

## **Methods of Recording**

- Notes on short term lesson plans
- Individual teacher mark books
- Marking and feedback in pupil books
- Reading records
- Phonic records and tracking sheets, including Little Wandle Assessments
- Salford reading trackers
- Records of results of National tests
- NTS tests reports
- O-Track
- RE assessment books
- Samples of writing
- Running Records
- Intervention feedback forms and electronic tracking system

Class teachers monitor the progress of their pupils throughout the year. They use Otrack to help in their monitoring, to see if pupils are making progress and on track to meet age-related expectations.

Analysis of this information forms the basis of discussions with each class teacher in termly Pupil Progress Meetings for Reading, Writing, Grammar, Punctuation and Spelling, Mathematics and RE. Meetings are led by the SEND Leader and the Assessment/Contextual groups Leader. During these meetings, groups and individuals who are on track and performing well are identified, as well as groups or individuals who are not on track or making progress. Plans are put into place to further support these children and interventions introduced, where appropriate. This support is then monitored to ensure maximum impact.

Subject leaders also monitor attainment and progress of pupils throughout the academy. They use a range of key documents, such as the published end of Key Stage Data, as well as information directly from O-Track and NTS tests. The SENDco and Contextual groups Leader monitors the progress of different groups of pupils as they move through the academy. Foundation Subject Leaders monitor progress and achievement termly - through learning walks, book scrutiny as well as assessment data.

All records and assessment information are passed on to the next class teacher at the end of the academic year.

### **Reporting to Parents**

Teachers report to parents verbally twice a year at Parents Evenings and at Special Needs Reviews, where applicable. A written report is sent to parents at the end of each academic year. This includes the results of any formal tests the pupils have completed as well as teacher assessments and records of attendance. Parents are encouraged to contact the Academy if they have any concerns about their child's progress. Meetings are also held to inform parents of assessment procedures in certain year groups, such as the Phonics Screening Check in Year One.

### **Special Educational Needs and Disabilities**

Teachers aim to give every pupil, whatever their ability, the opportunity to gain confidence, to experience success and to achieve as high a standard as possible. This will be reflected in the way assessment is undertaken in the academy. The SENDco ensures that there is a consistent approach to the setting and review of targets, whilst class teachers are responsible for setting and assessing targets on running records. The SENDco is responsible for the arrangement of appropriate external assessments of children.

### **Roles and Responsibilities:**

#### **Our pupils are encouraged to take responsibility for their own learning through:**

- assessing their own work and, where appropriate, the work of their peers.
- asking for help and advice in improving their work.
- taking on board feedback on what they need to do in order to improve.

#### **All Teaching Staff ensure that:**

- during all lessons clear expectations and learning objectives are shared with pupils. These are reviewed during and at the end of the lesson.
- pupils are actively involved in their own learning and self-assessment of their progress. (This is at a level appropriate to their age and ability).
- every pupil will receive feedback about the standards of their work but this may not always be written.
- care is taken to ensure that assessment builds up pupils' motivation, confidence and self esteem.
- results of assessment are used to inform further planning and adapt teaching accordingly.
- detailed information is provided for termly Pupil Progress Meetings.

**The Assessment Leader ensures that:**

- the assessment, record keeping and reporting tracking procedures are being used effectively and consistently throughout the Academy, including the use of otrack.
- statutory and non statutory assessment tasks are delivered at the appropriate times.
- data is collated and made available to the staff, SLT and governors.
- any areas that may arise for school improvement are identified and SLT informed.
- tracking procedures are followed and deadlines met, as set out in the Assessment and Moderation timetable.
- staff are kept informed of new developments relating to assessment and co-ordinates any CPD for staff as and when necessary.

**The Headteacher and the Senior Leadership Team ensure that:**

- all teachers receive training on how to use formative and summative assessment.
- the marking of work complies with the school's guidelines and is used to motivate pupils and provide them with specific guidance on what further development is required.
- a database of pupils' attainment is used to track individual progress (O-track).
- Moderation activity takes place regularly during staff meetings as detailed in the Assessment and Moderation timetable.
- Pupil Progress meetings are held termly in order to discuss pupil progress and identify any areas for further development.
- National tests are carried out in accordance with the statutory framework.
- parents are informed about the results obtained by their children in any National tests and examinations.
- all pupils receive a report for each subject once per year.
- any changes to this policy in the light of national changes are reported to the Governing Body.
- information about the academy's National Assessment results and national comparative data is provided on the academy website.

**Arrangements for monitoring and evaluation:**

- Key Stage leaders, subject leaders and the assessment/contextual groups leaders monitor marking and assessment practice within their own curriculum areas. Lesson observations/learning walks, work scrutiny and moderation form part of this process.
- The Assessment leader monitors assessment practices overall across the academy.
- The Headteacher and SLT monitor progress of pupils through scrutiny of data and outcomes from termly Pupil Progress meetings.

**The Governing body receives an annual report from the Head teacher that includes information about:**

- the outcomes of monitoring, and changes in practice that have resulted from them.
- the overall standards achieved.
- the standards achieved at the end of each key stage by gender, pupil premium, SEND, EAL and ethnicity, compared with national benchmarks.
- the impact of specific interventions and teaching developments on standards.

Updated January 2024 by E McIlvaney

The Governors of *Saint Bernadette's Catholic Primary Voluntary Academy* operate this policy in accordance with the teachings of the Catholic Church and the academy's own Mission Statement.