



# **Assessment, Recording and Reporting Policy for Laurus Trust Primary Schools**

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**Next review due by:** June 2023

**The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.**

### **Purpose of this policy**

The purpose of this policy is to help all members of staff to understand the processes involved in ensuring that Target Setting, Assessment, Recording and Reporting (ARR) has a positive impact on each pupil's learning and progress. It outlines how information should be shared with pupils, parents and leaders at all levels in order to maximise the impact assessment can have on securing the best possible learning outcomes for all pupils.

### **Types of assessment**

Assessment is not a process distinct to that of Teaching and Learning – effective, formative assessment is at the very heart of quality daily classroom practice. Teaching staff employ a range of strategies to ensure that their knowledge of where their pupils are in their learning, and where they need to go next, is as up-to-date as possible and that, where possible, this is shared with the child.

### **Principles of assessment**

Above all, this policy is designed to ensure that all ARR and target setting processes contribute first and foremost to the development of each pupils' learning and are always centered on the needs and interests of the individual child. Monitoring within the policy is designed to ensure processes are consistent, fair and honest and contribute to an ambitious vision for the achievements of each and every pupil.

The following table contains what we perceive to be the 'essentials' of high quality practice at all Laurus Trust Primaries although it should be noted that at any one time a number of initiatives will be running in order to ensure high standards are maintained; these are detailed either in related 'useful references' or can be discussed with a member of SLT or class teachers.

	<b>What?</b>	<b>Why?</b>	<b>How?</b>	<b>References</b>	<b>Monitoring and staff development</b>
<b>Assessment</b>	Process of discovering what a child / children can do or know(s) in order to provide personalised learning opportunities and inform curriculum design	'Assessment is the bridge between Teaching and Learning'. It is through continuous assessment that a teacher is able to set tasks for pupils that both engage and challenge them, resulting in the best possible outcomes.	<ul style="list-style-type: none"> <li>• Daily formative assessment practice in classrooms*</li> <li>• Marking and Feedback (both verbal and written with pupil responses)</li> <li>• Short, regular tests to inform daily practice</li> <li>• Summative assessment against age-related expectations (ARE)</li> <li>• NFER Assessments in Reading, SPaG and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• Marking and Feedback policy</li> <li>• Teaching and Learning Handbook</li> <li>• EYFS Framework</li> <li>• 2014 National Curriculum</li> <li>• Whole School 'Big Ideas' Reading and Maths and Teacher Assessment Frameworks for Writing</li> <li>• NFER Assessments in Reading, SPaG and Maths</li> <li>• Assessment page of school website</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring cycle including book moderations</li> <li>• Termly Pupil Progress Review meetings</li> <li>• Professional Learning schedule including training on assessment techniques</li> </ul>
<b>Recording</b>	Process of collecting and collating significant assessment information to allow stakeholders to track and react to the progress and attainment of groups and individuals	A clear system for recording attainment and progress allows Class Teachers, Middle and Senior Leaders and Governors/Trustees to track progress, identify necessary actions and assess the impact of teaching over time.	<ul style="list-style-type: none"> <li>• ARE Trackers</li> <li>• Termly PPR summary documents</li> <li>• Termly whole school summaries (for individuals, classes and groups)</li> <li>• Informal Class Teacher assessment records</li> </ul>	<ul style="list-style-type: none"> <li>• SIMS assessment records</li> <li>• Monitoring cycle and Professional Learning Schedule</li> <li>• Whole School 'Big Ideas' Reading and Maths and Teacher Assessment Frameworks for Writing</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation meetings to quality assure judgements</li> <li>• Monitoring cycle including book moderations</li> <li>• Termly Pupil Progress Review meetings</li> </ul>
<b>Reporting</b>	Process of reporting on progress and attainment of groups of, and individual children. This includes reporting to pupils, parents, SLT, Governors/Trustees, Executive Head Primary and other external bodies	Ensuring all stakeholders are clear on the progress and attainments of individual pupils and groups/cohorts is vital in enabling, for example, effective home/school relationships and an appropriate level of challenge and support from Senior Leaders and Governors/Trustees	<ul style="list-style-type: none"> <li>• Parents' Evenings 2x yearly</li> <li>• Annual Reports to parents</li> <li>• Termly updates to Governors/Trustees</li> <li>• SEND, Pupil Premium and Sports Premium Reports</li> <li>• End of Key Stage results published on appropriate primary school website</li> <li>• School Self Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Nationally published data (e.g. DfE Performance Tables, Compare Schools)</li> <li>• Analyse School Performance (ASP)</li> <li>• School data summaries</li> <li>• School Self Evaluation</li> <li>• Reports to parents and Governors (see left)</li> <li>• Minutes from Governors meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Voice (through Parent Council and feedback at Parents' Evenings)</li> <li>• Termly Pupil Progress Review meetings</li> <li>• Communication with school community (e.g. weekly newsletter, use of school website and Twitter)</li> </ul>

<p><b>Target Setting and Reviewing</b></p>	<p>Process of describing what pupil outcomes should be both in terms of:</p> <ul style="list-style-type: none"> <li>• Data (both externally validated and in-house judgements)</li> <li>• identifying and addressing learning gaps on a formative basis</li> </ul>	<ul style="list-style-type: none"> <li>• To realise high expectations for the progress and attainment all pupils (at least in line with the 'National Standard')</li> <li>• To ensure that the school maintains progress and attainment that is significantly above the national average</li> <li>• To ensure best possible use of resources and focused planning, teaching and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Use of current and historic national data (e.g. ASP) to ensure positive trends over time</li> <li>• Part of termly PPR meetings and monitoring cycle (in relation to end of year / phase expectations)</li> <li>• Triangulation of outcomes in books, test data and teacher assessments</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS Framework</li> <li>• 2014 National Curriculum</li> <li>• ARE trackers</li> <li>• Nationally published data (e.g. DfE Performance Tables, Compare Schools)</li> <li>• Teaching and Learning Handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Termly Pupil Progress Review meetings</li> <li>• Annual monitoring cycle</li> <li>• EHP/CEO visits and Governor/Trustee meetings</li> <li>• Moderation meetings to quality assure judgements</li> </ul>
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