



## **GOLDINGTON GREEN ACADEMY** **ASSESSMENT RECORDING and REPORTING POLICY**

### **Statement of Intent**

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers we aim to develop a school culture that positively values diversity. We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school.

### **Safeguarding Children**

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

This policy is to be read and reviewed in conjunction with the Marking Policy.

## **Rationale**

*‘Assessment refers to all those activities undertaken by teachers and by pupils in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.’*

Black & Wiliam 1999

This ASSESSMENT RECORDING and REPORTING POLICY has been reviewed as a result of the, Final report of the Commission on Assessment without Levels. (September 2015) and the Rochford Review 2016.

At Goldington Green Academy we believe that the purpose of assessment is to move children’s learning forward. We believe that effective assessment, recording and reporting is a means of motivating, developing and recognising pupil achievement and self esteem. It gives pupils and parents clear guidance of the next steps in their learning. We believe that assessment should be regular, clear, constructive, personal, encouraging, informative and honest. Assessment is a continuous process that provides information on the achievements of a child, measured against clear national criteria.

## Equal Opportunities

At Goldington Green Academy we promote equal opportunities to all pupils regardless of gender, ethnic or social background.

We will provide each child with the opportunity for suitably differentiated, hands on, practical experiences regardless of their race or gender.

This is achieved through: -

- the use of evidence/materials requiring degrees of basic skills and from a variety of cultural backgrounds
- differentiation by tasks, learning, outcome or support
- differentiated means of expression
- assessment that recognises different ways in which learning can be demonstrated
- opportunities for all pupils to demonstrate their achievements regardless of SEND need or English proficiency. As such opportunities wider than those measured through English literacy skills will be offered.

## **The Purposes and Principles of Assessment**

- To provide a benchmark to enable progress to be measured
- To enable teachers to evaluate the performance of pupils
  - Against National norms
  - Against the performance of other pupils
  - Against previous attainment
- To identify individual strengths and weaknesses
- To involve pupils in their learning and assessment and to help them to know how their learning is progressing.
- To identify additional needs quickly and enable effective intervention
- To give a clear and accurate indication of pupil attainment
- To give clear guidance on success and next steps
- To evaluate the overall performance of the school
- To evaluate teaching methods
- To facilitate planning and effective differentiation
- To inform target setting
- To provide constructive information for pupils, parents and teachers
- To involve pupils and parents in their development & progress
- To make assessment an integral part of teaching and learning
- To take account of differentiation
- To record assessment evidence and keep formal records of attainment

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

### **The primary purposes of day-to-day in-school formative assessment**

#### **For pupils:**

In-school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts to improve.

#### **For parents:**

When effectively communicated by teachers, in-school assessments provide parents with a broad picture of where their children's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education. In Early Years parents can register and log onto the Early Excellence Tracker to access formative assessment and make their contributions.

#### **For teachers:**

In-school formative assessment should be an integral part of teaching and learning. It allows teachers to understand pupil performance on a continuing basis. It enables teachers to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way, it supports teachers to provide appropriate support or extension as necessary. It also enables teachers to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly.

#### **For school leaders:**

In-school formative assessment provides a level of assurance for school leaders. If school leaders are confident their staff are carrying out effective formative assessment, they can be assured that problems will be identified at the individual level and that every child will be appropriately supported to make progress and meet expectations.

### **Examples of strategies**

- The use of rich question and answer sessions during lessons to evaluate pupil understanding and identify gaps or misconceptions.
- Gaps in learning identified and addressed through annotating of planning and summative assessment information.
- Observations by all staff in the classroom. Formal and informal.
- Pupils self-assess through the use of traffic lighting their work.
- Sharing of Learning Intention
- Sharing of Success Criteria
- Working walls in all classrooms with the agreed elements
- Oral and written feedback
- Next steps identified and support needed to achieve those steps
- Child speak marking policy
- Teachers and pupils review assessment data
- Peer and self-assessment

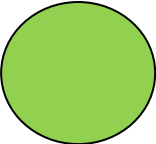
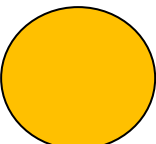
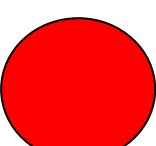
### **Peer and Self-Assessment**

Peer and self-assessment empowers pupils to recognise their own successes and areas for improvement.

Peer and self-assessment should follow explicit modelling of the process and teaching the vocabulary.

Pupils should use the traffic light system to self-assess their work. This informs future planning.

### **Example of traffic lights**

	I understand this learning
	I need some help with this learning
	I do not understand this learning

### **The primary purposes of in-school summative assessment**

**For pupils:**

In-school summative assessment provides pupils with information about how well they have understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. It also demonstrates that pupils have met expected standards.

**For parents:**

In-school summative assessments can be reported to parents to inform them about the achievement, progress and wider outcomes of their children across a period, often a term, half-year or year. In Early Years summative assessment and next steps are recorded against written observations, video and photographs.

**For teachers:**

In-school summative assessment enables teachers to evaluate both pupil learning at the end of an instructional unit or period (based on pupil performance against expected outcomes) and the impact of their own teaching (based on class level outcomes). Both these purposes help teachers to plan for subsequent teaching and learning.

**For school leaders and school governors:**

In-school summative assessment enables school leaders and school governors to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

**Examples of strategies**

Early Excellence assessment in Early Years  
Weekly spelling test (if appropriate)  
Weekly times table tests(if appropriate)  
Phonic Screening in the Summer Term (Year 1 and follow up Year 2 pupils)  
Individual Education Plans  
Individual Provision Plans  
Education Health and Care Plan  
Letters and Sounds Phonics tracking – “Phonics Tracker”  
Whole school moderation Half termly  
Half termly team moderation  
Pupil Progress meetings – half termly  
Standard Assessment Tests(SATS) in GPS (Punctuation and Grammar, Spelling,),  
English and Maths

Summative assessments used in school (Summative assessment is always used diagnostically)

Early Years	Observation Books, EEXAT,
Year 1	PIXL and Teacher assessment
Year 1	Phonics Screening
Year 2	PIXL and teacher assessment, SATS
Year 2	Phonic Screening for children not achieving the expected level during Year1
Year 3	PIXL and teacher assessment
Year 4	PIXL and teacher assessment, <b>times table screening (mandatory from 2020)</b>
Year 5	PIXL and teacher assessment
Year 6	PIXL and teacher assessment, SATS

Year Group	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Pre School</b>	Phonics assessment Baseline EExAT	Phonics assessment	Phonics assessment	Phonics assessment EExAT	Phonics assessment	Phonics assessment EExAT
<b>Early Years</b>	Baseline Phonics assessment	Phonics assessment EExAT	Phonics assessment	Phonics assessment EExAT	Phonics assessment	Phonics screening Phonics assessment ELG assessment
<b>Year 1</b>	Weekly spelling test s Phonics assessment <b>Rising Stars s (English)</b> <b>Rising Stars tests (Maths)</b> <b>Phonics assessment</b>	Weekly spelling test s Rising Stars s (English) Rising Starstests(Maths) Phonics assessment	Weekly spelling test s Phonics assessment	Weekly spelling test s PIXL tests(English) PIXL tests(Maths) Phonics assessment	Weekly spelling test s Phonics screening Phonics assessment	Weekly spelling test s PIXL tests(English) PIXL tests(Maths) Phonics assessment
<b>Year 2</b>	Weekly times tables test s Weekly spelling test s GPS test Phonics assessment	Weekly times tables test s Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) Phonics assessment	Weekly times tables test s Weekly spelling test s GPS test Phonics assessment	Weekly times tables test s Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) Phonics assessment	Weekly times tables test s Weekly spelling test s GPS test Maths SAT English SAT – Reading GPS TEST SAT Phonics assessment	Weekly times tables test s Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) Phonics assessment
<b>Year 3</b>	Weekly spelling test s GPS test <b>Reading speed test</b> <b>Reading speed test (Baseline)</b>	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) <b>Reading speed test</b>	Weekly spelling test s GPS test	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) <b>Reading speed test</b>	Weekly spelling test s	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) <b>Reading speed test</b>
<b>Year 4</b>	Weekly spelling test s GPS test <b>Weekly times table test</b> <b>Reading speed test (Baseline)</b>	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) <b>Reading speed test</b> <b>Weekly times table test</b>	Weekly spelling test s <b>GPS test</b> <b>Weekly times table test</b>	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) <b>Reading speed test</b> <b>Weekly times table test</b>	Weekly spelling test s <b>GPS test</b> <b>Weekly times table test</b> <b>DFE Multiplication test</b>	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths) <b>Reading speed test</b> <b>Weekly times table test</b>
<b>Year 5</b>	Weekly spelling test s GPS test	Weekly spelling test s GPS TEST PIXL tests(English) PIXL tests(Maths)	Weekly spelling test s GPS test	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths)	Weekly spelling test s GPS test	Weekly spelling test s GPS test PIXL tests(English) PIXL tests(Maths)
<b>Year 6</b> <b>GPS test – only within Pixl/SATs tests</b>	<b>Weekly spelling test s</b> <b>GPS-test</b> <b>Weekly times table test</b> <b>Reading speed test (Baseline)</b> <b>Mock SATs –</b>	<b>Weekly spelling test s</b> <b>GPS-test</b> <b>Weekly times table test</b> <b>Reading speed test</b> <b>PIXL test</b>	<b>Weekly spelling test s</b> <b>GPS-test</b> <b>Mock SAT GPS, Reading and Maths</b>	<b>Weekly spelling test s</b> <b>GPS-test</b> <b>PIXL tests(English)</b> <b>PIXL tests(Maths)</b>	<b>Weekly spelling test s</b> <b>GPS-test</b> <b>Maths SAT</b> <b>English SAT – Reading</b> <b>GPS TEST SAT</b>	<b>Weekly spelling test s</b> <b>GPS-test</b>

	GPS, Reading and Maths	(English) PIXL test (Maths)				
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**These tests align with the school’s assessment principles and are administered in line with the test protocols. The information provided by the tests supports teaching and learning. Gaps and misconceptions are identified through the marking. Teaching and learning responds to the information through revised planning and pupil feedback.**

**The primary purposes of nationally standardised summative assessment**

Pupil outcomes are measured against Age Related Expectations

**For pupils and parents:**

Nationally standardised summative assessment provides information on how pupils are performing in comparison to pupils nationally.

**For parents:**

Nationally standardised summative assessment also provides parents with information on how the school is performing in comparison to schools nationally. This enables parents to hold schools to account and can inform parents’ choice of schools for their children.

**For teachers:**

Nationally standardised summative assessment helps teachers understand national expectations and assess their own performance in the broader national context. End of academic year Bedford Borough Assessment Information Grid is completed, moderated and submitted.

**For school leaders and school governors:**

Nationally standardised summative assessment enables school leaders and school governors to benchmark their school’s performance against other schools locally and nationally, and make judgments about the school’s effectiveness. End of academic year Bedford Borough Assessment Information Grid is completed, moderated and submitted.

**Examples of strategies**

- National Curriculum tests at the end of Key Stage 1 in Reading, Maths and GPS TEST
- National Curriculum teacher assessments at the end of Key Stage 1 in Writing
- National Curriculum teacher assessments at the end of KS2 in Writing and Science

**Assessment levels:**

**Each child will be assessed according to their achievements linked with the new curriculum. For English and Maths they will be assessed using the below:**

<b>PiXL Grades</b>	<b>Definition</b>
<b>A1</b>	Based on current rate of progress, will secure Above Expected Standard
<b>A2</b>	<b>Above Expected Key Marginal</b> Based on current rate of progress, will securely achieve Expected Standard. With the right forensic support, has the potential to achieve Above Expected Standard
<b>E1</b>	Based on current rate of progress, will secure Expected Standard
<b>E2</b>	Based on current rate of progress is likely to achieve Expected Standard but may require some additional support
<b>B1</b>	<b>PiXL Key Marginal</b> Based on current rate of progress, will not achieve Expected Standard but with the right forensic support, has the potential to do so.
<b>B2</b>	Requires specialist support

**For foundation subjects the following are expected:**

	<b>Expected at December</b>	<b>Expected at Easter</b>	<b>Expected at the end of the year</b>	<b>Achieving above expectations</b>
<b>Year 1</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Exceeding/ Mastery</b>
<b>Year 2</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Exceeding/ Mastery</b>
<b>Year 3</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Exceeding/ Mastery</b>
<b>Year 4</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Exceeding/ Mastery</b>
<b>Year 5</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Exceeding/ Mastery</b>
<b>Year 6</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Exceeding/ Mastery</b>

Children in Early Years are assessed according to age bands.

### Assessment in Pre School 2 Year Old Starters Procedure/Progress Check

For the purpose of definition, a 2 year old is deemed as any child NOT turning 3 within 4 weeks of commencement.

2 years old to have 16-26 months profile pages in addition to the standard set as required.

Any identified speech issues to be checked against ECAT form

Children who will be less than 2 years 6 months at start to have stair competence check at time of offer.

September intake: Children under 2 years 6 months at start to have pre start visit in 1<sup>st</sup> week of September term.

2 year old arrival  
Has the child attended a previous setting?



**NO**

Key person has discussion with parent, completes observations, assessments and baselines and writes 2 year old report.

Key person to arrange meeting with parents to discuss and hand over progress check.

**YES**

Contact previous setting to discuss who will be completing progress check.

Due to the requirement of the check being required between the ages of 2 and 3 and being based on knowledge and observations of the child, we feel any progress check could be inconclusive and misleading if completed in less than 1 months attendance. Therefore, we will only be undertaking 2 year old progress checks on children turning 3, after 4 weeks of attendance.

Note: All parents of children starting preschool are briefed and receive a written report on their child's progress 3/4 weeks after their commencement.

## Recording

### Recording Progress

Termly whole school, analysis of assessment information. The information is used to plan intervention and deploy additional support. Results are shared with whole staff.

Provision maps are analysed in termly Pupil Progress Meetings. The progress of every pupil is tracked. The progress of vulnerable groups and pupils making less than expected progress leads to appropriate action to ensure all pupils make at least good progress

### The following records are maintained for individuals and groups of children as appropriate:

Assessment Information	When	Impact
All subject attainment (assessment outcomes logged on SIMS/PIXL/EEaT and analysed by Subject Leaders)	Termly	Subject leaders can identify successes and dips in attainment across school and in groups. Any issues can be addressed swiftly e.g. CPD for whole school, individual year groups or teachers. <b>The impact is that subject leaders ensure that standards are at least good and gaps are closing.</b>
Marking with feedback which children respond to	Ongoing	In-school formative assessment <b>helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to know their next steps.</b>
Reading objective sheets	Annotated as appropriate	Accurate tracking of progress and next steps. Impact is accurate teacher knowledge of pupil achievement allowing teachers to plan next steps.
Maths objective sheets	Annotated as appropriate	Accurate tracking of progress and next steps. Impact is accurate teacher knowledge of pupil achievement allowing teachers to plan next steps.
Writing objective sheets	Annotated as appropriate	Accurate tracking of progress and next steps. Impact is accurate teacher knowledge of pupil achievement allowing teachers to plan next steps.
Planning sheets annotated	Ongoing	Formative assessment information is recorded. <b>The impact is that teachers and support staff can communicate and</b>

		<b>plan to address any gaps in achievement.</b>
PIXL reading test results	termly	<b>The impact is the tests give an age related score and shows progress or intervention needed over the six half terms. Analysis of the detailed results shows dips in achievement across the class and planning put in place to address the dips.</b>
PIXL mathematics test results	termly	<b>The impact is the test give an age related score and shows progress or intervention needed over the three terms. Analysis of the detailed results shows dips in achievement across the class and planning put in place to address the dips.</b>
GPS test results	Termly	<b>The impact is the test give a score and shows progress or intervention needed over the six half terms. Analysis of the detailed results shows dips in achievement across the class and planning put in place to address the dips.</b>
Individual Provision Plans	Reviewed termly / annotated as appropriate	The special needs of pupils can be identified and targeted using SMART targets. <b>The impact will be these pupils make good or better progress.</b>
Individual Provision Plans	Reviewed termly / annotated as appropriate	The IPP records school and outside agency intervention The special needs of pupils can be identified and targeted using SMART targets. <b>The impact will be these pupils make good or better progress.</b>
Provision Maps	Reviewed termly / annotated as appropriate	<b>The expected impact is that an overview of provision can be shared with appropriate staff and the effectiveness can be measured, evaluated and intervention put in place if necessary to support good or better progress. All pupils have appropriate support resulting in at least good progress.</b>
Raising Attainment Plans (RAAR))	Reviewed termly / annotated as appropriate	The overall dips in achievement of each year group are identified, through teacher formative assessment and in school summative assessment. <b>The impact is that targeted planning addresses the dip and the year group continue to make good or better progress.</b>
EAL Nassea Tracking	Termly and on transfer within school or end of year 4	EAL records are passed during a meeting with the EAL manager from the receiving school. <b>The impact of these written records is that the chronological record can be maintained and shared with appropriate staff at the receiving school. Provision can be shared, gaps identified and learning maintained.</b>
Specific SEND assessments	As needed	The SENDco or Inclusion Leader will undertake assessments according to pupil needs which will guide the support put in place; as a result of good support pupils will make at least good progress.
<b>Transition</b>		
New class	New class	As a result of good communication, there will be no dip in

handover and class data analysis	handover	attainment at transition points, and pupils will make at least good progress at Transition points.
Vulnerable pupil	Transfer to new schools	This recording is used to highlight, to receiving schools, any pupils who do not appear on the SEND / EAL/ CP register but who need monitoring, either academic or pastoral. <b>The impact is that these pupils' special needs are recognised and addressed on transfer.</b>
SEND Individual transfer forms	Termly and on transfer within school or end of year 6	All SEND pupils have additional visits to receiving schools. Their records are passed during a meeting with the SENCO from the receiving school. <b>The impact of these written records is that the chronological record can be maintained and shared with appropriate staff at the receiving school. Provision can be shared, gaps identified and learning maintained.</b>

Confidential records (e.g. Safeguarding) are kept in a locked cabinet in the Head Teacher's office.

Pupils' 'Yellow Folders' are kept in a locked filing cabinet in the school office.

## Reporting

### Parents

#### Our school has an open door policy

- a) Two formal parent/teacher consultations per year. Parents have written report which includes progress towards levels in English, Mathematics and Science with the next steps to achieve the targets.
- b) Open Afternoon
- c) Parents' Familiarisation Events
- d) SATS parent Information meeting in the Spring Term
- e) Informal teacher/parent meetings
- f) Meetings for parents with outside agencies (e.g. Educational Psychologist, School Nurse)
- g) Annual written report
- h) Termly numeracy target booklets
- i) Curriculum Circus

### Teachers

- a) Pupil progress meetings with Head Teacher and Dep. Head Teacher (KPI)
- b) Meetings with teachers on transfer (internal or external)
- c) EAL profiles on transfer (internal or external)
- d) SEND profiles on transfer (internal or external)
- e) CP/LAC information on transfer (internal or external)
- f) Consistent record keeping through the school informs teachers' information sharing
- g) Key Stage meetings / year group meetings / staff meetings / In service training days

### **Other schools**

Transfer and Transition meetings at every transition point throughout GGA including onto secondary education and new schools.  
INSET / conferences  
Feeder Pre-schools

### **Transfer of Information**

The following information **must** be transferred to the receiving class teacher during the 2<sup>nd</sup> ½ of the Summer Term.

- Handover checklist
- All PIXL data, up to date electronically
- All EExAT data up to date electronically
- ELG/GLD information
- All IPPS , up to date electronically
- Provision maps, on the network and up to date
- Current exercise books in all subjects
- Phonics Information
- Reading files
- Writing assessment information
- Summer Pupil Progress grid with end of term analysis

### **Year 6 to new school**

Assessment outcomes including SAT results  
SEND/EAL/CP information  
Pastoral information  
Electronic transfer of attainment

### **Marking**

The school marking policy provides continuity and standardisation of information on assessment for pupils, parents and teachers. Please see the marking policy. Live marking is a key focus to ensure marking is meaningful and up to date.

Training for teachers takes place in-house and through courses and conferences. Co-ordinators keep a school portfolio of assessed work in their subject area. This policy to be reviewed every two years by the Curriculum committee in conjunction with the ARR Policy

Written by The SLT

*Reviewed February 2020*

Next review due February 2022.