Assessment, Recording and Reporting Policy

Contents

1. Introduction

Purpose:

The primary purpose of assessment at Terra Nova is to create continual improvement in learning, to celebrate achievement and to encourage the pupils' independence by giving them frequent opportunities to develop reflection and self-evaluation skills. Assessment therefore is an integral part of our curriculum, and a key element to both teaching and learning.

Our assessment program includes a combination of both formative teacher assessment and summative standardised testing.

Aims:

Formative assessment is used in many different forms; verbal, written or a mix of both, to provide pupils with specific feedback that allows them to continually improve their academic attainment. At Terra Nova, we expect formative assessment to guide teachers' planning, lesson design and feedback techniques. This approach to assessment encourages pupils of all abilities to strive for excellence at every level and to feel confident in achieving their best. Refer to Feedback Policy for further information.

Summative assessment provides essential information about progress to pupils, parents and teachers and is included in reports. Both formative and summative assessments are valued for the different information they provide and they are often combined to judge the achievement and progress of pupils against national standards.

Students at our school have an assessment process which:

- Accurately identifies and tracks progress;
- Highlights strengths and areas for improvement, together with strategies to manage them;
- Raises the expectation of success and celebrates a broad range of achievement;
- Provides reliable and credible information to support progression in learning;
- Recognises the wider curriculum including personal and social development;
- Actively involves them;
- Allows judgements to be made about a pupil's attainment, progress, attitude to work and academic potential;
- Informs planning and teaching methods as a result of relevant assessments;
- Uses assessments to create tasks which build upon a pupil's previous experience thus facilitating progress in his/her learning;
- Communicates pupil progress, attitude to work, and potential, to parents, governors, other teachers and himself/herself in a manner appropriate to the person being reported to.

2. Summative assessment cycle:

Year Group	CAT 4 Cognitive Ability Tests (digital assessment)	GL PTE/ PTM Progress Test in maths/ English (digital assessment)	PIRA/ PUMA (paper based maths/reading assessment)	ROS Written assessment	PASS Pupil attitude to self and school (digital assessment)	*CE Common Entrance (paper assessment)	LASS Dyslexia screener (digital assessment)
	October + any new students	June	November, March and June	November, March and June	January	June	February + any new students
1		▓	▓	▓			
2		▓	▓	▓			
3		▓	▓	▓			
4	▓	▓	▓	▓	▓		▓
5		▓	▓	▓	▓		
6	▓	▓	▓	▓	▓		
7		▓	▓	▓	▓		
8	▓	▓	▓	▓	▓	▓	

PM Benchmarking:

Teachers in EYFS-Y4 use PM Benchmarking to inform pupil progress in reading until a pupil becomes a 'free reader', at which point they have finished PM Benchmarking levels. Pupils are benchmarked at the start of a new school year and thereafter at the teacher's discretion.

Read Write Inc:

Pupils from Reception to Year 4 are assessed each half term using the Read, Write, Inc phonics assessment. The assessment data is analysed by the Reading Lead and informs phonics groupings, next steps and pupils who need further support.

*Common Entrance:

There is a formal Common Entrance exam week for students in Y8 during the second half of the Summer Term. Students sit papers in English, Maths, Science, French. Results, exam papers and feedback are shared with students **before** parents.

New students:

All new students that join Terra Nova will sit PIRA/PUMA papers before starting to aid teachers in their academic assessment and ensure all students are accurately set. In addition, new students will also sit a digital LASS screener that will help highlight any specific learning needs and a CAT4 assessment which assesses students' cognitive ability profile.

3. Data, Recording and Reporting

Assessment Data

Each of the above assessments aim to:
- Track individual progress;
- Provide evidence for reporting attainment/progress to parents and to highlight areas of excellence and need for improvement;
- Enable teachers to plan effectively;
- Allow staff to monitor pupils' attainment across the curriculum and to assess attitudes to work;
- Set realistic and achievable next steps for individual student;
- Enable judgements to be made and reported about a pupil's potential in external examinations;
- Inform staff discussions when the performance of pupils is evaluated, individually and collectively.

Recording Data

Recording students' achievements are part of the assessment process. Class teacher's in the Junior school and subject specialist teachers in the Senior school are responsible for administering and marking paper based assessments. Digital assessments are administered by the same teachers but the data generated is shared with them by SLT.

Once collected, data is then stored;
- On Google Drive - assessment trackers.

Data should;
- Show the individual levels which each pupil has achieved;
- Give an indication of the progress of each pupil;
- Provide evidence to support the levels of attainment reached;
- Give parents, teachers and pupils information about achievement, skills, knowledge, abilities and progress displayed in school;
- Involve the pupil in the learning process: individual pupil and group targets.

Reporting

Our reporting system provides clear feedback regarding students' academic progress.

- Autumn/Spring - individual report cards with subject specific grades.
- Summer - detailed subject reports, commenting on progress, both in terms of effort and attainment as well as providing next steps to further learning.
- Data from PTE/PTM assessments is shared with parents within the summer term report. All other data is shared on an as needed basis with approval from SLT.
- All reports provide grades that link to nationally standardised score boundaries. (Appendix A).
- Reports are sent to parents electronically.
- In addition to report cards and written reports, parents are also invited to two 1:1 parent consultations in the Autumn/Spring terms to discuss their child's progress.
- The SLT are responsible for advising parents on the suitability of future schools and the necessary academics required.

4. Tracking and monitoring progress

Tracking of Progress

Class teachers and subject specialist teachers have a shared responsibility for analysing data for their form group and/or subject. Students' progress is tracked, and slower than expected rates of progress are highlighted and discussed in detail with class/subject teachers during Pupil Progress Meetings (PPMs). The objective of PPMs is to identify students who are under/over performing and ensure relevant support is in place to facilitate excellent pupil progress. In collaboration with the Inclusion Team (as and when required) any intervention deemed necessary can be put in place.

Monitoring whole school progress

The SLT commits to:
- Ensuring quality assurance and maintaining high standards of academic rigour and individual pupil progress and outcomes.
- Overseeing and monitoring all aspects of planning, assessment, recording and reporting; to evaluate group and school performance, set targets based upon assessment data and to report the same to the Governors.
- Advising on changes to the school's planning, assessment, recording and reporting procedures and policy.
- Evaluating group and school performance.

Head of departments and subject/form tutors commit to:

Head of EYFS
- Setting appropriate targets and sharing with the SLT to monitor, evaluate and advise the SLT upon Nursery and Reception performance.

Heads of Subject/Form Teachers
- Using relevant planning, assessment, recording and reporting information to fulfill their curriculum plan - ensuring each child is achieving their potential.
- Monitoring, evaluating and advising SLT upon performance of subject and/or form groups.

5. Inclusion

Inclusion

The School examines the virtues transmitted, either intentionally or unintentionally, to pupils and ensures that the curriculum, organisation, ethos and attitudes provide all pupils with equal opportunities for educational achievement. The Governing Body ensures that all pupils in the School have equal access to a broad and balanced curriculum and that the specific needs of pupils are met to ensure equality of access.

Practices and procedures followed are as outlined in the school Inclusion Policy. This includes planning to meet the needs of pupils with special educational needs (SEND), pupils who are more able, pupils with disabilities, pupils from all social, cultural and religious backgrounds, pupils of different ethnic groups and pupils from diverse linguistic backgrounds. The school strives to provide a safe environment, free from harassment and intimidation, in which pupils' contributions are valued and where racial, religious, disability and gender stereotypes are challenged.

Monitoring and review:

- The school's policy and practice for planning, assessment, recording and reporting will be reviewed in accordance with the school's policy review.
- The policy will be reconsidered in the light of any new statutory requirements or local initiatives.
- This policy will be reviewed annually by the SLT.

6. EYFS observation, assessment and planning

Good planning is the key to making students' learning effective, exciting, varied and progressive. Effective learning builds on and extends what students already know and can already do. Our planning shows how the principles of the EYFS are put into practice and is always informed by observations we have made of the student and the environment they are in. This helps us to understand and consider their current interests, development and learning needs and leads to judgments being made on where to take a child's learning. All staff who work in the EYFS at Terra Nova are involved in this process.

Staff use the non statutory document, Early Years Outcomes to support student's learning and development, by closely matching what they provide to a child's current needs.

Observation
The staff at Terra Nova observe students as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home. All of the information gathered from this practice will help to build a picture of each individual child and is therefore used to help to move them forward to the next stage in their learning journey.

Observations are collected in various formats, including; a digital learning journey (Tapestry) photographs, student's creations and notes from home, as well as written observations and mental notes. The digital learning journey is used in assessment practice and helps to inform future planning. Links are made to the age and stage of ability and areas of learning wherever possible to help staff with their judgements.

Assessment
Assessment, as set out in the Statutory framework for EYFS, plays an important part in helping parents, carers and practitioners to recognise student's progress, understand their needs, and plan activities and support. At Terra Nova ongoing assessment is an integral part of the student's learning and development and is used to ensure that future planning reflects identified needs. Staff will carry out a baseline assessment of all students as they enter the Nursery and Reception. This will inform the planning and act as a benchmark for future assessments to ensure that students are making progress throughout the year.

In the Nursery Key Workers record the student's age and stage of development in all seven areas of learning at regular intervals throughout the year. They track both progress and attainment. This helps to identify any student at risk of delay or exceeding the age related expectations, as well as providing information to help review the provision and teaching that is in place. The information also feeds into the child's reports and are shared with parents at meetings three times a year.

In Reception, teachers also record the student's age and stage of development in all seven areas of learning. They track progress and attainment termly to ensure students can reach their potential. This recording method helps our teachers to identify students who are at risk of delay or exceeding in their specific age band whilst also enabling them to look at practice and provision in order to ensure that students get the best experiences for their stage of development in all areas of learning. Once again, this information feeds into the child's report and is shared with parents at meetings twice a year and a report at the end of the academic year.

Early Years Foundation Stage Profile
At the end of the year in which a child turns 5, and using the Early Years Foundation Stage Profile, each child's level of development will be assessed against the Early Learning Goals, using the criteria 'Emerging' or 'Expected'. This will give a well rounded picture of a child's knowledge, understanding and abilities. This profile will also be particularly supportive for students with SEN and will form plans for future learning and identify any additional need for support. (see more details in the Transition section of this policy)

Year 1 teachers will receive a copy of this profile, together with a short commentary on each child's skills and abilities in relation to the three Characteristics of Effective Learning.

Parents will be kept up to date with their child's progress and development through regular detailed reports and teacher/parent meetings throughout the year. Teacher's will make assessment information available to parents on request. Writing and numeracy books can be viewed during parent meetings also.

Planning
The planning at Terra Nova is based around the interests of the student. Wherever possible staff will take and develop the ideas of the student and provide resources within the environment to develop these interests. Enhanced provision is added to the continuous provision to respond to the needs of the student at any given time.

Planning is used as a guide for daily, weekly and termly activity and always begins with a planning meeting involving the student, where a plan is drawn up of an overall focus and ideas are taken from the student and developed into an overview which covers the seven areas of learning. From this plan staff will develop weekly and daily planned activities which will run alongside the Child Initiated play. The environment will be continuously monitored and changed to respond to the needs and interests of the student in order to ensure that they are always learning through their play.

The Head of EYFS will monitor the planning and provide support to all EYFS staff regarding the Observation, Assessment and Planning practice. Regular meetings will provide a forum for moderation of student's achievements, discussions about the effectiveness of the planning and concerns about particular students.

EXPLANATION OF REPORT GRADES

EFFORT

GRADE	DEFINITION
5	Effort is **significantly** above the expected level.
4	Effort is **above** the expected level.
3	Effort is **at** the expected level.
2	Effort is **below** the expected level.
1	Effort is **significantly below** the expected level.

ATTAINMENT*

GRADE	DEFINITION	Standard age score
5	**Significantly** above age-related expectations.	130+
4	**Above** age-related expectations.	110-130
3	**At** age-related expectations.	90-110
2	**Below** age-related expectations.	70-90
1	**Significantly below** age-related expectations.	-70

*Where students have taken assessments with standardised score results, the above grade boundaries will apply. Where students have taken assessments without a standard age score, teachers will use professional judgement to decide which grade is most appropriate.