



## GATEHOUSE SCHOOL ASSESSMENT, RECORDING AND REPORTING POLICY

### INTRODUCTION

Assessment is the process by which pupils and teachers gain insight into learning. It is distinct from recording, which involves selecting and retaining what is significant in learning, and reporting which involves informing others about the learning.

At Gatehouse School we have a commitment to assessing pupils' work regularly and thoroughly; effective assessment is a key way in which we can achieve our aim of focusing on each individual pupil. We use a range of internal and external assessments to inform teaching and learning and to facilitate pupil progress. Our assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning. Regular feedback is given to pupils about their learning, which helps them to understand how to be successful, recognise what they have achieved and know what they need to do to improve further. Reporting results of achievement to parents, at parents 'evenings and through written reports, ensures that teachers and parents are working together to raise the standards of our pupils.

### AIMS AND OBJECTIVES

At Gatehouse School we:-

- Enable our pupils to demonstrate what they know, understand and can do in their work.
- Ensure that all pupils make the expected progress, or exceed the expected progress according to their ability.
- Ensure teachers use assessment to modify their short term planning so that they effectively and accurately reflect the needs of each child, supporting pupil progress and learning.
- Involve pupils so that their learning is personalised.
- Help our pupils recognise the standards to aim for, and to understand what they need to do next in order to improve their work.
- Track, plot and compare progress of individual pupils, groups, forms, year groups and subjects so that an accurate record of academic achievement and attainment is obtained.
- Provide regular information to each parent which enables them to support their child's learning.
- Provide information for a smooth transition between year groups and transfer to other schools.
- Provide the Headmaster, the governors and inspectors with information that allows them to make judgements about the effectiveness of the school.

## DEFINITION OF ASSESSMENT

There are various types of assessment which enable teachers to gain a picture of a child's ability, attainment and progress. These include:-

Formative Assessment (Assessment for learning) tracks ongoing achievements and successes. It determines targets and involves the use of assessment in the classroom to raise pupil achievement. Pupils improve most if they understand the aim of their learning, know where they are in relation to this aim, and recognise how they can achieve this aim.

Assessment for learning is based on four principles:

- Making the learning clear by setting a learning objective and success criteria
- Peer/ self-evaluation
- Pupil feedback
- Effective questioning

Summative Assessment (Assessment of learning) sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. The period of time can vary as assessments may be at the end of a topic, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage. Summative assessment takes place after the teaching and learning and involves judging pupils' performance against national standards. Test results and data can then be recorded and reported.

Diagnostic Assessment assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. Once strengths and weaknesses are identified, pupils can be supported so that improvements can be made.

Evaluative Assessment is a type of assessment whereby performance of departments and year groups can be reviewed to improve the quality of teaching and learning.

## STRATEGIES AND PROCEDURES FOR ASSESSMENT

### Assessment in the Foundation Stage

On entry to the Nursery, pupils are observed and assessed using Aspects. This helps to inform planning, set targets and aid early identification of additional needs. During EYFS, pupils are assessed through teachers' ongoing observations and assessments in the seven areas of learning:-

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Each child's typical developments and achievements are recorded in an EYFS profile which is quality assured through visits by local authority and through links with other schools.

EYFS profiles are compiled throughout reception and are moderated by the local authority (Tower Hamlets) in June if required.

At the end of each half term in Reception and termly in Nursery, 'OTrack' pupil tracking software will be utilised to produce data based upon individual pupils. Teachers will input the results of short and long observations into OTrack which will generate reports based on attainment and progress of pupils.

#### Assessment in KS1 and KS2

There are a range of assessments which take place during KS1 and KS2; formative and summative, informal and formal (details of which are outlined in the attached appendix).

- **Summative Assessments - Progress tests (PTE, PTM)** in English and mathematics take place from Year 1 to Year 6 during the summer term, the results of which show progress made throughout the academic year. In Year 1, pupils also take an additional paper progress tests (PTE and PTM) at the start of the academic year, to give a starting point for KS1. Pupils in Year 3 to 6 also take a digital progress test in science (PTS) during the summer term to show year on year progress.
- Pupils also undertake standardised digital spelling and reading tests annually in February, which help to track progress across KS1 and KS2, and assist in identifying pupils with specific learning difficulties. Cognitive Abilities (CAT4) assessments are taken by all pupils in KS2 in September. These comprise of tasks which assess a pupil's verbal, non-verbal, quantitative and spatial reasoning ability. Results from CAT4 tests provide teachers with a comprehensive profile of a pupil's developed abilities and likely academic potential. Value added analysis is used as one of the tools to establish individual and general trends in progress.
- **Additional Arrangements -** The data generated by CAT4 and Progress Tests is extremely beneficial to teachers in tracking pupil progress, however the school adopts a flexible approach to assessment. Where it is deemed to be in the best interest of a pupil, modifications may be made for children who have diagnosed specific learning needs. This could involve the provision of a reader, additional time or using paper versions of tests. All modifications will be recorded and parents will be consulted or notified prior to pupils sitting the tests. In instances where individual pupils have significant difficulty with the tests they may be withdrawn from them and a more appropriate assessment strategy will be used. Such decisions will always be made in consultation with parents. All amendments to the assessment procedures will be made by the Inclusion Coordinator and Director of Studies in liaison with the Headmaster. As a non-selective school we have a number of children with specific, diagnosed learning difficulties and these pupils will be highlighted on assessment records to enhance teachers' awareness of these individual needs.
- **Formative Assessments -** Class teachers regularly assess pupils during lessons and through informal observations, questioning, dialogue and through marking written work. Teachers use this information to give feedback to pupils, so they know how they can progress, and to inform their planning of subsequent lessons. It is important that teachers make explicit the learning intentions and success criteria for assessing work, so that pupils are clear about what they need to do to be successful.

Teachers track pupils using OTrack by Optimum to monitor progress and attainment half termly in all subjects, with the exception of ICT which is assessed using a different method. OTrack is an online

formative assessment programme which enables teachers to track how well pupils are performing against Key Objectives, at the end of a lesson, a unit of work or at the end of a half term. The assessments are recorded on the system, based upon teacher assessment. OTrack uses a colour coded system to record how well pupils are performing:

- Red = Not yet achieved
- Yellow = Shows signs of understanding
- Green = Has achieved the objective
- Purple = Has achieved and mastered the objective
- Grey = Objective has not been taught or assessed

The aim is to have a visual way of displaying each child's progress against the key objectives with easy identification of next steps or targets for each cohort. This enables monitoring of progress across year groups and over time. Judgements can be based upon teacher assessment or supported by assessment data completed in class.

- **Writing Assessment** - Pupils from Year 1 to Year 6 complete one piece of unaided writing every term in their grey progress writing book (October, January and June). The writing is based upon a given focus (recount, creative writing/story, and persuasive writing). Class teachers meet with the Inclusion Co-ordinator regarding any pupils in their classes who are failing to meet the required standard in writing, in order to implement access to small group intervention.
- **Pupil Self-Assessment**  
A significant attribute for all learners is the ability to recognise their own achievements. Without this, learning will always be dependent upon another person's view. Independent learners are able to judge their own learning needs and set targets for themselves. We aim to promote these self-assessment skills through encouraging pupils to review their own work and the work of their peers. This may be through discussion, using talk partners, questionnaire type assessment sheets or pupils editing and marking their own work against agreed success criteria.

#### Assessment and Additional Educational Needs

Assessment should reflect the schools policy on Inclusion /SEND. Any pupils experiencing difficulty in making progress in line with expectations for their age will be referred to the Inclusion Co-ordinator for further diagnostic assessments, so that Individual Education Plans can be set up. Pupils who are talented in a particular subject area, or who have achieved extremely high results in the standardised tests are also referred to the Inclusion Co-ordinator for further assessments. Challenging tasks and enrichment activities are utilised to give opportunities to further extend these individuals.

#### RECORDING ASSESSMENT INFORMATION

Results from summative assessments are recorded digitally for each child, so that progress can be tracked in the core subjects of literacy, numeracy and science. The digital results from PTE, PTM, PTS, NGRT, SWST and CAT4 summative assessments are downloaded from the GL Assessment website 'Testing for Schools' after which they are recorded on a summative assessment spread sheet by the Director of Studies. Results of all

digital tests taken from April 2015 onwards are held on the school server under Teachers area/ Assessment / New Assessment, and these are easily accessible to all teachers

## REPORTING TO PARENTS

### Written Reports

- EYFS - parents receive two written reports, one at the end of the autumn term and one at the end of the summer term. These reports are completed by form teachers and focus upon attainment in the seven areas of learning, as well as commenting upon personal and social issues.
- KS1/KS2 – parents of pupils in Years 1 to 6 receive three reports during the academic year. There is a detailed written report at the end of the spring term, which gives in-depth feedback on all areas of the curriculum, along with effort grades, attainment grades and targets. These reports are devised to inform parents of how their child has performed in relation to past achievements and national standards as well as commenting on strengths, weaknesses and attitudes to learning. The autumn and Summer Term reports are shorter, and advise parents of effort grades, attainment grades and targets.

The Inclusion Co-ordinator issues a supplementary report to specific parents of pupils who are given extra support out of class, and those with additional educational needs, to advise them of their progress and attainment during 1:1 and small group lessons.

### Pupil Planners/Reading Records

- Reception /KS1 - messages may be communicated via the pupil's reading record which is reviewed daily by class teachers and parents.
- KS2 - all pupils are issued with a pupil planner which can be used as a means of communication between home and school.

### Verbal Reports/Parents' Evenings

- EYFS – operates an 'open-door' policy with regard to discussing any concerns with parents. Teachers meet formally with parents twice per year to discuss their child's progress and attainment. The first meeting takes place within the first seven weeks of the autumn term, the second taking place in the summer term. For reception children, teachers take this opportunity to discuss pupils' EYFS eProfile scores.
- Parents also meet informally to review and sign pupil profiles at the end of each half term. Parents can arrange additional appointments to discuss their child, as deemed necessary.
- KS1/KS2 - teachers meet formally at the end of the first term with parents to discuss their child's progress and attainment in all curriculum areas. Year 5 and 6 parents have additional individual meetings to discuss their child's secondary school transfer. Parents can arrange further appointments to discuss their child, as required. The school has an open-door policy between 8.30 and 8.50am during which time parents can speak to a teacher and formal meetings are arranged by appointment.

## MODERATION OF STANDARDS

Teachers meet regularly to agree consistent standards for assessing pupils' work. Subject co-ordinators and SLT use classroom observation to monitor formative assessment, teachers' use of strategies and quality of feedback. The quality and consistency of marking and written feedback is monitored through regular work scrutiny. SLT follow a timetable of formal lesson observations throughout the year. Results are analysed and used to feed into the School Development Plan.

## RESPONSIBILITIES

- Form Teachers – monitoring of individual pupil progress; liaison with parents, subject co-ordinators and SLT; transfer of assessment information to the next form teacher.
- Subject Co-ordinators – advising colleagues about their particular subject; creating a subject policy and subject development plan; reviewing formative assessments based upon key learning objectives for their subject; monitoring subject standards through discussion with colleagues and monitoring pupils' work.
- Director of Studies – leading on assessment procedures throughout the school; ensuring assessment data is used effectively by form and subject teachers; liaising with Head of EYFS over assessment procedures; compiling, maintaining and monitoring assessment records and pupil data; liaising with the Deputy Head and Inclusion Co-ordinator in identifying able or talented pupils; overall responsibility for testing and examinations; responsibility for the production of written reports to parents including provision of guidance. Managing and directing Subject Co-ordinators in their role.
- SLT, Deputy Head / Head of EYFS – liaising with colleagues in previous/next key stage to ensure smooth transfer of information and teacher assessments; agreeing school practice; regularly reviewing pupils' work to monitor practice in marking; summarising and evaluating information from Nursery Aspects, Otrack, GL assessments and the school's own assessments to use as the basis for school improvements and target setting; liaising with colleagues in the following key stage to ensure smooth transfer of information; advising colleagues on new initiatives and effective approaches to assessment; monitoring and evaluating all aspects of assessment, recording and reporting at Gatehouse School.

## CONFIDENTIALITY AND ACCESS TO INFORMATION

The results of individual pupil's assessments are always treated as confidential. They are only communicated outside of the school to the individual's parents, the school to which the child is transferring and LEA agencies when necessary. Parents have the right of access to all written documentation and records, which are intended for future use by other members of staff or appropriate external bodies.

Policy Name	Assessment, Recording and Reporting	Creation Date	November 2017
Status	Non Statutory	Last Review	November 2017
		Next Governors Review	Autumn Term 2019
Circulation	Governors / all staff. Website. Parents on request	This policy is a working document and should be reviewed annually, by the SLT	



Year Group	Assessment Tasks
Year 2	<p>October PASS survey (Pupil attitudes to school and self) Progress writing task (Recount)</p> <p>January Progress writing task (Creative/Story)</p> <p>February NGRT (Reading test which gives reading age) SWST (Single word spelling test)</p> <p>May PTE7 and PTM7(English and mathematics paper progress tests)</p> <p>June Progress writing task (Persuasive writing)</p> <p>** OTrack assessments will be completed throughout the term by teachers.</p>
Years 3 – 6	<p>September CAT4 – Verbal and non-verbal cognitive ability tests.</p> <p>October PASS survey (Pupil attitudes to school and self) Progress writing task (Recount)</p> <p>January Progress writing task (Creative/Story)</p> <p>February NGRT (Reading test which gives reading age) SWST (Single word spelling test)</p> <p>May PTE and PTE (English and maths digital progress tests) PTS (Science progress tests)</p> <p>June Progress writing task (Persuasive writing)</p> <p>** OTrack assessments will be completed throughout the term by teachers.</p>
All Year Groups	Dyslexia / Dyscalculia Screener (To be taken if pupils are showing

	low scores or inconsistency in tests or in lessons). Additional specialist tests will be conducted by the Inclusion Coordinator where deemed necessary following consultation with parents.
--	---