

BOLD FUTURES



Bold Futures Federation Assessment and Reporting Policy

Written: January 2025
Next Review Planned: January 2027

Signed: _____ (Policy Owner)

Print Name: _____

Review Date: _____

Signed: _____ (Governor Approval)

Print Name: _____

Approval Date: _____

Bold Futures Federation

POLICY CHANGE HISTORY

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Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress and attainment expressed and monitored. This should be done in partnership with the children so they have a shared ownership of their learning, and full understanding of their next steps in learning and how this is supported and enhanced.

Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race and disability and we fully understand and work for equality of opportunity.

We strongly believe that solid and robust assessment for learning lies at the hub of quality first teaching and learning experiences, in line with our teaching and learning policy. Assessment for learning is a continual process, appropriately challenging, and well supported and enhanced. This is so that our children can make progress at a faster rate than is expected of them.

Marking children's work is an important part of teacher and self- assessment. Across all schools, our aim is to ensure all children will have their work marked in such a way that it will improve their learning, provide opportunities for self-assessment and personal next steps for learning.

Feedback informs all participants in the learning process of the progress made and feeds into the next cycle of planning for teaching and learning. Regular marking ensures teachers know the individual needs and abilities within the class and are confident in providing next steps in learning, which will help to raise standards and attainment.

We aim to develop independent learners who have the ability to seek out and gain new skills, knowledge and understandings. We want our children to engage in self-reflection and to be able to identify the next steps in their learning. As a federation, we aim to equip children with the desire and the capacity to take charge of their learning through developing independence and the skills of self-assessment.

The aim of this policy is to give a clear outline of the assessment principles, processes and procedures across the Federation so that it is consistent across the schools. All members of staff are expected to be familiar with the policy and to apply it consistently.

Roles and responsibilities

Class teachers are responsible for assessing, recording and tracking the progress of all pupils in their class. Progress will also be informed by information provided from other teachers or Specialist Teachers, where a child is taught by someone else for part or all of a subject if appropriate.

Alongside the Assessment Leader, Senior Leaders and Subject Leaders are responsible for keeping an overview of attainment and progress. They will lead termly pupil progress meetings with teachers.

The Inclusion Leader/SENCo is responsible for checking the progress of SEND pupils termly and supporting class teachers in planning interventions or additional provision where needed.

The Designated Teacher is responsible for checking the progress of looked-after children termly and supporting class teachers in planning interventions or additional provision where needed.

Subject leaders are responsible for monitoring the assessment processes and pupil attainment and progress in their subject. This may be done through monitoring assessment records, work sampling, observations and learning walks.

The Assessment Leader has overall responsibility for assessment and record keeping procedures and practices across the school. This includes responsibility for monitoring assessments, analysing school and national data and ensuring performance data is published on the school website.

The Head teacher, Deputy Head teacher and Assessment Leader are responsible for reporting to governors on school attainment and progress, including a comparison to national and local authority standards.

Formative assessment

Formative assessment, also known as 'assessment for learning' and 'day-to-day assessment', is an ongoing, integral part of the teaching process. Teachers determine what pupils know, understand and can do and what they need to do next to progress or 'keep up'. The information gained enables teachers to make adaptations to a lesson as it progresses, addressing misconceptions or increasing the level of challenge, and informs future planning.

A key aim of AfL is to allow children to learn from each other and improve, moving forward in their learning. AfL is any assessment activity which informs the next steps to learning. The key message is that AfL depends crucially on actually using the information gained.

Formative assessment strategies used include:

- Questioning
- Observing
- Clear learning objectives and success criteria shared with pupils
- Opportunities for pupils to construct the success criteria with the teacher, e.g. after viewing a good example
- Self-assessment
- Peer assessment
- Opportunities for dialogue between pupils and between pupil and teacher
- 'No hands up' approaches
- Use of mini whiteboards and resources such as number fans to give instant feedback to teachers
- Mixed ability learning partners and learning opportunities
- Guided group teaching focused on next steps

- Verbal and written feedback from the teacher focused on successes and next steps against the learning objective and success criteria
- Pupils respond to feedback in pen or pencil where appropriate
- Pupils will edit, redraft and improve their work using a pencil and yellow highlighter
- Pre- and post- assessments
- Diagnostic assessments
- Plenaries and mini-plenaries to review learning, check understanding and address misconceptions

Summative assessment

Summative assessment, also known as 'assessment of learning', summarises where a pupil is in their learning at a point in time, for example at the end of a unit, term, year or key stage. It provides a snapshot of what has been learned in terms of both attainment and achievement.

Teachers make summative teacher assessments in reading, writing and mathematics towards the end of each term. In addition, phonics assessments are made half-termly for pupils in Reception, Year 1 and Year 2. In Key Stage 2, termly tests for Reading, SPaG and mathematics are also used to support planning alongside additional screening for children with SEND.

Marking and feedback

When marking and giving pupils feedback, both written and verbal, teachers are assessing pupils' achievements and noting areas for development. This policy, along with the marking and feedback policy, ensure a consistent approach throughout the school. When marking, teachers use green pen to give constructive feedback and to show what pupils need to do to improve and/or a next step for their learning. Children then respond to this.

Objectives for marking and feedback

- To tell children what they have done well and celebrate their achievements.
- To provide clear next steps, either verbally or in written form, about how to improve.
- To diagnose and challenge misunderstandings and misconceptions.
- To inform future planning.
- To inform parents/carers, SLT, Teachers, Governors and outside agencies who are involved in the school, e.g. Consultants and Ofsted inspectors.

Key Principles to marking and feedback

Using the principles and processes of assessment, we aim to:

- Ensure that we plan accurately for children's learning through effective marking and observation
- Monitor progress and support learning within teaching and learning, and beyond
- Recognise the achievements of pupils

- Guide future planning, teaching and curriculum development
- Inform parents and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes school or year group
- Comply with statutory requirement

Marking and feedback should:

- Be manageable for teachers and accessible to children.
- Give recognition and praise for achievement.
- Provide clear advice and strategies for improvement and next learning steps.
- Identify pupils for immediate intervention.
- Involve all adults working with the children in the classroom.
- Allow specific time for children to read, reflect and respond to marking.
- Respond to individual learning needs including children who have SEND and/ or EAL.
- Inform future planning and group target setting.
- Use consistent marking codes across the Federation
- Show children that their learning is valued and purposeful.
- Ultimately, be seen by children as a positive approach to celebrate their achievements and improve their learning.

Verbal Feedback

Verbal feedback is extremely important and should be ongoing throughout lessons. It is important for all children to have verbal feedback from adults. All children need verbal feedback but this is particularly important for children with Special Educational needs alongside pupils in the Early Years and Key Stage 1, where children may be unable to respond to a written comment.

Immediate Intervention

Immediate intervention will take place on the same day that the lesson was taught (or the following morning if required). Any misconceptions are addressed from the lesson to ensure the child 'keeps up' ready for their next lesson. This adult-led intervention is focused, targeted and short. It links directly to the learning objective taught.

Tracking pupil progress

The progress of all pupils in reading, writing and mathematics is tracked within the three phases using the summative teacher assessments.

Teachers complete an analysis of the tracking data for the three phases. This includes the identification of any pupils who are not progressing as well as they should and any reasons for this. Recommendations are made for intervention or additional provision in the next term.

Pupil progress meetings are held within each assessment stage to enable discussions with the Headteacher/ Head of School to ensure suitable interventions are being embedded.

Target setting

End-of-year targets are set for all pupils for reading, writing and mathematics based on their prior attainment. Targets are reviewed termly and adjusted where needed. Next steps in learning are identified and shared with pupils through marking and feedback.

National Statutory Assessments

Early Years Foundation Stage Profile

Class Teachers will complete the EYFS profile for pupils and make judgements so that outcomes are accurate and consistent across the early years setting. The EYFS profile is intended to provide a reliable, valid and accurate assessment of each child's development at the end of the EYFS. It is made up of an assessment of the child's outcomes in relation to the 17 early learning goal (ELG) descriptors.

Year 1 Phonics Screening Check

The phonics screening check is designed to confirm whether pupils have learnt phonic decoding to an appropriate standard. It will identify pupils who need extra help to improve their decoding skills.

The check consists of 20 real words and 20 pseudo-words that pupils read aloud to the check administrator, usually the class teacher.

This check is administered in June. Results are reported to the local authority and to parents as part of the annual report.

Any pupil not meeting the threshold of the phonics check is required to retake the screening check in Year 2. Extra support is put in place for these pupils during Year 2.

Year 4 Multiplication Screening

In Year 4, pupils will complete the statutory multiplication tables check (MTC).

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools must administer the MTC to all eligible year 4 pupils.

End of Key Stage Two Assessments

At the end of Year 6, pupils are assessed against national criteria in reading, writing, mathematics and science.

The pupils also sit national curriculum tests (often known as SATs) in May which consist of:

- English grammar, punctuation and spelling Paper 1 – short answer questions
- English grammar, punctuation and spelling Paper 2 - spelling
- English reading Paper 1 – reading booklet and associated answer booklet
- Mathematics Paper 1 – arithmetic
- Mathematics Paper 2 – reasoning
- Mathematics Paper 3 – reasoning

These tests are carried out in the classroom on the dates set out nationally and are marked externally. Raw scores are converted to a scaled score where 100 or above is the expected attainment.

Teacher assessments and test results are reported to the local authority and to parents as part of their annual report and at the end of the year in a final report card.

Participation in National Statutory Assessments

Most pupils will participate in all statutory assessments. Access arrangements are put in place where appropriate, in line with the 'Access arrangements guidance' from the STA, to enable a pupil to do so. On occasion, it may not be suitable for a pupil to take statutory assessments even with access arrangements in place.

Headteacher/ Head of School make the final decision about whether it is appropriate for a pupil to take statutory assessments. Some parents may ask a headteacher not to enter their child for the tests/phonics screening check. Parents may also ask a headteacher to enter their child for the check when the school has decided this is not appropriate. In all instances, the headteacher's decision regarding participation is final.

As part of the decision-making process, the headteacher will:

- discuss the pupil's circumstances and needs with their parents and teachers
- Consult, if appropriate, with the Special Educational Needs Co-ordinator (SENCo), Head of the SNSC, educational psychologists, medical officers or other specialist staff to consider access arrangements that might be appropriate to enable pupils to demonstrate their full abilities.
- The headteacher will report their decision to parents. If appropriate, they will provide the parents with documentary evidence to support their decision.
- Where the decision has been made not to administer the phonics screening check to a pupil, the headteacher will also explain how they are helping the pupil to learn to decode using phonics.

Equal Opportunities

Assessment enables teachers to identify the individual needs of all pupils. It enables pupils with special educational needs and disabilities, more able pupils and pupils for whom

English is an additional language to have their learning needs met through support and differentiation.

In addition, we understand that a significant percentage of our federation population is highly turbulent. The federation is dedicated to ensure that all children, especially this group of vulnerable children, our mobile children, are making good or better progress. The assessment system has been set up to track children who enter and leave the school during their time at the school. Each child is tracked for reading, writing and mathematics. Levels of attainment for these children are recorded and monitored whenever children leave the school. My Passport is completed on the first or second day and again within a two-week period to check they are settling in and feel safe at school. This is then repeated again if they move on to another school before the end of year 6. These are sent on to the next school to help them transition smoothly from school to school.

SEND

Pupils with SEND Support Arrangements or EHCPs/statements have individual provision maps identifying the additional support they are receiving each term.

Through Personal Learning Plans (PLPs), Pupils on the SEND register have personalised targets (known as 'outcomes') which are set and reviewed termly. These are shared with parents during termly SEND review meetings.

The Inclusion Leader will support class teachers in completing SEND Support Arrangements and in planning provision. Outside agency involvement will be sought where required.

Pupils working significantly below the national curriculum are assessed using levels of engagement.

EAL

Pupils who begin the school with Early acquisition and understanding of the English language are assessed and tracked using The Bell Foundation EAL assessment framework. This working document tracks children's progress through four stands: Listening, Speaking, Reading and Writing. This framework is used to support the class teacher's understanding of the child's development and allow them to identify areas of a strand where further support is required. When necessary, this framework can be used in place of Reading and Writing core assessment data.

This document follows them throughout the year and tracks their progress. This is then reviewed at the end of each phase by the EAL lead for their time in English schooling.

Intervention and additional provision

Progress in learning is not always predictable and steady. Some pupils require additional provision or immediate intervention at times in order to accelerate progress and close the gap between their attainment and that of their peers.

Pupils involved in intervention programmes are assessed at the start and end of the programme to measure progress. Diagnostic assessments provide information about gaps in understanding.

Interventions and additional provision are recorded on class provision maps termly as is immediate intervention.

Teachers and teaching assistants who lead intervention programmes are responsible for monitoring progress of pupils and for communicating this to class teachers.

Analysis of performance

The Assessment Leader will analyse progress towards end of year expectations across three phases, using teacher assessment data to review progress of all pupils individually and also groups of pupils, including vulnerable groups.

Performance data is to be analysed in the Autumn term, along with school end of year data for all year groups, and reported in an appropriate way to teachers, SLT and governors.

Key findings from this analysis inform the School Improvement Plan and professional development.

Reporting to parents/carers

Parents receive an annual written report in April. All reports contain pupil comments followed by a 'personal profile' which describes an all-round picture of the child.

EYFS reports include written comments about the child based on the characteristics of effective learning. Assessments of the Early Years Foundation Stage Profile are also communicated with parents.

KS1 and KS2 reports include written comments and summative teacher assessments against end of year expectations for reading, writing and mathematics, along with next steps. Effort and attainment in foundation subjects is reported against age related expectations.

All reports end with suggestions for support at home to support progress in the summer term. The report includes a comment slip for parents to respond if they would like to.

The outcomes of all statutory assessments are reported on a separate sheet to parents.

Parent/teacher consultation evenings take place twice a year, in the Autumn and Spring terms. During these meetings teachers share the pupils' attainment against end of year expectations, next step targets and the progress pupils have made to date. Spring term meetings are by invitation for children who are not reaching their potential.

In addition, we have an 'open door' policy where staff are always willing to discuss any parental concerns. If a member of staff has concerns over a pupil they will contact the parents/carers.

Parents/carers of children on the SEND register will be invited to annual reviews.

Moderation

To ensure teacher assessment judgements are accurate and consistent, moderation takes place both internally and externally.

Internal moderation takes place in year groups/phases during Staff meetings and in Professional Development Meetings.

EYFS teachers will attend EYFS profile moderation workshops.

Year 6 teachers attend HIAS training to ensure that they are fully aware of the requirements for carrying out statutory assessments and making assessment judgements.

The Local Authority carries out moderation visits to a selection of schools each year for EYFS and Year 6.

Yearly Transfer of Class Information

Assessment information should be passed on to the receiving teacher. This will include, but is not limited to, teacher assessment data, information on interventions to support learning and any SEND.