Assessment and Reporting Policy

Approved by:	Full Governing Board	Date Approved: 2nd December 2020
Next review due by:	December 2022	

1. Rationale

The main purpose of this policy is to clearly define assessment principles post national curriculum levels. The mandate for moving to a system beyond levels is restated here:

> *Despite being intended only for use in statutory national assessments, too frequently levels also came to be used for in-school assessment between key stages in order to monitor whether pupils were on track to achieve expected levels at the end of key stages. This distorted the purpose of in-school assessment, particularly day-to-day formative assessment. The Commission believes that this has had a profoundly negative impact on teaching.*
>
> *Too often levels became viewed as thresholds and teaching became focused on getting pupils across the next threshold instead of ensuring they were secure in the knowledge and understanding defined in the programmes of study. Depth and breadth of understanding were sometimes sacrificed in favour of pace. Levels also used a 'best fit' model, which meant that a pupil could have serious gaps in their knowledge and understanding, but still be placed within the level. This meant it wasn't always clear exactly which areas of the curriculum the child was secure in and where the gaps were.*
>
> *Commission on Assessment without levels, September 2015*

This policy will refer to three types of assessment:

- In-school formative assessment
  Used by teachers to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly
- In-school summative assessment
  Enables schools to evaluate how much a pupil has learned at the end of a teaching period
- Nationally standardised summative assessment
  Used by the government to hold schools to account

The success of this policy should be judged upon:

- High pupil academic achievement
- Clarity, amongst all stakeholders, over clear why pupils are being assessed, what the assessment is intended to achieve and how the assessment information will be used

This policy will need to be used in conjunction with the Feedback Policy, revised in December 2020.

2. In-school formative assessment

The strategies outlined below can only be achieved through careful planning and a clear focus for the learning. Clearly, plans need to be flexible to reflect pupils' progress within lessons, but it is vital that pupils are aware of the key aspects of knowledge, skill and understanding which they are trying to improve and are likely to receive feedback on. This will underpin an authentic process. Planning for all forms of feedback described below should be informed by the *Progress Descriptor Grids* developed for that topic/subject in that year/term.

Oral feedback

West Moors Middle School's policy is that **feedback should be planned** for by the teacher with time set aside in the lesson for pupils to respond. This will entail:

- Identifying pupils who have a greater depth (M), age-related (S), developing (D) or emerging (E) understanding of the learning;
- Planning specific feedback to groups or individuals including supplementary questions;
- Spotting misconceptions and leading subsequent learning episodes (modelling) to address them;
- Using snapshots of pupils' work as models of good practice;
- Planning differentiated NOW tasks linked to feedback.

One of the key components of effective dialogue through questioning, is building in wait time. This has been explained as follows:

> *Many teachers do not plan and conduct classroom dialogue in ways that might help students to learn. Research has shown that, after asking a question, many teachers wait less than one second and then, if no answer is forthcoming, ask another question or answer the question themselves. A consequence of such short "wait time" is that the only questions that "work" are those that can be answered quickly, without thought—that is, questions calling for memorized facts. Consequently, the dialogue is at a superficial level.*
>
> *Working inside the Black Box, September 2004*

With respect to planned questions, even better practice would see a teacher **anticipating the different levels of response** to be expected so that supplementary questions, or strategies to tackle misconceptions, can be thought through.

Written feedback

Rationale

Marking should be seen as a communicative process, providing information for pupils to enable them to make progress. It should tell pupils how they have done by:

- Being encouraging and positive about strengths.

- Identifying problem areas/misconceptions.

- Including suggestions to enable progression.

- Target setting.

- Praising effort and good presentation.

Work produced by pupils needs to be checked as soon as possible to inform the planning of lessons.

Feedback needs to be given in a productive and timely manner for its impact to be most effective.

Pupils need to actively engage with feedback in order to make maximum progress. (According to Dr Dylan William: *Effective feedback moves learning forward. It should be more work for the student than the teacher. It makes students think about their learning. It also helps them to see that learning is incremental rather than fixed.*)

<u>**Process**</u>

As marking is an essential part of assessment, pupils as well as staff must be aware of the criteria being used in the process. Pupils must therefore know and understand the objectives of each piece of work before they begin. In doing so they will become better informed about how they have done and in due course better at evaluating their own work and progress. Marking should be more than just an indication that work has been completed.

It should:

a) Take into account the objectives of the work given by the teacher and whether or not they have been achieved (Learning Objective and Success criteria).

b) Correct any misunderstanding of concepts.

c) Evidence shows (*Black and William 1998) that pupils benefit from marking their own work. Part of this responsibility is to identify for themselves the facts, strategies and concepts they know well and those which they find harder and need to continue to work on.

d) Linked to any existing whole school merit/award system.

e) Comments should state what a pupil has achieved, needs to do to reach the next stage or correct any misconceptions.

How?

Every day, teachers will look at all pupils' books prior to planning to determine what pupils can and can't do, and what their next steps should be in the following lesson. This will allow teachers to be more specific or re-direct the focus of the learning in the next lesson.

At least once a week, * teachers will mark all pupils' books more thoroughly and should:

- Indicate to what extent the learning objectives have been met on <u>**every**</u> piece of work by ticking learning objectives in **Positive Pink** (one/one+ for emerging, two/two+ for developing, three/three+ for secure and four/four+ for mastery) and identify Literacy errors to be corrected in **all** pieces of work.
- On **at least one piece of work each week*** – identify one strength, writing this in **Positive Pink,** highlighting a positive outcome - linked to the progress or effort made.
- Identify one Next Step (**in Growing Green and using the** **stamp**)

- In the next lesson, give pupils specific time to complete this Next Step task (**in Purple Pen of Progress**) to allow them to demonstrate that they have understood the feedback and can act upon it, and to immediately engage pupils with their next step for development by enabling them to: correct misconceptions; consolidate their learning; or extend their knowledge and understanding, and correct Literacy errors. During this time, the teacher can respond to pupils' questions and could work with guided groups on key skills, knowledge and understanding.
- Ensure feedback is consistent across the school, using the Literacy Marking symbols in all pieces (see below) and that neat, joined handwriting is modelled to pupils when writing in their books
- Allow children to engage in self and peer assessment on a regular basis, using orange pencil to underline words/phrases, which exemplify the success criteria they believe they have fulfilled or vocabulary/punctuation/sentence structure/spelling they would like to improve and purple pencil to support their peers' polishing. Peers should also give feedback with post-it notes stuck in books, identifying 2 stars and a wish using the success criteria.
- After each piece of work, pupils should indicate their confidence and effort with ☺ or ☹ and an effort score between 1 and 4 next to it eg ☺ 1 , ☹ 3 , ☺ 2 ...

  *ideally every 3rd lesson in Core subjects
- Praise points should be written into pupils' books eg 2PP

Literacy marking:	
This doesn't make sense	～～～～～
Spelling mistake	**sp** solider
Punctuation missing /incorrect	—

Peer and self-assessment

West Moors Middle School's policy is that peer and self-assessment should be used provided it is underpinned by:
- The criteria for evaluating any learning achievements must being made transparent to pupils;
- The pupils being taught the skills of collaboration in peer assessment;
- Pupils being encouraged to keep in mind the aims of their work and to assess progress toward meeting these aims.

Where pupils use success criteria to highlight, they should not use yellow (self-assessment) or blue (peer assessment) highlighters.

Peer and self-assessment requires reflectiveness and resilience which are two of our learning values. Furthermore, as described by Professor Paul Black:

Pupils can achieve a learning goal only if they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning. Many teachers who have tried to develop their pupils' self-assessment skills have found that the first and most difficult task is to get students to think of their work in terms of a set of goals. Insofar as they do so, they begin to develop an overview of that work that allows them to manage and control it for themselves. In other words, students are developing the capacity to work at a metacognitive level.

In practice, peer assessment turns out to be an important complement to self-assessment. Peer assessment is uniquely valuable because pupils may accept criticisms of their work from one another that they would not take seriously if the remarks were offered by a teach e r. Peer work is also valuable because the interchange will be in language that students themselves naturally use and because students learn by taking the roles of teachers.

Working inside the Black Box, September 2004

Structure
Three books:
Homework books – *see below.*
Learning Journals – Brilliant Book
Daily recording book
*Journals are used for best work, plenaries, reflection, key learning points, annotated questions, glossary but will also be used for open ended problem solving questions, key investigations and reflecting on completed units of work by traffic lighting the Impact "I can statement" review sheet (see example below). This is where pupils will also independently set themselves targets whilst the teacher will provide feedback-using **www (in positive pink)** and **ebi (in Growing Green)**. In some cases, Greater Depth Tasks can be given as feedback, in which case pupils respond using their **Purple Polishing Pen**. Daily recording books are used every day to show pupils' small steps and are self or peer assessed to check pupils' understanding.*

Intelligent Practice

Homework

Homework is done in homework books.
Generic signs of success glued into front of homework books with set and due dates written in. Homework lunch club dates should also be included.

Homework Success Criteria

1. Glue the questions into the book.
2. Clearly number your answers.
3. Clearly show all methods and answers.
4. Use pencil and a ruler for diagrams; use black or blue pen for written work.
5. Ask for help or attend Wednesday lunch club before the due date if needed.
6. Complete your work to the best standard possible.
7. Red pen notes and teacher-modelled solutions should be made thoroughly.
8. **www (in positive pink)** and **ebi (in Growing Green)** should be written each week.

Solutions are modelled by the teacher and may take up to half a lesson each week to go through. Expectation that the first homework of each set will take longer and then subsequent home works may take less time.
No grades or levels to be given but a mark out of 20 (one mark for the correct answer and one mark for a correct process).

Students peer and self-assessed work marked in pink. Teachers will then check students marking and *may* make comment on rigour of mathematical work in green pen. The teacher will acknowledge every piece of work and record their score

Marking should be efficient and work for you and the pupil, so that they do not steal time that would be better spent on lesson design and preparation. Neither should they result in an excessive workload for teachers. Use high quality feedback that promotes pupil progress – the questions to ask yourself are:

Does my marking help the child to learn and enjoy maths?

Is it motivational for the pupil?

Adrian DÉR (September 2020)

3. In-school summative assessment

West Moors Middle School's policy is to use progress descriptor grids (**see Appendix 1**) to assess whether pupils are working at Age Related Expectations (ARE).

Individual teachers will be expected to update SIMS at least **once or twice per term** in order to make **five summative assessments** of progress per academic year. The grids describe learning outcomes linked to National Curriculum objectives. They are organised according to the following descriptors:

- Emerging (E)
- Developing (D)
- Secure (S)
- Mastery (M)

Individual teachers will also be asked to provide the Headteacher with populated tracking grids (**see appendix 4**) **at each of the three data drops**, to indicate the progress made by their teaching groups. They will also use three intermediate descriptors to recognise pupils who are close to achieving the next assessment descriptor:

- Emerging with signs of developing (E+)
- Developing with signs of secure (D+)
- Secure with signs of mastery (S+)

Pupils assessed to be *Secure* following a particular topic, will be judged to be working at ARE for that subject. Pupils assessed as *Developing* at the end of a topic, are seen to be working towards ARE. Those judged to be demonstrating *Mastery* are deemed to be working at greater depth.

The codes described above should be submitted on SIMS (see appendix 2) for each pupil, for every subject, five times a year. It is not expected that progress descriptor grids are highlighted for each pupil. Rather that the grids are used as a guide to inform planning, formative and summative assessment.

Summative tests outside the national accountability framework will also be used as necessary:

- Y4 GL assessments carried out in at feeder first schools, in reading, maths and science
- Y5 GL assessments in English and Maths carried out in Autumn and Summer Term
- Y6 GL assessments in English and Maths carried out in Autumn and Summer Term
- Y7 GL assessments in English and Maths carried out in Autumn and Summer Term
- Y8 GL assessments in English and Maths carried out in Autumn and Summer Term

An overall timetable of assessment is shown in Appendix 3.

4. Key indicators for accountability

West Moors Middle School's policy is to be able to track the % of pupils relative to ARE and their individual target as a key measure of accountability:

- The Headteacher will be accountable to governors and other stakeholders for the overall measures. This will be monitored and evaluated using the on-going SEF.
- The Head of English and Head of Maths will be accountable to the Headteacher for the % of pupils meeting ARE+ and/or their targets at any given
- Individual teachers will be accountable to their appraiser in terms of pupils meeting or exceeding their target at any given point in that specific subject. (Appendix 4)

The school will also be accountable according to the end of keys stage 2 assessment

- % pupils making good progress in reading/writing and maths
- % pupils working at least to ARE in maths
- % pupils working at least to ARE in reading
- % pupils working at least to ARE in writing
- % pupils working at least to ARE in GPS
- % pupils working at least to ARE in reading/writing/maths combined
- % pupils working at greater depth within the expected standard in reading
- % pupils working at greater depth within the expected standard in writing
- % pupils working at greater depth within the expected standard in maths
- % pupils working at greater depth within the expected standard in GPS

The school expects to move towards at least national average scores (zero) for progress of pupils in all subjects. This figure will be revised to reflect the school's ambition to outperform national norms.

The school expects to move towards at least 85% of pupils meeting ARE in all subjects. This figure will be revised to reflect the school's ambition to outperform national norms.

The Headteacher will also measure in-school value added using GL assessments carried out in Y4, Y5, Y6, Y7, and Y8.

The Headteacher will share the above measures at relevant, half-termly full governors' meetings, where the SEF will be updated accordingly. Reference will also be made to benchmarking available in the annual Assessing School Progress (ASP) online information.

Regular in-school and pyramid wide moderation will be pursued so that judgements made can be substantiated and corrected where necessary.

5. Target setting

All pupils will be set a target for each subject from Y5 onwards. The target will be expressed as one of six descriptors:

- Emerging (E)
- Emerging plus (E+)
- Developing (D+)
- Secure (S)
- Secure plus (S+)
- Mastery (M)

In year 5, targets for reading, writing and maths will based on the following:

- KS1 outcomes, including scaled scores where applicable*
- Y4 GL tests and age related scaled scores
- FFT Aspire estimates using a FFT band for forecasting that is consistent with the school's improvement journey (Currently FFT 50)
- HAST spelling and Suffolk Reading tests

In year 5, targets for humanities subjects are closely aligned to a pupil's reading and writing target.

In year 5, targets for all other subjects are set in conjunction with the class teacher after the first half term.

Targets for Y6/7/8 and will be checked annually with the expectation that some targets will be raised, but that know targets will be lowered beneath the Y5 target given.

Once individual targets have been set for Y5 in reading/writing/maths, the cohort targets will be checked against FFT estimates for the school, based on relevant FFT band forecasting.

Targets will not be set below the outcome of the previous national test outcome.

6. Tracking progress

The following criteria will determine judgements about progress at the three data drops:

	EDSM 1 (Nov)			EDSM 2 (March)			EDSM 3 (June)		
Target	N	Y	E	N	Y	E	N	Y	E
E	U	E	E+/D/S/M	U	E	E+/D/S/M	U	E	E+/D/S/M
E+	U	E	E+/D/S/M	E	E+	D/S/M	E	E+	D/S/M
D	E	E+	D/S/M	E/E+	D	D+/s/M	E/E+	D	D+/s/M
D+	E/E+	D	D+/S/M	E/D	D+	S/M	E/D	D+	S/M
S	E/D	D+	S/M	E/D/D+	S	S+/S/M	E/D/D+	S	S+/S/M
S+	E/D	S	S+/M	E/D/S	S+	M	E/D/S	S+	M
M	E/D/S	S+	M	E/D/S/S+	M		E/D/S/S+	M	

* N = not on target; Y = yes on target; E = exceeding target

7. Reporting to parents

West Moors Middle School's policy is to provide three progress reports to parents across the school year. This will comprise of the following:

	Academic Information (for all subjects)				Pastoral Information		
	Attitude to Learning	Attainment in relation to ARE	Progress	Tutor summary of academic achievement	Attendance	Behaviour score	Tutor Summary of pastoral achievement
Autumn	Y	Y	Y	N	Y	Y	N
Spring	Y	Y	Y	N	Y	Y	N
Summer*	Y	Y	Y	Y	Y	Y	Y

An example of the layout of the reports in provided in **Appendix 4**.

Parents may ask to speak to their child's teacher or a member of SLT at any time during the year. Nevertheless, there will be three formal opportunities in the school's calendar:

- 'Meet the tutor' consultation (October)
- Subject Teacher consultation (January)
- Invitation for consultation (March)

The pupils' exercise books should be the richest source of information about progress. Therefore, there should be opportunities for pupils and parents to view these together, both at parent consultation meetings and informal 'book look' afternoons.

Parents will be provided with three further opportunities to visit the school and view their child's exercise books, across the year. The books will also contain a pupil progress tracker on the inside cover.

* For Year 6, the summer report will also contain information relating to the end of key stage 2 national tests

Appendix 1 – Example of WMMS progress descriptor grid (Y5 English)

	Milestone Indicator	Emerging (pupils are working below ARE)	Developing (pupils are working towards ARE)	Secure (pupils are working at ARE)	Mastery (pupils are working at a deeper level)
To write with purpose	Can use the main features of this text type: write a story with a dilemma with events in time order, 3rd person, and past tense.	Is beginning to recognise some of the main features of this text type.	With support and guidance, the main features of this text type are included.	The main features of this text type are included.	The main features of this text type chosen are fluently and consistently applied.
To use imaginative description	Can use vocabulary to create vivid images in the reader's mind.	Is beginning to recognise some examples of descriptive vocabulary including adjectives.	With support and guidance, descriptive verbs and adjectives are used.	Appropriate adjectives, verbs and adverbs are chosen to create vivid images in the reader's mind.	Adjectives, verbs and adverbs are selected skilfully throughout to capture and sustain the reader's attention.
To organise writing appropriately	Can use adverbials of time, place and number to build cohesion within paragraphs.	Is beginning to recognise some adverbials of time, place or number.	With support and guidance, can use some adverbials of time (eg Moments later) and number (eg First of all).	Suitable adverbials of time, place (eg On the moor,) and number are used throughout writing.	A wide range of adverbials are selected and woven adeptly into writing.
To use paragraphs	Can use paragraphs to group ideas around a theme.	Is beginning to recognise that sentences can be grouped together in paragraphs.	With support and guidance, can group sentences into paragraphs around a theme.	Can group sentences into appropriate paragraphs around a theme.	Paragraphs make sense if read alone.
Grammar and Punctuation	Can punctuate sentences appropriately with full-stops and commas.	Is beginning to understand the rule or starting a new sentence: new subject, new verb = new sentence.	Sometimes begins a new sentence when needed following the rule. Uses commas to separate items in a list.	Punctuates the vast majority of sentences appropriately. Uses commas in lists, after fronted adverbials and for relative clauses.	Punctuation of a range of sentence types is accurate throughout writing.
To use sentences appropriately	Can use a range of sentence types across writing: simple, compound and complex sentences.	Can write simple sentences with a subject, verb and extra information.	Can write simple sentences (with a subject, verb and extra information) and compound sentences joined with 'and', 'but' and 'or'	Can write simple sentences, compound sentences and complex sentences (using relative clauses with who, which, where, whom, whose and that & connectives : when, while, because)	Can write a range of sentence types using a variety of relative and subordinate clauses.
To spell correctly	Can spell most words correctly	Can understand some of the spelling rules for year 5.	Applies some of the year 5 spelling rules when writing.	Applies most of the year 5 spelling rules when writing.	Applies all of the year 5 spelling rules, when writing. Most words, including technical and scientific words are spelled correctly.
To present neatly	Can write clearly and fluently.	Letters are sometimes spaced appropriately and are of even size.	Letters are usually spaced appropriately and are of even size.	Letters and words are spaced appropriately. Upper and lower case letters are of suitable size.	Writing is legible and consistent with an emerging, personal style.

Appendix 2 – Assessment and reporting calendar

	Year 5	Year 6	Year 7	Year 8
Transfer	• KS1 national test outcomes, incl. scaled scores • GL Progress Tests (Y4) R/W/M	GL Progress Tests (Y4) R/W/M	GL Progress Tests (Y4) R/W/M	GL Progress Tests (Y4) R/W/M
Autumn 2	• HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • 'Meet the tutor' parents' consultation	• HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • 'Meet the tutor' parents' consultation	• HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • 'Meet the tutor' parents' consultation	• HAST spelling • SRT • EDSM data feed #1 • Pupil progress meeting #1 • 'Meet the tutor' parents' consultation
Spring 2	• EDSM data feed #2 • Pupil progress meeting #2 • Spring progress report	• EDSM data feed #2 • Pupil progress meeting #2 • Spring progress report	• EDSM data feed #2 • Pupil progress meeting #2 • Spring progress report	• EDSM data feed #2 • Pupil progress meeting #2 • Spring progress report
Summer 1		• End of KS2 National tests		
Summer 2	• GL Progress Tests R/W/M/S • EDSM data feed #3 • Pupil Progress meeting #3 • 'By invitation' parents consultation • Summer progress report	• GL Progress Tests R/W/M/S • EDSM data feed #3 • Pupil Progress meeting #3 • 'By invitation' parents consultation • Submit teacher assessments for end of KS2 attainment (R/W/M/S) • Pupil progress meeting #3 • Summer progress report and National Test results	• GL Progress Tests R/W/M/S • EDSM data feed #3 • Pupil Progress meeting #3 • 'By invitation' parents consultation • Summer progress report	• GL Progress Tests R/W/M/S • EDSM data feed #3 • Pupil Progress meeting #3 • 'By invitation' parents consultation • Summer progress report

West Moors Middle School
Subject Teacher Data Analysis 2018/19
Pupil Progress Meeting – Monday 8 October 2018
Carried out by

Class: **Subject:**

	Data 1			Data 2			Data 3			Data 4			Data 5		
	N	Y	E	N	Y	E	N	Y	E	N	Y	E	N	Y	E
All															
Disadvantaged															
SEN register															
Boys															
Girls															

Pupils considered for wave 1 interventions:

-

Wave 1 interventions describe the lesson-to-lesson actions taken by the teacher as part of normal planning. It might include planned questions, behaviour strategies; targeted feedback; seating considerations; guided group work within the lesson; special instructions for TA.

Pupils considered for wave 2 interventions:

-

Wave 2 interventions are actions taken by the teacher/TA, extra to whole class teaching. It might include extra sessions delivered during assembly time or at an after school club. Or it might be targeted group work led by the teacher/TA during normal lesson time. These interventions should be time-limited (3 - 6 wks) and be underpinned by clear targets. They should be recorded on SIMS.

Pupils considered for wave 3 interventions:

-

Wave 3 interventions are actions taken by senior leaders, TAs or outside agency workers which involve small pupil-to-teacher ratios. These interventions should be time-limited (3 - 6 wks) and be underpinned by clear targets. They should be recorded on SIMS.

Saved in: T:\1. Teacher tracking data\Master

Appendix 4– Progress report template

Percentage attendance: 96.9
Unauthorised absence: 4
Attendance reporting period: 04/09/2017 – 18/06/2018
Special Educational Needs Status: Interventions

Pupil Conduct:

Total Achievement Points: 60
Total Behaviour Points: 0
Conduct reporting period: 04/09/2017 – 18/06/2018

Results Table:

Core Subjects:

Subject	Attitude to Learning (ATL)	Progress Indicator	Current Indicator	End of Year 6 Target
English: Reading	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE
English: Writing	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE
Maths	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE
Science	Outstanding	Y	Working at greater depth within ARE	Working at greater depth within ARE

Foundation Subjects:

Subject	Attitude to Learning (ATL)	Progress Indicator	Current Indicator	End of Year 6 Target
Art	Outstanding	Y	Working at ARE	Working at ARE
Computing	Good	E	Working at greater depth within ARE	Working at ARE
French	Good	Y	Working at ARE	Working at ARE
Integrated Learning B&V	Good	Y	Working at ARE	Working at ARE
Integrated Learning Geography	Outstanding	E	Working at greater depth within ARE	Working at greater depth within ARE
Integrated Learning History	Outstanding	E	Working at greater depth within ARE	Working at greater depth within ARE
Music	Satisfactory	Y	Working at ARE	Working at ARE
PE	Outstanding	Y	Working at ARE	Working at ARE