Assessment and Reporting Policy

	Signature	Date
Chair of Committee		
Headteacher		
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Assessment and Reporting Policy

1. **Aims**

   Newtown aims to create conditions in which our children can reach their full potential physically, emotionally, spiritually, behaviourally and academically. We encourage our children to feel valued and to learn to respect others. The school continues to work at developing the partnership between parents, governors and outside agencies to contribute to the education of our pupils.

2. **Equal Opportunities**

   Newtown is a school of equal opportunities. All children and adults no matter what age, creed, colour, religion or gender are treated as equals and this is promoted at all times.

3. **Purposes and Principles of Assessment**

   The overriding principle of good assessment is that it should be clearly tied to its intended purpose. There are three main forms of assessment:
   - formative assessment
   - summative assessment
   - nationally standardised summative assessments

4. **Formative Assessment**

   Formative assessment is used by teachers to evaluate pupils' knowledge and understanding on a day to day basis and to tailor teaching accordingly. Good formative assessment ranges from the probing questions put to a child as they think something through; recap questions at the beginning of a lesson and work scrutiny, through to marking of work, feedback and next steps.

   Observations and trackers

   Watching children learn during free play is a vital part of formative assessment. Taking a step back and watching gives staff the opportunity to look at what the children are saying and doing. After an observation time is taken to reflect upon what the child's next steps should be.

   Discussion and Questioning

   Formative assessments are being made by staff all the time as they have 'learning conversations' with children. Whilst this information may not always be recorded formally this all forms part of a teacher's professional judgement on a child.

   Marking, Feedback and Response

   Formative assessment is also made through the marking of children's work. Staff regularly give verbal or written feedback with next steps and the children will respond to this.

   Assessment tasks

   Running records are carried out half-termly on all children in Year R, 1 & 2 who have a reading book in yellow band and beyond This assessment information is used for planning next steps for that child .
   Phonics assessments are carried out half termly to determine whether the children are in the correct phonics group and where the gaps in their knowledge and understanding are.

   Annotated Planning

   Planning is annotated with formative assessment information; for example children who have not met the expectations within the lesson or those who exceeded them or particular next steps.

   Records of Formative Assessment

   There is no expectation on staff to keep records of ongoing formative assessment other than what is discussed above.

5. **Summative Assessment**
   Summative assessment enables schools to evaluate how much a pupil has learned at the end of a teaching period. At Newtown staff complete summative assessments at the **end of each academic term**, these are discussed with the Headteacher at the termly Pupil Progress Meetings and recorded on SIMS for tracking purposes.

   Early Years
   Children in Pre-School and Reception are assessed against the Development Steps of the Early Years Foundation Stage. These are recorded as the month band and either emerging, developing or securing within that range, e.g. 30-50 months emerging.

   Key Stage 1
   Children in Year 1 and Year 2 are assessed against the Herts for Learning Assessment Criteria. They will be recorded as working towards, beginning, developing, securing or working beyond the curriculum for the age related expectations, e.g. developing skills, knowledge and understanding within the age related expectations for Year 1.

6. **Nationally Standardised Summative Assessment**
   Nationally standardised summative assessment is used by the government to hold schools to account.

   Early Years Foundation Stage Profile
   At the end of Reception all children are assessed against the Early Years Foundation Stage Profile which contains 17 Early Learning Goals. The children are reported as 'emerging', 'expected', or 'exceeding' against each ELG. The children are also assessed as to whether they have reached a good level of development (GLD), in order to reach this point the children must be expected or exceeding in the ELGs in all three prime areas, reading, writing and maths.

   Phonics Test
   All children in Year 1 sit a phonics screening test in June. Children who do not achieve the required threshold at the end of Year 1 repeat the test in June of Year 2.

   Statutory Assessment at the end of Year 2
   Children in Year 2 are assessed against the end of key stage performance descriptors published by the Department for Education in the following areas:
   English: Reading
   English: Writing
   Mathematics
   Science
   The overall assessments are based on a teacher's judgement of their attainment against the descriptors and will be reported as:
   - Working towards the expected standard
   - Working at the expected standard
   - Working at greater depth within the expected standard

   Children will also will sit test papers in the following areas, however the result of these tests feeds into the teacher assessment and is not the deciding indicator:
   English: reading
   Maths: arithmetic
   Maths: reasoning
   As the results of these tests are only a small part of the assessment we would not normally share the outcomes with parents, however if a parent asks will issue them with the raw scores.

7. **Moderation**
   The process of moderation is an essential part of the assessment system. At Newtown we set aside time every term to make sure that this takes place both within a year group and across the school. As far as possible we also try to moderate with other local schools and participate in the County Council external moderation.

8.   Reporting

At the mid-point in the Autumn and Spring Term parents will have a meeting with staff where behaviour for learning, progress and next steps can be discussed.

Parents in every year group will receive a short summary of their child's summative assessment at the end of the Autumn Term and Spring Term. This will have an emphasis on effort and either characteristics of effective learning in the EYFS (see appendix 1) or behaviour for learning in KS1 (see appendix 2) along with summative judgements about the child's attainment to date in the key areas. For the format of these reports see appendix 3.

At the end of the Summer Term parents will receive a more in depth report.

Attainment in Pre-School in all three terms and Reception in the Autumn and Spring Term will be reported in the 17 areas. These will be assessed against the Development steps of the Early Years Foundation Stage Curriculum which are banded by months. More able children may also be reported as Early Learning Goals emergent or achieved.

Attainment at the end of Reception will be reported in the 17 areas as:
- **1** Early Learning Goal not achieved
- **2** Early Learning Goal achieved
- **3** Early Learning Goal exceeded

Attainment in KS1 will be reported in Reading, Writing, Maths and Science as:
- **Working towards** the expectations for this point in the year.
- **Working at** the expected level for this point in the year.
- **Working beyond** the expected level for this point in the year.

Characteristics of Effective Learning

Playing and Exploring: Engagement

Finding Out and Exploring	• Showing curiosity about objects, events and people
	• Using senses to explore the world around them
	• Engaging in open-ended activity
	• Showing particular interests
Playing with what they know	• Pretending objects are things from their experience
	• Representing their experiences in play
	• Taking on a role in their play
	• Acting out experiences with other people
Being willing to 'have a go'	• Initiating activities
	• Seeking challenge
	• Showing a 'can do' attitude
	• Taking a risk, engaging in new experiences, and learning by trial and error

Active Learning: Motivation

Being Involved and Concentrating	• Maintaining focus on their activity for a period of time
	• Showing high levels of energy, fascination
	• Not easily distracted
	• Paying attention to details
Keeping on Trying	• Persisting with activity when challenges occur
	• Showing a belief that more effort or a different approach will pay off
	• Bouncing back after difficulties
Enjoying achieving what they set out to do	• Showing satisfaction in meeting their own goals
	• Being proud of how they accomplished something – not just the end result
	• Enjoying meeting challenges for their own sake rather than external rewards or praise

Creating and Thinking Critically: Thinking

Having their own ideas	• Thinking of ideas
	• Finding ways to solve problems
	• Finding new ways to do things
Making links	• Making links and noticing patterns in their experience
	• Making predictions
	• Testing their ideas
	• Developing ideas of grouping, sequences, cause and effect
Choosing ways to do things	• Planning, making decisions about how to approach a task, solve a problem and reach a goal
	• Checking how well their activities are going
	• Changing strategy as needed
	• Reviewing how well the approach worked

BEHAVIOUR FOR LEARNING SKILLS

ORGANISATIONAL SKILLS	SOCIAL SKILLS	LEARNING SKILLS
1. Starting on time	1. Allowing others to learn	1. Sharing ideas
2. Getting things finished	2. Helping others with their learning	2. Learning in a group
3. Having the correct equipment for a task	3. Inviting others to help with own learning	3. Learning with a partner
4. Planning before doing	4. Sharing equipment	4. Listening to others
5. Keeping work tidy	5. Listening to others	5. Focusing on learning
6. Keeping tables tidy	6. Waiting turn to speak	6. Thinking about other people's ideas
7. Keeping classroom tidy	7. Using the right tone of voice	7. Adding to other people's ideas
8. Knowing where to find the resources needed	8. Explaining ideas clearly & sensibly	8. Trying new things
9. Putting away resources no longer needed	9. Saying "Well done" to others	9. Not giving up when things are tricky
10. Setting self a goal	10. Respecting the views & ideas of others	10. Learning from mistakes
11. Keeping focused on a task	11. Thinking about how what they might say might affect others	11. Making mistakes & moving on
12. Knowing how well they are doing	12. Managing distractions	12. Asking good questions
13. Looking after own property	13. Working collaboratively & cooperatively with others	13. Knowing when to ask for help
14. Looking after others' property	14. Working cooperatively with adults	14. Asking questions if they don't understand

Early Years Foundation Stage progress report to parents

Name:		Date of Birth:		Age in months:	
Keyworker:		Teacher:		Year Group:	

Characteristics of effective learning and other comments

Prime Areas	
Listening and attention	
Understanding	
Speaking	
Moving and handling	
Health and self-care	
Self-confidence and self-awareness	
Managing feelings and behaviour	
Making relationships	
Specific Areas	
Reading	
Writing	
Numbers	
Shape, space and measure	
People and communities	
The World	
Technology	
Exploring and using media and materials	
Being imaginative	

The staff assess children based on the Early Years Foundation Stage Developmental Steps, the steps go in overlapping age ranges, birth – 11months, 8 – 20 months, 16 – 26 months, 22 – 36 months, 30 – 50 months, 40 – 60 months. The results above are a best fit of the steps the children have achieved and are based on observations of the children in school. The letters after the numbers represent how they are doing within that stage 'e' emerging, 'd' developing or 's' secure. ELG refers to the Early Learning Goal, the end of Reception expectation.

Next Steps
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Key Stage 1 progress report to parents

Name:		Date of Birth:		Teacher:	
Class:		Year Group:	1		

Characteristics of effective learning and other comments

Reading	Working at the expected level for this point in Year 1
Writing	Working at the expected level for this point in Year 1
Maths	Working towards the expected level for this point in Year 1

The staff assess children based on the National Curriculum for their year group. The children are reported as working towards, working at or working at greater depth on the skills, knowledge and understanding for that point in the academic year.

Next Steps
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Name:		Date of Birth:		Age in months:	
Keyworker:		Class:		Year Group:	

Characteristics of effective learning and other comments

Attainment against the Early Years Foundation Stage Developmental Steps

Prime Areas			
Listening and attention		Understanding	
Speaking		Moving and handling	
Health and self-care		Self-confidence and self-awareness	
Managing feelings and behaviour		Making Relationships	
Specific Areas			
Reading		Writing	
Numbers		Shape, Space and Measure	
People and communities		The World	
Technology		Exploring and using media and materials	
Being imaginative			

The Pre-School assess children based on the Early Years Foundation Stage Developmental Steps, the steps go in overlapping age ranges, birth – 11months, 8 – 20 months, 16 – 26 months, 22 – 36 months, 30 – 50 months, 40 – 60 months. The results above are a best fit of the steps the children have achieved and are based on observations of the children in Nursery. The letters after the numbers represent how they are doing within that stage 'e' emerging, 'd' developing or 's' secure.

Next step for Communication and Language

Next step for Physical Development

Next step for Personal Social and Emotional Development

Reception end of year report to parents

Name:		Date of Birth:		Age in months:	
Teacher:		Class:		Year Group:	

Characteristics of effective learning and general comments

Early Years Foundation Stage Profile

Prime Areas					
ELG1:	Listening and attention		ELG2:	Understanding	
ELG3:	Speaking		ELG4:	Moving and handling	
ELG5:	Health and self-care		ELG6:	Self-confidence and self-awareness	
ELG7:	Managing feelings and behaviour		ELG8:	Making Relationships	
Specific Areas					
ELG9:	Reading		ELG10:	Writing	
ELG11:	Numbers		ELG12:	Shape, Space and Measure	
ELG13:	People and communities		ELG14:	The World	
ELG15:	Technology		ELG16:	Exploring and using media and materials	
ELG17:	Being imaginative				

The Early Learning Goals (ELGs) are marked as 1 for emerging, 2 for expected and 3 for exceeding.

Next step for Reading

Next step for Writing

Next step for Maths

Year 1 and 2 end of year report to parents

Name:		Date of Birth:		Class:	
Teacher:		Year Group:			

Characteristics of effective learning

English

Reading	
National Phonics Test	
Writing	
Next steps for English	
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Mathematics

Mathematics	
Next steps for Mathematics	
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Science

Science	

Wider curriculum

Year 1 and 2 end of year report to parents