



LADYBROOK PRIMARY SCHOOL

## ASSESSMENT, RECORDING AND REPORTING POLICY

### **Rationale**

*‘Children do not always learn what is taught; effective teaching starts with the learner.’ (Dylan Wiliam, 2016)*

We want assessment to be ‘fit for purpose’ to make learning and teaching as effective as possible so that learners understand quality and how to improve. At Ladybrook Primary School we have a shared understanding of how learners learn<sup>1</sup>. We recognise all children to be unique individuals who develop and learn in different ways and at different times. Therefore, our assessment system has been developed in recognition of every child’s individual learning journey and in the firm belief that the assessment process is too important to be the sole preserve of national tests. At Ladybrook we focus on high-quality, in-depth teaching and learning, supported by in-class formative assessment. Our assessment system is designed to support learning rather than getting in its way. In good education, assessment is focused on the progress of the whole pupil throughout their educational journey. We want to make the important measurable and avoid making merely the easily measurable important.

Through assessment we find out what children have learned. From this information we are able to reflect upon and refine our teaching plans to better meet children’s learning needs and next steps in all areas of their development. It informs the teaching and learning cycle. True assessment is neither wholly formative nor wholly summative; it is embedded in the classroom rather than an activity of reflection outside the classroom.

Assessment helps pupils engage in their own learning and development. A pupil responds better to new challenges if they grasp what is necessary for progress and why. Through verbal feedback and dialogue, children are involved in the assessment process.

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<sup>1</sup> See [Teaching and Learning Policy](#)

## Aims

- To identify what children know and what they need to learn next – this is a daily occurrence.
- To inform planning (school / class / group / individual), next steps, information for parents and governors and class organisation.
- To measure individual / group progress.
- To evaluate the effectiveness of teaching methods and interventions.
- To motivate and activate students as owners of their own learning.
- To provide feedback that moves learners forward.
- To engage children in their own feedback for learning
- To comply with statutory requirements and extrinsic demands.

## Types of assessment

There are three main forms of assessment: **in-school formative assessment**, which is used by teachers to evaluate pupils' knowledge and understanding on a daily basis and to tailor teaching accordingly; **in-school summative assessment** which enables schools to evaluate how much a pupil has learned at the end of a teaching period; and **nationally standardised summative assessment** which is used for whole school accountability.

## Practice at Ladybrook

**Formative assessment** also known as **Assessment for learning**<sup>2</sup> is at the heart of high-quality teaching and learning. We have a cross-curricular, thematic approach to engaging learners which cements our practice. Equally we understand that effective learning requires a strong relationship between the teacher and learner. At Ladybrook, teachers assess through observation and professional judgement together with regular dialogue-based feedback<sup>3</sup> with learners, starting from nursery through to Year 6. Assessment leads to the identification of gaps, which in turn informs planning and

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<sup>2</sup> See [Formative Assessment at its best](#)

<sup>3</sup> See [Marking and Feedback](#)

prompts teachers to reflect upon, evaluate and adapt their own teaching methods to improve pupils' understanding and learning.

At Ladybrook, children are helped to know and understand their next steps in learning through marking and feedback, open learning conversations and positive relationships between adults and children. For parents, Assessment for Learning provides us with rich, constructive information to report to parents verbally or in a written form, providing them with a broad picture of their child's strengths and areas for improvement.

**In-school summative assessments** contribute to our understanding of children's learning. Teachers can evaluate pupil learning and the impact of their teaching of different concepts and skills. All of this information supports the planning of future teaching and learning. The Senior Leadership Team uses the information to monitor the progress and attainment of individuals, classes, cohorts and groups within the school. The analysis of this information enables Senior Leaders to re-deploy resources as required to close gaps and encourage mastery in learning for all of our pupils.

**Nationally standardised summative assessments** at the end of Key Stages enable teachers to compare the progress and attainment of Ladybrook pupils with those of other schools locally and nationally. These tests provide information for parents, senior and middle leaders, governors, the local Authority, the government and Ofsted. We recognise that learning does not take place in isolation and no 'sit down' test can accurately capture the complexity of a learner's progress.

To support the assessment needs of our school we use termly standardised assessments in reading and mathematics. These provide reading ages and maths ages which enable us to track progress towards the end of Key Stage Assessments.

**Formative Assessment** Crucially our Curriculum Progression of knowledge, attitudes and skills has been divided by our teaching team to reflect the key elements which we believe children need to know, understand and be able to do. Teachers establish a baseline and plan from the key learning objectives found on the curriculum progression.

**Pupil progress meetings** are held twice a year where assessments across reading, writing and maths are moderated by senior leaders. teachers are required to draw evidence for their judgements from the wealth available within the learning experience,

and critically from their relationship with each child. These judgements are then supported by summative assessments.

**Progress** is identified through:

- Accumulation of evidence achieved over time (professional judgement, discussion, moderation with colleagues and physical evidence e.g. books, photos, behaviour, pupil voice).
- Discussion with parents- twice per year (Autumn and Spring) - more often for children with SEND
- Parental access to Tapestry (our online platform in EYFS), displays, books.
- Reporting to parents three times per year- including 'next steps' in learning.

### **Recording attainment and progress**

Recording is minimised to include only that which is essential to support class teachers and subject leaders in their roles.

- All teachers make termly judgements of attainment in the core and foundation subjects using a simple whole school spreadsheet
- Progress is recorded in a similar way
- Nursery and Reception have a separate centrally accessible spread sheet.

### **Roles and Responsibilities**

The head teacher and senior leadership team aim to create a learning community with high aspirations and expectations for all. The progress of all children is monitored and evaluated by senior leaders. Classroom teachers are responsible for meeting the needs of all pupils learning and progress. They are responsible for updating the learning ladders regularly and producing termly reports for their cohort as agreed by the team. Subject Leaders monitor progress, achievement and provision within their own subject areas. Governors monitor and challenge progress and achievement with the support of the Head teacher and Deputy Head.

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