

Alexandra Academy Trust Assessment for Learning, Recording and Reporting Policy



If you need this in an alternative format
please contact the Alexandra Academy Trust.

For approval by the Curriculum committee	Autumn 2024
For Review	Autumn 2027

Signed _____ (Chair of Curriculum committee)

Dated _____

Assessment for Learning, Recording and Reporting Policy

Trust Mission Statement

‘Working together to create better futures’

Introduction

This policy outlines the purpose, nature and management of the Assessment for Learning, Recording and Reporting Policy at the Alexandra Academy Trust. The Academy Trust policy for Assessment for Learning, Recording and Reporting reflects the consensus of opinion of the whole teaching staff and has the support of the Board of Trustees.

The implementation of this policy is the responsibility of all the teaching staff.

Overview

Assessment is not separate from, but is an integral part of, the curriculum plan and its strategies for teaching and learning. Recording achievement recognises not only the skills and knowledge in written form, but also practical skills, social attitudes and personal qualities that represent the wider aims of education and links to the wider curriculum.

The Academy Trust will implement effective strategies to enhance learning, measure and assess children’s attainment and progress. The Academy Trust will ensure structured and systematic assessment systems provide a continuous record of children’s achievements and their progress. This information will be passed from one stage of learning to the next in order to make transitions smooth.

Parents/carers will be kept regularly well informed of their child’s progress and achievement through both verbal dialogue and written reports. Parents/carers and children will be involved in the assessment and reporting strategy at appropriate points.

All staff at the Academy Trust, play a key role in the assessment for learning, record keeping and reporting. Staff recognise the importance of communicating information and using this to monitor children’s progress.

Aims

- To ensure effective continuity and progression of learning across the Academies within the Trust.
- To ensure that teaching is effective and that learning is meaningful to improve outcomes for children.

- To provide the child with the necessary knowledge skills and understanding to be successful and to make at least good progress over each school year and key stage
- To monitor the child's progress and attainment throughout each Academy and to provide accurate information and judgements to pass to the next teacher
- To assist in the diagnosis and identification of individuals, at risk of underachieving as well as those with additional needs and discuss any concerns with the SEND Lead
- To use formative and summative assessments to accurately identify each child's progress and attainment
- To provide clear and accurate reporting of progress and achievement to the learners and parents/carers
- To ensure continuity throughout each Academy and to assist in the smooth transition between key stages and transition to other schools
- To provide the Trustees, Principals and other leaders clarification of standards, progress and achievement within each Academy

Strategies

- Pre-learning tasks to be completed at the start of a new topic/aspect of learning in order to assess children's understanding and determine their next steps. Post-learning tasks, evaluations will be completed to assess learning outcomes at the end of a unit of work.
- Clear feedback about their progress and next steps to be given to the child, either verbally or in line with our Marking and Feedback Policy.
- Peer and self-assessment to be used to support and fully engage the child in the learning process.
- Children and parents/carers to be actively involved in discussions on achievement and next steps in learning through biannual reports and meetings.
- Effective monitoring, evaluation and review of each child's progress towards their targets is undertaken through the termly Pupil Progress Meetings. Based on this, additional support or interventions are implemented.
- Formative and summative assessment is used to shape future planning, teaching and target setting.

- Annual reports must meet statutory requirements and give parents/carers clear and accurate judgements of the child's progress and attainment in all areas of the curriculum.
- Statutory assessments are reported to parents/carers and to those involved in the next stage of each child's education.

Monitoring

Assessment is closely monitored to ensure continuity and progression through the following:

- Pupil Progress meetings to review progress at all key stages
- Shared planning and teaching
- Assessments recorded on the electronic tracking system
- Book scrutiny and feedback to staff
- Learning Walks
- Lesson observations
- Regular updating of subject leadership files
- Pupil Voice
- Internal and external moderation is completed to validate judgements

Assessment, Recording and Reporting

Once a term, in Early Years, Key Stage 1 and Key Stage 2, a summative assessment for each child takes place for each curriculum subject.

To aid with summative assessments each Academy uses quality assured tests, which are administered at the end of each term from Years 1 to 6 in core subjects. In Early Years, Key Stages 1 and Key stage 2, children's progress and attainment is assessed and recorded on the Academy's electronic tracking system.

A final report is provided to parents/carers at the end of each academic year.

It is very important that internal formal assessments are accurate, as this demonstrates the progress journey for every child. This information is used target resources and can be linked to appraisal targets for staff.

Statutory Assessments

Children in Reception will complete the Reception Baseline Assessment (RBA) within the first 6 weeks of starting Reception. The data from the assessment will be used by the Department for Education when a child reaches the end of Year 6, to provide the baseline to measure your child's progress from Reception.

The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 30 June in that term.

In Year 1, a statutory Phonic Screening Check is undertaken and this is reported to parents/carers. Any child who did not pass the Phonics Screening Check in Year 1, completes the Phonics Screening Re-check in Year 2, as outlined by the statutory guidance.

Currently at the end of Key Stage 1, the children are teacher assessed in reading, writing, mathematics and science. Assessments undertaken by the children in reading and Maths at the end of year 2 support this. The assessments are reported to parents/carers on the end of year annual report.

In Year 4, the children complete the statutory Multiplication Tables Check and the Academy then shares the results with parents/carers.

At the end of Key Stage 2, the children complete statutory assessments (SATS), which is reported to the parents/carers on the end of year annual report.

This policy is linked to the Marking and Feedback Policy, as on-going assessments are carried out during lesson time, with 'on the move marking and feedback' given to the children, which then informs the next day's teacher planning.

Please also see Assessment for Learning – Key Characteristics

(see Appendix 1)

Outcomes

This policy will promote the excellent ethos of the Academy Trust. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the Academy Trust's Aims and Code of Conduct.

Through tracking progress regularly and accurately, every learner will know how they are doing and understand what they need to do to improve. Parents/carers will have a clear and accurate picture of their child's progress and achievement in all areas of the curriculum. All staff will be confident to make accurate judgements of children's attainment and progress.

This policy should be read in conjunction with the following policies:

- Attendance and Punctuality Policy
- Cared-For-Child Policy
- Child Protection and Safeguarding Policy
- Early Years Policy
- Emotional Healthy Schools Policy
- [Early Years Foundation Stage \(publishing.service.gov.uk\)](https://publishing.service.gov.uk) Sept 2023
- Inclusion Policy
- Individual Curriculum Policies
- Keeping Children Safe in Education DfE
- Marking and Feedback Policy
- Positive Behaviour Policy
- Equality Policy
- Special Educational Needs and Disability Policy
- Young Carers Policy

Assessment for Learning – Key Characteristics

Key characteristics of assessment for learning	Teaching strategies
Sharing learning objectives with children	• Share learning objectives at the beginning of the lesson and, where appropriate, during the lesson in language that children can understand • Use these objectives as the basis for questioning and feedback throughout the lesson • Evaluate this feedback in relation to achievement of the learning objectives to inform the next stages of learning and planning
Helping children to know and recognise the standards they are aiming for	• Show children's work that has met criteria, with explanations of best practice – What A Good One Looks Like (WAGOLL) • Give children clear success criteria relating to the learning objectives • Model what it should look like. For example, exemplify good writing on the board or visualiser • Ensure that there are clear, consistent shared expectations about the presentation of work • Provide displays of children's work, which shows work in progress as well as finished product
Involving children in peer and self-assessment	• Give children clear opportunities to talk about what they have learned and what they have found difficult, using the learning objectives as a focus • Encourage children to work/discuss together, focusing upon how to improve • Ask children to explain these steps in their thinking: 'How did you get that answer?' (think, pair, share) • Give time for children to reflect upon their learning • Identify with children the next steps in learning
Providing feedback which leads to children recognising their next steps and how to take them	• Value oral as well as written feedback • Ensure feedback is constructive as well as positive, identifying what the children have done well, what needs to be done to improve, and how to do it • The written feedback needs to be in accessible language • Identify the next steps for individuals and groups as appropriate • Teaching Assistants to give feedback through post-its, verbal etc
Promoting confidence that every child can improve	• Where appropriate, identify small steps to enable children to see their progress, thus building confidence and self-esteem • Encourage children to explain their thinking and reasoning within a secure classroom ethos

Involving both teacher and child in reviewing and reflecting on assessment information	• Reflect with children on their work - for example, through a storyboard of steps taken during an investigation • Choose appropriate tasks to provide equality assessment information (emphasis on process, not just the correct answer) • Provide time for children to reflect upon what they have learned and understood and to identify where they still have difficulties • Adjust planning; evaluate effectiveness of task, resources, etc as a result of assessment through observations and marking • Give children daily respond time and act upon marking feedback and complete set actions
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