

St Augustine's Academy



Assessment, Recording and Reporting Policy

Approved by:

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by: March 2026

'Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.'
Matthew 5:16

“But as for you, be strong and do not give up, for your work will be rewarded.”

2 Chronicles 15:7

Introduction

At St Augustine’s Academy, we have high expectations for our pupils and strive for the highest academic standards. Careful, informed assessment provides the foundation for quality-first learning and teaching. It helps to ensure that teaching is appropriate and that children make expected or accelerated progress.

Assessment has high priority at St Augustine’s. The Headteacher is the academy’s Assessment Leader; staff and governors receive training to understand the school’s assessment systems, and collectively, the level of expectation and challenge for pupils is high.

Aims

By implementing all that is detailed in this policy, the staff and governors at St Augustine’s Academy aim to:

- Ensure that every child reaches their full academic potential
- Meet all of the requirements detailed in related documents from the Department for Education.

Purpose of Assessment

The purpose of assessment at St Augustine’s Academy is to:

- Enable teachers to plan effectively the next steps in learning for their class, for groups of children and for individual pupils
- Enable teachers to set high expectations for pupils
- Help children to take ownership of their own learning and plan their next steps
- Provide parents and carers with the information they need about their child’s learning in order that they can support them effectively at home
- Assist with informing governors, staff and school improvement professionals about the quality of education at St Augustine’s
- Enable school leaders to evaluate and action on-going school improvement

Assessment Database

At St Augustine’s Academy, a bespoke school Assessment Database, holds the attainment and progress records of pupils. It allows for all pupils to be carefully tracked as they journey through their schooling at St Augustine’s.

Formative Assessment

Formative assessment (assessment for learning) involves the use of assessment in a range of day-to-day classroom-based activities to raise pupil attainment and aid their progress.

Formative assessment procedures are used to identify the achievement of pupils during lessons; these assessments may involve targeted questioning, observing and listening to pupils as they learn, discussing learning with pupils to elicit their understanding, and feeding back to children about their work. Findings are then

noted and utilised to ensure that future teaching is designed specifically to meet the current learning needs of the children.

All lessons at St Augustine's are planned to have a clear, specific learning objective. Success criteria, contributed to by pupils, help both pupils and teachers to identify the progress made towards meeting learning objectives and identify the direction that new learning will take.

For further information, please view the school's Feedback Policy.

Summative Assessment

Assessment of learning (summative assessment) involves making a judgement of pupils' attainment at a given point in time and, where appropriate, comparing the judgement against local and national expectations and outcomes.

The use of summative assessment at St Augustine's is summarised below:

1) Assessment Week

Assessment weeks are held during the second week of each half term. During Assessment week, pupils are tested through a range of age appropriate, formal assessments which may include the following:

- Spelling – using bespoke tests created from the National Curriculum spelling expectations for each year group (Half Termly)
- Assertive Mentoring Maths Stage Assessments (Half Termly)
- Times Tables and Number Bonds – using Times Table Rock Stars (Half Termly)
- Wow Writing – independent writing marked against the interim framework (Half Termly)
- Accelerated Reader – Star Reading Test
- Draw-A-Person Test (As required)
- Salford Reading and Comprehension Test (As required)

Teachers also record Phonics levels on a half termly basis where applicable.

Following testing taking place, results are submitted for inclusion on the school's Assessment Database where a profile of pupils' learning over time is constantly being built. Information gained from the assessments is used to inform learning and teaching so that lessons are relevant to children's needs and are designed to fill pupils' learning gaps.

2) End of Term Teacher Assessment Judgements

In order to make Teacher Assessment judgements for Reading, Writing and Maths, bespoke Assessment Grids based on National Curriculum/CGP objectives and filled in by teaching staff for Years 1 - 6. The grids calculate the number of objectives that each child achieves and converts this into a percentage; these in turn are used to determine an attainment judgement. (Senior Leaders/Appraisers meet with teachers to discuss submitted data and to look at supporting evidence e.g. pupils' work in books, as necessary.)

The systems used, also ensure that assessment judgements can be made about any child at any point during the academic year, as long as the records are kept up-to-date.

The 4 attainment judgements that a child may achieve are Emerging, Developing, Secure and Ready; for pupils attaining greater depth or mastery of a subject a '+' is added to the judgement as indication e.g. 'Ready+'. In one year, a pupil must make the journey from in-year 'Ready' to next year 'Ready' to attain expected progress. This is the equivalent to 4 jumps over the course of the academic year which equates to 0.67 jumps over a half term period. For those pupils whose attainment is below expected, the aim is for them to make accelerated progress e.g. 5 or more jumps, during the course of the academic year to help them to catch up.

The below table demonstrates where each pupil should be, in terms of attainment judgements and jumps, at the end of each half term in Years 1 – 6.

Teacher Assessment Judgements

Term	Stage breakdown of 'at' ARE throughout the academic year	Example
Start of Year	Ready	2R
Autumn 1 (End)	Emerging (1 jump)	2E
Autumn 2 (End)	Emerging (1 jump)	2E
Spring 1 (End)	Developing (2 jumps)	2D
Spring 2 (End)	Developing (2 jumps)	2D
Summer 1 (End)	Securing (3 jumps)	2S
Summer 2 (End)	Ready (4 jumps)	3R

In Early Years, professional judgements about children's attainment are made against a number of termly checkpoints (in all areas of learning) linked to the Birth to 5 Matters and Early Learning Goals. Children are assessed to be 'At' the expected stage of development or 'Below'. When attainment is significantly below the expected stage, Birth to 5 Matters ranges are used.

End of Term Teacher Assessment Judgements are analysed to identify the progress and attainment of individual pupils, groups and whole class attainment.

Data reports and action plans are produced, shared and adopted by staff, who then ensure that class Provision Maps meet newly identified pupils' learning needs.

Foundation subjects also have dedicated, bespoke Assessment Grids where progress and attainment is tracked for each pupil. Foundation subject attainment is added to the school's Assessment Database twice yearly.

3) Statutory Testing

Statutory testing takes place in accordance with DfE guidelines for the Year 1 Phonics Check, Year 2 Phonics Recheck, Year 4 Multiplication Tables Check and Year 6 SATs. Mock SATs weeks take place for Year 6 pupils in order to prepare

them for the tests; pupils due to take the Phonics Check and Recheck are tested using past papers on a half termly basis; this helps staff to identify pupils' knowledge of letters and sounds and track progress. The reporting of the Early Years Foundation Stage Profile is also statutory and is adhered to by the school.

Disadvantaged Pupils

Attainment and progress of disadvantaged pupils is tracked and reported to Governors on a termly basis. Interventions are put in place for those pupils not making expected progress.

Inclusion

Assessment at St. Augustine's is designed to be fair and fully inclusive, catering for the individual and diverse needs of all pupils. The Academy's assessment is free from bias towards factors that are not relevant to what the assessment intends to address.

Assessment Accuracy and Consistency

In order to ensure accuracy and consistency in assessment, St. Augustine's Academy carry out the following:

- In-house moderation during leadership and staff meetings
- Moderation with other schools, organised locally
- Moderation courses and events organised by Central Bedfordshire Council for schools throughout the county
- Central Bedfordshire Council moderation visits

St Augustine's Academy nominates Central Bedfordshire Council as its moderating body.

Pupil Involvement

Pupils are encouraged to become active participants in their own learning, and the learning of the others, through the use of both self and peer assessment.

Feedback is given verbally or in written form to pupils; this may occur both during or post-lesson. Pupils are given time to respond to feedback in lessons and clarify misconceptions. (See Feedback Policy)

Pupils are also involved in the setting of curricular targets. Each half term pupils, in collaboration with their teachers, choose targets for Reading, Writing, Number, Science and Values in Years 1 – 6 and Reading, Writing, Maths and Values in Early Years. These targets are chosen to help fill gaps in learning and are formally reviewed at the end of each half term.

In order to communicate understanding in lessons, pupils sometimes use Red, Amber and Green (RAG) cards laid on their desks; staff are then quickly able to identify pupils needing clarification or support e.g. pupils who have displayed a red card need immediate assistance.

Reporting to Parents and Carers

At St Augustine's, we believe that it is important to keep parents and carers fully informed of their child(ren)'s attainment and progress in school. This is done through the following:

- Parents' Evenings – these are offered in October, February and following annual reports and give parents and carers an opportunity to look at their child(ren)'s work and discuss character, learning, progress and attainment with class teachers
- Interim Reports – these are issued in February before Parents' Evening and include information about children's progress, attainment and attitude to learning in all subject areas; they also provide information about children's attendance
- End of Year Reports – these are issued in July and include a detailed overview of children's character, attainment, progress and attitude to learning. Teacher comments provide additional, supporting information about specific, relevant aspects of children's learning
- The End of Year Report for children leaving EYFS reports on the EYFS Profile.
- For pupils taking the Year 1 Phonics Check, Year 2 Phonics Recheck, Year 4 Multiplication Tables Check and Year 6 SATs, additional reports may be issued to parents informing them of their child's achievements in the tests plus national comparison data where available.

The school has recently taken part in a 'Rethinking Assessment' project with the Schools of Tomorrow Fellowship. As a result of the project, adaptations were made to reports to make them much more user friendly e.g. by introducing the use of symbols. End of year reports are now written in the form of a letter to the child and parent feedback to this new approach was overwhelmingly positive.

Reporting to Governors

Termly reports are produced for Governors, by the Headteacher, detailing the progress and attainment of pupils in all year groups. Through these, Governors have access to the key, statistical, data required to gain a clear understanding of progress and attainment at the academy, to ask questions and offer challenge.