Quality of Education

Assessment, Recording and Reporting Policy

Document title:	Assessment, Recording and Reporting Policy
Version number:	1
Policy Status	Approved
Date of Issue	January 2022
Date to be revised	September 2024

Revision Log (last 5 changes)

Date	Version No	Brief detail of change

Rationale

The aim of this document is to set out the purpose, nature and management of assessment at Dartford Primary Academy so that all stakeholders have clarity and accountability.

Assessment complements and assists high quality teaching and learning; it plays an integral part in the planning process and enables the review and renewal of current practice as well as providing an overview of pupil attainment and progress. Rigorous and meaningful assessment, both formative and summative, ensures the provision of an excellent education for all pupils through a consistency of approach across the school and a shared attitude to adapting and updating practice, as appropriate, based on the information gathered.

At Dartford Primary Academy we will ensure that:
- Assessment is fair, inclusive and free from bias.
- Assessment is open, honest and transparent.
- Assessment secures high expectations for all.
- Assessment is appropriate to age, task and desired information.
- Assessment is accurate and consistent.
- Assessment outcomes provide meaningful and understandable information for all stakeholders.

Where applicable, we adhere to the guidelines set for national assessments by the Department of Education through the Standards and Testing Agency.

The most up-to-date guidance can be found here.
This will include:
- Early Years Foundation Stage: Assessment and Reporting Arrangements (ARA)
- Key Stage 1 Assessment and Reporting Arrangements
- Key Stage2 Assessment and Reporting Arrangements

Intent of our Assessment Protocols

The intent of this policy is to give a clear outline of all assessment techniques used at Dartford Primary Academy in order to ensure that both formative and summative assessment is used effectively and inclusively as a tool to inform planning, track pupil progress and raise standards.

Specifically we will:
- Regularly assess, record and report on pupils' achievements.
- Systematically gather, record and review evidence of pupil attainment and progress.
- Use the outcomes of the assessment, recording and review process to monitor and evaluate curriculum planning; driving school improvement.
- Track individuals, cohorts and groups throughout the school to monitor their achievements and set targets at various levels in order to raise achievement.
- Identify strengths and focus areas in the school's provision.
- Provide equal opportunities for all pupils enabling all to progress and achieve.
- Encourage pupils' independence by allowing them to take increasing responsibility for their own progress through embedded systems of self-assessment
- Give pupils effective feedback so that they know what they are doing well and what they can do to improve.
- Involve all staff, parents and governors in a home-school partnership.

Roles and Responsibilities

The Vice Principal who oversees assessment has responsibility for:
- The production and presentation of the assessment policy.
- The organisation of the assessment overview for the academic year.
- The accurate administration and reporting of the EYFS baseline, Year 1 and 2 phonic screening tests, Year 4 MTC and the Year 6 Statutory Assessment Tests.
- The collection and presentation of assessment data used to inform planning and track individual, group and class progress.
- Ensuring that staff are informed of new assessment initiatives and are aware of assessment procedures.

The Senior Leadership team has responsibility for:
- Leading Pupil Progress Meetings wherein focus pupils for each class are identified in order to ensure progress and attainment.
- Ensuring adherence to guidance shared by the assessment lead.
- Supporting year leaders to implement assessment protocols and approaches.
- Monitoring and developing the use of effective formative assessment within lessons.

Year Leaders are responsible for:
- Supporting their team to adhere to assessment processes and deadlines.
- Moderating judgements to ensure consistency within their year team and seeking the support of subject leaders, the inclusion team or senior leaders where there are inconsistencies that cannot be resolved.
- Modelling best practice in the use of formative assessment.

Subject Leaders are responsible for:
- The production and presentation of progression models for their subject.
- Carrying out scrutiny of teachers' short term planning.
- Carrying out scrutiny of pupils' work.
- Monitoring the teaching of their subject across the school.
- Providing feedback to each year group as a whole and any additional support to individual teachers in the year group where appropriate.

Class Teachers are responsible for:
- Keeping assessment records through use of their digital marksheet and Bromcom.
- Ensuring that all records are securely stored - see data protection section.
- Making use of formative assessment to adapt teaching and learning both within a lesson and in preparation for the next one.
- Ensuring that the Statutory Assessments are administered in accordance with DFE instructions.
- Submitting relevant assessment data in a timely manner.
- Acting upon what is evidenced in the data e.g. identifying focus pupils, reviewing and area of the curriculum
- Ensuring that assessment records are passed onto the next class teacher.
- Parents will be kept informed of progress through consultations, 2x mid-year reports and the end of year report.

Governors will be informed of assessment arrangements through governor visits, assessment reports and formal presentations to the Governing Body.

Implementation

As an International Baccalaureate World School, our assessment is within and through the Primary Years Programme (PYP) which has four dimensions: monitoring, documenting, measuring and reporting learning. All aim to provide evidence to inform teaching and learning and both formative and summative assessment are used. Each dimension has its own value, however we place a greater emphasis on monitoring and documenting learning as these are critical in providing actionable feedback for the learner. Each dimension has its own strategies and tools:

Monitoring	Documenting
- Assessment for learning - Formative assessment - Questioning - Thinking routines - Observations - Peer and self assessment - Low-stakes testing (academy Think Pink recall tasks)	- Portfolios (Tapestry & ClassDojo) - Wall displays - Individual inquiry journals - Class floor books - Social media (including Twitter & Facebook)
Measuring	Reporting
- Assessment of learning - Teacher assessment - Summative assessment - National Statutory assessments - Self and Peer assessment - SOLO taxonomy to measure conceptual understanding.	- Pupil progress meetings - Internal Data Drop to inform planning , learning and teaching - Parent/ Teacher/ Student Conferences - Portfolios- ClassDojo/ Tapestry 2 x mid-term reports around Christmas and Easter 1 end of year progress report in July

For more detail regarding specific assessment approaches please see appendix 1.

Summative Assessments

Summative assessments are designed to provide teachers with a 'snapshot' of pupils' current attainment and progress. Summative assessments at Dartford Primary Academy include:

EYFS (Reception)
- Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)
  - The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. This provides a statement of what the child can do on entry to reception.
- EYFS profile assessment for children at the end of reception year.
  - The EYFS profile is a statutory assessment of children's development at the end of the early years foundation stage. The early learning goals (ELGs) are what is assessed at the end of the reception year..

Year 1
- White Rose maths termly assessments
- RWI termly progress assessments

- Year 1 Phonic screening in the Summer term
- STAR reading test to give a reading age as part of our Accelerated Reader program

Year 2
- White Rose maths termly assessments
- RWI termly progress assessments
- Year 2 resit Phonic screening in the Summer term (for those who did not meet the standard in year 1)
- STAR reading test to give a reading age as part of our Accelerated Reader program

KS2 (Years 3, 4 ,5 and 6)
- White Rose maths termly assessments
- AQA SPaG, maths and reading assessment in the Summer terms
- (Years 3, 4 and 5)
- Year 4 Multiplication Tables Check
- Year 6 Statutory Assessment Tests (SATs) in the Summer term

Whole School - Foundation Subjects
- 'Think Pink' recall tasks used weekly to ensure new knowledge learnt has been embedded
- 'Think Big and Think Back' used termly from module 3 to ensure new knowledge from across the academic year has been embedded

Recording Assessment

Years 1-6
Towards the end of each of our termly modules all teachers complete moderation of the current standards their pupils are achieving and this is entered into our Bromcom management system. This is completed regularly to ensure that all pupils are continuing to progress as expected; that those who were falling behind are now making accelerated progress; and that strategies being employed are having an impact on closing the gaps between pupil groups to ensure the best outcomes for all.

The attainment criteria we use in school are:
BLW - Below - Child is working significantly below their curriculum year group.
WTS - Working towards the standard - Child is working just below their curriculum year group.
EXS - Expected Standard - Child is working where they would be expected to for their curriculum year group.
GDS - Greater depth within the expected standard - Child is working above where they would be for their curriculum year group.

EYFS (Reception and Nursery)
Nursery and Reception teachers complete a mid-year data drop into Bromcom for all 17 areas of learning. This will either be a '2' for children who are on track and likely to achieve the expected standard at the end of the year for the area or a '1' for those who are not. This enables staff to identify and adapt their provision specifically to close gaps and ensure pupils will be ready for the next stage of their education in year 1.

From these data drops, the Assessment Leader creates a data report every term which indicates percentage of children working at WTS, EXS and GDS in reading, writing and maths and percentage of children making expected or more

progress from their previous key stage (where previous key stage data is available). This data is for whole school and broken in to specific pupil groups (namely boys, girls, SEN, PPG and EAL)

Reporting Assessment

At Dartford Primary Academy, an interim attainment report for each pupil, based on interim assessments and teacher judgements, is sent to parents of children in years 1-6 at the end of the Autumn and Spring terms (just spring for reception). In addition, a written report for each pupil based on assessment results and teacher judgements is sent to parents at the end of the Summer Term. The summer report will also contain results of national summative assessments:

- Phonics screening
- Year 6 results of SATs tests will be sent alongside teacher assessment for writing.

There are two parent consultations a year. These are at the start of the Spring and Summer terms - just after they've received their reports. In these meetings, parents have the opportunity to look at and discuss their pupil's work, attainment and progress with their class teacher.

In line with the SEN code of practice, the class teacher, in consultation with the SENCO, will write a personalised plan for those pupils on our SEN register for support or a provision plan for those pupils on the SEN Register with an EHCP. A meeting will be scheduled in terms 2, 4 and 6 to discuss this provision with parents and a completed copy of the plan will then be sent home. In terms 2, 4 and 6 the provision plan is reviewed and further intervention or referral is agreed. For children with an EHCP, provision is also reviewed three times a year, however there will also be an Annual Review, in which the EHCP itself is also reviewed and updated. Outside agencies who work with our pupils, such as Speech and Language Therapists and Specialist Teachers, are also invited to review meetings for all pupils on the SEN register.

Review and Monitoring

This policy is monitored by the Assessment Leader and the Senior Leadership Team through:

- Regular scrutiny of pupils' books
- Regular monitoring of teaching plans
- Evaluation and review of assessment data
- Lesson observations to monitor the quality of teaching and implementation of teaching plans
- Pupil interviews

All members of staff will evaluate the effectiveness of the assessment policy on a regular basis. The policy will be cross-referenced with what is happening in practice. This policy is reviewed by staff and governors at least once every two years, and reviewed whenever Government policy changes.

Data Protection

At Dartford Primary Academy, we aim to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

This policy applies to all personal data, regardless of whether it is in paper or electronic format.
For further information regarding the storage of data, please see the Leigh Academy Trust's policy.

APPENDIX 1

Units of Inquiry

Purpose: Each unit of inquiry will include a range of assessments that are deliberately planned (in the unit planners) to be consistent and developmentally appropriate. Feedback will be designed to allow learners to move forwards in their learning. Teachers are developed to become assessment capable practitioners and ensure that all elements are assessed: knowledge, skills, concepts and action. The purpose and means of assessment are clearly explained to students during the learning process.

Formative assessment: Assessment is interwoven throughout each unit of inquiry. A knowledge-harvest at the start of each unit is considered a form of ongoing assessment and will determine the students' prior knowledge, allowing teachers to plan future learning within the context of the lines of inquiry. Formative assessment and learning and teaching are directly linked. Strategies of formative assessment can be but are not limited to:

- Observations
- Checklists
- Low-stakes testing (including Think Pink! tasks used across the subjects)
- Understanding check-ups
- Visible Thinking Routines (including See, Think, Wonder)
- Self & peer-assessment
- Unit assessment sheets (within the inquiry journal)
- Open-ended tasks
- Performance tasks

Summative assessment: Assessment takes place at the end of each unit of inquiry and is an opportunity for students to demonstrate what has been learned; highlighting the knowledge, skills and conceptual understanding acquired.

- Summative assessments may be **backward by design**, whereby teachers identify the desired knowledge, skills and conceptual understanding, design the assessment and then plan learning activities to ensure its acquisition.
- Assessment may also be **forward by design**, which acknowledges the learning that may have taken place beyond that which has been planned. This includes "soft" skills that are not necessarily measurable, such as the development of the approaches to learning or the learner profile attributes.
- Summative assessment may be co-constructed with the learners where developmentally appropriate, in order to facilitate students becoming assessment capable.

Solo Taxonomy: As learning progresses, it becomes more complex. SOLO Taxonomy (Structure of the Observed Learning Outcome) is a means of classifying learning outcomes in terms of their complexity, enabling us to assess student work in terms of its quality, not the quantity of correct learning. At first, we pick up only one or few aspects of the task (unistructural), then several aspects, but they are unrelated (multistructural, which we term **Many Ideas**), then we learn how to integrate them into a whole (relational, which we term **Building links**), and finally, we are able to generalise that whole to as yet untaught applications (extended abstract, which we term **Going further**). SOLO can be used in assessment and curriculum design in terms of the level of learning outcomes intended, which is helpful in implementing constructive alignment.

Student Portfolios

Purpose: The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child. The portfolio allows all those involved in the learning process to see a true picture of the child. It can also aid teachers in reflecting, assessing and teaching.

DPA Student Portfolios - to gather student progress over time.
- Use of ClassDojo as an online learning community and portfolio platform
- Use of Tapestry in EYFS
- Student managed with teacher guidance
- Evidence of student-initiated action
- Student & parent uploads with evidence of taking action at home ("Learning to Change the World")
- A balance of teacher-selected and student-selected work depending on the developmental stage of the child.

Feedback and marking

Purpose: It is vital that teachers evaluate the learning that children undertake in lessons, and use information obtained from this to allow them to adjust their teaching and move learning forwards. Effective marking and feedback aims to:
- Inform the pupil what they have done well and what they need to do to improve.
- Support pupil confidence and self-esteem by learning, and contributes to accelerated learning.
- Support teachers' assessment knowledge of each pupil as part of thorough formative assessment (assessment *for* learning), in order to plan and refine next steps in learning.
- Teach pupils to respond to feedback, self-assess and evaluate their own learning in order to move from self-assessors to self-adjusters.

Our academy feedback and marking policy details the expectations of teachers and students with regards to marking and feedback in the inquiry journals, maths books and skills books.
DPA Feedback and Marking Policy

Conferences

Purpose: Conferences allow the academy to report on student progress. This establishes, encourages and maintains the communication between the home and school, the child and parent/ guardian and the learner and teacher.

Parent / Teacher Conferences:
- The parent / teacher conference is an opportunity to establish a relationship with parent(s).
- Teachers learn about the student from the parent to guide instruction and assessment.
- Teachers share evidence of student learning growth with parents.
- Goals and concerns for the year to come are developed and addressed.

Student / Teacher Conferences:
- Ongoing, within the classroom, as part of the formative assessment process.
- Feedback differentiated to allow learning to move forwards.
- Aid students in the reflective process.

- A sit down review once every long term where goals are set together and reflections on the IB Learner Profile attributes are made.

Learner Profile Attributes

Purpose: While at Dartford Primary Academy, all stakeholders in the learning process are expected to model the attributes of the Learner Profile. Assessment of the learner profile attributes will take the form of reflections at the end of term reports. Students will learn how to self reflect and set goals on their development of the attributes.

- Assessment of the attributes are student driven. Parents are encouraged to discuss reflections and targets at home and at conferences.
- Teachers provide time for students to contribute to their termly report.
- Each unit of inquiry will have 2-3 focus attributes that are referred to during the learning journey.
- Students, parents, teachers and wider school staff are expected to model the learner profile.
- Students are encouraged to show evidence of modelling and understanding the characteristics of all profile attributes through behaviour, the behaviour and rewards policy and reflections.
- A whole school focus attribute of the week and accompanying "Ask me how" stickers allow for understanding, discussion and home participation.