

Introduction

We believe that effective assessment, recording and reporting provides information to improve Teaching and Learning. We use assessment to ascertain where the children are and the processes needed to move them on to the next step. Assessment should be useful to the teacher and pupil and be used to inform future planning. Parents should be given regular reports on the children's progress so that teachers, children and parents are all working together to raise standards for all our children.

Assessment, recording and reporting in this Federation should:

- Be a central part of planning for teaching and learning
- Involve the learner wherever possible
- Be both Formative and Summative
- Be both manageable and useful
- Make it clear to parents how well the children are doing
- Enable teachers, children and parents to work together to raise standards
- Provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school

Formative Assessment

Formative assessment is day to day on-going assessment based on how well children fulfil learning intentions. This provides feedback and involves children in improving their learning. Evidence does not have to be formal and may include: photos, post-its, anecdotes, recordings etc

Summative Assessment

Summative assessment is snapshot testing which establishes what a child can do at a particular time. This includes:

- Phonics assessment End of Yr 1.
- National Summative Tests at the end of Key Stage 1 and 2
- Base Line Screening Test – Early Excellence
- The Foundation Stage Profile
- Half-termly assessment against the end of year Key Performance Indicators for each child and annotation of maths and English plans to indicate progress

Point In Time Assessments (PITA) are recorded on Pupil Asset every half term based on the teacher assessment of each child. This is a flat model of assessment which records whether the children are 'on track' or not at any point in time to meet the end of year expectation. (See Appendix 1 for definitions.)

Planning for Assessment

- We use the National Curriculum 2014 to plan half termly themes and guide our teaching.

**Trinity Federation of Church Schools
Policy for Assessment**

- Teachers plan their lessons with clear learning objectives and include opportunities for formative and summative assessment. Teachers strive to ensure that all tasks set are appropriate to each child's level of ability
- Teachers use their assessment to inform future teaching and learning
- Teachers share the learning intentions and assessment criteria to involve the children in self-assessment and peer assessment.

Target Setting

We set targets in Mathematics, Reading, Writing and VPGS each year for all pupils in Years 1- 6. These are reviewed termly at Pupil Progress interviews.

Marking and Feedback to pupils

We believe that marking and feedback should provide regular, useful and constructive feedback to the learner, identifying next steps to improve achievement. It should recognise both success and areas for improvement against the learning intentions, enabling the children to develop in to reflective learners.

Marking and feedback should:

- Be manageable for both teacher and child
- Be appropriate to the age of the child
- Relate to the learning intentions shared with the children
- Allow specific time for the children to respond
- Encourage peer and self-assessment
- Give recognition to achievement
- Identify clear ways to deepen the learning
- Involve all adults that work in the classroom
- Use consistent codes throughout the school

Practicalities/ Marking Code

We have agreed the following codes when marking work. These have been shared with parents, any future changes will be communicated to parents.

T	we have talked to the child about the piece of work.
P	the child has discussed it with a friend
I	the work was completed independently
S	the child was supported
G	the child worked in a group
1:1	the child was supported individually
√	teacher has seen and assessed the work
√√	the teacher has seen and assessed the work and the child has achieved the learning objective
NS	next steps

Green Pen Marking

Some pieces of work require a response from the child. This is done with a green pen. Children are given dedicated time to respond to the teacher's comments and show that they have acted on the feedback.

Reporting to parents

- We have a range of strategies that keep parents informed of their child's progress in school. We encourage parents to contact the school if they have any concerns about any aspect of their child's school work.
- Parent consultations are held in the Autumn and Spring Terms.
- Annual Reports are written and sent home in the Summer Term. This is a report of the child's progress and achievements and also includes targets for next year. These may be learning or social targets. Parents are given the opportunity to discuss the report with their child's teacher if they wish.
- For Reception Children, in addition to the annual report assessing progress against the Early Learning Goals, parents have access to 'Tapestry' which details the learning journey of their child in the reception year. For parents that do not have online access at home, a hard copy is made available.
- In reports for Year 2 and 6 we provide details of the each child's achievement against national expectations in the form of a standardised score.
- In reports for Years 3-5 we provide details of the child's achievement against age related expectations detailing whether the children are working towards the age related expectation, at the age related expectation or at greater depth. This judgement is based on both formative and summative assessment.
- Parents are always informed immediately of any concerns and where possible we inform them of significant progress.
- Parents are informed if their children are taking part in any intervention strategies.

Achieving Consistency of Judgement

Teachers take opportunities to moderate with other professionals from the Federation, Clusters, Trust and Local Authority to check the accuracy of their judgements and ensure rigour in the assessment process.

Monitoring and Review.

This policy will be reviewed every two years or as necessary.

Subject leaders, governors and the Headteacher will monitor the practice of assessment through lesson observations and scrutiny of work and plans.

**Trinity Federation of Church Schools
Policy for Assessment**

Appendix 1: PITA (Point in Time Assessment)

Number	Descriptor	Children
1	Is working on P-Scales	
2	Is not accessing the curriculum without heavily personalised support and scaffolding, which may be due to having EAL or barriers to learning. The child may be doing different tasks to the rest of the class and may be receiving, or needing, some intervention.	
3	Is able to access the correct curriculum but has significant gaps in their learning. They struggle to embed concepts and nearly always need some scaffolding or support. Can often not apply their learning independently.	
4	Is on track to meet some, but not all, of the end of year expectations. Is successful at learning many new concepts and is starting to apply their skills independently, but not consistently. May make errors but will usually be able to improve work following feedback and support. May have some smaller gaps in their learning.	
5	Is on track to meet end of year expectations. They are usually successful learners, at that year group level, showing good understanding of over 80% of the objectives taught. They are usually able to learn new skills and use them accurately and independently, though they may make occasional errors in applying their learning in other contexts.	
6	Is on track to exceed national expectations. They are almost always successful in understanding the key learning and are able to apply their skills, in a range of contexts, making very few errors, Can often explain or justify their ideas.	
7	As above, but is demonstrating significant skills and knowledge beyond the curriculum. They can consistently apply their skills in a range on contexts and can synthesise and evaluate other's ideas and their own effectively.	