Evergreen Assessment, Recording, Reporting of Pupil Achievement Procedures

October 2024
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These agreed procedures for Assessment, Recording, Reporting of Pupil Achievement adheres to our agreed principle that the prime purpose of these processes is to support quality learning for all pupils in the school. It fully reflects the agreed standards for classroom practice and the procedures to be used by leaders for collecting, using and reporting evidence of pupil achievement over time.

The aim of the procedures document is to:

- Ensure that adults and learners are equipped with a wide range of methods that enable the goals embedded in the standards of learning, and progress towards them, to be addressed effectively

- Make explicit the expectation that agreed strategies and tools are used consistently to ensure that planning and provision is accurately matched to identified need

- Ensure that an appropriate amount of time is allocated for recording and reporting purposes, such that it does not negatively impact on the time available for personal interaction with learners

- Ensure that all statutory requirements for assessing, recording and reporting indications of pupil mastery, attainment and progress annually and at the end of each Key Stage are met.

Our procedures recognises that pupil outcome data will be used for a range of accountability purposes but makes clear that this must not compromise the validity, or the accuracy of the assessments made.

As a result of our assessment systems, the school will be effective in:

- Providing the evidence to demonstrate clearly the assessment of pupils

- Keeping parents/carers fully informed

- Enabling the leadership team, Academy Council and the CLF Board to make judgements about the school's effectiveness

- Informing OFSTED inspections and other external observers.

Summary of the main points:

- The National Curriculum (Sept 2014), has elements which are described as a 'mastery' curriculum;

- As a Multi Academy Trust, we have chosen to fully adopt the Programmes of Study in English, Maths and Science from the National Curriculum. We then have the freedoms and flexibility to augment this curriculum for our community and local context (see curriculum documents);

- As the DfE have left it to schools to decide how best to measure the progress and attainment of children throughout their time at school, we have used this as an opportunity to collaborate for outstanding achievement.

Definitions:

Assessment is the "knowing and understanding of learning", a continual behaviour by which adults process information and make informed decisions about how to support on-going learning and development. It is the relentless processing, analysing and utilisation of information that is available to them.

Recording and documentation is a by-product of the assessment process. It reflects the assessments made but it is not an assessment in itself. Its purpose is to provide a clear understanding of the knowledge but does not replace it; it assists in recalling and remembering information but is not a substitute for it. Any recording and documentation will never be at the expense of interaction.

Reporting is the communication to others beyond the school the summative assessment information collected about individuals and pupil groups at key points in their learning journey.

Any and all activities associated with assessment, recording and reporting pupil progress must adhere to the following principles embedded in good practice:

They will:

- Ultimately *improve learning and meet the needs of every pupil,* recognising them as diverse, yet richly component learners
- Reflect current knowledge and understanding of child development and *the way children learn*
- Enable attainment in, and progress towards national Age Related Standards (ARS) to be facilitated and reported
- Include explicit processes to ensure that information is valid and is as reliable *as is necessary for its purpose*
- Promote public understanding of ARS and their *relevance to learners' current and future lives*
- Be acknowledged as approximations
- Be part of a *manageable process* of teaching that enables learners to understand the aims of their learning and how the quality of their achievement will be judged
- Promote the *active engagement of learners* in their learning and its assessment
- *Empower and motivate learners* to show what they can do
- draw on and combine a *range of sources of evidence,* including learners' self-assessments, to inform decisions about learning and next steps
- meet standards that reflect a broad *consensus on quality* from classroom practice to national policy

ASSESSMENT: Roles and Responsibilities

All adults working in classrooms will be responsible for:

- Planning lessons embedded in learning journeys that are carefully designed to enable learners to MASTER the ARS required by the end of an academic year, phase or Key Stage
- Providing frequent opportunities for learners to demonstrate and articulate what they can do through tasks planned to yield information about skills, knowledge and understanding mastered, without comprising the breadth and balance of the curriculum
- Developing their own and pupils' assessment skills through a variety of professional learning activities, including reflecting on and sharing experiences with peers and colleagues

Additionally they will be responsible for using evidence gathered over time to:

- Help learners master their learning, apply their learning and to deepen and enhance the learning appropriately
- Using information gathered over time to summarise mastery of learning in line with agreed reporting principles
- Reflect on and improve their own teaching

Leaders and managers in schools will be responsible for:

- Establishing and maintaining a positive climate for learning that motivates and encourages all learners
- Providing a manageable and meaningful system for record keeping to monitor and report on learning periodically and as required by statute

- Analysis of recordable measures that demonstrate comparisons against expected standards and reflect progress over time in order to identify at an early stage those who are not on track to meet or exceed age related expectations by the end of the year
- The provision and organisation of appropriate intervention, additional time or resources required by pupils or groups who fail to master skills and concepts
- Ensuring that parents and carers are fully informed about pupil achievements in a manner that engages them in next steps and maintains high levels of confidence in the assessment processes that take place routinely
- Providing opportunities for rigorous training in formative, diagnostic and summative assessment so that all staff can improve their practice through professional learning and collaboration
- Developing quality assurance procedures within and beyond the school to maximise consistency in assessment judgements

Our Assessment Leader is responsible for working collaboratively with other local Assessment Leaders and Assessment experts on moderation activities. Class teachers also work collaboratively on a regular basis to moderate work and improve subject knowledge.

ASSESSMENT: Classroom strategies as part of teaching

We believe that the most effective learning takes place when both teachers and learners use questioning and feedback techniques well. In order for this to develop we agree that:

Questions used by adults will be planned:

- For specific purposes; either to promote thinking or to yield information about a learner's current understanding
- And managed well so that all pupils can and will engage in the dialogue
- To require extended responses in the form of explanation or justification
- To support an understanding that more than one opinion may be valid.

Pupils themselves will be taught how to use a range of questions to support their own independent learning and enquiry.

Pupils will be provided with feedback from adults and their peers that takes their learning forward. In order for this to develop we agree that oral and written feedback must:

- Be expected to take place regularly
- Be timely and specific to the intended learning
- Be targeted at cognitive rather than emotional need
- Be specifically about what is next rather than what is right or wrong
- Require action

Pupils themselves will be trained in the principles that underpin effective feedback techniques, so that they become skilled in giving and receiving feedback and can evaluate their own and others' efforts accurately and robustly and sensitively.

Adults will be entitled to high quality CPD that focuses on these key skills that will enhance assessment and will be expected to work together in a Teaching and Learning Community that is committed to improving and sharing good practice.

Types of assessment

The nature of assessment related activities in which the school community engages is determined and defined by the specific purpose to which they will be put.

Those aspects of assessment whose **prime purpose is formative** are integral to high quality teaching and learning. They take place as learning is happening and are expected to:

- Be embedded in all lessons
- Provide evidence of learning that is used to support learners in next steps in their learning
- Drive teaching that matches the needs of the learner
- Facilitates the collection of evidence of mastery of standards over time

Adults working with learners will use a **range of formative assessment strategies** to plan activities and tasks that require pupils to respond in ways that demonstrate or articulate their current level of mastery. These planned opportunities will yield rich assessment information that is noted by adults and shared and discussed with learners. Adults in classrooms are provided with professional development in using the following formative assessment strategies effectively:

Closed Responses (CR): In which Children are required to select a response from a range given them typified by activities that include response to Multiple Choice/True-False/Yes-No/ABCD cards or other all pupil response systems (APR) e,g fist to 5/exit/entrance cards/matching activities

Short Answers (SA): Children are required to create a response or a short answer for themselves typically using cloze procedure/short sentences or paragraphs written or spoken/labelling/visual representations such as diagram/concept map/flow chart/graph/table/mind map/brainstorm

Products (PR): Children are required to create documents or artefacts e,g forms of extended writing across the curriculum/artwork/model etc

Performances (PER): Children are required to demonstrate their learning through some kind of action or interaction with others typically through an oral presentation/science investigation/dramatic reading or performance/formal debate/thinking aloud/problem solving/athletic competition etc.

Marking is an important part of assessment and feedback. Please see marking Policy.

Those aspects of assessment whose **prime purpose is summative** provides information as a snapshot judgement of learning that has occurred by a particular point in time. It is used to:

- Analyse the attainment and progress of individuals and groups of pupils at key points
- Indicate the extent to which pupils are on track to achieve mastery of end of year or key stage ARS
- Inform decisions made about interventions and resource allocations
- Inform transition between year groups, key stages and schools

Provide evidence for both internal and external accountability comparing the school community with others locally and nationally

Procedures:

Our assessment information and the recording of our assessments are detailed as follows:

- We assess children against NC statements in terms Standards (ARS) for each year group in reading, writing and maths. These help us with both planning and recording of our assessments.

- We ask teachers to plan appropriate activities using the standards, and then record progress against them throughout the year, using a range of evidence such as children's work, observations or by questioning. We record the progress that children make against these standards regularly in order for us to identify gaps in learning and to plan next steps.

- Every class has the tools to support them to make formative (ongoing) assessments of children's learning and progress on a regular basis.

- These formative assessment judgements are then used to inform <u>summative</u> assessments. Each term, teachers will assess children's progress towards ARE in reading, writing and maths and record this on SIMs. They predict, from assessment of learning so far, if a child is on track to achieve ARE (O), or on track to achieve above ARE (D) by the end of the year. Any children that are not on track will be recorded as 'yet to be on track' (Y) or 'at an earlier stage' (A).

At these fixed points the following terms are used to describe children's attainment, which are then recorded on SIMs:

A – Working at an earlier stage of their learning journey
Y – Yet to be on track
O1 – Securely On track
O2 – On track (but not secure)
D - Deepening

This is where the teacher would expect the child to be working at the end of the year, **if they continue at the same pace.**

At the <u>end of the year</u>, children will be judged to be one of the following:

A – Working at an earlier stage of their learning journey
Y – Working towards the age related standards
O - On track and has met the age related standards
D – Has met the standards and gone deeper with their learning

For children who are working at an earlier stagey in their learning journey, it may be appropriate for them to work on the curriculum from a previous year group and then assessed at this standard. The class teacher and the school SENCO will have a clear and defined understanding of progress at the appropriate level, using local moderation and national benchmarks.

- This data is processed centrally, and the academy is provided with the BLACKBOX which provides information on the progress on different groups within a class. This information is analysed by SLT, subject leaders and class teachers who respond to the needs of vulnerable groups and record/discuss this on/during pupil progress forms/meetings.

Other support materials:

To support the judgements made above throughout the year and at the end of the year, we will use a variety of support materials, in addition to the information gained from children's work.

Evergreen uses Pixl as a summative and formative tool. These are tests that reflect the standards for each year group and are written in the format similar to tests experienced in Year 2 and Year 6, which are statutory tests from the Standards and Testing Agency. As well as providing information about whether a child is on track, the tests also provide a gaps analysis of areas that are not mastered.

Please refer to the assessment cycle rota for this academic year.

In order to support these assessments, and give children the experience of seeing similar style questions, teachers have access to:

South Gloucestershire assessment materials
Rising Stars example tests

Various websites including;
http://nrich.maths.org/frontpage
www.**kangaroomaths**.com/

SEND Assessment

Please refer to EPA engagement model

Tracking Progress
The summative assessments made by the teachers are recorded formally in SIMS in terms 1,2,4 and 6.

This enables rigorous data analysis at a MAT level, in addition to a cohort, class and individual pupil level.

In line with the data entry (six times per year) there will be a high-level summary of what the data is telling us. We call this the 'Black Box data overview'. It shows each year group in reading, writing and maths at school, cohort and group level. This ensures consistency in term of data management and allows for pan federation challenge and support.

It is essential for anyone examining the Age Related Standards to fully appreciate that progress across a year could see the 'On Track' % figure remaining static, which indicates **good progress**, unless is percentage is 55%
> e.g. Term 1 – 70% of pupils 'On Track' to meet ARS,
> Term 3 – 70% of pupils 'On Track' to meet ARS,
> Term 6 – the same number of children continued to work at the same pace, so 70% of pupils met Age Related Standards.

The black box data analysis will include variance in the % of 'On Track', term by term. However, analysis needs to be treated with caution, as the % of 'On Track' could be different combinations of children in different terms. Therefore, pupil level data analysis is a key component of our robust data analysis process – this data and analysis is managed by each Academy. It is also important to take into account the cohort size and percentage worth for each child. At EPA, the average percentage for each child is 3-4% per child and significantly higher in earlier year groups for pupil premium eligibility.

Teachers take part in pupil progress meetings during the year when they analyse the data for their class, identifying gaps between groups. They also identify strategies to address this and monitor the impact the following term.

- Children with EAL who are in the early stages of learning English will need to be assessed using Bell Foundation Statements

EvergreeenAcademy Core Team Meetings: R – Year 6

Core Team Meetings take place once a fortnight.

Aims:
- To scrutinise, review and challenge and moderate pupil progress and attainment with particular emphasis on key marginals (children will progress lower than expected)
- To consider how to accelerate progress of underachieving or underperforming pupils;
- To strengthen understanding of teacher assessment and agree levels of attainment;
- To discuss further strategies and interventions for individual pupils causing concern;

What teachers need to do before each meeting:
- They will need to use current assessment information in reading, writing, maths
- They will need to have looked at the test results for each child for reading and maths and the children's writing in their books in order to make a judgement.
- They need to judge whether the child is:

> A – working at an earlier stage of their learning journey
> Y – Yet to be on track

O – On track	
D - Deepening	

(this is where you would expect the child to be working at the end of the year if they continue at the same pace)

For any child working at A, the teacher is expected to indicate which year group standards they are working at. E.g if a child is in year 3 but working at year 2, the judgment would say A-2

- The teachers will need to have moderated their judgements for writing with colleagues and looked at the summary of the data prior to the meeting taking place to ensure the judgements are secure. Staff meetings are planned termly to give an opportunity for this.
- For writing, teachers are expected to keep writing summative assessment sheets up to date, which show the skills children have mastered.
- You will be expected to know and talk about the attainment and progress of *all* children in your class.

It is important that teachers' data is entered by the agreed deadline (see assessment timetable)

- Teachers will need to bring the following to the meeting:
    - Reflections on the key questions (see below)
    - Children's books
    - Writing Key Essentials assessment sheets
    - IEPs and monitoring
    - Any other assessment evidence that is relevant

- Teachers are expected to be ready to discuss children who have made less than expected or better than expected progress with the reasons, and children who they concerned about
- Teachers up to Y4, need to bring an updated phonics tracking sheet showing which children are on each phase of Unlocking Letters and Sounds.
- The key question throughout the meeting will be: **'Where is the evidence to show me that this child is in this place in their learning journey?' What are you going to do to accelerate progress for any child who is not yet on track or slipping behind?**

After each data drop, the core team meeting will look broadly at the whole class.

<u>Sample questions to consider:</u>

- Which groups / individuals have made good progress across this year to date?
    In reading? In writing? In mathematics?
- What do you consider made the difference?
- Which groups / individuals seem not to have made progress across this year so far?
- What do you consider are the barriers to their learning?
- **Look at the children who made limited progress last year – have they accelerated their progress this year? Why?**
- How do you know your assessments are secure?
- **How has the moderation carried out with colleagues supported your judgements?**
- Have the underachieving group (yet to be on track) begun to accelerate progress towards age-related standards at the end of the year? Why / why not? How have you focused on target groups to ensure they reach ARS?
- Are you confident in meeting targets for your children for the end of the year?
- What can subject leaders / the leadership team /SENCo do to support you?
- How does the progress of boys and girls in your class compare?
- How does the progress of other groups (Pupil Premium, EAL, BME, SEND, etc.) in your class compare to those who are not in these groups (what is the gap)?
- How do you ensure different groups make similar progress?
- If a child is unmotivated, how can you re-engage them with their learning?
- Which individuals do you consider need additional support for learning, language or behaviour?
- Are there any children who need a referral to an outside agency – e.g. speech and language / Ed psychologist?

- What can you / do you do to support these children?
- Which interventions / strategies have been successful in supporting progress?
  Do you have any comments about any of the interventions / strategies currently provided?

Analysing your groups:

How have different groups of children progressed in reading, writing and maths? Please comment or record any of your observations or analysis of group data here: we will look at the data from these groups in your meeting.
Groups you will need to consider are:
Gender – Boys / Girls; EAL / Non-EAL; BME groups; Pupil Premium / Non-pupil Premium; SEND pupils; More able and talented pupils; those with lower attendance.

Catch up Intervention:
Which intervention strategies or programmes have you used, or directed a teaching assistant to use?
How effective have they been? How do you know?

Appendices:
Work in books expectation
Example Black box format

Work in books	
What you would expect to see:	**What you would not expect to see:**
- Evidence of progress – intervention – progress cycle - Marking is prompt, effective and worthwhile - Marking is comprehensible/legible to all children in the class - Marking is specific to that child, e.g. commas etc. - Evidence of grappling - Evidence of higher order questioning - High expectations for all - Differences between lower attaining and higher attaining in work and marking - Good presentation - Problem solving for all - Completed work –SEN also need to feel satisfaction - Evidence of support given, e.g. sentence starters, writing frames - Extended writing - Progress over time. Evidence of particular skills improved/mastered - Amount of work reflects time in school	- Generic comments - Just ticks - Repeated comments - Phrases such as 'Concentrate harder' - Complacency over neat work - Children doing unnecessary work – e.g. pages of sums before the challenge - Unchallenged messy work

Example Black box format –

Y3	No.	D	O	Y	A	Total
All	Reading	0	11	12	6	29
	Writing	0	9	12	8	29
	Maths	0	9	12	8	29
Boys	Reading	0	5	6	6	17
	Writing	0	4	6	7	17
	Maths	0	4	6	7	17
Girls	Reading	0	6	6	0	12
	Writing	0	5	6	1	12
	Maths	0	5	6	1	12
PP	Reading	0	6	3	5	14
	Writing	0	6	3	5	14
	Maths	0	6	3	5	14
Non PP	Reading	0	5	9	1	15
	Writing	0	3	9	3	15
	Maths	0	3	9	3	15
SEN	Reading	0	0	0	5	5
	Writing	0	0	0	5	5
	Maths	0	0	0	5	5
EAL	Reading	0	6	7	3	16
	Writing	0	5	7	4	16
	Maths	0	5	7	4	16

Combined	% D+	% O+	% Y+
All	0.0%	21.1%	63.2%
Boys	0.0%	11.1%	44.4%
Girls	0.0%	30.0%	80.0%
PP	0.0%	30.8%	69.2%
Non PP	0.0%	0.0%	50.0%
SEN	0.0%	0.0%	20.0%
EAL	0.0%	0.0%	57.1%
BME	0.0%	25.0%	58.3%
HA	0.0%	100.0%	100.0%
MA	0.0%	20.0%	80.0%
LA	0.0%	0.0%	20.0%