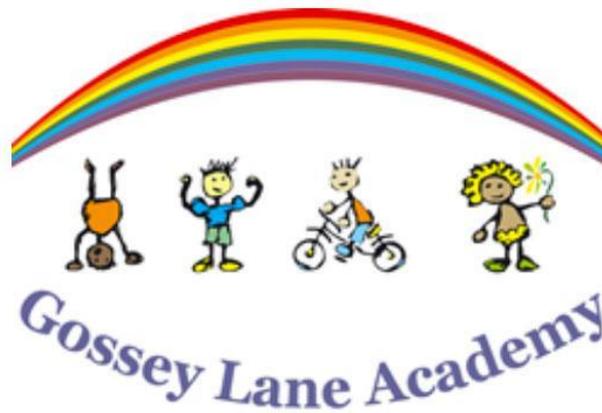


Gossey Lane Academy



Assessment and Recording 2020

Aims of the School

Gossey Lane Academy aims to provide a sound academic education in a friendly, caring and stimulating environment, which values and develops the potential of every child.

Assessment

The main aim of assessment is to support children in their learning, ensuring they progress and realise their full potential. Therefore, assessment must reflect and support learning. This is done by recognising, valuing and recording achievement – diagnosing any weaknesses or strengths and identifying means of support.

Assessment is only one part of a process constantly moving children forward, informing future planning (through notation of planning and adaptations made accordingly) and enabling each child to progress at the pace appropriate to their ability.

Each child has a clear target for each lesson through the use of Learning Objectives (LOs) and Success Criteria (SC). Differentiation by depth and level of challenge is used to target all children within a group and the children assess their progress against these targets during the lessons. Staff live mark during a lesson to ensure that misconceptions are addressed immediately.

Assessment for learning

“..assessment should provide the basis of informed teaching, helping pupils to overcome their difficulties and ensuring that teaching builds on what has been learned. It is also the means by which pupils understand what they have achieved and what they need to work on” OFSTED

To this end, Gossey Lane’s Assessment and Recording Policy is as follows:-

1. Assessment is by one or more of the following methods:
 - Regular and conscientious marking of work as identified in the Feedback Policy, noting what has been achieved and what steps will facilitate further improvement.
 - Informal observation
 - Formal observation
 - Informal discussion
 - Formal discussion
 - Sample collection
 - Setting of Assessment Tasks
 - Pupil Self Assessment
 - Teacher/child discussions (indicated in work by pink highlighting)

Children in Year 1 are also assessed formally by the standardised Year 1 Phonics Screening and in Years 2 and 6 by the SATs Tasks and Tests. Year 1 children who do not reach the appropriate level in the Year 1 Phonics Screening retake the test in Year 2.

2. Children are assessed in standardised tests in Reading, Mathematics and Spelling, Punctuation and Grammar test every 6 to 8 weeks.
3. Where appropriate SEN children will take ability related tests. However, the Individual Target Plans (ITPS) will be the foundation for assessment and planning.
4. Gossey lane Academy now a combination of tests scores, weekly tests, outcomes in books as its main tool for recording achievement/attainment against year group specific objectives. For each of the core subjects, a series of objectives (in line with the National Curriculum) is provided. Teachers use a range of sources to determine whether a child is working towards, working at or at greater depth within the expected standard.

The table below shows the expectations for each level from Year 1 to 6.

ASSESSMENT LEVEL	EXPECTATION FOR CHILDREN'S' PROGRESS
Working towards	The child is beginning to work at year group targets.
Working within the expected standard	The child is working within the year group targets and have started to achieve in all areas for the subject and is on track for ARE.
Working above the expected standard	The child has attained a good level of achievement in most of the year group targets and wil achieve GDS.

5. Progress against targets is analysed regularly in order to establish intervention groups as necessary, taking into account specific criteria.
6. Assessment is further developed through the Monitoring and Evaluation process, as samples of work are moderated by the SLT, Middle Leaders and external sources. On occasions, moderation is a whole staff activity to ensure consistency.
7. In addition, the following formal assessments take place:
 - A Baseline assessment on entry to Reception.
 - Early Years Foundation Profile and Development Bands in Reception.
 - Statutory Assessment Tests, or SATs to be taken by all children in Years 2 and 6.
 - Photocopy of the end of Year Report – which includes behaviour, attitude and general progress.
 - A record of any disabilities affecting performance or welfare.
6. The reporting to parents of their child's progress is made verbally at three Parents' Evenings during the school year.

7. An annual written report is sent to parents. This report will state clearly the achievement of the pupil according to their ongoing assessment and their age related expectations. The report will also indicate clear targets for the child to work towards in September.

Differentiation by depth

All staff will choose learning objectives from the age group they teach. This is differentiated using the different levels of cognitive challenge or scaffolding to ensure appropriate depth of learning. All children will access the learning regardless of ability. Children will self-assess against the LO. The aim is to ensure that as many children are reaching and accessing ARE objectives in all lessons.

Early Years

- Assessment in the Reception class takes various forms. Children are assessed through a variety of activities against the Developmental Bands and Early Learning Goals.
- A Baseline assessment is conducted very soon after the children start in the Reception class in order to establish a starting point against which to assess progress during the year.
- Progress is shown in Classroom Monitor and the childrens' Learning Journeys books, which use photographic evidence as well as observations and copies of written tasks.
- Children progress through a series of age related Development Bands throughout the year so that by the end they can be recorded as Emerging (below expected progress for their chronological age), Expected (at expected progress for their chronological age) or Exceeding (above expected progress for their chronological age). This is done in each of 17 areas. These are grouped into 7 elements of the curriculum, three of which are the Prime Learning Goals of Communication and Language, Physical Development and Personal, Social, and Emotional development, and four of which are the Specific Learning Goals of Literacy, Mathematics, Understanding the World and Expressive Arts and Design.
- These all form part of the Early Years Foundation Profile which is submitted in June.

Assessment and Recording of English

Speaking and Listening

It is very difficult to set up formal teacher assessments in this area. However, informal assessment is possible through a range of tasks and activities. Examples of these are: pupil responses to questioning, discussions of opinions, individuals or groups that feed back to class, tasks that involve group work and Circle Time. Opportunities for children to speak during class assemblies or

a group production will also provide evidence of a child's speaking ability. If there are concerns about a child's speaking and listening the SEN audit can be used as an assessment tool.

Reading

- Teachers assess reading as part of both guided/whole class reading and individual reading sessions as well as responses in written comprehension tasks.
- All teachers use running reading records to regularly assess a child's word reading ability. The Running Reading records are conducted at regular points within the year and enable the class teacher to ensure that home reading books are at an appropriate difficulty level for the child. A running reading record does not reflect a child's comprehension of a text, so there may be times when a child's running reading record result does not reflect the level of book that they are reading.
- Each child must have a home reading book, a library book and a home planner to record, their reading.
- Six times each year, each child in Years 1-6, will sit a formal reading assessment.
- During Resilient Reader lesson, teachers will use the content domains to drive the learning of the lesson and gather evidence as to how the children are performing.

➤ Writing

- Assessment of writing takes place in line with the new curriculum throughout the year, both in stand-alone English tasks and in cross-curricular writing tasks, such as diary writing in topic or recording of results in science.
- SEN children will also be supported by their ITP.
- As part of INSET activities staff regularly meet for moderation of assessment of writing to ensure confidence and consistency in their judgements.
- Moderation across groups of schools supports assessment judgements.

➤ Spelling

- The children are given weekly spelling tests to assess their application of spelling patterns. New Spelling patterns are taught weekly in timetabled sessions. Children in EYFS and Year 1/2 are taught spellings through Read Write Inc phonic sessions. The children's results are loaded into a whole school tracking system so that spelling results can be monitored. The children are also encouraged to use known spelling patterns correctly in their writing, the children will be encouraged to proofread their work for any spelling inaccuracies.

Assessment and Recording of Mathematics

- In mathematics, continuous assessment takes place via marking, observation and pupil/teacher dialogue. Assessment should be purposeful in order to match the correct level of work to the needs of the pupil, thus benefiting the pupil and ensuring progress.

- Assessment should be part of the teaching and learning process and should be of use to the teacher – enabling action to take place to improve learning and to inform parents.
- SEN children will also be supported by their ITP.

Assessment and Recording of Non core

- Teachers will assess children's work in non core by making informal judgements during lessons.
- Live marking address any issues immediately
- Children who are performing below or above the expected standard are noted on a class tracker. Teachers must use this information to try and intervene to either stretch the more able or offer further support for those working below.
- Half termly assessments are used for science

Use of Data

- ❖ Assessment information is recorded on the transition Matrices which tracks each pupil against their prior attainment
- ❖ This data is used to help decide on targets for both individual children and year groups.
- ❖ In addition, it is used to decide on intervention groups, ability groupings for Quality First teaching and Special Needs support.
- ❖ Analysis of whole class data is then filtered against various set criteria such as FSM, gender, EAL, SEND, etc so that progress of groups within classes can be monitored. This forms part of decisions about the allocation of pupil premium.
- ❖ A sample of Curriculum books are kept for one year.
- ❖ We use FFT 50 to set targets for children in Years 6 and we measure progress towards these targets using outcomes from practice tests.

Reviewed: February 2020