ASSESSMENT RECORDING AND REPORTING POLICY (INCLUDING PUPIL TRACKING)	
Policy Ref	Educ003
Status	
Purpose	To describe the approach to assessment across the academy to ensure that the academy is developing the full potential of every individual.
Committees	Staff and Pupil Wellbeing
Other linked policies	
Date of Issue	May 2016
Review Date (every three years)	May 2019

1. Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

2. Principles of assessment are:-
   - to provide information to support progression in learning through planning
   - to provide information for target setting for individuals, groups and cohorts
   - to share learning goals with children
   - to involve children with self-assessment
   - to help pupils know and recognise the standards they are aiming for
   - to raise standards of learning
   - to identify children for intervention
   - to inform parents and other interested parties of children's progress
   - to complete a critical self-evaluation of the school

Assessment for Learning

3. Assessment for learning are opportunities which are a natural part of teaching and learning; are constantly taking place in the classroom through discussion, listening and analysis of work. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

4. To achieve this at Discovery Academy we will:
   - Evaluate pupils' learning to identify those pupils with particular needs (including those who are able) so that any issues can be addressed in subsequent lessons
   - Adjust plans to meet the needs of the pupils, differentiating objectives where appropriate
   - Ensure pupils are aware of the learning objective and encourage them to evaluate their progress so that they understand the next steps they need to make
   - Set individual, challenging targets in numeracy and literacy on a regular basis and discuss these with the pupils so that they are involved in the process
   - Regularly share these targets with parents to include them in supporting their child's learning
   - Encourage pupils to evaluate their own work against success criteria based upon specific, key learning objectives
   - Mark work so that it is constructive and informative in accordance with the marking policy

- Incorporate both formative and summative assessment opportunities in medium and short term planning
- Assess all subjects termly using a common format and make relevant comments about pupils progress, especially those working below or above the national average
- Pass on assessment file to the next class teacher so children can be tracked as they progress through the school

5. Use Assessment for learning strategies such as:
   - Working walls
   - Targets
   - Sharing success criteria
   - Self and peer evaluation
   - Discussion, talk and modelling
   - Conditions for learning – display
   - Learning journey – children know what is next

Formal Assessment Cycle

6. Formal assessment is a systematic part of our school's work which will be used to track each cohort in the Academy. It is through an effective tracking system that the needs of every pupil can be met and that the Academy develops a clear understanding of how to raise standards.

7. The Assessment cycle at Discovery Academy will include:
a. Data from statutory assessments
   - Reception baseline
   - Early Years Profile
   - Year 1 Phonics test
   - Key Stage 1 assessments
   - Key Stage 2 assessments

b. Information from termly and end of year assessments - The regular reviewing of tracking data will give teachers the opportunity to revise and refine targets for the class. It is in recognising the individual abilities of pupils, that the school can make finely, tuned adjustments for target setting for each cohort. The discipline of regularly analysing pupils' attainment will ensure that every pupil has challenging and realistic targets set for them and that the path of reaching those targets is determined through effective classroom organisation; setting learning groups and careful planning.

c. Ongoing tracking systems which will inform class teaching and individual and group interventions.

d. Pupil Progress Meetings where pupils' achievement is discussed and appropriate measures put in place to maximize progress.

Tracking Systems and Structures

Early Years Foundation Stage

8. In Nursery the children are taught and assessed using the Development Matters document. The Development matters objectives are banded by age from birth to 60 months for each of the 7 areas of learning. Each individual child's expected level of progress is dependent on their chronological age.

Within each age band we then break this down further into emerging, developing and secure.

9. In Reception the children are still taught using the Development Matters documents which lead into the Early Learning Goals (ELG). By the end of the Reception year, the children will be levelled as emerging, expected and exceeding against the ELGs. It is expected that children leave Reception with the Expected level in all 12 ELGs. This is known as a Good Level of Development (GLD)

10. Within the Foundation Stage, assessments will be observations of the children as they act and interact in their play, activities and planned learning tasks. This is called the child's Early Years Profile. These observations will be recorded using IPads so that evidence is recorded against objectives. Parents are also able to contribute to the child's Early Years Profile with observations, photographs and videos.

11. At Discovery Academy we will use the Early Years App by Orbit to support this tracking of outcomes.

Key Stages 1 & 2

12. In Key stage 1 and 2 the children are taught and assessed using the National Curriculum. The National curriculum for Maths, English and Science (Core Subjects) is broken down into year groups and objectives are tracked. Assessments are made against these objectives and children are levelled as beginning, emerging, secure and exceeding against the year group expectations. At times, a child may be tracked at the expectations for the year group above or below their age expectations.

13. Within each year group, the following will be known as being at age related expectations:

	Year 1	Year 2	Year 3	Year4	Year 5	Year 6
End of Autumn term	1 Beg	2 Beg	3 Beg	4 Beg	5 Beg	6 Beg
End of Spring term	1 Dev	2 Dev	3 Dev	4 Dev	5 Dev	6 Dev
End of Summer term	1 Sec	2 Sec	3 Sec	4 Sec	5 Sec	6 Sec

14. In computing, design technology, art and design, music, PE, history and geography (foundation subjects), the expectations are tracked in paired year groups therefore Year 1 and 2 will be Y1/2, Year 3 and 4 are Y3/4 and Year 5 and 6 will be Y5/6.

15. Within each phase, the following will be known as being at age related expectations:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
End of Autumn term	1-2 Beg	1-2 Dev+	3-4 Beg	3-4 Dev+	5-6 Beg	5-6 Dev+
End of Spring term	1-2 Beg+	1-2 Sec	3-4 Beg+	3-4 Sec	5-6 Beg+	5-6 Sec
End of Summer term	1-2 Dev	1-2 Exc	3-4 Dev	3-4 Exc	5-6 Dev	5-6 Exc

16. These judgements will be tracked on the ICT program Classroom monitor and the Classroom Monitor APP so that progress can be measured half termly in all subject areas.

Reporting

17. Reporting to parents / carers provides the opportunity for communication about their child's achievements, abilities and future targets. The end of year reports will be written so that they have a positive effect on pupils' attitudes, motivation and self-esteem.

18. At Discovery Academy we will:-
   - Provide opportunities for two parent consultation evenings so that parents can discuss how well their child has settled and be involved in the target setting process and an opportunity for a parent/teacher discussion regarding their end of year report.
   - Provide end of year written report which include results of statutory tests and assessments and gives information relating to progress and attainment
   - Discuss pupil progress at the request of parent by appointment.

19. The assessment co-ordinator will (in conjunction with teachers):

- Review the assessment policy regularly in the light of statutory requirements and the needs of the Academy;
- Provide support and guidance with assessment and keep up to date with current information;
- Resource the Academy with relevant tests and update assessment cycle;
- Maintain the 'tracking file' and consult with all staff about the targets set; and
- Highlight pupils and groups of pupils who have made less than expected progress or are working below expectations.
- Analyse results to identify attainment and progress made by pupils and for groups of pupils such as those on free school meals, gender, vulnerable children and children from an ethnic background

Moderation

20. Moderation is important to ensure a consistent approach in assessment throughout the Academy. It is important that when teacher assessments are carried out, there is evidence recorded to justify judgements made.

21. At Discovery Academy we will:
    - Use APP materials (assessing pupil progress) to benchmark and moderate pupils in accordance with the guidance on APP;
    - Meet regularly when in phases meetings to moderate writing assessments;
    - Moderate work through planning and book scrutinies, feeding findings back to members of staff;
    - Collate evidence to back up teacher assessments, such as through the use of big books in science and pitch and expectations in numeracy; and
    - Participate in moderation schemes in the Local Authority for foundation and KS1.