



Primary Assessment, Reporting and Recording Policy

Rationale

Effective assessment is fundamental to effective learning. To support the children to fulfil their potential, MBIS employs a range of assessment strategies.

Aims

To gather, analyse and report information about the performance of individual children, groups and cohorts of children, so that it can be used to inform target setting, at a range of levels, including to:

- inform children what they need to do to make progress;
- inform teachers about the needs of their children and what needs to be taught next;
- track children's progress (*and identify any areas for concern*);
- inform the school's strategic planning;
- record and report information in a meaningful way.

Principles

We believe that every child can achieve to the best of their ability. It is our job to support and challenge children at all levels of ability. Teachers in our school should have the mindset, 'What do I need to do to help each child achieve?'

We expect nearly all children to be working towards achieving their end-of-year expectations throughout the year. We will not expose children to next year's objectives until we have exhausted every possibility way of exploring their current year's objectives in a richer and deeper manner.

Our expectation of all teachers is that they will use assessment effectively and accurately, every day, to ensure that the correct scaffolding is built into lessons to ensure that all children achieve at an appropriate level, and to an appropriate depth.

Definitions

Whilst Recording and Reporting are relatively self-explanatory, Assessment covers a much wider range of concepts and needs further clarification. At MBIS we take the term 'Assessment' to refer to:

All activities undertaken by teachers and children to identify current attainment, and which provides targets for their improvement.

Assessment, Recording and Reporting are viewed as essential to, and an integral part of, effective Teaching and Learning and therefore inform and link to the whole school teaching and learning policy.

The MBIS Assessment, Recording and Reporting policy can be represented as an ongoing cycle of information gathering, analysis, reporting and target setting; both in terms of student achievement and progress and in terms of whole school strategic improvement.



Success Indicators

Success Indicators are generated by evidence that the gathering, recording and reporting of child performance information yields. They help teachers form better questions regarding assessment and answer questions about school target setting.

Success Indicators (What the Assessment, Recording and Reporting process can indicate)	
Children	• What stage they are currently at in their learning; • What progress they are making; • What they need to do, in order to further their learning?
Teachers	• Where are the children starting from; • Has the class, overall, learned what was planned; • Are all the children making expected progress; • Are the children making sufficient progress against UK national expectations and personal targets; • How are children applying their skills, knowledge and understanding across the curriculum; • Which children need more help and in which areas; • Which children need extension work; • Is the planning for activities, resources and staffing well targeted; • How can the teacher alter teaching to improve learning?
Parents	• Is my child making good progress; • Are there any concerns; • How is my child doing compared with others of the same age; • What can I do to help?
Senior Leadership Team (SLT)	• How is the school progressing against their targets; • What is the impact of the School Strategic Plan; • What is the attainment and achievement, in terms of National Curriculum levels and teacher assessment, of children throughout their time at MBIS particularly at the end of KS1 and KS2; • How does the school compare with other similar schools?

Types of Assessment

MBIS uses a range of assessment strategies, to inform future Teaching and Learning and to monitor children's progress. Whereas summative assessment involves measuring what has been learned in formal assessment; formative assessment (*assessment for learning-AFL*) refers to any process by which children are made aware of how they can make progress. Clearly, in practice, we use Assessment of Learning to help inform target setting and weekly lesson plans.

Formative Assessment

Formative assessment at MBIS is influenced by current thinking on Assessment for Learning (AfL). AfL is a continuous process which involves the seeking and interpreting of evidence for use by learners and their teachers, to decide the current attainment of the learners and the most effective 'next steps'.

Aims of Assessment for Learning

- Children, staff and parents are clear about what has been learned, what is to be learned and what success looks like.
- Assessment includes ‘high-quality interactions’, both oral and written, which feature thoughtful questioning, careful reading/listening and reflective child responses. It is not confined to statements of marks, grades or levels. Time for child reflection is built into the curriculum.
- Feedback to children includes positive comments and suggestions on how to improve.
- Children’s and teachers’ responses to assessment include decisions concerning their own next steps in the learning process and target/goal setting. This is a part of Personalised Learning and requires genuine flexibility in the curriculum to allow for such decisions to be carried through.
- Peer- and self-assessment can help in the learning process and involve skills that need to be learned.
- Assessment information is used effectively across the school for monitoring effectiveness of provision and progress.

Summative Assessment

Summative assessment (*Assessment of Learning*) is used to set child and whole school targets. This includes assessments benchmarked against UK national standards and linked to the taught curriculum. Formal assessments take place on a termly basis (see **MBIS Assessment Schedule** appendix) in Reading, Writing, Maths and Science.

Results for all assessments are passed to the Assessment Leader within 2 weeks of completion. All data is recorded on tracking sheets and together with reports these are stored in the Assessment Folder in SharePoint and on ENGAGE.

Strategies for achieving Assessment for Learning aims

AfL Aim	Strategy
Sharing learning goals and success criteria	• Teacher explains (and sometimes negotiates) clearly in language children understand and asks children to explain: • What children are going to do (activities) • What they are going to learn (learning objectives) • How they will know they have been successful (success criteria) e.g. using examples of work, description of learning behaviours • How they will be able to focus quickly on work • Learning objectives are clear on all displays
Rich questioning	• Hands down: teacher selects child(ren) to answer • Wait time: all children have the opportunity to think before answering • Children encouraged to consult in their group/with a partner in order to formulate and answer before sharing with the class • Teacher involves a number of children in the answer to a single question creating the opportunity for discussion e.g. "What do you think?" "Do you agree with that answer?" • Use of wrong answers to develop understanding • Appropriateness of questions: fitness for purpose • Quality of questions i.e. use of question stems e.g. "Why does...?"; "What if...?"; "How would you...?"; "Could you explain...?"
Effective feedback and marking	• Feedback focuses on learning objective(s) • Evaluate comments which indicate how to improve • Opportunities for/evidence of, follow up e.g. Children given time to act on closing the gap comments, teacher adapting teaching plan to tackle misconceptions • Peer marking • Written comments in line with the Feedback & Marking Policy • Oral feedback when returning work, individually or collectively • Oral feedback in plenary sessions, individually or collectively • Oral feedback while children engage in a task
Peer and self-assessment	• Opportunities for children to reflect • Children given time to read through their own work • Teachers use and make the assessment criteria explicit to children • Children using the Feedback & Marking Policy and assessment criteria to evaluate their own work • Response partners • Whole class review of work e.g. plenary • Small group work: evaluation and support

‘Assessment without levels’ - a rationale for change

The National Curriculum and Assessment in Schools has undergone some radical changes in the last few years. In terms of the curriculum, the introduction of a ‘new’ curriculum has seen the introduction of very different content to the ‘old’ curriculum. Many of the old objectives in the ‘new’ curriculum have shifted to lower year groups in the new, more rigorous curriculum.

For assessment, as a UK Curriculum based school we have moved with the direction from the Department of Education (DfE) (see below) we have moved to a system which removes the old assessment grades (e.g. 2a, 2b, 2c etc) that have been with us for many years.

"As part of our reforms to the National Curriculum, the current system of 'levels' used to report children's attainment and progress will be removed. It will not be replaced. We believe this system is complicated and difficult to understand, especially for parents. It also encourages teachers to focus on a pupil's current level, rather than consider more broadly what the pupil can actually do. Prescribing a single detailed approach to assessment does not fit with the curriculum freedoms we are giving schools." DfE June 2013

The ‘new’ assessment system at MBIS is now directly linked to year group National Curriculum objectives, and in this way, it is a very positive change. We have seen this as an exciting opportunity to review our assessment and reporting systems in order to create an approach that makes sense to children, parents and staff. We are now assessing children against the new curriculum framework, and we have a robust assessment system, based on Learning Ladders, which tracks and monitors children’s progress across the school in all areas of the curriculum.

‘Assessment without levels’ at MBIS explained

We use the term ‘*attainment*’ when referring to children’s levels of achievement (e.g., midyear, termly and end of year test scores).

We use the term ‘*achievement*’ when we talk about the progress children have made.

Schools are required to have an assessment system that monitors each child’s progress (*achievements and attainments*).

The tracking, monitoring and evaluation of a child’s attainment and progress takes place daily in lessons through questioning, marking and talking to children about their learning. It takes place weekly, termly and annually through end of unit assessments and tests (see below). The tracking, monitoring and evaluation of a child’s progress and attainment informs curriculum planning enabling areas for development to be swiftly addressed.

MBIS Child Performance Indicators

Stages of learning in every class: Years 1–6.

We use the same terminology in each year group.

The stages in learning are:

Terminology	What does it mean as a learner?	What does it mean as a reported Performance Indicator?	When is it expected?

Emerging	Child isn't grasping the concepts, even with support or finds the level of work too high because of beginner EAL level	Has shown an emergent grasp of the year group objectives.	By end of November
Developing	Child is able to work with scaffolding, and prompts	Has shown a developing grasp (30-40%) of the year group objectives.	By end of November
Expected	Child is able to work with minimal scaffolding, and prompts and they are beginning to use and apply their knowledge.	Has shown a competent (40%) grasp of the year group objectives.	By end of November
Exceeding	Child is able to use and apply knowledge and skills confidently and independently.	Secure in the majority (60%) of the objectives.	November (for rapid graspers)
Emerging		Is secure in less than 40% of the year group objectives.	By mid-June
Developing		Has shown a developing grasp (40-60%) of the year group objectives.	By mid-June
Expected		Have achieved almost all of the end of year expectations (>60%-80%) and can use and apply skills confidently.	By mid-June
Exceeding		Has achieved virtually all (80%+) of the end of year expectations and has a deep understanding of many of the end of year expectations.	By Mid-June (for rapid graspers)

Developing Depth of Understanding.

The focus is now on the breadth and depth of a child's learning. This means that we approach concepts from various angles in order to deepen a child's understanding and application of their learning.

Tracking Children's Progress

We track and record children's progress against each key objective from within their year group's part of the National Curriculum. The year group's Programme of Study can be found on in the year group section of our school website.

At MBIS, we track and monitor children's progress daily (*Assessment for Learning*), through:

- Questioning, observation and dialogue;
- Children knowing what they are being asked to learn, and more importantly, why;
- Children discussing, formulating and agreeing the success criteria during lessons. (Work is then assessed against the success criteria by the child, the teacher, or both)^[SEP]
- Feedback - pupil – peer – teacher – which clearly identifies next steps – (*This can be verbal or written feedback*)

Standards

- Regular child work scrutiny by the Senior Leadership Team, Leaders for Learning.
- End of unit and end of term assessments, which help us to assess progress over time.
- Each child's attainment of objectives, which are recorded on a tracking system. Patterns can then be analysed and support targeted accordingly,
- Children's work in books to demonstrate progress. We frequently monitor books to make sure teachers are providing the best possible learning opportunities and feedback for children.
- Astute differentiation, which ensures that tasks are matched to children's abilities and that they provide high challenges for all.

How do we test at MBIS?

Year Group	Assessments	GL Assessments
PF/FS1	The children are continually assessed against the EYFS Early Learning Goals	N/A
FS2	The children are continually assessed against the EYFS Early Learning Goals – These are reported at the end of the reception year. Reception Baseline Phonics Screening test	PASS
Y1	The children are continuously assessed against each core subject and regularly in all others; these are reported in the biannual reports. Phonics Screening test	PASS PTE PTM
Y2	The children are continuously assessed against each core subject and regularly in all others; these are reported in the biannual reports.	PASS PTE PTM NGRT

	End of unit tests <i>Phonics Screening test for those still learning their sounds</i>	
Y3	The children are continuously assessed against each core subject and regularly in all others; these are reported in the biannual reports. End of Unit tests	PASS PTE PTM PTS NGRT
Y4	The children are continuously assessed against each core subject and regularly in all others; these are reported in the biannual reports. End of Unit tests	PASS PTE PTM PTS NGRT
Y5	The children are continuously assessed against each core subject and regularly in all others; these are reported in the biannual reports. End of Unit tests	PASS PTE PTM PTS NGRT
Y6	The children are continuously assessed against each core subject and regularly in all others. End of Unit tests	PASS PTE PTM PTS NGRT

Assessment Calendar

An assessment calendar is produced early September to schedule the weeks of Assessment throughout the school

Children who have special education needs

Less able children have specific, Individual Education Plans (IEPs) that will meet their needs and small group focused learning. They will be expected to make progress in line with their peers, but they may not, because of their special needs, meet year group objectives. Our assessment and tracking systems, however support, challenge and monitor their progress.

Children who are new to learning using English

Children who are beginners in English language are expected to make progress in line with their peers. Assessments may be given for one or more years below. Our assessment and tracking systems, however, support, challenge and monitor their progress.

Children who are falling behind

Any child who is working below the age-related expectation, is given personalised learning opportunities to help them reach their potential. We have intervention systems that aim to address misconceptions or difficulties as soon as they arise.

Over time, intervention systems help children with large gaps to make accelerated progress and catch up with their peers.

Should a potentially 'high attainer' (*as indicated through Ability Assessments*) not be reaching the level of attainment expected, mentoring may be introduced as well as specific targets.

Recording

How and where do we record assessment data?

The assessment leader maintains the trackers for all assessments, and these will be stored on the ENGAGE MIS system.

Measuring progress and 'Value Added'

Children at MBIS may join the school with little English or prior Knowledge of the UK Curriculum.

We measure progress from base line results to NCO markers and also each year measured between two specific data points within the year.

A child who maintains expected levels is making relative progress according to the PoS for the year group. A child who reaches an expected level from Emerging at the beginning of the year has made rapid progress. Some children may make good progress but still be featuring below their year group 'Programme of Study'. In this case they may be filling in gaps of knowledge and understanding relatively quickly. From the measured progress of each child and compared to the potential achievement (*indicated by ability testing*) we can determine the value-added achievement for individual children and the cohort as a whole. This factor of VA and measured progress are indicators of successful teaching and learning at MBIS.

Reporting

How we report to parents?

We use the following systems to keep parents informed about their child's achievement and progress:

- Settling in PTC, where CAT 4 and baselines are shared with parents in Late September
- End of Term 1 reports (progress and targets) in December
- PTC to share T2 assessment data in Late March
- End of school year annual reports (summative)- June
- Optional PTC to discuss reports offered in June

Note - Meetings arranged as appropriate where concerns or worries have arisen.

The Assessment Leader reports to the board when appropriate regarding standards, pupil attainment and overall achievement.

Evaluation

The Assessment Leader evaluates the effectiveness of the assessment programme and standardised assessments we use at MBIS.

Reviewed June 2025

Reviewed June 2024 and annually thereafter

Reviewed and Ammended June 2023 (HoP)

This policy will be reviewed in March 2017

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