

Assessment & Reporting Policy



PENKRIDGE MIDDLE SCHOOL

Devised and implemented: May 2021

Approved at PVAT Safeguarding Committee:

Next review: September 2022

Contents

1. Introduction..... 3

2. Principles of assessment at PMS.....3

3. Purpose of assessment at PMS..... 3

4. Reporting to parents:4

5. Types of Assessment we should be using.....4

6. Using assessment effectively.....4

.....

Introduction: This policy is designed as a working document to provide a summary of why assessment and reporting is such a fundamental part of our teaching and our students' learning. It is closely linked to our approach as Visible Learning school where all staff 'know thy impact' and our students are training to become 'assessment capable learners'. (Based on the work of John Hattie). It will summarize the uses of effective assessment and reporting here at PMS and the different types of assessment that we should be using to inform our teaching. This policy is strongly linked to the school's feedback policy.

Principles of assessment at PMS

- Assessment should help drive improvement for students and teachers. It will be closely linked to the quality of teaching. Feedback to students (both verbal and written) will contribute to improved learning and is focussed on specific 'next steps' to improve or gaps in learning.
- Assessment will produce recordable measures which allow teachers to demonstrate comparison against expected age related standards and reflect progress overtime.
- Assessment should provide our parents with reliable information about how their child, and their child's school, is performing. This will be done through meaningful tracking of students towards end of year/key stage expectations in the new curriculum. We will provide information that will be clearly understood and will differentiate attainment between students of different abilities, giving early signposting of those that are falling behind and those that are excelling. Our attainment will be reliable and free from bias.
- Methods of assessment will be discussed and developed with other schools to ensure sharing of best practice. We will continue to work with the National Middle Schools forum to use GL benchmarked comparative data in core subjects.

Purpose of assessment at PMS:

To inform key stakeholders about students' standards of attainment and progress at different layers e.g.

- Within class, through written & oral work, teachers will assess the understanding of the PMS students which should inform staff how the current lesson and future lessons should progress.
- Individual student level attainment & progress will then inform the student (and their parent/carer) of how they are progressing and more importantly what are their gaps in learning or next steps; so that they can work on improving these areas.
- Individual student level attainment & progress at a class level will inform the teacher & Head of Subject about the attainment and progress of a group as well as the individuals within it. Staff should use assessment to 'know thy impact' in terms of students' progress. It should inform them of any topics that need to be retaught to the set or to individual students.
- Subject teachers will enter data onto tracking sheets including attainment.
- Individual student level attainment & progress at a class level will inform the Head of Subject about which students need extra interventions e.g. one to one and small group work.
- A combination of summative and formative data should be used to assess students. Summative assessment such as end of year tests (GL for Core) and KS2 SATS will inform all stakeholders on how individual students and cohorts are doing compared to each other, age related expectations and to national standards.
- Formative assessment such as questioning and on-going feedback and use of skill ladders should be used to identify students' misconceptions and help teachers to plan their subsequent lessons and give students guidance on how to improve. These methods should link closely to the Learning Intentions and Success Criteria.
- Use of question level analysis/rubrics / skills ladders at key points will inform the teacher of gaps in areas of understanding for individuals and/or the whole group. This should then be used by teachers to plan teaching (including re-teaching) & intervention strategies. This information should

be given to students and their parents in the form of next steps i.e. to improve, they need to... in books, on interim reports, verbally at parents' evening and annual reports.

- Subject specific year group data from tracking sheets should be studied, analysed and interpreted by Head of Subject or in subject department meetings termly to spot trends of achievement and underachievement in cohorts, teaching groups and in individuals. Attainment and progress will be compared to targets that are set. Classroom interventions should be put in when necessary and the effectiveness of these should be reviewed by the teacher termly. This analysis should be discussed termly during line management meetings and any actions should be agreed.
- Subject meetings will be used to discuss individual students.
- Subject specific year group data will be used by the Head Teacher, along with ASP, Inspection Dashboard, FFT and County Data. Different groups will be considered such as gender, PP, SEND, Ethnicity, and LAC. Data will be used as part of the whole school monitoring system and will influence the school's self-evaluation and subsequent improvement plan.
- Data will be reported to both the Individual School Committee and the Trust Governing body.

Reporting to parents:

- We shall report to parents during the autumn term via the interim report and/or "settling in" evening. Statements on this report should state what a student should do to improve using 'next steps' for Y6, 7 and 8.
- We shall then report to parents in the Spring Term, at a subject specific Parents' Evening and then again in the Summer Term, via a written 'Annual Report'. A focus of both of these should be how the student can improve in that subject and should include as part of the written /verbal comment whether the child is on track to be above, below or at ARE (age related expectations). This will also be linked to a stanine score (9-1) for Maths, English and Science.
- Parents of Y6 will also be informed of KS2 SATS results at the end of the summer term.
- End of year marks should be recorded in the student organiser.

Types of Assessment we should be using (dependant of the subject):

- Informal assessment in lessons through 'think, pair, share' verbal Q&A, discussions, quick 10 questions, observational assessment, scanning of books during lesson, starters, plenaries and other AfL techniques.
- Cold and Hot tests to measure progress from the start to the end of a topic.
- Self-assessment against the success criteria.
- Peer-assessment against the success criteria.
- Assessment of work through regular feedback (see feedback policy).
- Assessment using on-line programmes e.g. Mymaths or Spag.com
- Rubrics/skills ladders or some similar pro-forma can be used to identify gaps in learning.
- Tests and exams which can be used to track attainment & progress using ARE (age related expectations) or stanines.
- GL will be used for reading (new group reader) and Progress Tests in Maths, English and Science.

Using assessment effectively:

- Teachers should speak to their subject leader if they have concerns over the amount of progress a student is making.
- Teachers should contact parents if they feel that a child is not making the progress that they should be.
- Subject leaders should monitor the tracking of data within their subject.
- Parents can contact school to request that a teacher contacts them or to make an appointment to see the subject teacher if they are worried about their child's progress or attainment.
- Parents should also try to attend Parents' Evenings and read reports to learn about what their child's next steps for learning are.
- The senior leadership team will ensure that subject leaders are monitoring attainment and progress in their subject, via line management meetings and requests for data analysis.

- The Head Teacher is responsible for standards and will complete the whole school analysis to report back to the extended leadership team, whole staff, governors, and for outside inspections.

Original	October 2014	N. Frost
Updated	November 2015	N. Frost
Updated	January 2017	N. Frost
Updated	November 2018	R. Cole
Updated	May 2021	L. Meredith