

# **Assessment & Reporting Policy**



**PENKRIDGE MIDDLE SCHOOL**

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**Approved by: Local Governing Committee**

**Next review: January 2028**

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## **1. Introduction**

We believe that effective assessment provides information to improve teaching and learning. To do this, we undertake two different, but complementary types of assessment: assessment *for* learning and assessment *of* learning.

We give our children regular feedback on their learning so that they understand what it is that they need to do to improve. We aim to make learning visible to the pupils and develop their assessment capability to empower them to take action to improve their performance.

## **2. Assessment *for* learning (formative assessment)**

This involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge). Feedback to pupils (both verbal and written) will contribute to improved learning and is focused on specific 'next steps' to support pupils' progress. Feedback can be delivered in a number of ways including verbal and written feedback from teachers, peers and through self-assessment.

## **3. Assessment *of* learning (summative assessment)**

Summative assessment is any assessment with the goal of measuring attainment, tracking progress or benchmarking pupils against predetermined standards. This type of assessment takes place at the end of a unit of work, term or academic year to track pupil progress. Assessments such as standardised NFER tests and KS2 SATS in Maths and English will inform all stakeholders on how individual students and cohorts are doing compared to each other, age related expectations and to national standards. Other forms of assessments include multiple choice questions, open-ended questions, extended written answers and practical tasks assessed against a skills grid. Subject mastery time is used to moderate assessments within departments, with the aim to build consistency of judgement about standards in the school.

## **4. How assessment is used at PMS**

Formative assessment is used to check understanding of prior knowledge and pitch teaching appropriately. This type of assessment helps to monitor understanding in relation to the planned learning intentions. It provides ongoing feedback about pupils' learning to allow staff and pupils to identify and address misconceptions as they arise. From this, adaptations to the learning process can be made. Summative assessment provides a quantitative measure of attainment and allows pupils' progress to be tracked over time. Data is analysed to identify underperforming individuals and/or groups so that appropriate intervention measures can be put in place. 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 and the senior leadership team will ensure that subject leaders are monitoring attainment and progress in their subject, via subject lead meetings.

## **5. Reporting of assessments**

Pupils will receive ongoing feedback about their learning and they will be informed of their attainment following summative assessments. We shall report to parents during the spring term via the 'Mid-Year Report'. We shall also discuss attainment with parents in the spring term, at a subject specific progress evening and then again in the summer term, via a written 'End of Year Report'. A focus of the progress evening should be how the pupil can improve in that subject and should include whether the child is on track to be above, below or at ARE (age related expectations). Parents of Year 6 will also be informed of KS2 SATS results at the end of the summer term. Parents can contact school via Class Charts to request an appointment to speak to the subject teacher if they are worried about their

child's progress or attainment. Parents should also try to attend progress evenings, read reports and learn about what their child's next steps for learning are. The senior leadership team is responsible for academic standards and will complete the whole school analysis to report back to whole staff, governors and school stake holders.

## **6. Inclusion and assessment for learning**

We actively seek to remove the barriers to learning and participation that can hinder or exclude pupils and use performance data to help us measure how successful we have been. Access arrangements for assessments will be considered for pupils with specific needs, such as special educational needs, disabilities or temporary injuries. These arrangements will be decided by the SENCO with the support from SLT and teachers, following the national guidelines and regulations, before the assessments are administered. The access arrangements will be administered for external assessments and will be the normal way of working in school where possible.

## **7. Monitoring and review**

Our assessment lead is responsible for monitoring the implementation of this policy. This policy will be reviewed in three years, or earlier if necessary.