

Reference Number G4	Shared with Staff	Review Date
Headteacher A. Wilkinson		Governing Wellbeing Committee
Date:		Date:
Policy Title	<i>Data and Assessment Policy</i> <i>To be used in conjunction with the feedback policy</i>	

Reviews of this Policy

Version Number	Our Version Description	Date of Revision
1	Original Writings	September 2023

Aims of Data and Assessment

- To gain knowledge of pupils' abilities to inform and guide future provision and provide reliable information to teachers, pupils, parents, governors and other relevant parties
- To build up a body of evidence about a child's typical standard of attainment and progress over time.
- To report accurately and meaningfully to parents and other appropriate persons about a child's achievement over time.

Effective assessment at Lanercost

- Compliance with statutory requirements
- Raises standards of attainment and behaviour and improves pupil attitudes and responses;
- Understood by all involved
- Enables the active involvement of pupils in their own learning by providing effective feedback, which closes the gap between present performance and the future standards required
- Promotes pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- Builds on secure teacher knowledge of the pupils
- Provides information to ensure continuity when the pupils change school or year group
- Enables teachers to adapt and adjust their teaching to take account of assessment information gathered in lessons

- Draws upon as wide a range of evidence as possible using a variety of assessment activities and is an informative record of the whole child
- Tracks pupil performance and, in particular, identifies and enables effective actions for those pupils at risk of under-achievement
- Is integral to lesson planning and results in pupil progress/attainment
- Provides information which parents or carers can use to understand their child's strengths, weaknesses and progress. It also guides how parents/carers can support their child's learning.
- Is fairly administered and accurate – standardised (i.e. use the same criteria), and moderated internally and externally.
- Is accessible to teachers/pupils/governors and parents in an appropriate format or formats
- Supports the well-being and the work/life balance of all members of the school teaching team

Single Equity

All teachers must ensure that all children, irrespective of gender, ethnicity, disability, religion or belief, sexual orientation, age or any other recognised area of discrimination, have access to the whole curriculum and make the most significant progress possible. We also recognise that stereotyping is a form of discrimination and we work hard to challenge this.

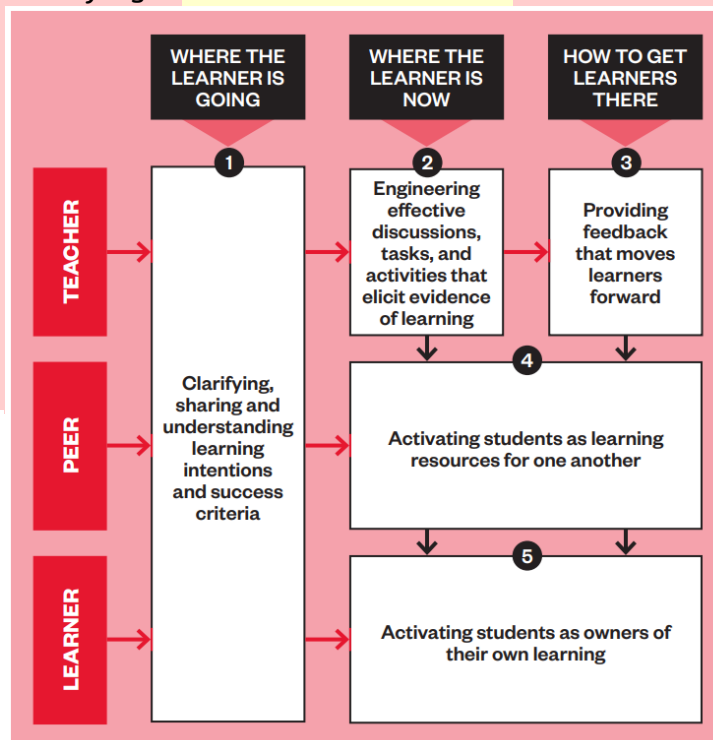
Types of Assessment

Formative

For information on our formative feedback approach in school, see the Feedback policy.

The research for the formative assessment strategies used in school comes from EMBEDDING FORMATIVE ASSESSMENT (2015) PRACTICAL IDEAS FOR CLASSROOM FORMATIVE ASSESSMENT by Dylan Wiliam and Siobhán Leahy.

Wiliam and Leahy outline five essential strategies to support the implementation of formative assessment. For each strategy, Wiliam and Leahy provide several tips and variations to help teachers make day-by-day, minute-by-minute instructional decisions to maximise student outcomes, which all staff will use within the school in accordance with their professional judgement.



The Five Key Strategies of Formative Assessment. Leahy et al (2005). This connects formative assessment processes with the teaching staff, peers and children.

The results of formative assessments directly impact the teaching materials and strategies employed immediately following the assessment and often within the same lesson.

The Five Key strategies are:

1. Clarifying, sharing and understanding learning intentions and success criteria
2. Engineering effective discussions, tasks, and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning.

Wiliam and Leahy (2015)

On an operational level, these formative assessments could be, and are not limited to,

- Clear communication of the intention of the lesson with optional success criteria where appropriate
- In lesson marking in accordance with the school Marking and Feedback Policy
- Teacher observation of pupils
- Teacher/pupil discussion and questioning (including higher-order questions) which elicit further evidence of learning
- Immediate verbal or physical marking for the teacher to move the lesson forward
- Effective pupil self-evaluation – see the Policy for details about how pupils are involved in assessment
- Effective peer evaluation where the children use each other as a source of knowledge or furthering learning – see the Feedback Policy for details about how pupils are involved in assessment
- Teacher assessment of pupils' written work
- Pupils' performance against progress towards ARE

Diagnostic

- Identifies and focuses in on particular strengths and weaknesses.
- Provides information to structure intervention/additional support.
- Informs Individual Learning Plans and/or Educational, Health and Care Plans
- Informs teachers' planning.

Summative

Summative assessments give a picture of the child's level of performance at a given time. They may be a test or a teacher's professional judgment.

All subjects are tracked on Insight to ensure that progression in every area of our curriculum is impactful.

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Evaluative

Evaluative assessment is used to judge the effectiveness of a school activity, to benchmark against external data, and amend current practice. It can be used to judge the effectiveness of:

- Interventions
- The work of individuals
- Resources
- Targeted funding
- Pupil progress and achievement

Assessments in Practice

- Teaching Teams use the outcomes of assessments to identify individual, group and class strengths and areas needing improvement that feed directly into the next steps, individual targets and planning.
- Subject Leaders use whole school outcomes to identify areas needing improvement which will be incorporated into their action plan and a support plan put in place.
- The data lead and governors carry out data analysis to ensure that the school is on track to meet at least national expectations on a (termly) basis.
- They are used to structure appraisal targets.
- For assessment in the EYFS please see relevant policy (EYFS data also accountable to formal (termly) review.
- They provide a basis for reporting to relevant parties and inform the school Self Evaluation Form.

Judgements

It is important that judgements are consistent across the school. To ensure the following process is in place:

- Continuous discussion across the teaching team. As we are a small school, most teaching staff know where all the children are at. Books are continuously used as part of subject leader book looks and within staff's professional development.
- Through pupil book studies, subject leads use a variety of children's books to ensure that the assessments of teachers are accurate with their experience of teaching and learning within class.

Our in-school judgements are the following. They pertain to the average attainment of that child in that subject. Within the statutory assessment, we use the terminology the Department for Education uses.

Below: Working below the year group expectations

Working within: Demonstrating the features of this year-group's expectations. Some features may not be embedded.

On track: Demonstrating most of the features of this year-group's expectations. Learning is more embedded and able to be applied. Attainment meets the expectations for the year.

Greater Depth: Demonstrating all of the features of this year-group's expectations. The child's learning is a lot broader and deeper. The child has mastery over their understanding can apply it fully and use it outside of the specific subject.

It is *possible* that one specific area identified as essential is holding a pupil back from attaining a year expectation. Where this is the case teachers will need to use their professional judgement. *In exceptional circumstances* teachers may decide to award the 'On track' judgement without the pupil having achieved an essential aspect. However, caution is exercised with this discretion. This would be discussed as part of pupil progress meetings.

At Lanercost, we give all children the opportunities to further embed, widen, investigate and apply what they have learned, enabling them to make greater progress. This is regardless of the level of attainment they are currently at; however, interventions by both teachers and teaching assistants are put in place and recorded on Provision Map for children who are not 'On track'.

Monitoring

Monitoring ensures that the accurate assessment process takes place consistently across the school. It also allows the teaching teams the ability to highlight the great progress they are making with their children. It involves:

- Pupil progress meetings with the Head Teacher (termly)
- Insight pupil tracker
- Monitoring pupils' work by subject leaders through Pupil Book Studies
- Discussions with pupils by subject leaders through Pupil Book Studies
- Walk-throughs with a focus
- Whole School moderations and inter-cluster moderations across the curriculum

Evaluation

This ensures that the outcomes of assessment are used to build on school improvement. It takes place:

- At SLT meetings
- In pupil progress meetings
- Through annotated teachers' planning
- In one to one discussion with pupils
- At staff meetings

MODERATION confirms that judgements are consistent throughout the school. It is essential to ensure accuracy and parity of assessment. It will take place:

- Informally in planning teams
- Half Termly reviews of achievement and progress
- In staff meetings and INSETs
- In Cluster Moderations
- In some cases, by attending LA sessions to ensure our judgements are in line with other schools in the LA.
- Alongside school adviser or consultant.

RECORDING

We record:

- To monitor progress
- To recognise progress and achievement
- To inform future planning
- To document evidence
- As a basis for reporting information to parents
- To enable us to pass written information to colleagues, governors and other appropriate agencies.

Informal Day-to-Day Records:

In school, teachers keep records as part of their typical day-to-day routine - to remind them of children's achievements and which children need additional support or challenge. Teachers also mentally retain a tremendous amount of information about children. These informal records are used to add detail to more formal assessments.

Formal records include:

- Individual pupil records.

- Information held on trackers
- Pupil progress meeting records
- SEN information
- The EYFS profile

REPORTING

The school reports on pupil performance to a number of parties:

Parents: When reporting to parents we aim to give an informed review of pupil progress, attitude and commitment in order to fully involve them in the education of their child.

- A written report, completed by the class teacher and endorsed by the Head teacher is sent to parents yearly. See appendix.
- Verbal reports are given to parents in the autumn and spring terms.
- Informal meetings can be arranged between staff and parents at any time with a prior appointment. Feedback from parents will be considered; and relevant action taken.
- The results of statutory assessment at EYFS, Year One Phonics, KS1 SATS, KS2 Multiplication Check and KS2 are reported to parents.
- Opportunities for parental discussion will be provided.

Reporting to governors: Assessment is provided for governors to challenge school performance. Reporting to governors includes:

- HT's Termly report to governors Core subject leader reports.
- Anonymised data for cohorts, groups (e.g. child in interventions) and categories (e.g. PP, LAC, CLA) of children
- Specific data requested by governors
- Analysis of assessments done by HT, SLs, etc.
- Access to ASP, SEF, SDP and LSIP pages

Reporting to the LA/DFE: The school meets its statutory responsibilities for reporting the assessment outcomes to LA/DFE. Currently, these are:

- EYFS outcomes
- Y1 Phonic outcomes
- End of KS1/2 outcomes

Transition: it is important that accurate assessment information is transferred with children when they change teachers and/or school. This involves collating and passing on all relevant documentation mentioned above.

REVIEW OF THE POLICY

This policy will be reviewed annually and approved by the Governing Wellbeing Committee.

RELATED POLICIES

This policy is directly related to the MARKING AND FEEDBACK POLICY.

All school policies are written with our vision and values at the heart. They will adhere to the Mental Health and Well-being policy. Where a policy contradicts these, the Headteacher will be alerted to this and dealt with immediately.

Calendar of Assessment Recording

Some dates may alter due to differing term lengths.

The colours below denote who is being assessed. Yellow highlighted assessments are statutory assessments.

Children

Staff

Governors

	Assessment	Uses	Persons responsible
September	EYFS Baseline	To create a measurable baseline from which to measure children's progress	EYFS lead/staff - This information must be collated and shared with the Head. This is recorded on PAG and Insight.
September (before the end of the second week)	Baseline for year-relevant apps	To have a baseline so children can use the relevant applications throughout the year. This includes Accelerated Reader, Times Table Rock Stars, Doodle Maths and Doodle Spell.	Class Teachers in Class 2 - Class 4. Recorded on Insight
September	HT Appraisal	Professional discussion between the Head and Governing sub-committee about the expectations for the year ahead and data targets are set.	Headteacher and Headteacher Annual Appraisal Committee
October (Before Half Term)	Staff Appraisal	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	All staff and Headteacher
November	Quality of Education sub-committee Full governing body meeting	To share pupil attainment from the previous academic year and progress with governors. Governors to ask challenging questions of headteacher regarding data.	Quality of Education sub-committee, FGB and Head Teacher
December	KS1-KS2 Reading and Maths Summative assessments	Allow children to experience a summative assessment in a safe and kind environment whilst monitoring abilities within a timed summative assessment.	Reading and Maths Leads/Class teachers
	Provision map update for children with additional needs	Class teachers to measure SEND children's progress against their own individual targets.	Completed by Class Teachers and shared with Parents.

Lanercost Church of England Primary School
Care Believe Achieve
'Live life in all its fullness' - John 10:10

	All subjects – Professional Judgements and curriculum objectives	To consolidate progress against the national curriculum.	All teachers, subject leads and Headteacher
January	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are on track. Discussion regarding children who need additional intervention – SENDCo to be involved at specific points potentially.	The class teacher is expected to bring relevant, up-to-date data for their class to a meeting with the Head Teacher.
March	Quality of Education sub-committee Full governing body meeting	To share pupil attainment from the previous academic year and progress with governors. Governors to ask challenging questions of the head regarding data.	Quality of Education sub-committee, FGB and Head Teacher
	Staff Appraisal Mid-Year review (This can be between March – July)	Professional discussion between Teachers and Head about the expectations for the year ahead and data targets are set.	Class teacher and Headteacher
April (Before Easter Break)	KS1-KS2 Reading and Maths Summative assessments	To allow children to experience a summative assessment in a safe and kind environment whilst monitoring abilities within a timed summative assessment.	Reading and Maths Leads/Class teachers
	Provision map update for children with additional needs	Class teachers to measure SEND children's progress against their own individual targets.	Completed by Class Teachers and shared with Parents.
	All subjects – Professional Judgements and curriculum objectives	To consolidate progress against the national curriculum.	All teachers, subject leads and Headteacher
April (After Easter Break)	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are on track. Discussion regarding children who	The class teacher is expected to bring relevant up-to-date data for their class to a meeting with the Head Teacher.

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		need additional intervention – SENDCo to be involved at certain points potentially.	
May	KS2 Statutory Assessments (Reading, Writing, Maths and SPAG)	To create an end of Key Stage Judgement for children (Statutory)	Head Teacher (alongside Y2 and Y6 staff). Results need to be formally shared with Parents and updated to relevant authorities.
June	Phonics Screening	To ensure Y1 (and any Y2 children who previously didn't meet the expected standards are retested) has the expected Phonetic understanding and application.	Head and Y1/Y2 teacher Results need to be formally shared with Parents and updated to relevant authorities.
	Multiplication Check	To ensure Y4 has the expected Times Tables recall.	Head and Y4 teacher Results need to be formally shared with Parents and updated to relevant authorities.
	EYFS Profile	To give a summative end to the children's reception year	Reception Teacher/EY lead Results need to be formally shared with Parents and updated to relevant authorities.
	Quality of Education sub-committee Full governing body meeting	To share pupil attainment from the previous academic year and progress with governors. Governors to ask challenging questions of head regarding data.	Quality of Education sub-committee, FGB and Head Teacher
	KS1-KS2 Reading and Maths Summative assessments	Allow children to experience a summative assessment in a safe and kind environment whilst monitoring abilities within a timed summative assessment.	Reading and Maths Leads/Class teachers Recorded on Insight
July	All subjects – Professional Judgements and curriculum objectives	To consolidate progress against the national curriculum.	All teachers, subject leads and Headteacher Recorded on Insight

	Provision map update for children with additional needs	Class teachers to measure SEND children's progress against their own individual targets.	Completed by Class Teachers and shared with Parents .
	End-of-year test for year-relevant apps	To have a baseline so children can use the relevant applications throughout the year. This includes Accelerated Reader, Times Table Rock Stars, Doodle Maths and Doodle Spell.	Class Teachers in Class 2 - Class 4. Recorded on Insight
	Pupil Progress Reviews	Professional discussion between Teachers and Head about the progress of their class and % of their class that are on track. Possible 'Closing the Gap' strategies for those who are behind.	Class teacher is expected to bring relevant up-to-date data for their class to a meeting with the head.

Teachers' professional judgements are mainly taken from formative assessment; short summative assessments may be used to find knowledge gaps and support teacher judgement. These vary from subject to subject and are class and age-dependent. These tend to be monitored by the subject lead.

Subject	Assessment	Place recorded	Frequency
Phonics & Reading	RWI Assessment	RWI spreadsheet and Insight	Beginning of year and end of each half term
	STAR reader test to establish Reading AGE	Insight	Beginning of year and end of each half term
Maths	Doodle Maths Age	Insight	Beginning of year and end of each half term
	Times Table Rockstars	On Times Table Rockstar website	Beginning of each half term
Science, Geography and History	Socrative End of unit quiz	In relevant books	End of each unit
Computing	Online Safety Assessments	Showbie	Beginning of year
DT	KAPOW	In DT Book	End of each unit

There may be short additional intervention summative assessments. The class teacher and SENDCo monitor these. These are dependent on each individual child.

ROLES AND RESPONSIBILITIES

Quality of Education Sub -Committee
<ul style="list-style-type: none"> • Evaluation of Impact • Hold the HT to account • Whole school overview record • Summary of attainment and progress for each cohort and significant groups
Headteacher
<ul style="list-style-type: none"> • Whole school analysis (including trends over time) • Highlighting areas for improvement and allocation of resources (staff/materials/training/accommodation etc.) • Managing the monitoring/assessment calendars • Ensuring that decisions made and agreed upon are carried out • Prepares whole school data for presentation to the governors
<ul style="list-style-type: none"> • Monitoring the performance of teachers and overview of pupils • Analysing cohort/group data and preparing it for presentation to governors • Holding subject leaders/teachers to account for targets set • Holding pupil progress meetings to discuss individual/group/class performance using data prepared by the teachers • Hold teachers to account for the impact where resources have been allocated • Ensure targets set to lead to improved performance/ rise in attainment
Subject leaders
<ul style="list-style-type: none"> • Monitor the performance of their subjects • Analyse and report on attainment and progress in their subject for the Headteacher • Highlight areas of strength to celebrate and weakness to support • Moderate and address issues arising from the mismatch between data/pupil books/ observations etc. • Hold teachers to account for performance in their subject area
Teachers (and teaching teams)
<ul style="list-style-type: none"> • Operate within the assessment time frame • Record and analyse their class's results • Highlight areas to celebrate and to address ready for pupil progress meetings • Prepare for pupil progress meetings • Plan and ensure for timely intervention where needed and report impact