

Sacred Heart Catholic Primary School Assessment, Recording and Reporting Policy (Interim Arrangements)

2015-16



PROUD of our children: PROUD of our school:PROUD of our faith

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Headteacher signature	
Chair of Governors signature	

DOCUMENT PURPOSE

This policy reflects the current philosophy and practice in relation to assessment at Sacred Heart Catholic Primary School. The policy has been up-dated in response to the requirements of the New National Curriculum introduced in September 2014. This policy serves as a guidance document which will cover the transition period over the next year during which we will manage the transition towards assessment without levels of attainment under the new requirements. This area of change and development forms a significant part of our School Improvement Plan.

The Government documents: 'Reforming assessment and accountability for primary schools' and the 'Final Report of the Commission on Assessment without Levels' (Sept 2015) give further information regarding the need for change and provide guidance for primary school assessment and accountability. These documents require our school to respond to the increased levels of challenge and higher expectations for all pupils achieved through a clear focus on what happens in the classroom. We will introduce teaching, learning and assessment systems which ensure depth and breadth of understanding, through the identification of gaps in knowledge and understanding and subsequent focussed teaching.

The challenges posed in this period of change in the systems for assessment are significant and it is our schools' belief that changes should be managed strategically and in discussion and consultation with a range of stakeholders, including staff, governors, parents and carers, Local Authority, external agencies and our Consortium Learning Network.

MISSION STATEMENT

The aim of this Learning and Teaching Policy is to ensure that high standards of teaching are always placed at the forefront of every learning experience for every child at Sacred Heart so that every child achieves the very best they can.

Our Mission Statement places this aim at the centre of all we hope to achieve.....

At Sacred Heart we are:

PROUD of our children; PROUD of our school; PROUD of our faith

Our school aims are:

To live as a Christian family inspired by the values of Jesus.

To celebrate and develop every child's full potential through a rich and enjoyable learning environment.

To promote and encourage an effective partnership between home, school, parish and community.

Our practical objectives evidence how we bring our school aims to life at Sacred Heart and many of these objectives are made explicit in this policy (for more information please see below)

We believe that each and every child deserves the very best and that they are encouraged to develop their abilities to the full. Assessment plays a vital role in raising the expectations of teachers, pupils and parents.

We hope that the agreed procedures will ensure that assessments are...

- Consistent and accurate
- Planned for and used to inform future plans
- Used to summarise pupils' attainment and progress at the end of a block of work / half term / end of year
- Used to assess on-going learning throughout individual lessons and to inform the next steps
- Used by pupils to self assess against success criteria and to identify their own next steps.
- Recorded in a manageable way
- Reported to pupils, parents and carers in an appropriate way, which is clear and informative

AUDIENCE

This policy is available for:

- All teaching staff
- All support staff
- Supply staff, visitors and trainees
- School governors
- Parents
- LA and external agencies
- OFSTED and HMI Inspectors

Copies of the policy are available on request from the School Office.

LINKS TO OTHER POLICIES

This policy should be read in conjunction with other policies including:

- Learning and Teaching Policy (Development Jan 16)
- Behaviour Policy
- Policy for Special Educational Needs and Inclusion
- Marking and Feedback Policy (Development Feb 16)
- Monitoring, Evaluation and Review

In particular the Learning and Teaching Policy gives guidance on the following important aspects which are integral to assessment.

- Communicating Learning Objectives
- Communicating Success Criteria
- Questioning Strategies

UNDERPINNING PURPOSES AND PRINCIPLES FOR ASSESSMENT

Effective assessment is clearly tied to its purpose. At Sacred Heart we will be clear about:

Why pupils are being assessed

The things which the assessment is intended to measure

What the assessment is intended to achieve

How the assessment information will be used

The following principles underpinning our development work have been agreed through consultation with staff. The NAHT has carried out work in this area and this set of principles is based on this work.

The principles, in conjunction with the design checklist in Appendix 1, will assist our school as we develop our own assessment systems. Our school will be able to review our own processes to ensure that they are underpinned by these principles and, where this is the case, determine whether the assessment system is fit for purpose.

1. Assessment is at the heart of teaching and learning.
 - a. Assessment provides evidence to guide teaching and learning.
 - b. Assessment provides the opportunity for students to demonstrate and review their progress.
2. Assessment is fair.
 - a. Assessment is inclusive of all abilities.
 - b. Assessment is free from bias towards factors that are not relevant to what the assessment intends to address.
3. Assessment is honest.
 - a. Assessment outcomes are used in ways that minimise undesirable effects.
 - b. Assessment outcomes are conveyed in an open, honest and transparent way to assist pupils with their learning.

- c. Assessment judgements are moderated by experienced professionals to ensure their accuracy.
4. Assessment is ambitious.
 - a. Assessment places achievement in context against nationally standardised criteria and expected standards.
 - b. Assessment embodies, through objective criteria, a pathway of progress and development for every child.
 - c. Assessment objectives set high expectations for learners.
 5. Assessment is appropriate.
 - a. The purpose of any assessment process should be clearly stated.
 - b. Conclusions regarding pupil achievement are valid when the assessment method is appropriate (to age, to the task and to the desired feedback information).
 - c. Assessment should draw on a wide range of evidence to provide a complete picture of student achievement.
 - d. Assessment should demand no more procedures or records than are practically required to allow pupils, their parents and teachers to plan future learning.
 5. Assessment is consistent.
 - a. Judgements are formed according to common principles.
 - b. The results are readily understandable by third parties.
 - c. A school's results are capable of comparison with other schools, both locally and nationally.
 6. Assessment outcomes provide meaningful and understandable information for:
 - a. Pupils in developing their learning;
 - b. Parents in supporting children with their learning;
 - c. Teachers in planning teaching and learning.
 - d. Assessment must provide information that justifies the time spent;
 - e. School leaders and governors in planning and allocating resources; and
 - f. Government and agents of government.
 7. Assessment feedback should inspire greater effort and a belief that, through hard work and practice, more can be achieved.

ASSESSMENT

Accurate information about each child's attainment and progress is gained through carefully planned opportunities for assessment. The outcomes of assessments are used to inform future plans for teaching and learning so that every child achieves the very best they can.

A variety of approaches to assessment is necessary to assess knowledge, skills and understanding. Assessments can be formal or informal, but must always allow the pupil the opportunity to show their attainment, no matter what their level of ability.

Many styles of assessment are frequently used at Sacred Heart. There are three main assessment types and purposes used across the year as follows:

- **Assessment for learning** (In-school formative Assessment)
 - Every lesson, ongoing, every opportunity,
 - Every adult and pupil involved
 - Against the learning objective, against success criteria, against personal targets, against behaviour checklists
 - In all subjects
 - Through a range of question types, book scrutiny, quick fire tests and formal tests,
 - To identify the effectiveness of our teaching on pupils' learning
 - To tailor teaching accordingly

- **At key points in the year** (In school summative assessment)
 - Against school agreed criteria (based on learning expectations)
 - Against objectives from units of work
 - Against medium term goals
 - In all subjects
 - To identify the impact of our everyday teaching on learning over time (depth of learning, retention and application, mastery)
- **At the end of a year or key stage** (Nationally standardised summative assessment)
 - Against national averages / expectations
 - Against the interim assessment frameworks for 2016 (Y2 and Y6)
 - To inform standards and benchmark against other schools
 - Used by the Government to hold schools to account
 - To evaluate whether we are on track to achieve high standards of attainment and better than expected rates of progress over time
 - To make a judgement about the overall outcomes for pupils and pupil groups in our school
 - To inform our policies for appraisal and pay etc.

1. Assessment for Learning (In school formative assessment)

Formative Assessment (AfL) - (monitoring children's learning)

Assessment is an integral and continuous part of the teaching and learning process at Sacred Heart and much of it is carried out informally as part of each teacher's day to day work. Teachers integrate the use of formative assessment strategies such as: effective questioning, clear learning objectives, the use of success criteria, effective feedback and response in their teaching, marking and feedback and observing pupils participating in activities. Findings from these types of assessment are used to inform future planning.

The primary purposes of Assessment for Learning are that:

- Every child knows how they are doing and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners to achieve ambitious targets
- Every teacher is equipped to make well-founded judgements about pupils' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for pupils who are not fulfilling their potential.
- Every teacher is enabled to evaluate their own teaching of particular topics or concepts and to plan future lessons accordingly
- Parents are well informed by teachers, through a broad picture of where their child's strengths and weaknesses lie and what they need to do to improve. This reinforces the partnership between parents and schools in supporting children's education
- The leadership team is confident that where effective formative assessment is carried out by all staff, problems identified at the individual pupil level are identified and that every child will be appropriately supported to make progress and meet expectations

At Sacred Heart, Assessment for Learning is an integral part of every lesson. The following approaches are used as appropriate:

- Learning objectives and success criteria are discussed and communicated so that the learning intentions are explicit. Pupils know what they are to learn as well as how they will demonstrate their achievement. (See Learning and Teaching Policy)
- Teachers share both the big picture as well as the small steps through which the children will progress and are explicit regarding the specific knowledge and understanding to be developed.
- Teachers plan opportunities to revisit the learning objectives during the course of the lesson through targeted questioning and mini-plenaries, which provide pupils with vital opportunities to reflect on their learning and progress.
- Observations of pupils take place by adults and feedback is given through over the shoulder marking and verbal feedback during lessons. Feedback is given to individual pupils, pupil groups and whole class as appropriate.
- Marking of work after each lesson, in line with the age and ability of the pupil

- Planning the best method to enable all pupils to demonstrate their understanding e.g. through practical applications that can be observed or discussed with the pupil and parents
- Using the information gained from the assessment to inform planning for future lessons, or adapting, improving or targeting specific pupils for additional support
- Identifying follow-up action to plug gaps in knowledge and understanding or to support progression where learning is secure. E.g. providing opportunities for pupils who have demonstrated secure understanding to explore the concept in an alternative context
- The plenary at the end of the lesson is carefully planned to allow both the teacher and pupils to reflect on the learning which has taken place and to use this information to determine and shape the next lesson
- Decide which aspects of the assessment information should be recorded and how can this be achieved efficiently. E.g. the identification of evidence to support key performance indicators for informing the bigger picture of learning for feeding back to the parent or carer

Self and Peer Assessment

Pupils are encouraged to get involved in assessment of their own learning. Clear learning objectives and success criteria, provide the means for children to recognise their strengths and identify how they need to move their learning forward. Self-assessment is recorded in pupil books which is monitored by the class teacher and used to inform future planning. Self-assessment can also be verbal or through quick response.

2. Assessment of Learning (In school summative assessment)

The primary purposes of in-school summative assessment are that:

- Pupils receive information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve.
- Parents and carers receive information about achievement, progress and wider outcomes of their children across a period, e.g. every ten weeks, termly, half-yearly
- Teachers are enabled to evaluate both pupil learning at the end of a period of work and impact of their own teaching (based on class-level outcomes). Both purposes help teachers to plan for subsequent teacher and learning.
- Leaders are able to monitor the performance of pupil cohorts, to identify where interventions may be required and to work with teachers to ensure pupils are supported to achieve sufficient progress and expected attainment.

At Sacred Heart the following approaches to in-school summative assessment are used:

- Assessment Weeks: We use assessments approximately every ten weeks as a way of recording children's progress in objectives covered across that specific term. During this assessment period we will use a range of methods to collect evidence regarding pupil's achievements which may include:
 - Pupils work books across the curriculum
 - Discussion with pupils
 - Reviews of curriculum targets
 - Assertive mentoring tests
 - Tests linked into schemes and programmes of work e.g. Literacy and Language, Read, Write Inc Phonics,
 - Running records for reading

During this transition period of movement away from levels of attainment, we will continue to use a range of externally produced standardised test materials where appropriate. These may include: Past SAT papers, QCA test materials, NFER tests etc. It is important to note that these are standardised against levels of attainment and should **NOT** be used in isolation. Gap analysis is an important feature of using these tests and as with all tests they should be used to identify future teaching and learning plans.

- Information provided through the above methods will be communicated to pupils as part of pupil progress meetings and to parents and carers as part of review meetings (Nov, Feb and June)
- Information will inform the next steps for teaching and learning through subsequent planning and communication to parents through written target sheets(Nov, Feb and June)
- Outcomes recorded to enable Leaders to monitor and demonstrate progress, attainment and wider outcomes and to be able to use this information to demonstrate whole school improvement e.g. for OFSTED see below
- Leaders carry out pupil progress meetings with staff, using provision maps to evaluate the cycle of planning, teaching and assessment on pupil outcomes

3. Assessment of Learning (Nationally standardised summative assessment)

The primary purposes of nationally standardised summative assessment are that:

- Pupils and parents receive information on how pupils are performing in comparison to pupils nationally
- Parents receive information on how the school is performing in comparison to schools nationally
- Teachers are able to understand about national expectations and to assess their own performance in the wider context
- Leaders and Governors are able to benchmark their performance against other schools locally and nationally and make judgements about the school's effectiveness

And

- The Government is able to hold schools to account and to measure the impact of policy making
- OFSTED is able to use standardised data when entering into discussions about the schools performance as part of OFSTED's wider judgements of a school's overall effectiveness

Assessment under the New National Curriculum (Interim Arrangements)

As levels of attainment have been removed under the New NC and schools are now required to develop their own systems for tracking attainment and progress of pupils, we have made the following decision:

At Sacred Heart, during the academic year 2015 – 2016 we will continue to assess pupils using levels of attainment in reading alongside an exploration of alternative assessment and tracking arrangements for this subject. These include assessments against the criteria of the new National Curriculum.

We will use assertive mentoring outcomes for informing writing and maths attainment and progress. Identified gaps in learning will inform teaching.

Throughout the year we will develop Key Performance Indicators for each subject and for each year group, in line with the increased levels of challenge for the New NC.

We will ensure that all staff are kept up-to-date with the statutory requirements of the interim assessment framework for 2016 and any changes which occur, through attendance at appropriate training.

Pupils in Year Two and Year Six will be assessed against the National Interim Assessment Framework at the end of the academic year 2016.

Additional tests (NFER) will be taken by pupils in Years Three, Four and Five in June 2016, which can be standardised against National samples.

See the Raising of Attainment and School Improvement Plan (2015 – 2016) for further information.

Early Years Assessment

Nursery and Reception staff use a process of continuous assessment through planned and informal observations using the criteria in Development Matters. Pupils are continually assessed using Development Matters and this assessment informs the Early Years Profile.

Evidence of pupil progress is collected throughout the Nursery and Reception Year to be used in the completion of the Early Years Profile. 2Simple Technology is used in collection of a wide range of evidence, which is shared regularly with parents and to which parents are also able to contribute.

A Baseline Assessment is completed on entry to Nursery and pupils are tracked throughout Reception, so that we are able to make judgements about the impact of our teaching on standards over time.

A new baseline assessment from September 2015 for Reception pupils was introduced. Our school has selected the 'Early Excellence' Baseline to use for the first time in Sept 2015.

INCLUSION AND EQUAL OPPORTUNITIES

The principles of assessment without levels apply to all pupils, including those with special educational needs and disabilities. Assessment should always be inclusive of all abilities and should be used diagnostically to contribute to the early and accurate identification of SEN and disabilities and any requirements for support and intervention. Approaches to assessment should be adapted to meet the needs of the individual pupil e.g. alternative means of Communication.

Teachers take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation in responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils in all areas. For more information, please see the schools Inclusion Policy.

Where pupils have identified additional needs, the subject leaders and SENCO will liaise to provide for their needs. This may require ensuring a teaching assistant works with the child, or providing them with small, targeted group work. The SENCO will provide staff with materials to diagnose the specific learning difficulties and construct a programme to help these children to progress.

Children with special needs are tracked within the class and have targets that are appropriate to them. An IEP is written to help them to achieve their goals and appropriate support is given within the classroom setting. The SENCO is responsible for assessing the attainment and progress for pupils on the SEN register and reporting outcomes for these minority groups to the staff, Leadership Team and Governing Body.

Mastery

The word 'Mastery' at Sacred Heart Catholic Primary School is defined as achieving a high level of performance against curriculum expectations, where learning is deep and the ability to apply knowledge, skills and understanding in a range of contexts is strong.

The new national curriculum promotes mastery as something which every child can aspire to and every teacher should promote. It is about deep secure learning for all, with extension of able students, i.e. wider application on the same topic, rather than rapidly moving onto new content.

Assessment of pupils' learning is essential in the aim of promoting mastery, so that pupils do not move on too quickly before new learning is secure. The development of the teaching and learning policy during 2015 – 2016 will explore the concept of mastery and the implications for our provision.

Target Setting and Tracking Pupil Progress

Target Setting

Fischer Family Trust Aspire Data is used with all year groups to support the target setting process. From Year Three, pupils have detailed target setting data through FFT. Targets for the end of Key Stage Two are set using the most challenging expectations using FFT Model D. FFT Aspire is newly up-dated in response to the new NC and Sacred Heart is currently introducing the new terminology into our revised systems.

The targets are recommended to the Governing body who discuss whole school attainment regularly with the SLT using tracking data and Fischer Family Trust Information. Progress towards targets is reviewed regularly and final results are analysed against the targets set.

The results of the in-school summative assessments are evaluated and recorded in provision maps. Each year group has a tracking file and this follows each cohort through the school so that all data referring to that year group is kept together. This means that individual children can be 'tracked', and targets can be set. These files are available from the SLT for reference.

Pupils in Early Years have targets, which are set against the expectation of a 'Good level of Development' at the end of Reception.

Expected Attainment and Progress

At Sacred Heart, we have agreed a profile of expected attainment and progress for pupils from Year One to Year Six. (See appendix 2). This sets out a guide for teachers and leaders against which long term achievement may be evaluated.

Some pupils will make more progress than the average and these pupils should be challenged through more demanding tasks and activities. The concept of 'Mastery' is important and pupils should be able to access demanding tasks in which they can demonstrate the application and depth of learning in a variety of contexts. , Some pupils make less progress and they are supported by increased differentiation, intervention and where needed IEPs are implemented. (See SEN Policy)

Tracking Pupil Progress

Pupil progress and attainment is tracked in detail each year. Pupils are tracked through the Early Years, through KS1 and through KS2. SIMS Assessment Manager is used to track pupils from Year One to Year Six and pupils in Early Years are tracked through the SIMS module for Early Years.

Tracking information is available in detail in the cohort files held in the SLT base.

During and at the end of each year pupil progress is colour coded on tracking, to show how much progress has been made since the start of the year and Key Stage. Pupils who are judged to have made good progress are indicated using green. Outstanding progress is indicated in purple and red indicates that a pupil has made less than satisfactory progress.

Transition from Early Years into Key Stage One is well managed through carefully planned provision and close liaison between the staff in both departments. Assessments during Year One focus on building on Development Matters, the Early Years Profile and internal assessment systems as appropriate to individual pupils.

Pupil progress and attainment is reviewed three times a year and detailed provision maps are produced by year group teams, supported by senior staff. These detail pupils who have made expected progress, slow to move pupils and also pupils exceeding expectations. Pupils who are vulnerable are identified and closely monitored through the provision maps, and the impact of teaching plans on their attainment and progress is evaluated. New outline provision plans for teaching and learning are formed at the end of each assessment period and these plans are reviewed regularly.

Subject Leaders for Maths, English, the SENCo, Vulnerable Pupils Champion, Learning Mentor and CFSW together with the Headteacher are also responsible for reviewing pupil attainment and progress. They use the tracking, provision maps and target setting information to evaluate standards in their areas. Their reports focus specifically on outcomes for each year group with reference to specific subjects / minority groups. Question level analysis and scrutiny of work is used carefully to identify areas for development which are specific to their subjects. A written report summarises the main findings and this is communicated to staff and governors.

STANDARDISATION AND MODERATION

It is important to ensure consistency of judgements across our school so that all staff understand the requirements of the National Curriculum for their year group and apply standards accurately.

In order to ensure consistency of judgements, the following strategies are used at Sacred Heart:

- Whole school moderation meetings and phase meetings enable staff to work together in the moderation of work to achieve consistency of judgements.
- Staff in each year group have joint PPA time and are encouraged to use this time to ensure consistency of judgements made across pupil groups and for individual pupils.
- Pupil progress meetings with Senior Leaders are used to challenge data and teachers may be expected to provide further evidence to back up their judgements.
- Standardisation and Moderation meetings are also held for teaching staff across our Consortium of schools. These opportunities allow staff across all schools to work together to ensure consistency of judgements.
- During the summer term, cross year group and phase moderation takes place to ensure accuracy of judgements at transition points.

RECORDING

This interim policy supports the requirement to develop recording systems which are useful, manageable and informative. It is the intention of the SLT to develop systems for recording that support the principles for assessment contained within this policy. We will ensure that the records that are kept form a useful basis for:

- Discussions with pupils and parents
- Informing all staff; teachers and Teaching Assistants about the strengths and weaknesses of each pupils' learning
- Informing the SENCo, Vulnerable Pupils Champion, Learning Mentor and CFSW about progress, attainment and the narrowing of the gap agenda
- Transition to next class or school
- Informing future teaching and learning plans
- Annual written reports (one detailed report in July each year and target up-dates in November and February each year)
- Three parent teacher review meetings held each year

Records of pupils' attainment and progress are kept in various formats and all are valuable sources of information which inform future plans for learning for each pupil. Records may be handwritten notes, annotated planning, informal jottings, more formal records as well as ICT based e.g. Assertive Mentoring grids

In the Early Years, records can be found as follows:

- Evidence files
- 2Simple records
- Development Matters Records

In Key Stage One records can be found as follows:

- Individual Education Plans and Intervention Files
- Assertive Mentoring Records
- Target and evaluation sheets
- Running records and Reading Record Books
- Teacher's informal notes
- Read, Write Inc Records for each group
- Mental Maths Scores

In Key Stage Two records can be found as follows:

- Individual Education Plans and Intervention Files
- Assertive Mentoring Records
- Target and evaluation sheets
- Running records
- Teacher's informal notes
- Read, Write Inc Records for each group (where appropriate)
- Mental Maths Scores, Spelling tests scores, Big write records etc.
- Computer log on for individual pupils records e.g. Nessie, Maths
- Reading Book records
- Booster Class Records (Identified pupils)

During the second half of the summer term of each academic year, time will be set aside for a review of pupil's progress to take place and for discussion between outgoing and incoming teachers for groups of pupils for the following academic year. Up to date and precise information may be shared so that accurate targets can be set and a good effective start made to the subsequent academic year.

REPORTING

Written reports to parents are produced at the end of each academic year and in November and February, pupils receive a short report which gives an overview of targets and main achievements. Pupil review meetings with parents and carers focus on attainment, attitude and application towards learning, homework, punctuality and attendance and behaviour.

At the end of the school year the more detailed report summarises attainment against National expectations, sets future curricular targets and provides a rounded picture of the whole child.

For pupils in Year One, the outcomes of the Phonics Check are reported to parents. For those pupils who did not achieve the standard in phonics in Year One, who took 're-sits' in Year Two, their results are also reported to parents.

For pupils at the end of each Key Stage, the outcomes of Statutory Assessments are reported to parents.

In Early Years, the profile is used to form the basis for reporting to parents at the end of each year in Nursery and in Reception. The report provides information about all areas of learning and against the Good Level of Development indicator.

MONITORING, EVALUATION AND REVIEW OF IMPACT

The implementation of this policy will be monitored and evaluated through the following:

- Evidence collected through learning walks
- Observations of teaching and learning
- Scrutiny of pupils' work in books and on display
- Scrutiny of lesson plans
- Evaluations of pupil assessment data
- Pupil tracking and analysis
- Impact reports to inform SLT and Governors
- Discussions with staff
- Discussions with pupils
- Governor visits

The Self Evaluation Document and School Improvement Plan will be up-dated termly and shared with staff through the PPA room notice board.

Governors will receive termly up-dates against the objectives in the School Improvement Plan and SEF through the Headteacher's report to Governors.

The Governors Standards Committee will receive up-dates of progress made, with a focus on the evaluation of impact on pupils' attainment and progress.

CONCLUSION

It is important that this policy is read in conjunction with other policies identified above. Assessment is an integral part of teaching and learning and outstanding learning happens because the teacher knows exactly the learning needs of every child. Accurate and informative assessment allows personalised learning to happen.

Finally, this policy takes account of the transition requirements for assessment under the New Curriculum and will subject to regular review and up-date.

APPENDIX 1**ASSESSMENT RECOMMENDATIONS**

Based on these principles, the following recommendations have been formed, which will help to shape working practice for our school. The collaboration and support network is an important part of our school improvement work and by working closely together we aim to achieve consistency in our judgements about pupil progress and attainment, target setting etc.

1. Schools should review their assessment practice against the NAHT principles and checklist Staff should be involved in the evaluation of existing practice and the development of a new, rigorous assessment system and procedures to enable the school to promote high quality teaching and learning.
2. All schools should have clear assessment principles and practices to which all staff are committed and which are implemented. These principles should be supported by school governors and accessible to parents, other stakeholders and the wider school community.
3. Assessment should be part of all school development plans and should be reviewed regularly. This review process should involve every school identifying its own learning and development needs for assessment. Schools should allocate specific time and resources for professional development in this area and should monitor how the identified needs are being met.
4. Pupils should be assessed against objective and agreed criteria rather than ranked against each other.
5. Pupil progress and achievement should be communicated in terms of descriptive profiles rather than condensed to numerical summaries (although schools may wish to use numerical data for internal purposes).
6. In respect of the National Curriculum, we believe it is valuable – to aid communication, comparison and benchmarking – for schools to be using consistent criteria for assessment. To this end, we call upon the NAHT to develop and promote a set of model assessment criteria based on the new National Curriculum.
7. Schools should work in collaboration, for example in clusters, to ensure a consistent approach to assessment. Furthermore, excellent practice in assessment should be identified and publicised, with the Department for Education responsible for ensuring that this is undertaken.
8. External moderation is an essential element in producing teacher assessment that is reliable and comparable over time, and all schools should take part in such moderation. Schools should be prepared to submit their assessment to external moderators, who should have the right to provide a written report to the head teacher and governors setting out a judgement on the quality and reliability of assessment in the school, on which the school should act. The Commission is of the view that at least some external moderation should be undertaken by moderators with no vested interest in the outcomes of the school's assessment. This will avoid any conflicts of interest and provide objective scrutiny and broader alignment of standards across schools.
9. Schools should identify a trained assessment lead, who will work with other local leads and nationally accredited assessment experts on moderation activities.
10. Ofsted should articulate clearly how inspectors will take account of assessment practice in making judgements and ensure both guidance and training for inspectors is consistent with this.
11. The Ofsted school inspection framework should explore whether schools have effective assessment systems in place and consider how effectively schools are using pupil assessment information and data to improve learning in the classroom and at key points of transition between key stages and schools.
12. The Department for Education should make a clear and unambiguous statement on the teacher assessment data that schools will be required to report to parents and submit to the Department for Education. Local authorities and other employers should provide similar clarity about requirements in their area of accountability.
13. The education system is entering a period of significant change in curriculum and assessment, where schools will be creating, testing and revising their policies and procedures. The government should make clear how they will take this into consideration when reviewing the way they hold schools accountable as new national assessment arrangements are introduced during 2014/15. Conclusions about trends in performance may not be robust
14. Further work should be undertaken to improve training for assessment within initial teacher training (ITT), the newly qualified teacher (NQT) induction year and on-going professional development. This will help to build assessment capacity and support a process of continual strengthening of practice within the school system.

15. The Universities' Council for the Education of Teachers (UCET) should build provision in initial teacher training for delivery of the essential assessment knowledge.

16. All those responsible for children's learning should undertake rigorous training in formative, diagnostic and summative assessment, which covers how assessment can be used to support teaching and learning for all pupils, including those with special educational needs. The government should provide support and resources for accredited training for school assessment leads and schools should make assessment training a priority.

17. A number of pilot studies should be undertaken to look at the use of information technology (IT) to support and broaden understanding and application of assessment practice.

18. The use by schools of suitably modified National Curriculum levels as an interim measure in 2014 should be supported by the government. However, schools need to be clear that any use of levels in relation to the new curriculum can only be a temporary arrangement to enable them to develop, implement and embed a robust new framework for assessment. Schools need to be conscious that the new curriculum is not in alignment with the old National Curriculum levels.

19. To assist schools in developing a robust framework and language for assessment, we call upon the NAHT to take the lead in expanding the principles and design checklist contained in this report into a full model assessment policy and procedures, backed by appropriate professional development.

20. Schools should be asked to publish their principles of assessment from September 2014, rather than being required to publish a detailed assessment framework, which instead should be published by 2016. The development of the full framework should be outlined in the school development plan with appropriate milestones that allow the school sufficient time to develop an effective model.

21. A system wide review of assessment should be undertaken. This would help to repair the disjointed nature of assessment through all ages, 2-19.

Further to the above, OFSTED has outlined that schools should not seek to devise a system that they think inspectors will want to see:

'It should be one that works for pupils, with the sole aim of supporting their achievement. Inspectors will look at the effectiveness of a school's curriculum and assessment system in terms of the impact on pupils' achievement through the key judgement areas of the Common Inspection Framework.

Ofsted is very clear that unnecessary or extensive collections of marked pupils' work are not required for inspection purposes. It is also clear that it does not expect performance data to be presented in a particular format. Data should be provided to inspectors in the format that the schools would ordinarily use to monitor the progress of its pupils. Pupils' work will of course continue to be an important consideration when evaluating outcomes for pupils and the effectiveness of teaching and learning.'

'Final Report of the Commission on Assessment without Levels' (Sept 2015)

'When considering the school's records for the progress of current pupils, inspectors will recognise that schools are at different points in their move towards adopting a system of assessment without national curriculum levels.'

OFSTED Handbook 2015