



Fulbrook Middle School

Assessment, Recording and Reporting Policy

Issue No.	Author or Reviewer	Date Written or Reviewed	Date Approved by FES/PEAP	Date Approved by FGB	Next Review Date
1	S Clancy	1 November 2016	17 th November 2016	7 th December 2016	November 2018
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Assessment, Recording and Reporting at Fulbrook Middle School

Introduction

We aim for high quality teaching and learning; at the heart of this is effective assessment, underpinned by our growth mindset belief that all pupils can succeed.

We use three main forms of assessment: in-school formative, in-school summative, and national standardised summative assessment.

Aims

The aims of assessments are to enable:

- Teaching staff to respond accurately to the learning needs of each pupil and give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

Key objectives

Using formative assessment to inform teaching, and providing for the learning needs of all pupils	Typical methods of formative assessment include: <ul style="list-style-type: none">• Question and answer sessions• Targeted questions• Ongoing observations• Opportunities for pupils to make their learning visible, for example, on wowo boards• Discussions between staff working with groups of pupils• Verbal and written feedback
Recording pupils' skills, knowledge, abilities and achievements using consistent methods and approaches across the school	We ensure consistency in teacher assessments by: <ul style="list-style-type: none">• Agreeing details of criteria• Moderating within year groups termly• Joining moderation activities with other schools and the cluster (Learning Community 2)• Discussing consistency in collaborative planning sessions• Feeding back

<p>Giving constructive feedback to pupils in a range of ways that enable them to have an active role in identifying their own learning needs and how to make progress</p>	<p>Across the school, the feedback policy is consistently implemented to ensure that pupils have the opportunity to:</p> <ul style="list-style-type: none"> • Discuss strengths and areas of development • Be aware of their learning targets and progress towards them • Respond to feedback and improve their work
<p>Using a systematic approach for informing parents of their child's progress and giving advice on how to support learning at home</p>	<p>We inform parents of pupils' progress by:</p> <ul style="list-style-type: none"> • Meeting with parents informally and formally • Sending parents interim and annual written reports • Offering opportunities to see their children's work (Book Looks)
<p>Systematically monitor and evaluate pupils' progress on an individual and school basis, and use the results to plan for improvement</p>	<p>The Senior Leadership Team (SLT) and Subject Leaders are responsible for ensuring that:</p> <ul style="list-style-type: none"> • Assessments are appropriate, tests are administered correctly and teachers are given advice and support in assessment, recording and reporting • Assessment information is used to evaluate provision and improve practice through feedback and advice, thereby improving attainment and progress (achievement)
<p>Involving staff in the process of assessment and informing them of the outcomes</p>	<p>To all teaching staff, we:</p> <ul style="list-style-type: none"> • Provide training in assessment processes and appropriate software • Provide relevant documentation • Give feedback to individuals or groups through monitoring activities • Provide opportunities for staff to identify their own training needs through the appraisal process
<p>Sharing information about pupils' attainment</p>	<p>Information about individuals is restricted under our data protection policy to:</p> <ul style="list-style-type: none"> • School staff on a need-to-know basis, i.e. for the purposes of teaching • The receiving school when pupils leave • Professionals who work with the school for advisory purposes

ASSESSMENT WITHOUT LEVELS (AwoL)

The DfE announced in 2014 that there would no longer be National Curriculum levels and that schools would have to set up their own way of assessing pupils.

This is what we are doing at Fulbrook.

To replace the levels, we have five categories which span three broad descriptors:

- Working towards age related expectations
- Working at age related expectations
- Working above age related expectations

These five categories are shown below:

Embarking	Emerging	Expected	Embedded	Exceeding
Working towards age related expectations		Working at age related expectations	Working above age related expectations	

We use this vocabulary with pupils when talking about what they can do (attainment) and how well they have progressed (achievement).

We keep parents informed of their child's progress and attainment during the school year, but formally in January (interim report) and in July (end of year report).

In addition to in year assessments, both formative and summative, as well as national tests at the end of KS2 (satS), we use GL Assessments at baseline (when children join us at the beginning of Year 5) and at the end of each academic year (Y5, Y6, Y7 and Y8). These give us standardised age scores for each pupil and place them on a scale of 1-9 ('stanines', where 1 is low and 9 is high); it also provides us with robust, externally moderated data, enabling us to track the progress of all pupils during their time with us at Fulbrook.