

Assessment and Reporting Policy

Our vision is that The Harmony Trust will be known for best practice in educational excellence. We have a strong moral purpose to do what is best for children and families, which underpins our ethos. We aim to raise aspirations and attainment of all children, developing pupils with high self-esteem and responsibility. The Trust is committed to the delivery of high quality education delivered by excellent staff, in a caring, supportive, learning environment.

As a Sponsor, the Trust has a responsibility to improve the education for all learners within the Trust by ensuring:

- Attainment improves and the progress of learners is accelerated.
- Learners leave with the skills necessary to succeed in their future lives.

The Harmony Trust Values:

- Provide excellent primary education that provides breadth and rigour — every child, every subject, every year group, every day.
- Prepare children for the next phase of education and for later life.
- Address challenges facing children and communities around disadvantage and social mobility.
- Ensure that parents are partners in learning and in the life of the Academy and the Trust.
- An organisation where Learning Matters — learning with, from and on behalf of others.
- Believing that outcomes improve when schools invest in their staff and collaboration.
- Committed to growth, but only when we are confident of success for children, parents, and staff.

Introduction

The primary purpose of assessment is to inform the next steps in teaching and learning. Carlyle Infant and Nursery Academy has a robust assessment system with a carefully planned mix of formative and summative assessment, together with an effective tracking system of pupil progress. Summative and formative assessment is an integral part of the teaching and learning process and it is the means by which the progress of each child is tracked.

Principles

At Carlyle Infant and Nursery Academy we are 'Flying High' together, with this in mind we aim to provide reliable and accurate information to parents about how their child is progressing and achieving, and to share their next steps in learning. We meet the needs of each pupil by using assessment to inform future teaching and learning and measure progress by tracking, analysing and evaluating achievement and attainment. In this way, we identify gaps in progress and support children to make progress appropriate to their age. We support the children to reach their full potential. We set challenging targets for achievement and attainment and use the statutory 'EYFS Assessment and Reporting Arrangements (ARA)' and 'Key Stage 1 Assessment and Reporting Arrangements (ARA)' documents, which are produced annually by the Standards and Testing Agency (an executive agency of the Department for Education – DfE).

Explanation of processes of assessment involved in each key stage and feedback to parents (reporting to parents/parents evenings)

Early Years Foundation Stage

- Observation- careful observation of individual children and their interactions with adults and peers within the indoor and outdoor learning environment. These are carried out daily, focussing on key children (5 children am and 5 children pm in Nursery, 6 children per day per reception class) and cover all 7 areas of learning- Prime areas of Personal, Social and Emotional Development, Communication and Language and Physical Development, and Specific areas of Literacy, Maths, Understanding the World and Expressive Art and Design.
- Baseline- children are measured against key skills on entry to Nursery and Reception. These correspond to their age. Formal progress is recorded termly. Daily progress is used to inform planning and next steps for all children according to their interests.
- Phonics- Children are taught using the Letters and Sounds document. In nursery this is largely phase 1 sound discrimination followed by basic letter sounds for those who show readiness, with the view that some will progress to know all phase 2 sounds upon leaving FS1. Progress towards success in phonics is recorded through progress within the Early Learning Goals (ELGs) in Nursery. It is also recorded on the Literacy Launch Pad
- In Reception (FS2), we begin with phase 2 letters and sounds, using some phase 1 activities to enhance sound discrimination skills. Phase 2 is complete by October half term and then the children are assessed in their oral blending and segmenting skills and their ability to use phonemes in CVC words. They then continue into phase 3 and so on, assessed at the end of each phase. For those that enter at completion of phase 2, they progress swiftly onto phase 3 after revisiting learning at FS1.
- Parents will be invited to attend 2 parents evening, one in the Autumn term, one in the Spring term, to discuss the progress of their children. A report will be shared and used as a part of the discussion with parents at these times. The report will be issued no later than the Friday before the Parent Evening week.
- A formal report with progress towards or achievement of the Early Learning Goals will be issued to parents in the last half of the summer term.
- Parents will also be invited to workshops throughout the year, covering a range of subjects and skills in order to demonstrate how they may support the learning of their child.

Internal and external moderation

Internal moderation takes place at the point where data is collated and submitted to the Senior Leadership Team. These are collected at baseline, end of autumn term, spring term and end of summer term. Moderation occurs between the 2 reception classes by taking a sample of work from 6 children across all areas of learning and coming to a common agreement about standards. Reception then work closely with Nursery to establish the expected levels for their children, leading to effective transition between the phases.

External moderation takes place within the Trust throughout the year and focusses on one common area of learning at each time.

Definitions of language within the Expected Standard

We use Target Tracker to record the progress of the children throughout the Academy, beginning in Nursery. In the Early Years, children work within age bands which are divided into 3 segments: Beginning, Developing and Secure. Target Tracker shows where children are expected to be at each data point in the year using these age and stage bands.

At the end of the reception year, children are judged to be working either towards, within or beyond the Early Learning Goal for each of the 17 measured standards.

Tracking of Subjects in KS1 on Target Tracker:

All subjects taught in school must be assessed. For those subjects not reading, writing and maths, this should be using the following:

B = below age related expectations

W = working towards age related but not yet at age-related

S = at age related

S+ = above age related

NB: B+ and W+ can be used to demonstrate progress throughout the year but must not be used as a summative outcome in the summer term, as Harmony will only analyse the data recorded as above.

Questioning- All children will be asked a range of functional basic questions that elicit their knowledge and understanding throughout daily tasks and routines.

Children who show aptitude, readiness and understanding will be asked further advanced and deeper learning questions to allow them to demonstrate their knowledge and understanding in all areas of learning. Continuous provision will support the opportunities for children to deepen their knowledge and display their understanding.

In the Early Years, characteristics of effective learning are also recorded for each child. These look at their skills and abilities to engage through play and exploration, be motivated through active learning and to create and think critically.

Key Stage 1

Using the Programmes of Study from the 2014 National Curriculum we teach a broad and balanced curriculum through enquiry based and thematic learning. We apply the Leuven Scales of children's well-being and involvement to our teaching and aim to bring awe and wonder, British Values and positive behaviour for learning throughout the key stage.

Our principles for learning are closely linked to our values and vision. In our fun and friendly way we encourage children to lead the learning, acquiring knowledge and skills. Children then are supported to develop possible lines of enquiry to broaden understanding and learning at greater depth. This is used to support the Teaching and Learning Policy, closely focussing on Focus Education work (See the Teaching and Learning Policy).

We like to communicate our love of learning through; Wow starters, hooks, fascinators, our weekly OWL assembly celebration, half termly Golden Owls assembly, themed weeks eg STEM, Book Week, Health and Fitness, Arts week. Special Days, Visits and through many extra-curricular clubs and activities.

Throughout the Academy we use Class Dojo as an incentive reward system and to encourage children to think about HOW we learn. We encourage the use of Growth Mindset and create an active and safe learning environment where all children feel able to make mistakes and we all have a go! We also use Class Dojo to enable sharing of learning across the school day between both school and families.

Progressive continuous provision in all KS1 classrooms ensures resources and equipment for learning are accessible throughout all lessons. We encourage children to be independent learners in many ways. In reading especially, we encourage children to choose their own book within their colour banded level and to complete a reading diary as they progress in Year 2.

We are a nurturing Academy and have a full programme of successful Intervention groups as part of our daily teaching timetable. Every class signs up to their own class charter thinking of ways to make our class a happy place. This also translates to the outside, where we have a buddy stop on the playground and also we aim to provide alternative provision for quiet areas at lunchtime should some pupils require this.

We are a highly inclusive Academy with high expectations.

Explanations of processes of assessment involved in key stage 1 and feedback to parents:

- As part of our transition programme through Academy all teachers meet and discuss incoming pupils from the year below and their individual progress and needs. We carry out baseline assessments in maths, reading, writing, science, phonics, and spoken language (Y1)
- Pupil progress is scrutinised and discussed in regular meetings, informed also by data analysis at certain points of the year in our assessment calendar.
- This enables us to identify and diminish the difference for individuals and groups and also provide us with specific targets for intervention groups.
- We report to parents through Parent workshops, our Open door policy, Drop ins – usually subject specific workshops, regular Parents evenings.
- To ensure very high standards we fully engage in a programme of internal and external moderation across class, year group and phase. We also participate in a programme of cross cluster moderation with our Trust.

Definitions of language within the expected standard:

- Emerging – children are working towards the expected standard for their year group
- Expected – children are working within the expected standard for their year group
- Greater Depth - children are working at greater depth at the standard for their year group

Within Target Tracker, these are broken down further to enable us to see progress towards and within the expected standard. We use Entry prior to emerging to demonstrate a beginning knowledge of the standard, Emerging as the children work more towards the standard, Developing to describe beginning to work within the standard, Expected for children who have reached the expected standard for their year group. We then use Exceeding and Mastered to describe children who are working within the expected standard but at a deeper level of learning and understanding.

In year 2, progress towards the end of Key Stage Standard is tracked through Target Tracker but also through the use of the Teacher Assessment Framework (TAF). Progress within reading will be tracked using a similar list of expected standards, but evidence will be collected through guided and individual reading.

In Key Stage 1, a summer term report will be issued to parents reporting on the pupil's progress and achievements across the curriculum and their journey that academic year.

A schedule of Assessment has been created and will be utilised by staff annually. Please see attached.