



Langley Park

Primary Academy

Assessment, Recording and Reporting Policy

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Outline

This policy aims to outline and recognise the importance of learning through the PYP framework and philosophy whilst implementing different assessment strategies to effectively assess the curriculum. As the PYP framework is embedded here at LPPA, we use a variety of techniques to ensure that the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) alongside the learner profile attributes, related concepts and lines of inquiry are covered throughout the year which are outlined in this policy.

At Langley Park Primary Academy, we teach the national curriculum alongside the scope and sequence documents through the PYP framework, ensuring the ethos and love of learning is maintained. Each child's work is valued and respected as a whole school and celebrated in a variety of ways such as assemblies, displays and exhibitions. The PYP framework and National Curriculum guidelines are both prominent in the assessment procedures at Langley Park Primary Academy to allow us to assess the progress of the children in all aspects of their learning and development.

Assessment Principles

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment for learning is an ongoing process that arises out of the interaction between teaching and learning.

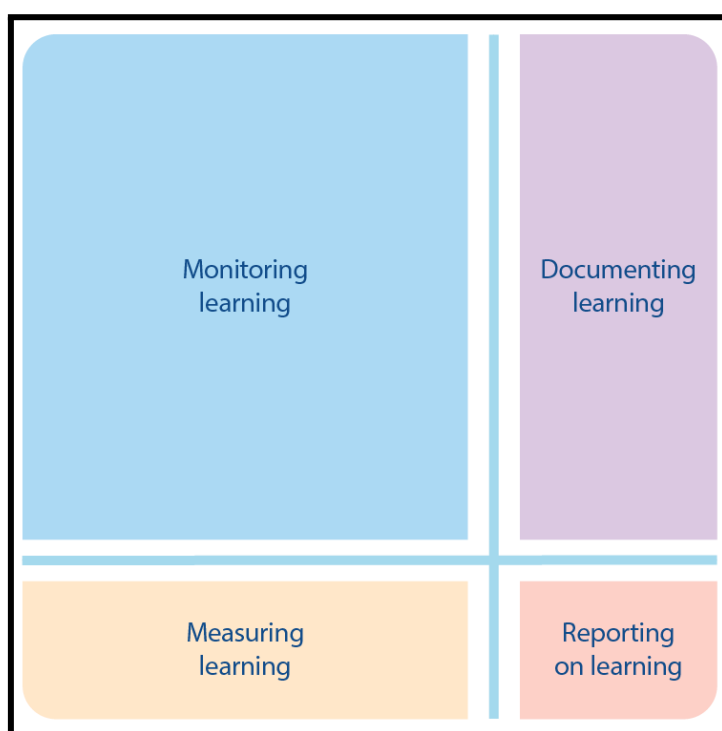
Clarke 2012 defines effective assessment as having seven characteristics outlined below;

1. **Authentic:** It supports making connections to the real world to promote student engagement.
2. **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
3. **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
4. **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
5. **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
6. **Interactive:** Assessment encompasses ongoing and interactive dialogues about learning.
7. **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

With this in mind, we have structured our assessment processes to take account of these features and therefore significant focus is given to our mechanisms for feedback. This policy should be read in conjunction with the [LPPA Marking and Feedback Policy](#).

IB PYP Assessment

Assessment within the IB Primary Years Programme has four dimensions: monitoring, documenting, measuring and reporting on learning. Each aspect has its own role to play in informing learning and teaching and fulfilling the aforementioned practices of highly effective assessment. From the diagram below it is evident that these dimensions of assessment are not weighted equally. This is steered by which aspect has the most value to the learner first and foremost; monitoring and documenting. Despite this however, all aspects are extremely vital to have in order to ensure that there is a well-rounded view of pupils and their learning.



Monitoring Learning

Adults make good use of assessment for learning to monitor pupil progress and attainment. This occurs daily throughout all learning experiences and the information gathered is used to inform and adjust learning and teaching, ensuring that pupils are retaining and building on their knowledge, understanding and skills. The strategies and tools primarily used to monitor learning are outlined and described in turn.

- Conferencing (adult-led, peer and self) (see Appendix 1 for full explanation)
- Strategic use of questioning
- Observation
- Visible Thinking Routines (see Appendix 3 for examples)
- Peer and self-assessment
- Low-stakes testing

- BromCom - a digitised assessment system used to map curriculum coverage, attainment and progress.

Teaching staff at Langley Park Primary Academy have regular opportunities to improve their own assessment capabilities through our collaborative training sessions. We ensure that both staff and pupil wellbeing informs all evaluation practices and that all assessment activities are meaningful and manageable.

Documenting Learning

Langley Park Primary Primary Academy recognises that evidence of learning takes many different forms, including work in books, on display, digital evidence and what pupils themselves know, show and can do. When we refer to documenting learning, we mean the compilation of examples of pupil work that tell the story of learning and progress over time. Choosing work to include is a highly selective process and staff think carefully about how each piece of evidence adds to the narrative. Over time, responsibility for documenting learning will be shared with pupils. The purpose of this dimension of assessment is to make the learning journey visible. Some examples of documenting learning include:

- Digital profiles (for classes, subjects and individual pupils); see our Portfolio Policy and Agreements in Appendix 4.
- Writing wall displays
- Within our Google Classrooms
- Evidence of learning folders on the Google Shared Drive
- Pupils' or adults' selections of work in books when conferencing

Measuring Learning

Assessment of learning takes place frequently throughout the academic year, the timing and purpose of which is shared with all staff through our assessment calendar. We ensure that the type and frequency of measurements of learning are manageable and meaningful and that the information gathered is shared with pupils and used formatively to inform learning and teaching. The results of measurements of learning are also collaboratively analysed at a class, school and trust level to identify patterns and trends in pupil progress and attainment over time and to allow for the strategic allocation of resources. Langley Park Primary Primary Academy employs the following tools for AoL:

- Internal summative testing (custom schedule for each year group)
- SOLO Taxonomy (to assess conceptual understanding) - See Appendix 5
- Teacher Assessment (data drops are scheduled to inform either Pupil Progress Meetings, LAT Module Reviews or both)
- Moderation and standardisation exercises (within the Maidstone cluster, within Leigh Academies Trust, and with the local authority)
- End of Key Stage One Assessment booklets
- National Assessments (Phonics Screening Check, Multiplication Check, and Key Stage 2 Tests)

Reporting on Learning

Langley Park Primary Primary Academy involves all stakeholders in the reporting of pupil progress and attainment. This allows all parties to reflect holistically on pupils' successes and also to identify areas for growth and improvement. The following are the learning communities we communicate with and the methods used to report learning:

- Senior Leadership: Pupil Progress Meetings (Once per term)
- Trust Leadership: Module Reviews (Once per term)
- Governors: Academy Development Group and Academy Board Meetings
- Parents: Parent/teacher/pupil conferences (Two formal parents evenings per year and ad hoc conferences throughout the year) and Pupil Reports (Term 6)
- Pupils: Daily conferencing, and parent/teacher/pupil conferences at Show and Share Afternoons

Special Educational Needs

It is an expectation that staff will take measures that the individual needs of our learners are accounted for through the four dimensions of assessment. Adjustments should be made to accommodate a child's specific needs. This may be necessary through specific and targeted assessments for a specific area of their development, for example, Speech and Language. It is an understanding that assessment should take place where both achievements and gaps in learning can be identified and therefore it may also be necessary to make access arrangements to ensure that learners are able to demonstrate their understanding to the best of their ability. Access arrangements could include but are not limited to; a scribe, additional time or working in small groups.

Appendices

Appendix 1 - Visible Thinking Routines

Visible Thinking is a flexible and systematic research-based conceptual framework, which aims to integrate the development of students' thinking with content learning across subject matters. The routines provide a structure in which pupils can articulate and explore their thinking. This means that teachers can gain a more insight into the level of pupils understanding particular within the realms of conceptual learning. Some examples of these routines are depicted below:



Appendix 2 - Portfolio Policy and Agreements

Guiding Philosophy:

A portfolio tells the story of individual as well as collaborative learning and reflects a pupil's learning journey over both the short and long term. It promotes pupil agency through voice, choice and ownership.

At Langley Park Primary Academy, portfolios are named as the pupil's "profile" created through Book Creator. An example of a Pupil Profile can be found [here](#).

Pupil Profiles show learning related to knowledge (knowing), understanding (showing) and skills (doing). The profile encourages reflective thinking and allows pupils and teaching staff to make learning visible.

The profile belongs to the pupil. The role of teaching staff is to support the pupil's awareness of the profile, its purpose and how to manage it. Initially, teaching staff may manage the selection and annotation of learning for the profile, however, over time, the pupil will become more involved in this process.

How do we decide what to include in the profile?

Pupil Profiles are divided into three sections;

1. Curriculum for Inquiry
2. Curriculum for Enrichment
3. Curriculum for Life

Curriculum for Inquiry

This section is dedicated to learning outcomes and actions that are relevant to the children's unit of inquiry for each transdisciplinary theme.

Curriculum for Enrichment

This section is for learning, experiences and opportunities that enrich the curriculum like school trips, workshops and clubs.

Curriculum for Life

This is structured around the [Skills Builder Universal Framework](#) within which there are eight essential skills each with 15 levels.

It is agreed that evidence included needs to have purpose and intention.

All entries should have a clear purpose, context and represent or celebrate the pupils' development in relation to both the National Curriculum and the elements of the PYP.

Entries on the profile should show:

- A balance between content chosen by the pupil and by teaching staff
- Broad and balanced evidence from across the curriculum
- The SOLO Taxonomy level at which the children self-assess at.






- Development of and reflection on the Approaches to Learning skills and sub-skills
- Development of and reflection on the Learner Profile attributes
- Examples of and reflection on Agency and Action
- Reflections on assessment, particularly of conceptual understanding

Teachers and pupils are supported in selecting and annotating evidence for the profile through the following question prompts:

- Why did you choose this?
- What learning does it show?
- Is this evidence linked to knowledge, understanding or skills?
- How does it show learning?
- What curriculum objectives does this evidence?
- What level of attainment does this evidence have?
- What Approaches to Learning skills or sub-skills does this show?
- What Learner Profile attribute does this demonstrate?
- How does this demonstrate authentic agency or action?
- What feedback was given about this learning?
- How did this challenge the learner?
- How does this demonstrate conceptual understanding?

The annotation on the post should make the responses to the relevant question prompts above clear.

Appendix 3 - SOLO Taxonomy

 <p>Pre-structural</p>	 <p>Uni-structural</p>	 <p>Multi-structural</p>	 <p>Relational</p>	 <p>Extended abstract</p>
<p><u>Pre-structural level</u> Focuses on what the children already know about an idea/ area of learning.</p>	<p><u>Uni-structural level</u> Focused on investigating and gathering information and essential knowledge on one idea/ area of learning.</p>	<p><u>Multi-structural level</u> Focused on investigating and gathering information and essential knowledge on multiple ideas/ areas of learning.</p>	<p><u>Relational level</u> Focused on making connections, analysing and organising ideas by comparing, contrasting and classifying.</p>	<p><u>Extended abstract level</u> Focused on taking learning further by generalising, hypothesising and evaluating independently beyond what was explicitly taught.</p>