

Assessment and Recording and Reporting Policy

1. Purpose

Assessment at Al-Islamia is designed to measure the impact of teaching and learning, ensuring every child develops and retains key knowledge and skills. Our approach is comprehensive, relevant, and tailored to individual needs.

The term 'Impact' is at the centre of our Assessment Policy – in short, how successful has the teaching and learning been in supporting children to develop and retain unit-specific knowledge and skills?

2. Principles

- Assessments are purposeful and support progress tracking.
- Self- and peer-assessment are embedded in classroom practice.
- Teacher assessment considers each learner's ability, progress, needs, and barriers (e.g., language, SEN, learning style).

3. Assessment Methods

Ongoing Assessment (Assessment for Learning)

- **Rapid Recall:** Four questions at the start of lessons in key subjects (Maths, Science, Geography, History, Art/DT) to review prior learning.
- **Live Marking:** Immediate feedback during lessons, both verbal and written.
- **Questioning:** Regular checks for understanding using a 'ping-pong' style, using Cold Calling, Paced Questioning and Checking Questions
- **End-of-Unit Assessments:** Varied tasks (projects, independent work, oral questioning) at the end of each unit.
- **Self-Assessment:** Pupils use tools like emojis, ticklists, and 'I can' statements to reflect on their learning.

Core Subject Assessments

- **Maths:** White Rose Maths unit assessments after each unit; fluency and times tables tracked regularly.
- **Writing:** Independent writing tasks assessed using the school's Writing Framework.
- **Year 2 and KS2 Spelling:** Weekly tests reflecting spelling patterns taught each week; Dictation tasks at the end of each half term.
- **Grammar & Punctuation:** Short assessments every half term.
- **Reading:** Headstart scaled tasks every half term
- **Phonics/Reading Fluency:** Baseline and ongoing assessments using Little Wandle and 2Eskimo as appropriate.

We promote **IKHLAS:**

Inspiration – **Knowledge** – **Healthy Living** – **Leadership** – **Aspiration** – **Spirituality**

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- **Science:** End-of-unit assessments tailored to the unit and learners' needs.

Year 6 SATs Practice

- Regular practice with SATs-style papers and tasks to identify gaps and build familiarity.

Foundation Subjects

- Review lessons at the end of each unit to assess key vocabulary and knowledge.

4. Summative Assessment Schedule

- **Maths, Reading, Writing, GPS:** Summative assessments at the end of each term.
- **Writing Moderation:** For Years 2 and 6, from November to mid-June.

See Appendix 1 for a detailed assessment schedule.

5. Recording Data

- **INSIGHT Objectives:** Teachers update progress against curriculum objectives at least half-termly, using a colour-coded system (see Appendix 2).
- **INSIGHT School Assessments:** End-of-term progress data for core subjects is uploaded every half term.
- **Reading Fluency:** Tracked up to seven points across the year .
- **Markbook:** Weekly and end-of-unit results are recorded and colour coded.

6. Using Assessment Data

Assessment data is used to:

- Share progress with parents
- Identify gaps and set targets
- Monitor progress and inform interventions
- Support pupil progress meetings and annual reports

7. New Students

On enrolment, baseline data is collected and entered into INSIGHT, including statutory assessments, reading fluency, and initial progress judgements.

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8. Pupil Progress Meetings and Interventions

- SLT and teachers review data half-termly to identify pupils needing support or challenge.
- Interventions are put in place for those below expected progress, with regular review.

9. Reporting to Parents

- Progress reports are issued in November, January, and April.
- Parent-teacher meetings are held in November and April.
- Annual reports are sent in July, including attainment, progress, and summer targets.

10. Policy Review

This policy is reviewed annually in September.

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Appendix 1: Summative Assessment Schedule

Year Group	
Year 1	Baseline: - Little Wandle Baseline Autumn 1-Summer 1 • Maths – WRM end of unit/end of term • Reading - Headstart • Writing – review of independent writing • GPS – reflective of half-termly focus • Little Wandle Phonics Summer 2: • Maths – WRM end of unit/end of term • Reading - Headstart • Writing – review of independent writing • GPS – reflective of half-termly focus • Little Wandle Phonics • Phonics Screening Check
Year 2	Autumn 1-Summer 2 • Maths – WRM end of unit/end of term • Reading - Headstart • Writing – review of independent writing • GPS – reflective of half-termly focus
Year 3	Autumn 1-Summer 2 • Maths – WRM end of unit/end of term • Reading - Headstart • Writing – review of independent writing • GPS – reflective of half-termly focus
Year 4	Autumn 1-Summer 2 • Maths – WRM end of unit/end of term • Reading - Headstart • Writing – review of independent writing • GPS – reflective of half-termly focus
Year 5	Autumn 1-Summer 2 • Maths – WRM end of unit/end of term • Reading - Headstart • Writing – review of independent writing • GPS – reflective of half-termly focus
Year 6	Baseline: - SATs practice paper Autumn 1-Spring 2; Summer 2 • Maths – WRM end of unit/end of term • Reading - Headstart • Writing – review of independent writing • GPS – reflective of half-termly focus Summer 2: - SATs - Writing – review of independent writing

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Appendix 2: Marking and Assessment Codes

	Working below expected		
	Working towards expected		
	At expected		
	Above expected/GD		
Weekly Spellings /10		Weekly Homework	Unit, end-of-term and Statutory assessments
0-30% KS1: 0 – 3 KS2: 0 – 4		N = not brought in	0-35% - WB Not GLD Phonics Standard not met Codes that denote Working Below Expected Standard
31-60% KS1: 4 – 6 KS2: 5 - 7		LC – late, complete and correct LI – late, complete and incorrect LU – late and unfinished OI – On time but incorrect OU – On time but unfinished	36-60% - WT WTS
61-80% KS1: 7 – 8 KS2: 8 - 10		OC = On time, complete AND correct	61 – 80% - WA Phonics Standard met EXS
81-100% KS1: 9 – 10 KS2: 11 - 12			81 – 100% - GD GDS

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Appendix 3: Recording Guidance

How to enter data into INSIGHT

INSIGHT Objectives:

Ongoing assessment information will be updated on INSIGHT at least every half term for every subject area. Children's evidence of learning will be used by teachers to deduce attainment against NC14 objectives. Teachers will track against all taught objectives using the code in Appendix 1.

Where possible, video, audio or photographic evidence should be attached to specific learning objectives on INSIGHT to support teacher assessment.

To select the correct objectives follow the pathway below:

Enter Data -> Objectives -> [ensure that filters are correct: Academic year, cohort] -> Select Objectives -> Date: Ensure date is reflective of the appropriate half term period -> Click 'Load Grid'

INSIGHT School Assessments:

This is of two types:

End-of-term progress data.

Summative assessment data uploaded for Maths, Reading, Writing, SPAG and Science.

The data will be collected from the following:

- Maths:
 - o Autumn 1, Spring 1 and Summer 1: The mean result calculated for all unit assessments completed over the half term to provide a percentage. This percentage will be matched against the final column of the Progress Matrix (Appendix A) to identify code.
 - o Autumn 2, Spring 2 and Summer 2: The result from the end-of-term WRM assessments.
- Writing:
 - o Analysis of multiple tasks completed during the half term.
- Reading:
 - o Autumn 1, Spring 1 and Summer 1: The result of termly Headstart assessment, Text A
 - o Autumn 2, Spring 2 and Summer 2: The total score for termly Headstart assessment, Texts A-C
- Science: Teacher judgment of assessment project/task, or percentage score of written test
- SPaG: Add result of spelling and grammar/punctuation tests. Input attainment of total percentage

Pathway for data input:

Enter Data -> School Assessments -> [ensure that filters are correct: Academic year, cohort] -> Assessment Name: Main Assessment -> Subject: [choose specific subject OR All 5 Core Subjects] -> Term: Ensure term selection is correct -> Mark Scheme: Teacher Judgments

After filling in the data, click 'Save' to ensure that data is not lost.

Reading Fluency Data:

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Reading fluency will be tracked across the course of an academic year up to 7 points of the year:

- Entry (for new and Year 1 pupils)
- Once every half-term (usually at the end)

Teachers should use their professional judgement when formative assessment for students indicates that a child is prepared/ready to move up a stage between Reading Fluency assessments.

Stage 1-5:

Assess children using *Little Wandle Letters and Sounds Revised* assessments. The results will indicate reading accuracy and what books/stages children will read.

The Little Wandle Reading Fluency assessments for Phase 5 will be used to determine when children are ready to move to the next reading stage.

Stages 6-20:

Assess children using the 2Eskimo platform. This data will be transferred to INSIGHT and entered into the system.

Colour coding will be assigned automatically (see Appendix 1)

How to enter data into the Markbook

Enter the following data into the Markbook

- Weekly spelling test results
- End-of-unit assessment results (individual and overall totals and overall percentage) for Maths units
- End-of-term assessment results (individual and overall totals and overall percentage) for Maths
- End-of-term assessment results (individual and overall totals and overall percentage) for Spelling and Grammar/Punctuation
- End-of-term assessment results (total and percentage) for Pearson Reading Comprehension
- End-of-unit progress codes for Writing
- End-of-unit assessment results (total and percentage) for Science

When recording data in the Markbook, all data should be colour coded (see Appendix 1).

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