

Assessment, Recording and Reporting Policy

Introduction

Assessment is at the heart of teaching and learning. We need to make judgements about children's learning– what they know, understand and can do – in order to help move them onto the next stages in learning and plan for their future needs in the whole curriculum in order to make the best possible progress.

Aims

All assessment should:

- enable individual pupils to make **progress** in their learning
- relate to shared learning objectives
- be underpinned by confidence that every child **can** improve
- help all pupils to demonstrate what they know, understand and are able to do
- include reliable judgements about how learners are performing, related, where appropriate, to national standards (Age Related Expectations – ARE)
- involve both teacher and pupils reviewing and reflecting upon assessment information
- provide feedback which leads to pupils recognising the 'next steps' in their learning and how to work towards achieving these
- enable teachers to plan more effectively
- provide us with information to evaluate our work, and set appropriate targets at whole-school, class and individual pupil levels
- enable parents to be involved in their child's progress

Who is it for?

Children need to know:

- Know what is expected of them
- Have short-term achievable targets
- Feel involved and valued
- Have their achievements recognised

Teachers need to know:

- Where the pupils are starting from
- Has the class overall learned what was planned and taught?
- Are pupils making the progress expected to reach their challenging targets?
- Are pupils making sufficient progress in order to close the gap and reach national expectations?
- Are pupils applying their skills, knowledge and understanding across the curriculum?
- Which pupils need more help and in which areas?
- Which pupils need 'mastery' work?
- Are planned activities well-resourced and staff fully utilised to impact upon the progress that children make?
- How can the teaching be modified and improved in the future?

The school needs to know:

- If pupils are making the progress required for them to reach or exceed their targets
- If there are any problems with particular children, groups or cohorts
- How the school compares with other similar schools, nationally
- What aspects of teaching and the curriculum need to be developed and strengthened to meet the needs of all the children.
- The progress and standards across the school, for cohorts, groups of learners (Boys/Girls, EAL, SEN, FSM, PP, LAC) and individuals.
- The impact of interventions a child/children may have received.
- What to inform the governing body of in relation to the school's progress, standards and areas for development.

Parents need to know:

- How much progress their child is making
- If their child has any specific problems
- What the school is doing to help a child with specific problems
- What they can do to help their child make progress

Assessment will be used in the following ways:

- **Formative** – the information gained forms or affects the next learning experience
- **Diagnostic** – finding out what attitudes, knowledge, understanding and or skills are not properly embedded or acquired and are therefore preventing pupils making the expected progress
- **Evaluate** – informing the strategic planning and the direction of the whole school by evaluating the impact of planning, teaching and the curriculum on pupils' achievements. Gathering a range of information about the performance of individuals, groups of pupils, cohorts, key stages and whole school information so that it can be used to inform target setting at a range of levels
- **Summative** – systematic recording of information which provides a summary of where the pupils are working at, at a point in time

Organisation

Assessment takes many forms

- Observation (passive or interactive) – watching children on task with specific objectives in mind
- Observation of children individually, in small group interactive situations, whole class situations, interactions with adults, structured and unstructured activities, activities covering a variety of curriculum areas
- Questioning/discussion with the children
- Photographing/recording children's work
- Marking and feedback of written work according to the policy
- Teacher devised tests for areas such as spelling/tables
- Statutory, formal assessments, Reception Profile (baseline and end of year), Y1 phonics screening, SATs at end of KS1 and 2
- Non-statutory tests eg. PUMA, NFER tests, reading tests
- Moderating assessment within school
- Moderating assessment with other schools

When?

Daily Assessments

Assessments will be made daily through observations, questioning, marking and feedback in each lesson. These will be recorded in pupils' books and annotated on planning.

Daily assessments will:

- Identify next steps in learning in order to ensure that all pupils make rapid and sustained progress
- Inform planning at short and medium term levels
- Inform the teaching approach
- Inform the grouping of pupils
- Inform the deployment of staff
- Inform the choice of resources
- Be useful when talking to other teachers/SENCO/other support staff when identifying particular problems

Half termly assessments

Assessments against National Curriculum Assessment Criteria will:

- Be highlighted on assessment grids in the back of children's books when evidence is seen in children's work e.g. independent writing, independent maths problem solving tasks
- Be recorded on O'Track half-termly

Children will be recorded on the system using the following key against Age Related Expectations:

B – Below (the age range the children are working in is recorded)

B – Beginning

W1 – Working towards achieving 25% of objectives

W2 – Working towards achieving 50% of objectives

W3 – Working towards achieving 75% of objectives

A – At achieving 95-100% of objectives

M – Mastery using the objectives in a range of ways to show in-depth understanding

E – Exceeding and dipping into the next year's objectives

NB

Very few children will be exceeding by the end of the year as mastery takes many forms

The majority of children will start each year as 'Beginning' as new objectives are introduced

Optional SATs will be used in years 3-5 termly to support teacher assessment judgements and diagnostically to inform future planning

EYFS judgements made for each child in each area of learning – completed on O-Track for (Autumn 1) and end of each term (Dec, Mar, Jun). This follows on from formal baseline procedures – the school currently uses the CEM Base materials

In the other subjects an assessment is made at the end of a unit of work against statements in the relevant schemes of work and recorded as children performing above, below or at age related expectations. These are then passed to subject co-ordinators to analyse and report on trends in their subject.

End of Key Stage Assessments

Mandatory tests take place at the end of KS1 and 2 and focus upon the children's responses to written tests across curriculum content in the core subjects of English (Reading, Writing, Spelling and Grammar) and Maths (Arithmetic and Using and

Applying). There is no mandatory test for science but schools may be invited to take part in a 'sampling' activity within a cycle. Teacher Assessments are submitted for science and speaking and listening. We aim to administer these tests with as little disruption to the curriculum as possible.

Other Statutory Assessments

- Year 1 phonics screening
- EYFS baseline and end of year teacher assessments

Keeping Evidence

Evidence of attainment needs to be retained in order to support judgements made and to inform future planning and learning. In school we keep:

- Any standardised piece of assessment e.g. NCTs, SATs, reading/spelling tests including writing assessment books.
- Extended Writing books
- Past reports
- IEPs
- Any other assessment work or evidence e.g. teacher's notes, observations, photographs
- The results of any diagnostic tests

Reporting to Parents

Personal contact takes place with parents on a regular basis both before and after school.

Parents are invited to attend a parent's evening in the Autumn and Spring terms to discuss progress and targets for their child. Parents are also invited in the summer term to discuss the annual report and KS1 and 2 SAT results for Y2 and 6.

In the Autumn term curriculum leaflets are shared with parents so that the expectations for the year are clear. These are available on the school website.

At the end of the year all parents receive a written report on their child's progress over the school year in all National Curriculum subjects. Y2 and Y6 children receive their teacher assessment and SAT results with this document.

The impact of this policy is regularly monitored with regard to the wellbeing of the children involved.

November 2016