

Assessment Recording and Reporting Policy
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Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children. Assessment should be incorporated systematically into teaching strategies in order to diagnose any problems and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Assessment Types

We use a range of assessments:

- **Formative** - informing the planning process of the next steps to learning- daily, weekly
- **Summative** - measuring pupil performance and achievements at a particular stage eg at the end of a Unit of Work
- **Nationally standardised summative assessment** - measuring pupil attainment and progress against their own targets, their peers and national targets
- **Evaluative** - making judgements about the effectiveness of learning and teaching.

The Aims of Assessment are to:

- **Identify** what children know and what they need to learn next
- **Inform** planning (school/class/group/individual), target setting, information for parents and governors, class organisation
- **Measure** individual/group progress
- **Evaluate** effectiveness of teaching methods/interventions
- **Motivate** teachers and pupils
- **Comply** with statutory requirements
- **Align** the school with National Standards.

The purpose of assessment

This Assessment Policy sets out the key principles behind our assessment system. We assess so that:

- Teachers can find out what children know, understand and can apply to their work

- Teachers can plan learning opportunities that reflect the needs of all children
- We identify children who are falling behind and plan support to address their needs; this allows progress of children within specific groups to be tracked
- We can identify children exceeding their age related expectations and therefore plan work to extend them further
- We can provide parents with information about their child's learning.
- We can provide useful data for analysis, whole school planning and accountability
- Assist with continuity and progression from EYFS to KS1 to KS2
- Meet statutory requirements
- Recognise and take account of the variety of prior learning experiences, learning styles and multiple intelligences of all pupils.

Formative assessment

Formative assessment is the powerful, every day tool that our teachers use to make professional judgements on progress and attainment.

Day to day assessment is an essential aspect of effective teaching. It involves the teacher focusing on how learning is progressing during the lesson, determining where improvements can be made and identifying the next steps.

During the lesson teachers should be listening to, observing and engaging with the pupils to be assessed. Strategies such as questioning, observing and discussion with pupils can be used. To make full and effective use of assessment strategies, pupils regularly need to be involved in the process - assessment in partnership

It can take forms such as:

- Marking of pupil work in books; teachers' comments reflecting the Learning Objective and suggesting next steps
- Carrying out observations of pupils at work/practical activities
- Targeted questioning as part of a lesson
- Content tests in Maths and English
- Checking pupil work for progress and advances in attainment.
- Responding to marking - Children should be given opportunities to respond to marking during lessons or at the beginning of the next lesson.
- Peer/self-assessment - modelled as appropriate, to allow all children to reflect meaningfully on their learning.

Self-assessment questions:

What are my strengths and weaknesses?

Am I learning in the best way for me?

How am I doing?

What do I need to do to improve?

What can I remember and understand?

Where do I have to focus my attention?

Can I identify what I have to learn?

Do I know what to do if I am stuck?

How will I know if my work is good?

What is really making me think?

How am I going to make this improvement?

In school formative assessment helps pupils to measure their knowledge and understanding against learning objectives and wider outcomes and to identify where they need to target their efforts in order to improve.

This is an integral part of Teaching and Learning. It allows teachers to identify where pupils are struggling, when they have consolidated learning and when they are ready to progress.

Summative assessment

As the new nationally standardised summative assessments - KS1 and KS2 SATs and Early Years baseline - are further developed by the Department for Education, additional summative assessments will be used that will provide us with meaningful information to support our assessment of children. We will continue to monitor this development and integrate these into our overall assessment process as appropriate.

Summative assessment is used at Courtland to bring all of the professional, formative judgements of a term/year together. This can take the forms of -

- End of term assessments
- End of topic/unit assessments
- TESTBASE tests for non-SATs year groups (Y3/Y4/Y5).

Summative assessments provides pupils with information about how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can continue to improve. It enables teachers to evaluate both pupil learning at the end of an instructional unit / period and the impact of their own teaching. Both of these purposes help teachers to plan for subsequent Teaching and Learning.

Nationally standardised summative assessment

Nationally Standardised summative assessment currently takes place in the Summer Term, in two identified year groups, in school -

- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, Punctuation and Spelling) at the end of Key Stage 1-Year 2
- National Curriculum tests in Reading, Maths (arithmetic and reasoning) and GPS (Grammar, Punctuation and Spelling) at the end of Key Stage 2-Year 6

- There is also a Phonics screening test in June for Year 1, which assesses pupils' phonetic knowledge.

Nationally standardised summative assessment provided information on how pupils are performing in comparison to pupils Nationally. It also provided parents with information on how the school is performing in comparison to schools nationally. This allows parents to hold schools to account.

Using age related expectations

In line with the 2014 National Curriculum we are using age related expectations to inform our assessments.

Children working outside of their Age Related Expectations

Some children may be significantly below their age related expectations because of their Special Educational Needs (SEND). For such pupils it is important to assess their learning using a wider range of tools. As with all children, pupils with SEND should be set targets that reflect their individual needs. They may have an IEP which details specific targets for them to work towards.

Formative assessment will be at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. Modifications will be made by teachers to ensure questioning, talk, marking etc are all suitable for children, depending on their specific needs.

Pupil progress meetings/Pupil Tracking and Performance information analysis

These meetings are to establish how the children are performing in relation to their age related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs.

Children that may be in danger of falling behind are also identified; the SLT are then able to discuss with the teachers how these children might be supported to ensure that actions are taken to accelerate the children's learning. Children that are exceeding age related expectations are discussed and extension work put in place as appropriate.

The Moderation Process

Summative decisions are made about children's achievement at the end of each term and annually. These decisions are based upon bodies of the children's work but also summative assessments such as tests. We recognise that, whilst useful, summative tests only provide a snapshot of performance at any given time.

Whole-school assessments take place to ensure consistency of assessment across the school. Moderation of work is completed across the whole school and year groups and also in Partnership with other schools, to help ensure that our assessment decisions are always objective and accurate.

Individual Pupil Target Setting

End of year targets form the basis of monitoring pupil progress throughout the year and are the primary measure by which the impact of quality first teaching and interventions are judged. Percentages will be discussed with each teacher and set against age related expectations.

Statutory Requirements

- We keep a record of each Reception child's progression through the Early Years Foundation Stage Profile (EYFS)
- EYFS Baseline - we assess the children as they join the school against the objectives in the Early Years Profile
- KS1/2 SATs - we evaluate and implement the guidance on end of Key Stage SATs as set out by the DfE. We will amend this once further information is made available
- Phonics screening in Year One - we carry out the Phonics screening in accordance with the arrangements set out in the KS1 Assessment and Reporting Arrangements
- When a child moves to a new school his/her records as above are forwarded to the new school within 15 working days
- A written report containing achievements for each pupil is sent to his/her parent/guardian at least once per academic year
- Targets are set for each of the core subjects at the end of KS1 and KS2.

Assessment for Learning

Assessment for learning is ongoing and integral to the Teaching and Learning process. It should provide feedback on learning and involve the pupils in self-evaluation, setting goals and being responsible for their own learning.

Assessment in the EYFS

On entry to the school, baseline data will be used to inform planning, set targets and aid early identification of special needs. During their Reception year, children will be assessed using the Early Years Foundation Stage Profile which is based on the teacher's ongoing observations and assessments in the six areas of learning. Each child's typical developments and achievements are recorded in the Profile.

Involving Parents and Carers

Parents/carers are their children's first and enduring educators and know and understand their children better than anyone else. It is important to see parents as co-educators and encourage a two way flow of information between home and school in which parents/carers contributions are valued. It involves parents/carers sharing information with teachers about their child's

development, interests, strengths and needs. This will help the adults involved to plan learning opportunities for children that will capture their interests and extend their experiences. Equally, this sharing of information will provide support to parents/carers, helping them to build on this learning at home. The following aspects of communicating with parents/carers may be considered:

- Provide curricular information to parents/carers
- Parent/carer individual and class meetings
- Interviews between teacher and parents/carer
- Parents/carers as educators at home
- Teachers modelling for parents/carers in the classroom
- Weekly newsletter
- Parent/carer feedback forms
- Open mornings
- Consultations

Planning

Planning should be of a high quality, ensuring effective and efficient delivery of the National Curriculum. In order to plan effectively teachers must be sure of:

- History: what happened to the pupils in previous classes / lessons and their present levels of understanding and attainment
- Destination: where in the long term the curriculum is taking the pupils and in the short term their group and individual targets
- Quality: the appropriateness of the planned activities for each pupil's ability and learning style
- Relevance: the pupil's needs, in terms of the knowledge, skill or understanding required and their strengths and weaknesses
- Balance: providing all pupils with an equal chance to learn in all areas of the curriculum.

Monitoring

Monitoring is carried out in order to ensure that policies are put into practice, procedures are followed and planning, teaching and learning are of a high quality. It includes classroom observations by Headteacher, Deputy Headteacher, Subject Leaders, Governors etc. and scrutiny of teacher's planning, pupils' books and teachers' records.

Recording

Records should be concise, accessible, manageable and meaningful. Whole class assessment data should be kept in an assessment file. The records in this file should include assessments for each child in all subjects, Gifted and Talented register, groupings, SATs data, and other records such as home learning and spellings. It is ongoing, meets requirements and is useful for planning and teaching.

Reporting

Reports should be informative, reflecting strengths and weaknesses.

Schools have a statutory duty to provide a written report on each pupil to his/her parents/guardians annually. Included should be a summary of what the pupil has learned positive achievements, progress made and areas for development/future action. It must be written with the reader in mind, succinctly, without too much jargon. Reporting to the next teacher could be verbal/conversational/written but must take place, including the passing on of all records. It is the responsibility of both the Headteacher and Class teacher to ensure full and complete records and the Common Transfer Form are completed and provided for the new school within the statutory 15 working days from the day the pupil has left the original school.

The Role of the Coordinator

To provide guidance and support to colleagues on all matters relating to assessment, being fully aware of statutory requirements

- To provide or arrange training on matters relating to assessment
- To coordinate the production and review of school policy and guidelines on assessment
- To advise on the statutory tests assessment procedures and coordinate electronic transfer of data
- To monitor assessment procedures and practices
- To act as consultant to all colleagues on assessment issues
- To monitor the effectiveness of record keeping including curriculum planning, pupil records and reports on pupil achievements
- To coordinate the collation and analysis of attainment data and advise on its use for pupil, class and school level target setting
- To evaluate the quality and appropriateness of existing resources
- To manage the purchase and deployment of assessment resources
- To keep up to date with local and national developments on assessment
- To attend appropriate INSET and disseminate information to colleagues.

Assessment, Recording and Reporting Policy

Policy set up:	1995 R Pini 1998 R Pini
Reviewed:	May 2004 L Walker
Reviewed:	November 2009 D Tunkel
Interim review:	November 2010 D Tunkel
Reviewed:	July 2013 D Tunkel
Reviewed:	July 2016 D Tunkel
Next review:	July 2019

Appendix A

ASSESSMENT RECORD YEARLY TIMETABLE

September	All	Read previous records of new class
	All	Check report objectives are relevant
	All	Make new assessment records using report objectives
	Y1-6	Pupil progress meetings. Set targets
	Reception	Base line assessments / set up e-profile / Tapestry
October	Y1-Y6	Review and set IEP targets Notes to Teachers for consultations Language in Common EAL
November	Y6	Mock SATs Week
December	Y1-6	Upload assessments for English and Maths
January February	Y1-6	Review and set IEP targets
March	Y6	Mock SATs Week
April	Y1-6	Upload assessments for English and Maths
May	Y6	SATs external marking
	Y2	SATs marked in school
	Y3/4/5	Optional SATs marked in school
	All	Moderation of Y2 SATs writing
	All	Moderation of examples of Y3/Y4/Y5/Y6 writing
June	All	End of Year Reports
	All	Review and set IEP targets for next academic year
	Y6 & Y2	Complete Teacher Assessments
	Reception	Complete e-profiles
	Y1	Phonic Screening check
	EYFS/KS1	Moderation of examples of Reception and Y1 Writing
July	All	Upload assessments for English and Maths
End of Year Handover	All	Assessment Folder - all assessment records to be given to subject coordinators SEN Folder IEP/EAL