

Thrussington C. of E. Primary School

POLICY FOR ASSESSMENT, RECORDING AND REPORTING

PRINCIPLES

The assessment and curriculum policy.

The school's policy on assessment is inseparable from its curriculum policy (curriculum handbook) which must be seen as an evolving process. Assessment informs curriculum planning to aid each child's learning. The policy is based on the development of similar assessment skills, techniques and practices progressing through the whole school, together with agreed ways of recording and reporting.

Consistent, systematic, manageable and useful assessment.

It is vital that our assessments are consistent and systematic throughout the school and that assessment forms a continuous part of planning for children's learning. Assessments should also be as simple and economical in their use of time as their effectiveness allows.

Involvement of children.

It is vital to involve the children wherever possible in the process and outcome of assessment. This allows children to see that assessment is a means of improving their own standards of work and promoting their general development; to this end we follow Assessment for Learning strategies.

“Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to progress to and how best to achieve it.” This is central to all classroom practice.

Children will:

- be involved in and responsible for their own learning
- expect to know what they are learning, why they are learning it and how they will be expected to do the learning
- be able to explain what they are learning and talk about what a successful outcome will look like
- spend most of the lesson actively thinking about the learning
- identify aspects of their work that they find easy or difficult
- contribute to developing success criteria
- use feedback from a teacher or a peer to make improvements in their own work
- use success criteria to identify successes and next steps in their own work and that of their peers
- understand where and how their current learning fits into a wider context
- to reason, think, learn and talk about HOW they learn and what helps them to learn
- ask and answer questions of other pupils about what they are learning □ be able to discuss their personal targets and the progress they are making
- identify an aspect of their work that could become a personal or group target.

Assessment which informs planning.

Assessment is mainly formative; to guide the teacher in the next stage of the child's learning.

Formative assessment is a continuous process and reflects the changes of children's developmental process.

Teachers use the results of their formative assessment to set work which is matched to their pupils' capabilities and this is included in their short term planning.

Assessment can take several forms – from observation of the children at work, a baseline assessment at the beginning of the Early Years Foundation Stage, the marking of a child's work, discussion with the child, self-assessment, where appropriate, parental involvement and measurement against a commercial scheme. The school is using "Early Excellence".

A child's achievement is used to inform the parents, the child's next teacher or the child's next school. This type of **summative assessment** is used at the end of units of work, at the end of the Foundation Stage and Key Stage 1 in the form of national assessments and in Key Stage 2 in the form of externally marked, statutory tests. *In Key Stage Two, at the end of each year, the children are tested using a commercial assessment programme. The school uses "Rising Stars" as the end of year assessment and on-going assessment includes the "Symphony" publication. Summative assessment is also used for annual reports to parents and to inform planning.

Types of assessment:

Assessment of productivity - looking at what the child has produced.

Assessment of progress – ascertaining whether progress meets high expectations.

Assessment of the process - looking at what the child is doing and how they are doing it.

GUIDELINES.

Planning for assessment.

Teaching, learning and assessment are inter-related and, therefore, assessment forms a natural, and necessary, part of teaching and learning. It is also an integral part of planning. One of the aims in curriculum policies is to ensure continuity and progression throughout school and the Schemes of Work reflect this. The schemes show quite clearly what the children should have achieved by the end of a unit of work and successful methods of assessing and recording have been put into place.

Assessment techniques.

In order to allow pupils to demonstrate achievement across the full range of curriculum objectives, a range of techniques will be employed such as: on-going classroom strategies by teachers and children; self -assessment based on lesson success criteria and objectives; peer assessment based on lesson success criteria

and objectives; marking, review of targets set through marking; children aware of next steps (targets) in own work and shown how to improve- personalised learning; formal methods of teacher recording and commercial testing and assessment programmes, and may include mind maps, traffic lights and highlighting.

Early Years Foundation Stage

- A Baseline Assessment, using “Early Excellence”, within the first three weeks of beginning school
- Foundation Stage profile ~~at end of FS~~
- Learning Journeys
- On-going observational records
- Special Needs Individual Education Plan (I.E.P.’s)

Key Stage 1

- I.E.P.’s
- Learning Journeys
- Core and Foundation subject “Symphony” assessment sheets
- Accelerated Learning Action Plans - Spelling tests
- Multiplication tables’ records.
- Reading diary and record
- The statutory Phonics test
- Year 2 statutory assessments and statutory Phonics test as re-takes.

Key Stage 2

- IEPs
- Reading diary and records
- Running record (containing behavioural and academic observations)
- Core and Foundation subject “Symphony” assessment sheets
- Accelerated Learning Action Plans
- Spelling and Dictation tests
- Tables tests
- Mental Maths. tests

Commercial tests at end of each year

ASSESSMENT RECORDS

Teachers’ assessment files.

Each teacher has an assessment file for his or her class which may be on computer and or a written record.

At the end of the year relevant information is passed on to the next teacher.

Reports and information for parents.

Reports are sent to parents in the summer term and a copy kept in the child’s personal folder. Teachers report on all subjects and also make more general comments. Areas for development are identified. Parents/ Carers and children have

a form on which to comment after reading the report and this is filed in the profile along with the report. Results of end of year assessments are given to parents. Verbal reports are given twice a year at parents' evenings, although parents can arrange to see staff at times on request. All academic records and assessments are available to parents should they wish to see them.

Evaluation.

Assessment practices are constantly monitored to make sure that they continue to:

- reflect the aims of the school
- encourage pupils to achieve high standards
- be relevant and consistent
- involve pupils
- be manageable
- fulfil statutory obligations

Special Educational Needs and Disability.

Children with special educational needs will follow the National Curriculum where appropriate. Information from teacher assessment assists in planning suitable programmes for these pupils. Points to remember are:

- some children with special needs may be able to proceed through the same stages as other children but at a pace which may be different to their peers
- units of learning may need to be adapted if they are to make appropriate levels of progress
- more frequent recognition of achievement may be necessary
- presenting different ways of assessment may offer the child the chance to achieve (e.g. by oral rather than written questioning)
- try to approach the assessment without preconception about the child's performance
- base findings on evidence. The child may have special needs in one area but not in another.

Consistency.

The process of moderation is essential for sustaining consistency in and quality of assessment. This is promoted in the following ways:

- by working in close collaboration with colleagues
- by sharing planning, schemes of work and similar assessment and recording methods
- by moderating work together to have a common understanding of level descriptors and levels achieved
- by collaborating with other schools in the STEP Educational Trust and through Thrussington as a National Teaching School, when appropriate in order to widen the moderation process

- when collective decisions have been made about level boundaries through agreement, examples of work are retained to assist teachers in assessing subsequent work and for the purposes of external moderation.

Marking Policy.

In all areas of marking, a consistent approach is aimed for, both within each class and across the school as a whole. This policy dovetails with that of Assessment, Recording and Reporting. It is vital that the child recognises the purpose of the marking and then benefits from it.

Effective marking will:

- provide feedback to children about their work promptly and regularly
- include both oral and written feedback as appropriate
- focus the response on the learning objectives and criteria for success
- provide early children with opportunities to assess their own and others' work and give feedback to one another
- ensure that pupils understand their achievements and know what they need to do next to make progress
- use the information gained, together with other information, to adjust future teaching plans

Effective marking can:

- provide clear feedback to children about strengths and weaknesses in their work
- recognise, encourage and reward children's effort and progress
- direct teachers towards those areas of learning where groups and individual children need specific help
- provide a record of children's progress
- help parents' understanding of strengths and weaknesses in children's work.

Marking needs to be manageable and time effective but concentrated facilitating pupils' progress. To this end, the following practices, largely based on Assessment for Learning principles have been agreed:

- written comments by the teacher / teachers' assistants
- written comment and next steps to improve will be written in a way which is understood by the child.

Comments will:

- relate to the planned objectives and targets and can relate to other curriculum areas
- recognise children's achievements
- indicate the next steps for the children's learning
- pupils will be given time to respond adequately to marking and as soon as possible

Target marking – where it is not always possible to write comments in all books, it is, therefore,

- acceptable to have a target group whose work is marked in more depth than the rest of the class. Groups are then rotated.

Verbal Feedback

- Verbal feedback will be written at the bottom of each piece of work where verbal feedback has been given. This will be used throughout the school.

Pupil marking / self-assessment

- This is not necessary for every piece of work and may run alongside a teacher and/or pupil comment.

Peer Assessment – will be used regularly and used beyond merely test marking (Year 1 upwards). Peers' thoughts will be recorded periodically rather than relying solely on verbal feedback (Year 2 upwards).

Additional strategies in the marking process specific to each Key Stage are:

The Early Years Foundation Stage

- children are talked through their activity
- children are given appropriate recognition if work is correct
- children are encouraged to have another attempt if work is incorrect.

Key Stage 1

- visual acknowledgements such as stamps, stickers and smiley faces may be used
- children have their comments explained to them at the time of writing if this is possible and appropriate
- targets are sometimes written in books in order for children to make progress.

Key Stage 2

- on some occasions, work is marked alongside the child
- some work may be marked by the children themselves- preferably in a contrasting colour- where appropriate
- comments may be given verbally or they may be written
- children will correct / improve their work
- work is marked according to its purpose / objective / audience

- spelling mistakes, punctuation and grammar are identified for correction.

Note that it will be a matter of professional judgement as to how much and which work will be highlighted for correction.

Reviewed: September, 2018

Next review: 2020