



Assessment/Recording and Reporting

Approved by Governing Body

Date February 2011

Review February 2013

Signed  Chair of Governors

Little Melton Primary School Policy for Assessment, Recording and Reporting

Rationale

Assessment should celebrate the learning journey of a child; it lies at the heart of the process of promoting children's learning. It provides a framework within which the 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 challenges and to chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Reporting is the communication of significant and relevant information on the individual child's experience and achievements to those who have a right to know.

Aims

Using the principles and procedures of assessment we aim to:

- Enable all children to achieve their full potential regardless of age, gender, ethnicity, culture or ability
- To monitor progress, support learning and foster an expectation of success rather than failure thereby enhancing pupils learning and development.
- Guide future planning, teaching and curriculum development
- To inform parents, teachers and Governors of children's progress and achievement
- To ensure continuity when the pupils change year groups, or school.
- To ensure a consistent approach to judging children's attainment
- To involve children in their own assessment and future learning, setting targets for improvement, so that they have ownership in what they are learning and understand why.

Types of Assessment:

Formative (Assessment for learning)

Assessment for learning focuses on how pupils learn and helps them to know how to improve. It is a continuous process which embeds assessment at all points of the planning – teaching – learning cycle. We assess children's prior knowledge to inform the teacher's planning and as we are teaching assess how children's learning is progressing. This takes place in the classroom and in a variety of ways.

- Sharing learning intentions with the children.
- Observation and monitoring – while children are learning.
- Questioning focusing on learning objectives.
- Marking to check progress against learning targets and suggest next steps for improvement.
- Self-assessment – we involve children in the assessment of their own learning by providing opportunities for them to comment on their progress and understanding.
- Use of marking ladders and working walls.
- Peer assessment – Where positive comments are offered and one way to improve is suggested.

Formative assessment in action:

- Learning intentions are made explicit in teacher's planning.
- Children are told at the beginning of each lesson not just what we want them to do but what we want them to learn. Teachers separate the task instruction clearly from the learning intention and the success criteria. The learning intention should be displayed and shared for each lesson and success criteria will be displayed when appropriate.

Assessment of Learning (Summative)

We obtain standardised data about the children at key points throughout the primary phase. Summative tests help the teacher in making end of key stage "best fit" assessments. This summative information is used formatively to adapt planning and teaching approaches based on what we have found out.

Diagnostic

All assessments can provide diagnostic evidence, however certain assessment tools can be particularly useful in providing more detailed data e.g. Miscue analysis etc. QCA and Key Objective tests also provide a considerable amount of diagnostic material and teachers need to make appropriate use of this.

Assessment of the Foundation Stage

On entry to the school, children will be informally assessed by half term. Results are used to inform planning, set targets and aid early identification of special needs. Assessment of children's next steps in learning are appropriately planned in order to help children make progress. During their reception year children will be assessed using the Foundation Stage Profile which is based on the teacher's ongoing observations and assessments in the six areas of learning. This is recorded half termly on E – profile. Each child's typical developments and achievements are recorded in their learning journey booklets.

Assessment of KS1 and 2

Year 1 – TAs

Year 2 – Key stage 1 SATs, TAs

Year 3, 4,5 QCA Non statutory SATs, TAs

Year 6 Key Stage 2 SATs, TAs

Teacher assessment is completed by the end of each term.

Class profiles are discussed regularly and the need for intervention programmes are identified. The TAs are recorded on tracker system.

Levelled work in core subjects will give guidance:

- For children's next individual targets in order to reach the next level. These targets will form the dialogue which teachers have with children.

- For teacher to teacher meetings, in agreeing individual pupil targets for the end of the year.

Target Setting

After monitoring of work throughout the school and analysis of Optional SATs and end of Key Stage SATs School Curricular targets are set. From these, layered targets are set for the year group in Literacy and numeracy to ensure every child's needs are met.

Within each class, targets are divided into **must, should** and **could**.

As a result of formative assessment (AFL) we set targets:

1. Quantitative: tracking targets from term to term using a tracker system.
2. Quantitative: written targets in class work.
3. Children often set themselves targets written and non-written, as a result of focused marking or talking about their work as they discover things about themselves.
4. Predicted levels are set in Year 1 for the end of KS1 and Year 5 in November for the end of KS2.

Reporting

Parents are informed of their child's progress at Parents' Evenings held in Autumn and Spring and by reports during the Summer Term. Each area of the curriculum is reported upon and targets in numeracy and literacy are included.

School SATs results are communicated to parents, future schools, the LA and the SIP partner.

Informal conversations take place at other times as needed.

Recording Achievement – Evidence

Norfolk Tracker

At transition conversations include current levels, preferred learning styles

Children's books (see Marking Policy)

Phonics and key word sheets – reading and spelling (RWI)

Reading Records

Notes from TAs when working with groups and individuals

Informal notes by class teachers on plans

Evaluations of units of work made on plans

Success and rewards: A system of rewards and incentives has been developed (see Behaviour Policy) Stickers, house points, head teacher awards, and whole class rewards.

Samples of children's work in the core subjects and other achievements are all collated annually in the Record of Achievements.

There is a weekly celebration assembly on a Friday and special end of year Awards

APP

Termly moderation and standardisation exercises are conducted and a record kept in the APP file.

Each class teacher has APP file for the selected students in their class.

Special Needs

IEPs are written and discussed with parents and children. These are maintained by the class teacher and are working documents.

Gifted and Talented Children

High level achievements are recognised and catered for through differentiation and additional focus groups both in and out of school.

Overall, we aim to maintain a balanced approach to assessment and reporting – balancing formality and informality, quality and efficiency – and to make the best possible use of the information we have gathered to further children's learning.