

Moldgreen Community Primary School



Assessment, Recording and Reporting Policy

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Aims

The assessment, recording and reporting policy of Moldgreen School is based on a clear set of aims which reflect our educational philosophy and support the overall aims of the school, and which are expressed in terms of the intended educational outcomes.

The assessment, recording and reporting policy will help pupils to:

- Recognise and celebrate a wide range of achievements
- Identify their strengths and areas for reinforcement and development
- Take responsibility for, and make informed judgements about, their future learning
- Compile a record which may be used by them to inform others of their personal achievements

Will help teachers to:

- Be aware of their pupils' achievements in order to guide their future learning
- Evaluate the effectiveness of teaching strategies and resources in their curriculum planning

Will help the school to:

- Make informed judgements relating to the way the school's curriculum including the National Curriculum is resourced
- Communicate effectively pupils' achievements to parents, governors and other responsible parties.

Principles

- The whole school is involved.
- Children's achievements – academic and personal, within and outside the school – are celebrated.
- Statutory requirements are met.
- Assessment is integral to the teaching and learning and is continuous.
- It informs teachers, parents and children about progress.
- It is objective.
- The criteria are shared with the children.
- Children are to be involved in the process of assessment, review and target setting.
- Assessment is a shared process between teacher and child supported by a variety of records.
- Discussion between teacher, child and parent is important.

Formative Assessment

In order to plan work effectively teachers use formative assessment, this includes: Assessment for Learning and Tapestry in the Foundation Stage. This means that teachers and pupils observe and reflect on the processes of daily learning; consider the outcomes relating to the success criteria, and use this knowledge to determine the next steps for groups or individuals within a class. Although this type of assessment may not always be formally recorded it is evident in lesson plans, lesson evaluation notes and in teachers' verbal and written communication with children. The information is constantly changing as children learn. Formative assessment is ongoing and is shaped by the learning journey.

Summative Assessment

Summative assessments record the child's progress in clearly defined areas at the end of a phase. At Moldgreen Community Primary School summative assessments take place at the end of each term, culminating in end of year assessments that take place during the last term. Statutory assessments take place at the end of each Key Stage. At the end of the Foundation Stage this is done through the Early Years Assessment, and at the end of Key Stage One and Key Stage Two through SATs (Standard Assessment Tasks). In Year 1 children also undertake a Phonics Check. Summaries of a child's strengths, weaknesses and progress are given verbally each term at parent/teacher consultation meetings and in writing, in the annual written report to parents.

Summative tests are used within the school and form the basis of data analysis to determine children's progress and set targets for improving attainment. In addition to formal assessments made throughout the year, staff make teacher assessments for each pupil towards the end of the year, drawing on a wide range of evidence of attainment. At the end of Key Stage 1 and 2, teacher assessment is used in addition to SATs tests to give an accurate picture of children's achievements and progress. Summative data is also used to analyse children's attainment in relation to their peers both internally and nationally.

Tapestry is used in Nursery and Reception to evidence a child's individual learning and progress.

Autumn Term

Whole school use of Literacy reading, writing, SPAG and Numeracy National Curriculum 2014 end of year expectations.

End of Year expectations are shared with parents/carers.

Provision mapping and pupil progress meetings with the Deputy Head teacher/Assessment Lead, Inclusion Manager and Headteacher

Tapestry is used on entry to FS1.

Foundation Stage Early Years entry data in Year R.

Phonological assessment for FS2 to Y6.

October/November Parent/Teacher consultation meetings (whole school).

Order SATs/QCA materials.

End of term assessments recorded on Integris.

Integris data analysed

Spring Term

Whole school continued use of National Curriculum 2014 Literacy and Numeracy end of year expectations.

Recorded individual pupil progress on Integris.

Integris data analysed.

Provision mapping and pupil progress meetings with the Deputy Head teacher/Assessment Lead, Inclusion Manager and Headteacher

Tapestry is used with FS1 pupils on entry.

Phonological assessment for FS2 to Y6.

Y2 and Y6 practise SATs.

February/March Parent/Teacher consultation meetings (whole school).

PASS assessments in Key Stage 2.

End of term summative assessments.

Summer Term

Whole school continued use of National Curriculum 2014 Literacy and Numeracy end of year expectations.

Recorded individual pupil progress on Integris.

May/June/July General meeting for new FS1 and FS2 intakes.

Twinkl summative assessments in reading, SPAG and WRM maths taken in years 3, 4 and 5.

Statutory SATs taken in Year 2 and Year 6.

Year 1 summative assessments.

Foundation Stage Early Years exit data completed and sent to LA.

Phonic assessment for children Reception to Year 6.

Annual written reports sent to parents.

SATs results sent to LA.

Integris individual assessment data brought up to date and analysed.

Transfer forms completed and monitored.

Parent/Teacher consultation meetings.

July/September KS1 and KS2 SATs results analysed.

Admission to FS1

At the end of the Spring term parents are formally offered a place for their child at school. Once this has been done home visit appointments are made. During the home visit, a questionnaire is completed which gathers baseline information.

Admission to FS2

At the end of the Spring term parents are formally offered a place for their child at school. Once this has been done home visit appointments are made for the pupils who are not already attending FS1 at Moldgreen Community Primary School. During the home visit a questionnaire is completed, which gathers baseline information. A meeting for all parents of children starting school in the next academic year is held in June.

Entry Profile (Look Listen and Note and Foundation Stage Assessment)

The entry profile has two main purposes:

- To inform the teacher of the child's personal, social and academic capabilities, in order that the best provision can be made for the needs of the child.
- To further facilitate dialogue between teachers and parents on all aspects of the child's development.

This profile will form an integral part of a child's record of achievement. This process is important for all children entering the reception class and will be passed to Year 1 at the end of the Foundation Stage. Tapestry provides a continuous link with parents as learning and progress can be shared all year and parents can comment on their child's performance.

Norm-referenced and Standardised tests

In addition to the statutory assessment carried out in school it is important to be able to compare the results of children in school with national 'norms' at times other than at the end of a key stage. The use of these tests also enables us to establish a baseline against which to measure the progress made by children as they progress through the year groups.

Years 3, 4 and 5 complete Twinkl summative assessments and White Rose assessments for Maths. Again, the results will be used and compared year on year and used for tracking purposes.

SATs Results

SATs results are an indicator of the quality of teaching and learning within the school when analysed in context. We use the results to compare the performance of children at our school to the LA and national averages.

We will monitor the achievement of boys and girls, more able children, vulnerable children, Free School Meals groups, SEN groups, Pupil Premium groups and Ethnic Minority groups in order to ensure that we are providing equal opportunities for pupils and that all children are achieving their maximum potential.

Teacher assessments using the end of year expectations and P scales (for pupils with SEN) will be valued for their professional insight and will be used alongside results from formal tests.

Assessment for Learning

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide what stage learners have reached in their learning, where they need to go and how best to get there.

This means that we endeavour to use relevant assessment evidence and feedback in a continuous dialogue of learning. Inevitably, some areas of the curriculum are assessed more frequently than others and teachers use a variety of strategies to ensure that assessment feedbacks into planning. (Please see related Marking Policy)

Examining Final Products or outcomes

Drawings

Written accounts, stories etc.

Models

Observation

Presentations – individuals or groups.

General observation of behaviour, use of skills, strategies and use of knowledge.

Children teaching and supporting each other – talking partners.

Group discussion to plan, revise or evaluate practical work.

Peer marking/redrafting.

Discussion in relation to performance of a task.

Social chat.

Non-verbal behaviour.

Observation and Discussion in focus groups

Teachers learn much about the understanding of pupils through interaction on a daily basis at all levels. Working with focus groups in English and Maths will provide an excellent opportunity for discussion within a group. Unlike whole class teaching situations, teachers will be able to ask more probing questions and follow up lines of enquiry.

Verbal Feedback

Staff will use positive and targeted comments to improve pupils' performance, extend pupils' thinking and help them develop a self-critical approach to learning. These comments will include the use of open, closed and higher order questioning and the effectiveness of such talk will form part of teacher self-assessment and lesson monitoring.

Teacher made tests

Questionnaires / inventories

Finding our children's interest / hobbies

Mental arithmetic tests

Science knowledge tests

Pre teaching tests/assessments to ensure new concepts are covered and misconceptions addressed.

Gathering information outside the classroom

Discussion with parents

Discussion with other professionals

Educational Teaching Assistants

Lunchtime Supervisors

Self-assessment

We encourage and develop the use of self assessment for pupils and staff. Pupils will be taught to begin to think for themselves about how they could improve their own work. They will also be encouraged to reflect on their own and others' work and offer relevant advice. Staff are encouraged to reflect on and take action to improve their own learning and to support others to do so.

Using assessment information in school self-evaluation

In order to monitor the effectiveness of teaching and learning in our school, we have set up various systems to analyse the outcome of our assessments. SATs results and a variety of other test results are analysed and the information gleaned from this is used to identify strengths and areas for development. They are also used to identify areas in which we might need to adjust the curriculum, devote more teaching time to an area or study it in more depth. Whatever the conclusions, we believe that it is important to reflect on practice within the school and use the information available to continually improve. Some patterns in results are expected, but where they are surprising it is particularly important to use whatever information is available to use to investigate the discrepancies.

ASP reports, FFT Aspire data, LA cluster benchmarks, Governors Data Dashboard and other information which gives greater contextual information are invaluable when evaluating the school's performance. They assist greatly in the target setting process and their use in the area is being developed.

Setting targets for improvement

Within each year group there is a government expectation percentage for children achieving end of year expectations. With the highest percentage possible (based on a previous year's individual child's data) exceeding end of year expectations. In consultation with class teachers, pupils agree their individual targets in English and Maths on a termly basis.

Developing Consistency

Moderation is a process of in-school and inter-school moderation which provides an opportunity for teachers to discuss working towards, working at and exceeding end of year expectations. In Moldgreen Community Primary School this happens in year groups, across Key stages, across school and with colleagues in the SHINE hub.

Reporting to Parents

We regard effective communication as being a vital ingredient in providing a good education for children at the school. Teachers communicate with parents via the reading record book/planner and will often make appointments to meet with parents. In addition to this there are parent/teacher consultation afternoons and evenings. In Nursery consultations take place throughout the day.

Parent/Teacher Consultation

There are two parents afternoons and evenings arranged during the year, one in the Autumn term, one in the Spring term, and in the Summer term parents are invited to an Open Afternoon. In the Summer term parents are invited to discuss their child's annual written report. Parents request a time on the slips provided and we attempt to fulfil parents' wishes. Teachers may use examples of children's work to illustrate points. The Headteacher is also available for parents who wish to discuss any matter. Teachers take notes on consultation evenings which include comments made by both parents and teachers. A copy of these are kept on file.

Annual Written Report

A written report is sent to parents in June/July of each year. Parents must receive the following information as a minimum.

- The pupil's progress in National Curriculum subjects studied
- General progress and an attendance record
- Arrangements to discuss the report with the school

Reports should be written in a way that makes them understandable to parents. They should provide accurate information about a child, outlining strengths and weaknesses. Comments on a child's current targets in Literacy and Maths can also enable parents to support the child at home.

Transfer to a New School

Reports to receiving schools must contain as a minimum:

- The pupil's past National Curriculum assessment results
- The teacher's latest assessments of the pupil's progress in core subjects

The school secretary will ask teachers for the information required and the child's records and this will be sent to the receiving school. Records should be sent promptly, within 15 working days from the day they are requested.

Admission

Parents complete an online admission form and where possible children visit the school to meet the class teacher prior to admission.

Records are received by the secretary and are passed to the class teacher as soon as possible. Any previous test scores, SATs results and end of year expectation assessments will be recorded on Integris. All other records should be initiated for the new child as soon as possible.

Roles and Responsibilities

Class Teachers

- Using assessment information to plan and prepare lessons that are appropriate to pupil's abilities.
- Teaching according to each child's needs including setting and marking work.
- Assessing, recording and reporting on the development, progress and attitudes of pupils.
- Providing guidance and advice to pupils.
- Making records of and reports on the personal and social needs of the pupils.
- Communicating and co-operating with persons or bodies outside the school.
- Communicating and consulting with the parents of the pupils.
- Providing and contributing to oral or written assessments, reports relating to individual pupils and groups of pupils, participating in meetings if necessary.
- Advising and co-operating with the Headteacher and other teachers on methods of teaching and assessment and pastoral arrangements.
- Administering SATs in Year 2 and 6.

Subject Leaders and Year Leaders

- Ensuring that assessment is built into curriculum plans for their subject.
- Advising on suitable approaches to recording and reporting attainment within the subject.
- Developing and collating banks of materials to support assessment.
- Organising moderation sessions or other activities which develop familiarisation with level descriptors and skill in making level judgements.
- Acting as a consultant within the school for assessment, recording and reporting for their subject and review its quality and impact.
- Monitoring marking.
- Monitoring the continuity and progression of their subject throughout the school.
- Liaising with the Assessment Co-ordinator on matters of assessment.
- Monitoring the effectiveness of assessment strategies.
- Using assessment information to monitor the effectiveness of teaching strategies and the curriculum.

Assessment Leader

- Ensuring that assessment information is used effectively to influence the curriculum and practice within the school.
- Ensuring the fulfilment of statutory requirements.
- Developing and support the implementation of policy in all areas of assessment, with associated planning, recording and reporting.
- Ensuring that the school policy for assessment, recording and reporting reflects practice within the school and is regularly reviewed and updated.
- Overseeing the implementation of statutory assessment and provide information for outside agencies.
- Liaising with subject leaders where necessary.
- Liaising with high schools.
- Liaising with SENCO on all matters of assessment.
- Monitoring, and if necessary, suggesting ways of developing a consistent approach to National Curriculum assessment within the school, in order to ensure that consistent judgements are made regarding children's attainment across phases.
- Organising a programme of curriculum/year group and whole staff agreement sessions.
- Identify INSET needs with Staff Development Co-ordinator and provide information about training opportunities.
- Liaising with subject co-ordinators regarding moderations.
- Developing materials with support moderation.
- Liaising with other schools to compare judgements.

Inclusion Manager

- Ensuring that assessment arrangements fulfil the requirements of the Code of Practice.
- Ensuring that specialist assessments are arranged when necessary and make full use of the multi-agency approach.
- Ensuring that school policy on recording is effective and fulfils statutory requirements.
- Ensuring that assessment information is used effectively to differentiate work in order to meet the educational needs of all children.
- Liaising with Assessment Leader on matters of assessment.
- Evaluating the success and appropriateness of assessment procedures with Assessment Leader.
- Ensuring that existing assessment arrangements are effective in facilitating the early identification of special needs, including the identification of 'more able' children.

Teaching Assistants

- Working under the direction of class teachers and the Inclusion Manager.
- Updating records and report to the Inclusion Manager and class teachers regarding the progress and needs of the children.

Headteacher

- Monitoring the effectiveness of the school's policy for assessment recording and reporting.
- Ensuring that statutory assessment is carried out effectively.
- Ensuring that other statutory requirements are being met.
- Including sufficient attention to and support for assessment in the School's Improvement Plan.
- Reviewing the effectiveness of assessment.
- Supplying governors, parents and the LA with appropriate targets for literacy.
- Overseeing all aspects of assessment, recording and reporting within the school.

Governors

- Knowing about assessment procedures.
- Monitoring the effectiveness of the school's policy for assessment recording and reporting.
- Ensuring that statutory assessment is carried out effectively.