



ASSESSMENT, RECORDING AND REPORTING STATEMENT

Rationale

Assessment is central to the promotion of children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. Assessment is incorporated systematically into teaching strategies in order to diagnose problems and plan for progress. Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, race, disadvantage or disability.

Principles

Using the principles and processes of assessment we aim to:

- Monitor progress and support learning
- Recognise achievement of pupils
- Guide future planning, teaching and curriculum development
- Inform parents, carers and the wider community of pupil achievement
- Provide information to ensure continuity when the pupil changes year group or school
- Comply with statutory regulations

Types of Assessment

For convenience, assessment is often divided into three different types, however they are not discrete, and assessments are often used for more than one purpose.

Formative Assessment (Assessment for Learning): This is ongoing assessment carried out by the teachers (and teaching assistants) formally and informally throughout each lesson. The results of formative assessment have a direct impact on the teaching materials and strategies employed immediately following the assessment. Where results or observations are recorded, they are kept on planning documents, in teachers' own record books or in the children's books.

Formative assessment strategies used in school include:

- Teachers sharing learning questions, intentions and outcomes with the pupils at the beginning of the lesson and pupil self-evaluation of learning against these (often through 'traffic lights' or 'thumbs up') at the end of the lesson.
- Peer evaluation of each other's learning
- Teachers and teaching assistants effective questioning of pupils, including open-ended questions, throughout the lesson, which helps adults find out what the pupils know, understand and can do, and determines any misconceptions pupils may have.
- Teachers and teaching assistants watching pupils, and listening to their discussions, enables the adults to assess learning as it happens. Teachers and teaching assistants may make planned observations of a particular child to assess their understanding and support their learning; some of these may be extended observations of child-initiated learning activities.
- Recall tests, with planned or spontaneous questions are used to assess knowledge and speed of recall.

- Written marking and feedback by teachers related to the learning question and success criteria identify successful learning, comment on the effort made, indicate where improvement could be made and outline how to improve or give examples of improvement. Children in Key Stage 2 are given time daily to read the marking comments and respond to them. Children in Key Stage 1 are allocated sessions throughout the week.

Summative Assessment (Assessment of Learning): These assessments occur at defined periods of the academic year or at the end of a unit of work. Summative tests can help teachers make judgements about attainment against the age related expectations of the national curriculum, and can be used, in conjunction with teacher assessment, to track progress against previous targets and inform future targets. Summative assessments used in school:

- At the beginning of Reception for baseline assessment
- October, December, January, March, May, June in Reception across areas of learning and phonics
- At the end of Reception for the EYFS Profile
- May/June of Year 2 and Year 6 for statutory assessment of mathematics, reading, and SPAG
- October, December, January, March, May, June all year groups for spoken English, mathematics, reading, spelling, grammar, writing, RE and science (including Rising Stars tests for maths, GPS and science). This tracking includes teacher assessment of writing for statutory reporting for Y2 and Y6.
- June of Year 1 statutory phonics check (some pupils will re-take this at the end of Year 2)
- At end of unit points or to test specific skills or knowledge and understanding throughout the year for assessment of science, R.E., geography, history, P.E. , art and design, design technology, computing, French

The statutory assessments at Y1, Y2 and Y6 are reported alongside teacher assessment.

Diagnostic Assessment: All assessments can provide diagnostic material; however, certain assessments can be particularly useful in providing more detailed data. Further information on diagnostic assessments for specific purposes is available from the SENCo.

Assessment in the Foundation Stage (EYFS)

Children are assessed during the first 6 weeks after entry to school to provide a baseline. Results are recorded and used to inform planning, set targets and aid early identification of any special needs. Observation and assessment is continuous to ensure that the next steps in learning are appropriately planned to ensure progress. Towards the end of their Reception year, the children are assessed on the basis of teacher observations, in the seven areas of learning, as outlined in the EYFS framework, and these assessments are recorded in the EYFS Profile.

Planning

- Learning intentions for each lesson are stated on lesson plans and shared with children, usually in the form of learning questions;
- The key focus points for learning, the key questions and steps to the successful completion of the task set, are planned and made clear to children;
- The activity planned is designed to enable the learning question to be explored;
- The lesson is designed in such a way that, by the end of the lesson, teacher and pupils will know to what extent their learning has been successful;
- Teachers adapt the planning and teaching at any time if, based on ongoing assessment, pupils are not making progress in their learning.
-

Targets

Pupils are set challenging targets, based on prior attainment. The school expects almost all children to meet or exceed age related expectations and to make good progress each year.

Tracking

In Y1 – Y6, pupil progress and attainment in spoken English, mathematics, reading, spelling, grammar, writing, RE and science is tracked across the year, with data points in October, December, January, March, May and June. Focus pupils (those needing to make accelerated progress) are likely to be assessed more often. Pupil progress meetings, to discuss the progress and attainment of all pupils are held 6 times a year. For pupils whose attainment is below national expectations or progress is not matching targets appropriate actions are planned. These may include intervention programmes, individual support or further diagnostic testing.

Records and Record Keeping

The school uses records to view pupil progress, set appropriate targets and form the basis of reports.

Records are kept in a number of ways:

Key essential records

- Tracking, including by cohort, vulnerable groups and from starting points
- Individual pupil bookmarks and subject assessment sheets
- Record of annual assessments
- EYFS Profile

Other informal records including teachers' planning, children's books and teachers' notes and class assessment sheets contribute to assessment evidence

Year group tracking sheets for (8) core subjects, individual pupil assessment grids (bookmark format for maths and writing) and individual subject assessment sheets (all other subjects) transfer with the child at the end of the year.

Moderation

Teachers are involved in the moderation process to ensure agreement on criteria for judgement against age related expectations through:

- Discussion with colleagues in school
- Moderation meetings with local schools
- Attendance of LA moderation sessions / subject courses
- Work with LA consultants
- Use of exemplification materials, assessment grids and bookmarks and mini Focus charts.

Reporting

Reports promote and provide:

- Good home / school relationships
- Information for parents
- A starting point for discussions with parents
- Information for outside agencies and secondary schools
- An opportunity for children to celebrate success and find out the next steps

A learning snapshot is provided for parents in the autumn term. This single page document provides information on the child's attitude to learning in the subjects taught in the term.

A written report for each child is provided for parents at the end of the summer term. The report outlines the child's progress in all subjects of the National Curriculum against age related expectations (emerging/expected/exceeding) and also includes:

- National Curriculum Test results for reading, SPAG and mathematics for Year 6
- Teacher assessment against the National Curriculum for writing for Year 2 and Year 6
- Next step comments for all areas of learning/subjects for all pupils
- For Reception Class pupils, details of attainment at the end of EYFS
- For Year 1 pupils, whether they met the expected standard in the phonics check.
- Attendance data for the year
- Pupil comment, class teacher comment and head teacher comment

Parents are invited to provide written comments on receipt of the report, which are analysed and acted on by the head teacher and teaching staff.

Parents may also make an appointment to discuss the autumn snapshot report with the teacher, if they wish, in October. They are invited to attend formal interviews with class teachers annually in early Spring. They may also make an appointment to discuss the annual report with the teacher, if they wish, at the end of the summer term. Parents may also discuss the progress of their child with the class teacher, or head teacher, at any other time of the year.

Monitoring, Evaluation and Review

Planning, assessment and tracking are monitored regularly by the head teacher through data analysis, lesson observations, learning walks and book scrutinies. The results are discussed at staff meetings or with individual teachers, as appropriate. Pupil progress meetings, opportunities for the head teacher to discuss the progress and attainment of individuals and to identify focus pupils for targeted intervention, take place six times a year.