



Kington St Michael CE Primary School Assessment, Recording and Reporting Policy

Rationale

- Assessment should show clearly what a child knows, understands, can do and what they need to do next
- Teacher assessment should have clear aims and inform future teaching
- Assessment should be part of the teaching and learning process
- Children should know what is expected, what they are being assessed on and what they need to do to improve
- Assessments should be recorded in a clear and concise way to inform future planning
- Assessment should involve looking at the "whole child", their personal and social development, attitudes to work and each other
- Assessment should focus on learning processes, as well as intended outcomes
- Assessment should identify strengths and targets for improvement
- Assessment should be used effectively to raise standards of attainment and achievement
- Assessment should provide information for outside agencies.

The aims of assessment at Kington St Michael School are:

- ❖ To enable active involvement of learners in their own learning
- ❖ To promote learning and raise standards of achievement and attainment
- ❖ To develop the attitude in every learner that they can improve
- ❖ To promote motivation and self-esteem
- ❖ To provide positive interaction between teacher/learner and learner/learner and parent/teacher/learner
- ❖ To support planning for different learning dispositions
- ❖ To create a positive learning environment
- ❖ To encourage learners to improve their own ability - not to better others
- ❖ To celebrate success
- ❖ To help encourage learners to overcome difficulties
- ❖ To inform planning so that it meets the needs of all learners
- ❖ To support those not achieving their potential
- ❖ To challenge and raise standards
- ❖ To secure future learning needs
- ❖ To set accurate group and individual targets
- ❖ To monitor the development of the "whole child" by assessing all areas of learning, both academic and social
- ❖ To monitor and track those children vulnerable to underachievement

- ❖ To determine if a child is ready to move onto the next key stage or if he/she needs to continue working on the Early Learning Goals, Key Stage 1 or 2 curriculum. To enable a smooth transition from the Foundation Stage to Key Stage 1
- ❖ To promote a smooth transition from class to class

We consider that good ASSESSMENT practice

- ✓ Is based upon clear curriculum intentions
- ✓ Plays an integral part in classroom activities
- ✓ Should be appropriate to the task
- ✓ Includes summative and formative practices
- ✓ Focuses on learning processes as well as learning outcomes
- ✓ Allows for unexpected as well as intended outcomes
- ✓ Draws upon a wide range of evidence
- ✓ Places achievement in context
- ✓ Indicates strengths and identifies weaknesses
- ✓ Involves pupils in reflection and review
- ✓ Informs about individual progress

Teachers have a responsibility to ensure:-

- That they are clear about the objectives for what pupils are to learn and make regular provision for assessment which is related to these objectives
- Use of their professional judgement when making assessments
- That assessment and target setting processes are an integral part of their planning
- That they are able to monitor the progress of pupils successfully and judge the effectiveness of their teaching
- That they work with colleagues to moderate of their judgements about pupils' work
- That they are able to assign a "best fit" assessment judgment to each pupil
- That they keep records updated
- That they provide pupils with effective feedback to support their learning

Records should:-

- Be clear, concise and easy to maintain
- Be easy to interpret
- Show what an individual child has learnt and understood and is able to do.
- Give information about the levels children are working within in relation to the national curriculum.
- Indicate next target for learning for the child
- Be accessible to parents and children

Consistency in Teacher Assessment

Planning of teaching and assessment

- working together
- joint team planning (lower school and upper school)
- agreeing objectives and developing common activities
- set Assessment Weeks during the year

Reaching a common understanding of standards

- working together
- looking at samples of work relating to particular level descriptions
- moderation of work in planning teams/whole school/as subject leaders and as a cluster with other schools
- trained moderator on staff

Making judgements at the end of each year

- working together
- planned and coordinated assessment
- team moderation
- national moderation

Monitoring and evaluation

- working together
- discussions to determine the effectiveness and manageability of the assessment timetable (see Monitoring and Evaluation Schedule)

Stages of Assessment

- **Plan** the teaching based on the skills to be covered
- **Plan** for assessment opportunities
- **Focus** on the performance of an individual or group of pupils, looking for evidence of learning
- **Record** what is significant, including achievement beyond the Curriculum
- If necessary, **modify** teaching plans to promote learning following observations
- **Annotate** pupils' work as a normal part of classroom activities
- Keep ongoing **Teacher Records** of pupil progress
- **Track** attainment and progress of individuals
- **Track** attainment and progress of groups vulnerable to underachievement
- Pass on a current **Progression tracker** for each pupil as he/she moves on to another teacher/school
- Evaluate formative and summative data to demonstrate trends/strengths/weaknesses
- Track **progress and attainment** against national expectations and personal targets
- Finalise **Assessments** for each pupil at the end of each year
- Annotate **curriculum progression and coverage booklets** for future planning
- Ensure **Tracker** on the network is updated

We have developed our own Reading, Writing, Maths and Science tracking sheet to link with the expectations of the National Curriculum and allow teachers, subject leaders and senior leaders to track standards and progress for individuals, groups and cohorts. These are being developed to share with pupils and parents.

Assessment at Kington St Michael

Annually

National Data
School analysis of achievement and progress data
End of Key Stage 1 SATs
End of Key Stage 2 SATs
End of Year 3, 4, 5 summative tests
Foundation Stage school Baseline
Foundation Stage Profile
Reports to parents (and mid-year report)

Three times per year

Tracking individual progress and attainment in reading, writing and numeracy
Reading and spelling age / standardised scores
Completing class tracking sheets
Discussion with SLT on class progress
Tracking groups vulnerable to underachievement
Group and individual targets
Subject leader observations/work scrutiny/moderation/
Pupil discussions

Weekly

Spellings
Keywords
Reading (individual or guided)
Multiplication and addition Clubs
Homework
Evaluation and annotation of planning

Ongoing

Marking
Observation
Dialogue with learners
Summative testing when appropriate (end of unit/topic)
Pupil-driven Self-assessment
Annotation of plans
Reviews of My Support Plans

Reception

School entry sheet (ISN/F form) - completed by parents giving developmental information and family details

Induction pack with picture and name to write

Reception entry assessment sheet - testing for knowledge of colours/shapes/number recognition/attempting to write name/drawing a self-portrait

Assessment week - reading, writing and numeracy assessment in October, February and June

Foundation Stage Profile at end of Reception year

Targets set for attainment at end of Year 1

Year 1

Assessment week - reading, writing and numeracy assessment in October, February and June

Future learning targets set

Targets set for attainment at end of Key Stage 1

Phonics test

Year 2

Assessment week - reading, writing and numeracy assessment in October and February

Future learning targets set

SATs testing in May

Targets set for attainment at end of Key Stage 2 and at the end of Year 3.

Year 3

Assessment week - reading, writing and numeracy assessment in October and February

Future learning targets set

Summative tests in May

Targets set for attainment at the end of Year 4.

Year 4

Assessment week - reading, writing and numeracy assessment in October and February

Future learning targets set

Summative tests in May

Targets set for attainment at the end of Year 5.

Year 5

Assessment week - reading, writing and numeracy assessment in October and February

Future learning targets set

Summative tests in May

Targets set for attainment at the end of Year 6.

Year 6

Assessment week - reading, writing and numeracy assessment in October and February

Future learning targets set

SATs testing in May

Transition meetings with secondary schools

Transition projects completed

Day-to-Day Assessment

Strategies of questioning, observation, discussion and checking on children's understanding and analysing their responses are used for different purposes and in different contexts

- asking questions to assess children's starting points, to develop understanding and to check understanding
- using thinking time and talk partners to ensure all children are engaged in answering questions
- use of Teaching Assistants during whole-class carpet sessions to support less able children to become involved and ensure understanding
- watching children and listening to their discussions to assess their learning as it is happening
- making planned observations of particular children or groups to support their learning and assess progress
- discussing with children to assess understanding, tackling misconceptions or concerns and sharing next steps in learning
- marking and assessing work with children to identify any misconceptions, and to guide them on how they can improve and progress
- independent self and peer assessment, in which the children identify their own achievements, and that of others, and think about what they need to do next to improve

Assessment for Learning

This is a vital component in the assessment process and through this we aim to:

- allow all pupils to have a clear understanding of what they are trying to learn
- allow all pupils to be clear about the success criteria and to be able to judge the quality of their own and each others' work and identify how best to improve it
- allow pupils to relate their learning past, present and future learning and relate learning to other contexts
- encourage pupils to talk for learning and to use it to advance their thinking
- create a classroom buzz where pupils initiate discussions
- support learning through class, group and paired discussions
- encourage all learners to have an appetite for learning
- ensure lessons are planned to appropriately challenge and scaffold learning
- provide opportunities for pupils to determine some success criteria themselves
- be flexible in our teaching and be responsive to pupils' learning needs and the progress they are making
- use skillful questioning, appropriate resources and engaging activities to focus and sustain learning

Reporting
On pupil achievement, attainment, progress and future learning targets

Monitoring
Evaluating teaching and planning – effect on quality of learning

Teaching
Confidence and knowledge in all subjects and a variety of teaching strategies used

Moderation
Examples of work across school
Time to look at work as a staff

Planning
Is clear and focused with learning outcomes and success criteria that are shared with learners

Recording
Only what is useful to inform next stage in teaching /learning and reporting

- Have high expectations of what children can achieve
- Ensure good rates of progress
- Make good use of assessment to group children and match work closely to ability

Assessment opportunities written into planning

Assessment
Informs next teaching stage / planning to aid individual pupils' learning and aid differentiation

Marking
Consistent and quality to help move pupils forward in their learning

Assessment
In a variety of contexts in a variety of ways – observation; task; test; display; practical activity; talking etc.

Assessment policy
Learning and Teaching Policy
Marking Policy

Action plan –written into SDP

Target setting
To help pupils reach their potential

Setting targets

Target setting is a vehicle by which standards can be improved. Effective target setting enables pupils to improve their learning as they will know where they are now, where they need to be and how they are going to achieve their goal. This motivates the children as they are able to take responsibility for their own learning.

School targets

Assessment data collected is used as a starting point to identify areas of strengths and weaknesses in the school. From these reviews, school development and improvement plans, staff development, subject leader action plans and priorities and resourcing needs are identified.

Cohort and Class targets

Teachers review previous assessment information to make predictions about how groups of children should be performing. Teachers track the class or cohort progress in relation to these predictions. They may require intervention at class or cohort level so that the children can achieve what is expected of them.

Pupil Targets

Targets are set with pupils and shared with parents.

Target Setting and Tracking

Precise target setting and rigorous and regular tracking of progress towards targets is central to the effective systems used. A range of data is used in the process:

- School data
- National and local data
- Prior attainment data showing standards achieved in assessments
- Teacher assessment data
- Data showing proportions of pupils making above, at or below expectations in each cohort
- Data showing proportions of pupils expected progress, or above or below this
- Attendance data
- Gifted and talented data
- Groups vulnerable to underachievement tracking
- Group and individual targets and progress tracking
- Individual, group and cohort target setting and tracking
- Subject leader performance and attainment data and analysis
- Moderation and standardisation practices
- Progress and attainment data for intervention groups

Individual Profiles

An individual file is kept for each child and passed onto the new teacher or school. It contains

- ✓ Medical information
- ✓ Pre-school information sheet
- ✓ Pre-school records of attainment (if available)
- ✓ Pre-school report (if available)
- ✓ Any relevant records held from a previous school
- ✓ Dated Reception entry sheet
- ✓ Baseline Assessment results

- ✓ Topic books for the current school year
- ✓ Reports (past and present)
- ✓ Future learning targets sheet
- ✓ Home/School Reading record (latest completed)
- ✓ Latest completed numeracy and writing books
- ✓ Initial letter sound/name check sheet
- ✓ Keywords check sheet
- ✓ Special Educational Needs Support Plans or reports (where applicable)
- ✓ Progress sheets
- ✓ Tracking sheets
- ✓ Assessments results
- ✓ Targets

Topic Books

A child's topic work will be collected in a topic book or topic file. This will demonstrate the breadth of work covered by the topic and, over the year, include evidence from every subject. Work is dated and annotated to demonstrate understanding, progress and future learning targets.

A topic web sheet showing work covered will be stuck into the front of the book to demonstrate the areas of the curriculum covered. Subject Leaders monitor coverage and standards by scrutinizing these topic books, as well as other children's books and our cohort curriculum tracker booklet.

Special Educational Needs

Each teacher will keep a "concern sheet", detailing children about whom they have concern. From this, some children may be recognised as having special educational needs, and the special educational needs coordinator will be informed. A separate file is kept on a child with special educational needs. (See SPECIAL EDUCATIONAL NEEDS POLICY)

Reporting

Reporting, whether written or verbal, has a dual purpose -

- To inform parents of the course of study covered and the progress attained by their child.
- To be used as an informative record for the child's next teacher either within the school or on transfer to a new school.

Verbal - Parents are welcome in school at any time. An appointment to discuss their child's progress may be made with the class teacher, SENCO or headteacher.

In Term 2 and 4, parents are invited to attend a formal parent/teacher interview to discuss assessments, progress and future learning targets. All parents are encouraged to attend this meeting. Pupils in Year 2 to Year 6 are also invited to attend with their parents.

In Term 3, a mid-year report is sent to parents to demonstrate progress and attainment in reading, writing and maths and future learning targets.

In Term 6, a written report is sent to parents. Parents are invited to discuss the report with the class teacher and to look at their child's books.

Topic webs and class newsletters are sent to parents at the beginning of Term 1, 3 and 5. This enables parents to see the areas of learning to be covered.

The Home/School Reading Record allows for good communication between home and school regarding progress in reading.

Within reports, we endeavour to reconcile candour with supportive and sensitive reporting.

On transfer, the report from the end of the previous year will be sufficient until December, unless the teacher feels that additional information needs to be given. From January onwards a full, current report should be written.

The Role of subject leaders

- Monitor teachers' marking and assessment practice across their subject and evaluate its effectiveness
- Promote consistency in assessments across their subject area
- Provide guidance to other teachers when statutory judgements are being made
- Use the results of statutory tests and tasks and teacher assessment to inform curriculum planning
- Discuss learning with pupils and observe teaching
- Monitor coverage, progression, expectations and standards in their subject
- Use topic books, progress files and workbooks to carry out scrutiny of work

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Range of assessments	Reason for assessments
Summative Assessment (Assessment of learning)	
Foundation Stage Entry Profile Foundation Stage Profile Salford Reading Test End of Year 1 Writing, Reading, Numeracy Individual Profiles SEN assessments End of KS1 and KS2 SATs Assessments Big Writing assessments Reading, Writing and Numeracy assessments Tracking achievement of groups Tracking individual attainment/progress Group and individual future learning targets Observations Reading, spelling standardised age	Formative assessment Analysis of data Comparisons with national Comparisons with other schools Assessing value added and rates of progress Informing governors/parents Informing next teacher/school Tracking attainment and progress Setting of future learning targets Highlighting underachievement Informing planning Setting future learning and improvement targets Highlighting specific areas of weakness Monitor and challenge more able learners
Formative Assessment (Assessment for learning)	
Planning	Moving learning on Setting challenges Differentiation Setting clear objectives for learning Ensuring progression Ensuring coverage/appropriate delivery
Sharing learning intentions	Provide focus for learning Give ownership of learning Promote involvement Provide meaning/context for learning Develop understanding Provide focus for marking/feedback
Sharing success criteria	Provide focus and target for learning Provide criteria for modeling Develop understanding of learning process Provide focus for plenary/feedback Promote self/peer assessment Challenge more able learners
Peer and self assessment	Promote cooperative/shared learning Support different learning styles Support different abilities Develop questioning skills Focus for feedback Check understanding and future needs
Marking (oral and written)	Moving learning on and informing next steps Assessing success against target Sharing future targets for learning Addressing misconceptions Promoting communication with learner Giving praise and acknowledgement
Target setting	Moving learning on Giving ownership of learning needs Providing achievement focus Pupil motivation Raise achievement
Celebration of achievement	Focus on individual progress Value non-academic achievement Raise self-esteem Provide praise and reward Develop motivation

Target Setting Procedure

Whole school SDP and highlighted areas for improvement
(based on analysis of assessments and data, work scrutiny, discussions with learners)



Year group differentiated curricular targets
(from progression of skills)



Teachers identify subject-specific knowledge related to target



Discussion at staff meetings to identify progression through school in aspect of subject-specific knowledge



Planning teams identify, from medium-term plans, when to teach relevant literacy or numeracy to enable the children to meet their target. Seek opportunities for consolidation and application across the curriculum



Teachers identify when they will focus on assessing progress towards the target



Targets are shared with parents and children



Teachers and children assess and record progress against targets



Teachers and leadership review individual progress and targeted group progress and record information on tracking system



Data used to identify children not making expected progress and intervention support put in place as necessary. Monitor and evaluate impact of support on progress



Senior leaders meet with each teacher to monitor progress and attainment of class and for individuals



Leadership feeds back key findings from whole-school analysis of progress and discuss future needs