

Assessment, Recording and Reporting

Introduction

This policy document is a statement of the aims, principles and strategies for Assessment, Recording and Reporting at Cross Ash Primary.

At Cross Ash Primary we have developed and implemented techniques and systems that are both manageable and effective in improving the quality of teaching and learning at our school.

We believe that effective assessment provides information to improve all areas of teaching and learning. We give our children regular feedback on their learning so that they understand what they have achieved and how they can improve further. This allows us to base our lesson plans on a detailed knowledge of every pupil. We give parents regular reports on their child's progress so that teachers, parents and children are working together towards known targets. This results in standards being raised.

This policy represents the consensus opinion of all staff and is the outcome of many meetings, discussions and trials. The principles and procedures outlined in this policy will be the subject of ongoing discussion and review. Staff will be encouraged to reflect upon the way these principles and procedures can be used to enhance the teaching and learning process in the best possible way.

What is Assessment?

Making judgements about the nature and quality of pupil's work and achievements on the basis of clear criteria.

Aims and Objectives

Assessment is an essential and integral part of the teaching and learning process. Government initiatives and guidelines on assessment are increasingly emphasising the way in which assessment can actually improve learning not just measure it.

Assessment is integral to the teaching and learning process. In essence assessment is about communication- communication of the extent and quality of learning experienced by children in a school. It is a process which provides information on individual pupil experience, expertise and achievement, identifying what the pupil knows, understands and can do, and providing information to guide future learning in response to a child's needs.

...it should be an integral part of the educational process, continually providing both 'feedback' and 'feed forward'.

Task Group of Assessment and Testing 1998

For assessment to be formative, the feedback information needs to be used.

Black and William 1998

Assessment for learning is any assessment for which the first priority in its design and practice is to serve the purpose of priority of pupils' learning.

(Black and Harrison 2004)

Good assessment practice must empower pupils to become active learners, taking responsibility for their own learning.

(Black and Harrison William 2002)

Give feedback that enables pupils to know the next steps and how to succeed in taking them

(Assessment Reform group 2002)

The school therefore views assessment as being a process that both promotes learning and is integral to effective teaching and learning.

- It is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning objectives with the children at the beginning of every lesson.
- It aims to help pupils know and recognise the standards they are aiming for.
- It involves the pupils in self – assessment.
- It provides feedback which leads to pupils recognising their next step and how to take them.
- It is underpinned by confidence that every child can improve.
- It involves both teachers and pupils reviewing and reflecting on assessment data.
- It allows for unexpected as well as intended outcomes.

The school aims are therefore:

- To ensure that all assessment strategies are sensitive to the needs of all pupils with regard to race, gender and ability.
- To ensure that 'learning for all' is implemented in policy and practice.
- That assessment will be an integral part of teaching and learning, drawing on everyday activities so that each child progresses at the optimum rate.
- To provide a broad picture of a child's academic, social and personal achievement.
- To enable teachers and pupils to identify individual strengths and weaknesses.
- To enable pupils to be responsible for their own learning through development of self-assessment strategies.
- To identify strengths and weaknesses in the delivery of Curriculum 2000 and Desirable Outcomes, providing information for the improvement of curriculum planning.
- To act as a motivator for success.
- To share success criteria in a consistent way with the children.
- To confirm judgements on pupil performance.

- To moderate levels of achievement across the school.
- To diagnose individual children's needs.
- To set whole-school, class, group and individual targets.
- To appraise own teaching and to inform future planning.
- To ensure that record keeping is not burdensome or a 'bolt-on' activity. It supports the concept of assessment for learning.
- To ensure that IEP's are regularly updated and support the pupil in their individual learning.
- To provide information to report to pupils, parents, colleagues, governors, next Key Stage, outside agencies, LEA and the Welsh Assembly.
- To provide evidence of pupil, class and whole school progress against LEA and National Performance data.
- To comply with statutory requirements.

Types of Assessment

For Assessment Procedures to be successful, the information must be used to further the learning of pupils.

Assessment can be used for the following purposes:

- **Formative**

This is the on-going, day-to-day assessment. Children are provided with targets and feedback as a result of marking. This feedback must be used for assessment to be truly formative.

- **Evaluative**

This is the process of deciding where additional resources/strategies are needed to improve the teaching and learning experience.

- **Diagnostic**

Identifying specific needs and differentiating tasks accordingly.

- **Summative**

This provides overall level of attainment against identified criteria i.e. what a child knows at a specific point in time.

- **Screening**

To review a group/whole class's performance to identify target groups and special needs or to help review a year group's or individual's performance in a specific area.

- **National Literacy and Numeracy Tests Y2 – Y6.** These are used as part of the assessment process to assess pupils' abilities in reading and numeracy and to judge year on year progress.

- **Evaluation** is a means to identify where additional resources/strategies are required to improve quality of practice and to assess the impact of this.

All these forms of assessment are used to help track pupil progress and to inform the whole school and individual target setting process.

All of these enable a teacher to:

- Communicate the child's ability to staff, parents and appropriate outside agencies and be confident to be accountable for these judgements.

- Target set appropriately
- Model target setting and discussion of work with pupils so that they can become increasingly self - assessing. Pupils will be taught to be constructively critical of their own and other pupils work.

Equal Opportunities

At Cross Ash Primary School we recognise the need to ensure that assessment arrangements provide for all pupils to demonstrate their level of development at its best. There are many children throughout the school with special needs. For those children we must be careful to ensure that the materials and methods used do not hinder the child's ability to demonstrate achievement. These pupils include:

- The physically impaired
- Pupils who find learning hard
- More able pupils
- The child with specific learning difficulties
- The child with behaviour problems
- The socially disadvantaged child
- The child with English as an additional language
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It will often be necessary to be flexible and imaginative in modifying activities in such a way that the specific criterion being assessed remains central while the method of demonstrating attainment is adapted to individual circumstances. Some methods, which can be used successfully include:

- Oral presentation
- Scribing of oral response
- Tape recording
- Working in a one-to-one situation

Planning for Assessment

It is vital that assessment is planned for and is at the heart of the teaching and learning process. Good practice includes the following and is fully implemented by the school:

- All staff engage in collaborative planning over key stages to ensure continuity and progression;
- Planning is related to Curriculum 2008, the Foundation Phase Framework, The National Skills Framework and the LNF. Curriculum maps and medium term plans (schemes of work) form the basis for short term planning (weekly). Assessment for Learning opportunities are identified as appropriate in the medium term planning on the basis of differentiation and individual pupil's needs and abilities. How and when to assess pupils work is therefore planned at the same time as teachers plan work;
- The ARR co-ordinator liaises with the literacy and numeracy co-ordinators to ensure inclusion of the LNF elements in assessments.
- Staff meetings are used to discuss issues relating to ARR, including whole school moderation activities;
- Short term planning formats encourage teachers to be self-evaluative and such evaluations are used to consistently inform future planning;

- All planning is retained centrally (electronically) and on-going evaluation of long term, medium term and short term planning and termly evaluation allow for subsequent modifications to be made;
- Assessment is continuous and ongoing teachers plan for it as an integral part of all lessons
- These AFL strategies have been agreed with staff and form part of Cross Ash agreed AFL progressive strategies.
- Teachers use INCERTS for recording the progress of individual pupils in all subject areas. From September 2014 teachers will also track pupils' progress against the elements of the LNF
- Early Years Baseline Profiles and skills ladders identify assessment opportunities

Effective Strategies of Assessing

Teachers constantly create opportunities for children to learn, and such opportunities for learning often provide opportunities for assessment. Assessment opportunities can therefore include the full range of strategies, e.g.:

- Observation;
- Listening;
- Sensitive, challenging questioning and discussion;
- Pupil self-assessment;
- Peer assessment;
- Pictorial/graphical presentation;
- 'Closing the gap' marking;
- Testing

Evidence of Assessment

Only useful and manageable evidence will be kept.

1. Teacher Assessment

- Pupils books
- English portfolios including levelled work
- Maths examples including levelled work
- Medium and short term planning evaluations
- Formative comments
- Pupil tracking sheets
- Guided reading skills ladder
- Big write books
- Groups of learners evidence IDP reviews, intervention assessments

2. Non- Statutory Testing

- NFER Spelling testing
- CATs testing

3. Statutory Testing

- Baseline Assessment
- End of Foundation Phase Teacher Assessments
- End of Key Stage 2 Teacher Assessments

- National Tests Y2-Y6

Using Assessment Information

End of FP and KS2 data is analysed and trends identified. This informs whole school issues for improved teaching and learning.

NFER, CATs, and Fischer data is used to identify children with specific needs and to identify target groups for additional intervention throughout the school. Teacher assessment levels also inform this process.

Annotated samples of work/books in core subjects are moderated as a whole staff. This is an on-going process. Again this informs areas for improvement across the school.

The Reception Baseline is used to set targets for the children to work towards throughout the year. The children are re-assessed using this test again at the end of the year.

Individual Target Setting / Pupil Self Assessment and Peer Assessment

Both teachers and pupils set challenging but achievable targets to improve both teaching and learning. For effective target setting to occur pupils should be encouraged to be constructively critical of their own and other pupils' work. Pupil and/or peer self-assessment is seen as an integral part of the assessment process.

Evidence of Assessment

a) Teacher Assessment

Assessment is both continuous and periodic. Individual continuous assessment is accompanied by periodic assessment at some stage in a planned topic, a period of class teaching or work and/or a new concept. It can be on an individual, group or class basis. Evidence is found in samples of work, pupils' books, pupils' folders, individual, group or class record sheets, weekly forecast evaluations, teachers' diaries/observation folders, tracking sheets, data in INCERTS and reading records.

b) Moderation

In order for assessment to be accurate and useful, it is important that judgements are consistent. Legislation states that moderation should occur both across a school and across schools within the cluster. Agreement of standards of achievement/attainment is an on-going task and moderation sessions are timetabled as part of staff meetings and cluster days where appropriate.

c) Standardised Tests

A baseline profile is carried out on entry into school. This is used to gauge value added progress throughout the school.

The school uses the outcomes from the National Literacy and Numeracy Tests to demonstrate progress and to analyse pupils' strengths and areas for development. Whilst these tests are summative in nature the school uses them in a diagnostic manner and they are also used to support teacher assessment.

The Single Word Spelling Test and ALFIE tests are used in September and June to identify where support is needed and to analyse in year progress.

Other standardised tests such as BPVS and Salford reading are used for specific groups of learners.

CATs tests are carried out in Y2 & Y4 and are used as an estimate towards end of key stage 2 attainment

Trends and patterns in data are analysed and such issues as gender, ethnicity, FSM, ALN/MAT are taken into account in order to assess impact of intervention and the progress of different groups of learners. Teachers also use this opportunity to analyse their own practice.

RECORDING

What is recording?

Noting and keeping qualitative and quantitative information about pupil's performance and achievements.

Purpose and Aims

Recording information about pupils' achievements and progress is an important part of the assessment process. As a school we have aimed to develop a manageable system which is meaningful, manageable and coherent.

Records should provide information, not only on curriculum attainment, but also on a pupils' wider achievements. The former is related to statutory obligation, but this alone does not reflect all aspects of a pupil's development, and the school aims to record achievements across a range of interests and experiences.

It is the aim of the school to record evidence of all these aspects. The school acknowledges that the record keeping process begins with curriculum planning and that the recording process is one of selection and relevance.

Principles of Good Practice

It is the aim of the school to produce records, which are manageable, accessible and based upon evidence from a variety of sources. Records need to be consistent, easy to interpret, cumulative and purposeful, and act as an aid to promote assessment for learning.

Such records are used for:

- informing the planning of future work;
- informing next teacher/next school;
- pupil self-motivation and evaluation;
- identification of school and individual targets;
- reporting procedures;
- informing the school on its strengths and weaknesses;
- accumulation of evidence to support professional judgement.

The school has agreed to keep the following records:

- Reading records;
- Spelling/phonic records;
- IEPs;
- Whole school/year group/group/individual targets;
- Electronic tracking records – INCERTS
- Target setting records;
- Pupil target cards
- Pupil learning diaries at KS 2
- Learning Walls/Building Learning Power displays throughout the school.
- Results of internal and external testing, e.g. Baseline Profile, National Literacy & Numeracy test results, Spelling (SWST) and Maths (ALFIE) Tests and CATS;

Reading Records

Home school reading records are passed between home and school for pupils from reception to approximately year 4 (or as required)

Parents, parent helpers, grandparents etc. often come into the school on a regular basis, to listen to the pupils read and to discuss with them what they have read. The Literacy Co-ordinator has provided training for these helpers on aspects of how children learn to read and guided reading strategies. Helpers are encouraged to make comments and provide effective feedback for teachers and pupils.

At both key stages a careful record is kept of the reading groups, which include the names of pupils in the group, the group reader title, date and formative comments.

Guided Reading records are kept for ability groups matched to skills ladders

Writing

Big Write assessments are undertaken a minimum of 3 times a year. These are tracked and used to provide individual targets and to inform future teaching.

Individual Target Cards

These have been introduced throughout the school. They are introduced from Reception onwards. They are the outcome of a discussion with pupils and record the next most achievable step for individual pupils in skill areas of literacy. Targets normally last for a duration of between 4 to 6 weeks and are regularly updated by teachers. This may be different in the reception class when small targets may be achieved in a shorter time span.

As pupils progress through the school they are encouraged to discuss and thereby help to set their own criteria for success.

INCERTS Tracking

Records of all core and foundation subjects as well as NLF and NNF skills are kept and tracked in INCERT's

Staff input individual assessment information into INCERT's regularly during PPA and use the information formatively to inform pupil targets and teaching .

The Head teacher downloads the information termly and uses it to track pupil progress. This informs individual plans, intervention groupings and class teaching.

The records are used to inform annual report for parents

Class Files

Contain contains:

- Results of all standardised tests and end of key stage assessments.
- Copies of all written reports to parents.
- Current Incerts data
- National Literacy and Numeracy test results.

These records will be passed on to the next class along with any special needs

Core Moderation Folders

Moderation Folders exemplify the full range of levels/outcomes recorded within the year group in the core subjects. The emphasis from 2013 will be on the use of literacy and numeracy skills across the curriculum and within a subject. This work will have been moderated by the whole staff and will include a moderation sheet.

Samples of work in the foundation subjects are also be collected. These should reflect key areas of learning, the use of skills and TASC.

Moderation & Annotation of Samples of Work

Work included in Moderation Folders is moderated by the whole staff. Each piece of work is accompanied by a curriculum moderation sheet, (Appendix B), which has been agreed by the cluster.

The school works with cluster schools to create pupil profiles of moderated work for a pupil achieving level 4 and a pupil achieving Level 5. These are verified at school level and across the cluster.

Special Needs Provision

If pupils are identified as having difficulties, parents are informed and they are placed on the school's Additional Learning Needs register. Learning opportunities are differentiated to enable them to fulfil their potential, and if necessary, an individual education plan (IDP) is established, with realistic and achievable targets. These are reviewed termly and are written in 'child speak' so that pupils fully understand the expectations and how to improve. Outside agencies are contacted when necessary to provide additional guidance and support.

More Able and Talented

The school recognises the importance of identifying and meeting the needs of more able and talented pupils, and ensuring that they fulfil their true potential. The school has effective strategies for the identification of more able pupils, and meeting the needs of these pupils is a priority on the SDP. A register is kept of MAT pupils and their progress is tracked termly to ensure they remain on target. Parents also identify any talents that their children have outside of the school environment. The school has an effective action plan, addressing the NACE 10 standards, to ensure that all the needs of MAT pupils are fully addressed

REPORTING

What is reporting?

Reporting accurate and meaningful information about progress and achievements to pupils, teachers, parents, governors and other interested parties.

Purpose and Aims

Reporting procedures should ensure clear and concise communication regarding a pupil's learning, attainment and achievements across the whole curriculum, linking the past to the present and indicating the way forward in the form of specific targets. It is also a legal requirement.

Principles of Good Practice

Reporting, whether verbal or written must be:

- presented in clear, straight forward language, free of jargon;
- a true picture of the pupil;
- as encouraging and constructive as possible;
- a summary of the standards achieved and progress made, supported by evidence.
- able to identify the pupil's **strengths and weaknesses** and to provide information on how the **child can move forward – SMART** targets.

Written Reports

Reports must contain, in addition to progress in all areas of learning/National Curriculum subjects, the following:

- Attendance record;
- A teacher comment on general progress which encompasses the 'whole child';
- From 2014 a clear and informative narrative on the child's strengths and areas for further development, in relation to the LNF .

Reports for parents are written and presented towards the end of the academic year. They provide a reasoned analysis of the child's overall achievement in all curriculum 2008 areas and Foundation Phase outcomes, as well as any relevant information on the content of the year's work. Reference is made to personal, social and behavioural skills and attitudes and to the specified targets for the coming year.

Reporting to parents verbally

During the first few weeks of the new school year parents are invited to a class association meeting where the class teacher will provide all the information parents need for the forthcoming year.

Formal parents evenings happened twice a year during the Autumn and Spring term.

At both meetings attendance is shared and a comparison made against the school target.

Parents are shown examples of work at the expected level / expected plus 1

At the first meeting targets are shared and during the second progress against targets given.

Parents of pupils on IDP's are invited to meet with the teacher termly to discuss termly assessment and agree the way forward.

An Open Day is held in the Summer Term which allows the pupils to share their success with their parents.

A book look sessions is held during the summer term. This enables parents to sit with their children view and discuss their work as well as ask the class teacher general questions.

At other times, parents are welcome to request an appointment with the head teacher or the class teacher, to discuss matters which are of concern.

Transfer Documentation

The school welcomes any information passed on from preschools.

Records of end of Foundation Phase Teacher Assessment results are discussed with and passed on to Year 3 staff. End of Key Stage 2 assessments are collated along with pupil reports and transfer records are transferred to the appropriate secondary schools. At the end of Key Stage 2 the school electronically transfers all teacher assessments outcomes, including sub-levels to the LA by the specified date.

Once a year (Summer Term) the class teachers meet with the next year group teacher to discuss the pupils' progress, strengths and areas for development, to ensure continued progress and a smooth transition through the school.

Current Incerts data is completed, indicating the Outcomes/N.C. level of pupils and these also form part of the transfer discussions.

During Year 6, the Y6 teacher and staff from the comprehensive schools meet to plan topics in the core subjects as well as agreeing areas of learning that will be moderated and used for standardisation. Comprehensive school staff introduce topics to the Y6 pupils. The finished work then transfers with them to the Comprehensive school. Year 6 and Year 7 teachers meet throughout the year in order to plan the smooth transition of pupils from Key Stage 2 to Key Stage 3.

Over the past years portfolios of standardised and moderated work have been produced following Cluster moderation.

During the summer term, the Reception Class teacher visits the pre-school children in their nursery settings, in order to gain valuable information regarding their abilities, strengths and/or difficulties. This information is used to ensure that appropriate support is in place if necessary, and each child's individual needs are catered for.

Date: updated December 2015

Signed: *L Perrett*

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