

## BRIZE NORTON PRIMARY SCHOOL

### ASSESSMENT, RECORDING AND REPORTING POLICY

This policy was adopted by the Governing Body on 15<sup>th</sup> November 2012

Review Date Planned	Review Date	Date adopted by Governing Body
September 2015		

#### **Philosophy**

Assessment is essential for the promotion of effective learning and teaching. It enables the teacher to deliver an appropriate curriculum and provides the basis for continuity and progression. The process of assessment is designed to assist the teacher. It is an integral part of the National Curriculum statutory procedures.

As stated by OfSTED 1998,

“The purpose of assessment is to improve standards, not merely to measure them.”

#### **Aims**

We believe that if assessment is to be effective it should:

- offer all pupils an opportunity to show what they know, understand, can do and need to develop
- assist the child as a learner
- enable the teacher to plan more effectively to advance the learning process
- ensure that there is continuity and progression between year groups
- provide school with information to evaluate work and set appropriate targets
- help inform parents so that they can be more involved in their child's progress

At Brize Norton Primary School we see assessment as having two equally important aspects, ‘assessment for learning’ and ‘assessment of learning.’ These two aspects are addressed separately in this policy.

#### **Assessment for Learning:**

This is an ongoing process throughout the school in order to facilitate pupil progress and improve teaching and learning. It is part of the day to day classroom activity and forms part of a teacher's planning.

#### **Planning**

Planning is done at three levels:

Long Term (whole school)

The school has a two-year rolling programme. There is a two year topic cycle and a skills progression to ensure progression in National Curriculum coverage. Plans ensure a clear progression throughout the school of the programmes of study, ensuring a broad and balanced curriculum is delivered. In the Foundation Stage, coverage towards the Early Learning Goals is carefully mapped within topics. Each class teacher ensures that the curriculum offered matches the needs of the pupils in their class.

Medium Term (termly/half termly)

Teachers plan for each subject, identifying clear learning objectives. This planning informs teachers weekly planning and paces the learning for the term. Each class teacher is responsible for identifying the progression within their class. Parents are informed through termly overviews of the intended learning for each term.

Short Term (daily/weekly)

Teachers need to recognise the range of needs and abilities within their class. They need to select appropriate activities and resources, which take account of pupil's prior learning. Teachers must outline assessment methods appropriate to learning objectives and planned activities. They must have strategies for sharing their learning objectives and assessment criteria with the pupils. The assessment must take into consideration a range of teaching techniques and assessment

approaches, which reflect pupil's different learning styles. Assessment does not need to be planned for all learning and teachers must recognise that all assessment does not need to be written down. However all assessments must inform planning.

### **Teaching/Learning**

Learning intentions are shared with the children both orally and are displayed in the classroom. The success criteria for each lesson are decided upon with the children. Learning intentions and success criteria are stuck in children's books.

Teaching techniques and assessment methods take into account and reflect pupils' individual learning styles and evidence of formative assessments are collected through:

- observation
- questioning
- talking and listening
- samples of work
- allowing pupils to evaluate and assess their own work
- marking work
- children presenting work to others e.g. during plenary sessions

The information gained from these ongoing formative assessments helps teachers plan the next step in children's learning for the whole class, groups or individual children.

We believe that children should be involved in the process of assessment for learning. We ensure that pupils know what they are supposed to be learning, what they have achieved and how they can improve. The pupils are given opportunities to self and peer assess their work against the shared learning intention and success criteria and identify learning improvements.

Marking takes into account the shared learning intention and success criteria. Children are given feedback either oral or written (class/group/individual) and are encouraged to see how they could improve their work. (See Marking Policy).

### **Assessment of Learning:**

This gives a summative picture of progress made each term and from year to year. Teachers use their professional judgement to teacher assess each child using APP (Assessing Pupil Progress) over time in English and Maths and use the level descriptors from the National Curriculum in all other subjects. Tests and tasks also provide a standard, national measure of performance in selected parts of a subject to confirm the teacher's judgement. These two forms of assessment are complimentary and together provide a complete picture of a child's attainment.

At key points in the academic year assessments are administered to track pupil progress, plan appropriate learning experiences and to set curriculum targets. These include,

- Foundation Stage Profile – all children within the Foundation Stage will enter Key Stage 1 with a FS profile. This records the child's progress against the Early Learning Goals.
- Year 1 Phonic Screening Check – this is carried out in June each year and reported to parents.
- S.A.T's – the Statutory Assessment Tasks are carried out at the end of each Key Stage i.e. years 2 and 6 and results are reported to parents. These are compared with national and local results and areas of concern provide targets for future improvement.
- Key Stage 1    English                      Task/Test  
                         Mathematics              Task/Test  
                         Science                              Teacher Assessment
- Key stage 2    English                      Test  
                         Mathematics              Test  
                         Science                              Teacher Assessment
- Optional S.A.T's are carried out in Year 3 – 5 to inform teacher assessments.

At Brize Norton Primary School we track pupil progress each term to ensure that children are achieving their full potential. In October and February all classes complete detailed teacher assessments in Maths, English and Science to ensure that children are on target and in May/June teacher assessments and tests are used to make end of year judgements.

Throughout the year teachers use the range of formative and summative assessment information to make judgements on each child using the National Curriculum level descriptors and the Early Learning Goals.

For the test and tasks to be used formatively the test papers must be analysed and in turn used to inform curriculum planning and teaching. To this end:

- teachers of Year 2 and 6 children report the outcomes and implications at the end of the Summer term, referring to National documentation
- We compare our test results with national test tables
- We observe trends over a number of years.

Arising from this, an action plan with implications for policy, planning and practice is formulated as part of the school improvement plan.

### **Record Keeping and Transfer of Records**

It is the assessment information that marks significant steps forward in children's learning that need to be recorded as an ongoing or formative record. Records include:

- Each teacher keeps on-going records to inform their own and other's future planning.
- SIMS.net is used to track all children on a termly basis and to provide summative results to parents and the LA.
- Classroom Monitor is used by teachers to record pupil's progress against the level descriptors in all subject areas and to make APP judgements in English and maths.

These systems are designed for recording the progress of most children, but are not suitable as a sole record keeping system for some children who have specific needs e.g. those children on the SEN register. For these children, the IEP and its review sheet form a vital part of their ongoing record.

Each term teachers work together to moderate a range of work across the curriculum. Samples of work are moderated against the level descriptors and any national standardised examples.

For each child there is an individual information folder held centrally (main office). This folder contains the following information:

- Individual pupil tracking and target setting sheet
- Transfer forms
- Foundation Stage Profile/Baseline Information
- Annual reports
- Key Stage 1 SAT results
- Optional SAT results
- Other significant information

In addition for each child there is a zip wallet containing all class based assessments throughout the year. These are based on to the next teacher at the end of the year.

Where a child joins the school in Key Stage 1 or above, we request the transfer of the pupil's records and assessment data. In addition, we assess all children on entry to ensure accurate starting points, which facilitates target setting.

The assessment co-ordinator keeps collated records of assessments and targets for each year group.

### **Special Needs**

Special needs records are kept for children whom staff are concerned about; who are receiving support of any kind and for all children with a Statement of Educational Need. These records detail any concerns, the specific action to be taken and specific targets related to areas of weakness. Parents are informed when each termly review takes place and arrangements are

made for the class teacher to discuss the plan with the parents. Records are kept in pupil files and with the SENCo.

### **More Able Pupils**

At present individual teachers identify children who are deemed to be more able in one or more areas and plan for these children accordingly. Formative and summative assessments monitor pupil progress and indicate whether children are achieving their full potential.

### **Target Setting**

Targets are agreed with the LA each year for the school's end of Key Stage results.

Individual teachers set targets in Maths, English and Science for the whole class, groups or individuals and these are reviewed and changed when appropriate.

National and local data is used to provide a realistic comparison with other schools and analysis of the information will begin to inform decisions about what to include in the co-ordinator action plans and the school improvement plan.

### **Reporting to Parents**

Individual parent discussions are held in the autumn and spring term to enable teachers to discuss a child's progress with their parents.

Each term teachers provide parents with a termly report. This details the next steps in learning for the child and provides a brief review of progress from the previous term.

A full written report for every child is produced at the end of every school year and is a record of curriculum coverage, achievement and future targets. Reports are sent to parents in July and in EYFS, Year 2 and Year 6 these are accompanied by Foundation Stage/National Curriculum End of Key Stage Assessment results.

### **Monitoring of Whole School Progress**

Staff meetings are planned for whole school improvement issues and moderation of children's work to ensure a consensus of agreement on the National Curriculum level achievements and policy in school.

The head and other senior staff monitor teachers planning, carry out lesson observations and sample pieces of work.

### **Review and Evaluation**

This policy was drawn up by M. Smith in consultation with the whole staff in June 2008 and reviewed in September 2012.

Its implementation is seen as the responsibility of all staff.

Signatures:

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