



ASSESSMENT, RECORD KEEPING AND REPORTING POLICY

Our mission statement: 'Valuing Potential, Creating Opportunities'

This policy to be read in conjunction with Equal Opportunities Policy, Special Needs Policy, Teaching and Learning Policy, Racial Equality Policy

RATIONALE

Helping children to develop as confident, enthusiastic and effective learners is a central purpose of Hartsbourne Primary School staff. We provide a range of opportunities for all children to fulfill their potential through a commitment to high standards within a broad and rich curriculum, ensuring children are engaged by learning that develops and challenges them as well as exciting their imagination.

KEY PRINCIPLES OF ASSESSMENT

Assessment is all those activities undertaken by teachers and their pupils to provide information to be used as feedback to modify future plans, develop understanding of next steps and make decisions on teaching and learning tasks.

"Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there." (Assessment Reform Group, 2002)

Assessment for learning is a powerful means of helping teachers to tailor their teaching to get the best improvement for each child. We will encourage all learners (adults and children) to understand that learning is something we do for ourselves, not something we have done to us.

Assessment of learning - AoL (summative assessment): Is any assessment which **summarises** where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement).

Assessment for learning AfL (formative assessment): is any assessment activity which **informs** the next steps to learning. The key message is that AfL depends crucially on actually **using** the information gained.

Through Assessment for Learning (AfL) strategies, teachers will involve each child in order to motivate and help them to take their next steps in learning. They will:

- Set high expectations and give every learner confidence that they can succeed.
- Establish what learners already know and build on it.
- Structure and pace the learning experience to make it challenging and enjoyable.
- Inspire learning through a passion for the subject.
- Make individuals active partners in their learning and what comes next.
- Develop core knowledge and core skills as a basis for future learning.
- Develop knowledge of learning styles and an understanding of personal qualities.

AIMS AND OBJECTIVES

- AfL will be embedded as an essential part of teaching and learning.
- Learning goals will be shared with all learners.
- Learners will know and recognise the standards for which they are aiming.
- All learners will take part in peer and self-assessment.
- Feedback will help learners to recognize their next steps and how to take them.
- Both learner and teacher will be involved in reviewing and reflecting on assessment data.

Staff at Hartsbourne will improve learning through appropriate assessment by:

- Providing effective feedback to children both verbal and written.
- Sharing objectives and providing opportunities for reviewing learning.
- Use key questions and prompts to support talk for learning
- Actively involving children in their own learning and assessment.
- Adjusting their teaching to take account of the results of assessment.
- Recognising the profound influence assessment has on motivation and self-esteem.
- Teaching children how to assess themselves and to understand how to improve.
- Creating an environment for cultivating the best conditions for learning in the classroom.
- Actively fostering positive attitudes and celebrating success.

EARLY YEARS FOUNDATION STAGE

The EYFS profile will be completed termly for each child. The Profile will provide parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for the National Curriculum and Year 1. The profile will reflect ongoing observation, all records held and discussions with parents and carers.

The children in the Reception class will be observed regularly by all staff in the setting and assessed against the Foundation Stage Profile in line with statutory guidance. By the end of the year the Foundation Stage Profile and Learning Journeys will provide a record of development across all areas of learning. The teacher will indicate whether children are meeting expected levels of development, exceeding expected levels or not yet reaching expected levels (emerging).

KEY STAGE 1 AND KEY STAGE 2

Phonics Testing

Phonics tests are administered in June to every child in Year 1 by the class teacher (as he/she knows the child best).

Standard Attainment Tasks (SATs)

The school administers the SATs in accordance with national policy. KS1 and KS2 SATs are carried out in May/June. Children in Years 1, 3, 4, and 5 are also assessed by teachers at the end of each term using the QCA Optional SATs, Rising Stars and similar.

Assessment of attainment should be based on achievements of individual pupils in relation to the attainment targets for the subject. It should involve the teacher's own judgment of the pupil's learning. Evidence of attainment may come from:

- Observing pupils individually and in groups during an activity or task.
- Questioning and listening to pupils.
- Marking and assessing written work (please refer to Marking Policy)
- Testing.

TARGET SETTING AND ANALYSIS OF TERMLY ASSESSMENTS

- The results from the autumn term assessments are used to set targets for the coming academic year. These targets are entered on SIMS (AM7).
- Autumn, spring and summer term results are also entered on distribution sheets which are shared with all class teachers for tracking and progress meetings.
- Tracking and focus pupils will also be discussed as part of performance management objectives.

RECORD KEEPING

Records of termly attainment will be completed on the Excel sheets for each year group in the assessment file on the intranet. Copies of distribution sheets will be kept and passed on to the next class teacher to ensure accurate tracking of progress.

Special Education Needs

For detailed information regarding assessment, planning, recording, evaluation and reporting of SEN please refer to the Special Needs Policy.

Reading Records

All teachers will keep a reading record. Whilst on reading scheme books reading record books will be used. These are completed by the teacher / TA.

- The date / term
- The set of books being read
- The colour code / the level of the set of books
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Once off reading-scheme books a reading review book will be used. These are completed by the children and checked and signed by the teacher. They record:

- The date / term
- The title and author of the book
- A comment about the book
- This must be monitored and initialled regularly by an adult in the class.

WRITING JOURNALS, LEARNING JOURNEYS AND OTHER RECORDS

Each child will have a Writing Journal which will be passed up at the end of the year. Writing will be levelled and moderated. Each child will keep a learning journey for topic work, wow moments, achievements, special events etc. This could include:

- Photographs of work; displays; presentations etc.
- Examples of excellent work.
- Drawings, sketches, photocopies.
- Certificates achieved within the school by groups or individuals.
- Newspaper articles and photographs about school, events, children etc.
- All entries are accompanied by brief explanatory notes.

P.S.H.E & C Records (KS1 and KS2)

Attitudes to learning and Relationships assessment will be made at the end of the academic year and a comment made as part of the Report to Parents.

Achievement Book and Sharing Assembly

Each Friday the school meets together for an Achievement Assembly. Each year Group teacher will record (at least) two children in the Achievement Book and write a certificate to be shared with the rest of the school. This is an opportunity for each class teacher to highlight the individuals who have achieved something of note during the week, eg academic achievement, extreme thoughtfulness, kindness, cheerful attitude, perseverance etc.

REPORTING

Parent Teacher Meetings

At the beginning of the autumn term parents are invited to 'Meet the Teacher' during the school day. This takes place in the summer term for the Reception class. This is an opportunity for parents to hear about the rules of the class, timetables and topics for the year. Each parent is given a copy of the term's timetable and topic web and a letter outlining class arrangements.

Parent –Teacher Evenings

In the autumn and spring term the opportunity is provided for parents and teachers to discuss their child's progress and development. These meetings are currently on a pre-arranged appointment system allowing 10 minutes per child. Before the meeting the teacher must complete a target sheet for each child to discuss with parents. During the consultation a note of the parent/s attending and any remarks must be made.

Open Evening

In the summer term there is a school "Open Evening" when parents and their children have the opportunity to visit the school and to look at the work on display in all the classrooms and other main areas of the school. In the summer term there is also the opportunity for parents to discuss their child's report with the class teacher in a pre-arranged meeting.

Report Sent to Parents in the Summer Term

Towards the end of the summer term reports are sent to parents.

Brief particulars of a pupil's progress in all National Curriculum subjects and activities and Religious Education (with NC level for English, Science and Maths Years 1 – 6).

- Comments on the pupil's general progress – an OVERVIEW (academic, behaviour, health/well-being, attitude to school, motivation and special achievements.)
- Comments on SOCIAL SKILLS (confidence, independence, group work, helpfulness, manners, co-operation skills, relationships with teachers and peers, sense of humour, appreciation of needs of others and their feelings, willingness to accept responsibility etc.)
- Record of attendance
- A slip is provided for comments on the report by parents and/or their signature

In addition to this parents of children in Year 2 and Year 6 will also be sent the end of Key Stage National Curriculum assessments in the core subjects in line with local and national requirements. Parents are given the original copy of the report for retention and a copy is kept on file in school.

Reporting to Secondary Schools and transfer of Evidence

Wherever possible the Y6 class teacher will complete reports as requested by secondary schools. The transfer report will be a copy of the end of KS2 report that is sent to parents. Other documentation will include:

- The Attainment Records
- Other evidence/material negotiated by schools and pupils

Reporting to schools that children transfer to during a Key Stage

When a child transfers to another school during a Key Stage the following must be sent to the new school within 15 school days:

- DfES Transfer form (completed on-line by the office)
- Children's folder of work, record of attainments, school reports and other information.

GUIDELINES

Roles and Responsibilities

It is the responsibility of the class teacher to see that the requirements of the policy are being met. It is the responsibility of the Assessment Leader to:

- Provide guidance and support to staff in implementing the policy
- Organise, review and order forms, booklets and other resources
- Organise and order assessment materials for each term's assessment week
- Maintain awareness of current developments in assessment planning record-keeping and reporting and suggesting in-service opportunities
- Liaise with other parties outside and school as appropriate

Evaluation

The timing of evaluation of this policy will NOT be pre-determined but will depend upon:

- Staff assessment of the effectiveness of the current policy
- Changes in staff circumstances
- Changes and developments in national requirements

The monitoring and evaluating of the policy will be noted in minutes of staff meetings and any changes recorded in the policy document.

Evaluation of the policy will automatically be undertaken if and when the subject is identified in the School's Improvement Plan.

Date of Policy: April 2012
Review of Policy: April 2014