XXXXXXXX Primary School
<u>DRAFT</u> Policy for Assessment, Recording and Reporting
Assessment
Why Assess?
At XXXXXXXX Primary School we believe the key purpose of assessment is to move children on in their learning. Continued monitoring of each child's progress gives a clear picture of what each child is doing. It is important that the teacher knows what has been remembered, what skills have been acquired, and what concepts have been understood. This enables teachers to reflect on what children are doing and informs future planning. The outcomes of our assessments will help children become involved in raising their own expectations. Such attainment needs to be compared with the child's previous work, but also against children in the cohort, against the LEA and the National. Our assessments will also provide information for others including:
· Parents to show progression/concerns, and involve them in the teaching process
· Other teachers and staff to help them plan and gain informed views
· Outside agencies to provide hard evidence of attainment
· Special needs Co-ordinator to provide hard evidence of attainment

<u>Planning Assessments</u>
It is important that formative and summative assessments are incorporated into the planning process.
Our curriculum plans include an overall map for all subjects, plus NLS and NNP. All subjects, apart from music have a scheme of work.
Half term overviews are completed and given to the Curriculum Manager and Headteacher. Weekly plans for all subjects are completed by the preceding Friday, and are kept in the classroom. These are given to the Curriculum Manager at the end of each topic or half term. Weekly maths and English sheets are given to the appropriate manager. An evaluation for each topic is given to the Headteacher and Curriculum Manager following completion.
It is expected that all teachers will keep a daybook for their individual records, and daily planning. There is no prescribed format for this, but such a book should be kept within the classroom.
Directed time is allocated for staff to plan each week. It is expected that year groups will plan together for half termly topics, and that all staff will support each other through their subjects and expertise.
Planning should indicate appropriate assessment opportunities.

Teaching Strategies and Learning Opportunities
At XXXXXXXX Primary School we provide for differing abilities and strengths, and aim to provide learning experiences, which accommodate a variety of learning and teaching styles. We use differentiation as a planned process of intervention in the classroom to maximise potential based on individual need. We, therefore, need to take account on adult perception as well as task and test results to analyse strengths and weaknesses of a child.

Keeping Evidence
A range of evidence is kept in the form of
· Assessment file for each child
· Teachers markbook
· Variety of word level and English records
· Writing assessments
· Maths information
· Foundation subject records
· Test results
· Children's books
· IEP's
· Subject manager's evidence, kept as a portfolio
· Evidence of targets
· Teachers' notes of observations
· Record of interviews with parents
· Class target sheets

Evidence of Self Assessment
Wherever possible children are involved in self assessment. This can be in Nursery and Reception as part of the High Scope way of working, or from target setting throughout the school. Children are expected to contribute to their own reports and IEPs

Formative Assessment
All teachers should assess their class or group on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provide motivation for the children and helps inform planning. These types of assessment take place on a regular basis with: .
· Individual assessments
· Group assessments
· Class assessments

Through:
· Observation
· Discussion
· Hard evidence

Diagnostic Assessment
Staff to help identify strengths and weaknesses of individual children carry out diagnostic assessments.
This is done through:
· Individual programmes of work
· IEP's
· Target setting
· Checklists
· Specific activities/tasks
These can be linked with support agencies through the SENCO

Summative Assessment
Summative assessments are used to help us decide what a child can do at a particular time, and can be used as comparitors
This is done through:
· Assessments for specific tasks - at the end of a topic or after teaching a specific skill or concept
· End of Key Stage results - SATs or mid Key Stage tests
· Norm related tests
Senior managers need to have results of norm-related tests and other records to identify school-based issues. Some of this information will be stored using Assessment Manager. These will include:
· Nursery - an overall picture through end of year reports
· Receptiorc - Baseline Assessment - Sept/Oct
Larr test results - Oct/Nov
Cops analysis - May/June
· Year I - Vernon spelling - July
Salford Reading - April
· Year 2- Vernon Spelling - July
Salford Reading - September
NFER Non Verbal Reasoning/Maths - Sept
SATs April/May
· Year 3/4/5 Vernon Spelling - July
NFER Non verbal Reasoning/Maths/Progress in English - Sept
QCA tests - May

Macmillan Reading test for audit as appropriate
· Year 6 As above plus SATS - May
· All year groups
SEN audit/annual reports
Three times each year Senior Managers need to see the internal
school tracking documents. These documents to be completed by class
teachers for reading, writing and speaking and listening, maths/number,
and science.
1.By Oct. half term. This to be a forecast of what the child is expected to
reach by the end of the school year, in highlighter pen - yellow
2. By Feb. half term. This to be an interim assessment of where the child
is, or how they are progressing - blue
3. By the end of June, a final assessment as to the child's achievement - in
red.

Recording
Why record?
Recording needs to be ongoing, manageable and useful, not just to be
completed for handing in.
At XXXXXXX Primary School the purpose of recording is to:
· Help teachers monitor children's progress - many of our record, for
example reading conferences and IEPs are shared with the children. The
sharing of these-
records helps motivate the children. ,
· Recognise achievement and celebrate this with the child. This can be
achieved through target setting and our `good work' assembly.
· Aid memory: we cannot remember everything so it is best to write it
down, especially to note specific achievements, quick progress, gaps in
learning etc.
· Note strengths and weaknesses
· Document evidence
· Inform planning
· Form a basis for reporting to:
- Children
- Parents
- Other schools
- LEA
- Government
· Provide a summary for discussion, and informs verbal and written
reports

<u>What should we record?</u>
In class files teachers should have:
English
Individual reading conferences, once each term
Annotated writing samples, once each term
Word level work checklists, dependent upon ability and age of child
Maths
Individual record sheets, to be kept in maths file
Science/IT (to be agreed)
Foundation subjects and PSHE
Foundation assessment sheets to be revised at the end of each topic or half term as appropriate.
IEPs
To be updated termly for steps one and two, half termly for step three children
BLSS
We work, in collaboration, with the BLSS staff, and will expect them to add to and inform our records from their observations.
Behaviour records
These to be added to as specific incidents occur
Test results will be analysed using Assessment Manager, as appropriate, and information shared with teachers and Governors.
Individual comments and record sheets as appropriate to the age of the child. In order to achieve consistency throughout school, the Key Stage Mangers should meet with staff each term to determine good practise.
All such records will be available for staff to access, and will be completed by teachers, support staff, and other professionals as appropriate.
<u>Reporting</u>
Written:
> The report format provides opportunities for comments by:
> · Child
> · Classteacher
> · Other staff, including SENCO, BLSS, class support
> · Parent
> · Headteacher

The teacher shares the report with each child.
Our reports are summative and informative; they provide information on children's progression and achievements to date. Comments are subject specific, and are written to clearly show how well a child is progressing

against their own targets and against the cohort in general. The reports are written in the spring term so those targets can be set or re-set and agreed with children and parents. Nursery reports are discussed with parents following the May Half term holiday. Reports follow the agreed procedures laid down by legislation and report all legal requirements. A child's attendance is noted, as well as authorised and unauthorised absence. Opportunity is given for parents to discuss this report with parents. A further open evening is held in the summer term to discuss progress against targets with parents, and to report on the end of Key Stage test results.

Home/reading records provide a two-way communication about each child's progress in reading. These records are exchanged as appropriate, with the teacher completing their record after a maximum of eight books.
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Verbal

Parent's evenings are held in the autumn and spring and the end of the summer terms.

Parents have the opportunity to discuss their child's progress with the class teacher.

School records are used to inform these meetings.

Personal contact with parents on a regular basis before and after school. This will vary from child to child and from teacher to teacher. It is hoped that each teacher will be able to speak to parents of a child in their class at least once each half term.

Workshops are provided covering various areas of the curriculum and school life.

Between Staff

It is important that discussion takes place before children transfer into another class, between class teacher and SENCO, and between teaching and non-teaching staff.

Where possible time will be given for this, but it is also expected that staff will make individual arrangements. Time is given in each staff meeting to discuss children causing concern, or to celebrate their achievement.

This policy will be monitored by the curriculum and assessment managers, at the end of each term, and by the Governors through their target setting role.