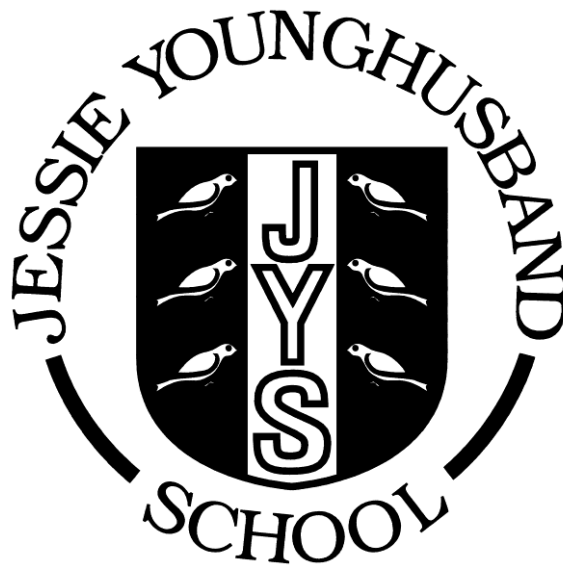


JESSIE YOUNGHUSBAND SCHOOL



ASSESSMENT, RECORDING AND REPORTING POLICY

Updated May 2015
Review May 2018

Aspire ~ Respect ~ Enjoy

AIMS OF ASSESSMENT, RECORDING AND REPORTING POLICY

- To identify and inform children about what they have to do to make progress;
- To inform teachers about what they need to do next in their teaching to support good learning and progress for each pupil;
- To inform parents about their child's progress and how they can help their child;
- To inform OFSTED and other external agencies about the performance of the school;
- To promote shared understanding about performance data;
- To establish systematic and rigorous procedures for collecting and managing data, with particular reference to standards in reading, writing and maths;
- To identify gaps in attainment and progress for different groups of pupils in school and in comparison to national outcomes so that the gaps can be closed;
- To promote effective planning with assessment as an integral and vital element of the learning and teaching cycle;
- To raise standards in learning and teaching by ensuring accountability and focusing on the needs and progress of all pupils;
- To secure a consistent approach and common practices across the school.

This policy should be read in conjunction with the Learning and Teaching Policy, Marking Guidelines, SEND and Gifted and Talented Policies.

Principles

Assessment should be both summative and formative, and has many purposes. It is most useful when there is consistency in judgements across the school and when they are moderated and agreed with all staff internally and across other partner schools.

Assessment, recording and reporting should:

- Be manageable;
- Be formative, integrated into everyday learning and teaching and allow teachers to plan future work that reflects the needs of each child;
- Be diagnostic, clarifying where learning strengths and weaknesses can be identified for each pupil and indicating "next steps" for learning;
- Provide regular opportunities for children to respond to teachers assessment through marking,
- Include pupils self- and peer-assessment
- Be evaluative, providing information to evaluate the curriculum, learning and teaching, the effectiveness of the school and quality of provision at the school;
- Be summative, recognising and celebrating achievement;
- Meet statutory requirements.

Assessment and planning cycle

- The National Curriculum (2014) and Early Years Foundation Stage Curriculum, school curriculum planning jigsaws and plans identify the coverage and attainment expected for each year group.
- The National Curriculum (2014) indicates the main learning objectives and expectations for maths and English.

- Short term planning shows clear learning objectives, as well as the differentiation of teaching activities. Key questions and assessment opportunities may also be identified.
- Assessments of pupils with Special Educational Needs and Disabilities (SEND) inform their individual targets in their Learning Passports which are reviewed and updated as progress is made and formally twice each year.
- Gifted and Talented pupils are challenged to broaden and deepen their thinking and learning through differentiated activities, extension tasks and focused teaching.
- Attainment data will be gathered in reading, writing and mathematics at the end of each half term during 2014/2015. This will continue to be recorded as pre-2014 NC levels to support transition to the new assessment system. From September, this will be based on on-going assessment of key objectives and will be gathered through the school's electronic assessment system which will summarise attainment for each child at key assessment points.
- Teacher assessments in reading, writing and mathematics will be evaluated termly through internal moderation and externally through partner school moderation exercises and Locality moderation activities.
- Performance data is analysed each term and at the end of each year to monitor progress of individuals, groups and cohorts, and is used to inform planning and target setting.
- All assessments are used to inform planning at all levels, including long, medium and short term planning, and intervention and booster group planning.
- Children will have targets set for their attainment and progress through the school's assessment system and curriculum targets set in reading, writing and maths recorded in an agreed way throughout the school. Progress towards targets will be reviewed regularly to support good rates of progress for all children.
- Topic books will be assessed and marked by the teachers on an on-going basis. Children will have opportunities as appropriate to respond to this marking in line with the expectations set out in this policy. Children will evaluate their topic book learning at the end of each term, the books will then be sent home to be shared with parents. Parents are invited to respond in writing to their child's learning and evaluation.

Assessment within each lesson

Assessment for learning is central to all lessons and units of work. Learning objectives (recorded as 'Can I...' statements) are identified and shared with children and are reviewed at the end of the lesson. Many strategies are used to support and enrich this process. These include:

- Success criteria;
- Individual and group targets;
- Feedback and response marking (see Marking Guidelines);
- Plenary discussion;
- Key questions;
- Self- and peer-marking.

Procedures and systems at Jessie Younghusband

Target setting

- Statutory targets are agreed with the Local Authority in the autumn term;

- Individual attainment and progress targets in reading, writing and maths for all pupils in key stages 1 and 2 are agreed with the Headteacher in the start of the autumn term each year. These are regularly reviewed throughout the year at Pupil Progress Meetings (PPMs) and during data analysis;
- Curriculum targets in reading, writing and maths are set as part of on-going assessment, these should be reviewed on an on-going basis and new targets set as the target is met; targets should represent small steps in learning achievable within a half term in order to support good or better progress in learning;
- Targets are discussed with parents formally at parent evenings, and informally as appropriate;
- For children with SEND, targets within their individual Learning Passports and progress are discussed and reviewed with parents.

Assessing Progress

- Teachers make judgements against the National Curriculum Age Expectations and the Early Learning Goals in the Early Years Foundation Stage.
- Regular whole school moderation activities are used to inform judgements;
- End of key stage assessments are completed according to statutory requirements;
- The Year 1 phonics check is undertaken in June by all Year 1 pupils and any Year 2 pupil who did not meet the threshold level of the test the previous year.
- Where available, formative testing is used to inform teacher assessments - this includes reading and spelling age tests.
- Diagnostic tests are used to identify specific barriers to learning when this is considered useful to support children's learning and progress.
- Teacher assessment in the foundation subjects are recorded in teacher files and on planning, and inform discussions with parents and the annual pupil report.

Moderation

Moderation is both within and beyond the school:

- Teacher assessments in reading, writing and mathematics are planned into staff meetings and INSET through the School Improvement Plan;
- Locality meetings include moderation tasks as appropriate;
- Local Authority moderation of the Early Years Foundation Stage, Key Stage 1 and 2 judgements is completed as required.

Monitoring of assessments is rigorous and on-going, and includes:

- Pupil Progress Meetings with the Headteacher;
- Leadership Team monitoring of lessons, pupil work and planning;
- Performance Management;
- Subject leader monitoring in lessons, of work, and of planning;
- Governor monitoring of key priorities at the school;
- Monitoring of pupils with SEND and SENCo involvement;
- Data tracking and analysis for groups within the school – Year Groups, boys/girls, Pupil Premium, G&T, SEND, EAL, others as identified.

Informing Parents

All assessment information is available to parents and informs all discussions with them. The following procedures are in place to secure very good communication with parents and carers:

- All parents are invited to two formal parent consultation meetings each year;
- Children in Years 5 and 6 join the second consultation meeting in a "three way interview";

- The school sends information to parents at the start of the each term on our curriculum jigsaws which detail information regarding the topic and coverage each class will be following in Literacy, Numeracy and in the Foundation subjects (in the Foundation Stage information about the seven areas of learning is included on their curriculum jigsaw which is sent home at the beginning of each half term).
- The school has an open door policy and parents are encouraged to ask for further meetings as the need arises;
- Additional meetings with parents are organised by teachers when concerns arise. Other staff, including the Headteacher, a subject leader or SENCo may attend such meetings;
- Topic Books in Years 1 – 6, and the learning Journey in Year R, are sent home each term with a pupil comment. Parents are invited to respond with their own written comments;
- Each parent receives an annual written report on their child's progress in each area of the curriculum at the end of the summer term;
- Parents are invited to feedback on their child's progress on a report response sheet. These are analysed by the Headteacher and used to promote even better systems of communication;
- All pupil assessment records are available to the parents on request. It is necessary, however, for the approach to be made through the Headteacher, giving at least one week's notice.
- Annual reports will include the teacher assessment in reading, writing and mathematics, and effort grades for all subjects.

Attainment Assessment

- The attainment assessment will indicate if a child is working towards or on track to meet /has met age expectations.
- Exceptionally a pupil may be assessed as below age expectations, where they are working more than a year below their chronological age and the teacher assessment indicates that they are not yet working towards age expectations.
- Pupils will only be assessed as working above age expectations if they are fully secure in every objective within the curriculum for their age, have demonstrated a full breadth of knowledge, skills and learning and have become secure in the objectives for the next year group. This level of attainment is considered to be exceptional and should only be awarded after full moderation of the teacher assessment.

Information systems and transfer

- Data transfer arrangements follow statutory and Local Authority procedures;
- The SIMS Assessment Manager system transfers end of key stage data;
- Until July 2015, West Sussex Pupil Tracking sheets have been used to record progress from Years 1 to 6 in reading, writing and mathematics, and attainment in Year R based on the Early Years Profile. From July 2015, a new electronic system will be implemented to support the new assessment arrangement in line with the new National Curriculum. This will use an agreed, secure system.
- The West Sussex data analyses are used to review progress at the end of each key stage in comparison to other schools and to support the target setting process;
- Raiseonline (Department for Education data set) is analysed to identify any gaps in attainment and progress and to highlight strengths at an individual, group and cohort level. It is also used to compare the school's outcomes to those nationally;

- Fischer Family Trust analysis and reports are analysed support target setting and to analysis trends and compare outcomes for pupils within the school;
- The Early Years Profile is used to record attainment at the end of the Foundation Stage (Year R).

The school recognises its duties with regard to confidentiality, information sharing and data protection, and follows West Sussex and national guidance in this area.

Responsibilities and Accountabilities

The Headteacher is responsible for:

- Implementing the Assessment, Recording and Reporting Policy (ARR Policy);
- Ensuring that all statutory requirements are met in full;
- Ensuring that monitoring procedures secure the rigour of assessment and related procedures;
- Ensuring that a full analysis is made of assessment data and shared with staff and Governors as appropriate;
- Holding teachers to account for the outcomes of pupils within their area of responsibility and ensuring that any gaps are narrowing.

The class teachers are responsible for:

- Following procedures and systems as laid out in the ARR Policy;
- Using assessment to inform planning;
- Keeping records of assessment and collecting an appropriate range of evidence of children's work;
- Administering end of key stage tests and assessments according to statutory requirements;
- Making teacher assessments and completing the required data, as indicated in this policy;
- Engaging in the process of moderation to develop the accuracy of assessment;
- Analysing assessment information and using this as evidence within the Performance Management process, when appropriate;
- Using their assessments to plan for learning activities that meet the needs of all learners in their class / group so that their outcomes are at least in line with national average expectations.

The Governors are responsible for:

- Monitoring the implementation of the ARR Policy;
- Reviewing and updating it as part of their annual policy review cycle within the School Improvement Plan.
- Monitoring the outcomes of pupils in the school and ensuring that these are at least in line with pupils nationally.
- Holding the Headteacher to account for the outcomes of all pupils and for ensuring that where gaps are identified, rigorous action is taken to improve rates of progress so that gaps are narrowing.

Annual Pupil Reports

Good reports are those in which:

- There is supportive evidence, specific to the child, for example giving details of activities, pieces of work
- There is a level of detail which is subject specific and which goes beyond content and coverage, for example detail about addition to 100, use of resources
- The language and context is personalised to the child
- There is no repetition of the curriculum letters informing of coverage and what has been taught
- There is some indication of what needs to be done next
- There is clear description of assessment, progress and attainment
- Information about skills, attitudes, interests, enthusiasm, strengths and weaknesses are included
- There is an honest appraisal of the child's learning and effort
- A positive approach is adopted
- There is a recognition of the involvement of pupils and parents
- The past tense is used to write comments
- Speculation is avoided
- Outside interests and abilities are recognised, where appropriate
- There is consistency in the format and quantity of writing

End of year annual reports will indicate the 'Next Steps' for the pupil for the following year and will help to inform target setting in reading, writing and mathematics by the next teacher.

Pupil self-evaluation will be included.

A parent response form will be included.