

Prudhoe West First School



Assessment, Recording and Reporting Policy 2014/15

Prudhoe West First School Assessment Recording and Reporting Policy

Rationale

We believe that regular focused assessment is at the heart of the learning process, enabling children to fulfil their learning potential. A unified approach allows all staff and pupils to work within an agreed framework for action, in which educational objectives can be set and pupils' progress charted. It can raise the expectation of success and celebrate a broad range of achievement.

Assessment as an ongoing process

In order to make assessment procedures as effective as possible, we need to:

- be aware what our pupils know, understand and can do in all areas of their learning, including basic skills in literacy and numeracy.
- ensure pupils are aware of any learning objectives and how best to achieve them.
- provide opportunities for pupils to reflect and talk about what they have learnt and their progress.
- use a range of assessment methods confidently and appropriately e.g. observations, effective questioning, listening, assessed work, administer appropriate tests
- have assessment strategies which enable us to recognise when pupils have difficulties or are not making expected progress but also be able to act upon any unexpected achievements of a pupil.
- recognise that all learning cannot be formally assessed.
- feel confident that other adults working in the classroom are clear about their role in assessment and will communicate significant information about pupil progress.
- use assessment to decide appropriate targets for individuals, groups or the whole class.
- be aware of the current statutory arrangements for end of key stage assessments.
- utilise any national guidance on assessment, and incorporate whole school procedures through the use of Pupil Asset.
- use the whole range of assessment information, records and evidence to make accurate teacher assessments which are updated on a regular basis.
- have a clear understanding of the level descriptors for identifying pupils who are emerging, meeting expectations or exceeding, and how to apply them holistically when making end of key stage assessments.
- make summative judgements which are consistent with a shared understanding of standards

- give feedback to parents on the outcome of pupil progress, grading pupils attitude and effort, sharing this at Parents Evening, or sooner if necessary
- use assessment information to inform future targets, of both individuals and peer groups.

Self Assessment and Peer assessment

Teachers will encourage pupils to reflect on the quality of their work, relating it to specific learning objectives and success criteria. They will then be encouraged to suggest how it could be improved, by setting their own personal targets and then to monitor how well they are able to achieve them, without loss of self esteem.

Peers will also be encouraged to take on this role, as well as the teacher, acting as a critical friend to a fellow pupil.

Assessment for Learning:

Teachers should use a variety of strategies that help to inform them of their pupils' current level of understanding and progress at the outset of; within and at the end of a lesson/unit. Such techniques include:

- Mini whiteboard work
- Use of "lolly sticks" for random selection, or no hands up.
- Targeted questioning
- Marking that links to the learning ladders/ success criteria
- Children's comments both written and oral about their progress.

Setting of Individual Pupil Targets

Targets are set by the pupil and the class teacher as a way of focussing attention on practical attainable steps for improvement in reading, writing and mathematics from Reception to Year 4.

Targets will be set prior to the Autumn term parent's meeting held in November and will form the basis of feedback about their child's progress. As pupils succeed with their individual targets these will be signed off and a new target set.

Parents will receive a further copy of the target sheet at the spring term parents meeting and finally at the end of the school year.

In the Early Years the children's targets are placed with their Literacy, Maths and Reading Records.

Record- Keeping and Evidence

The academic progress of pupils will be recorded in a number of ways, e.g.

- Reading records (individual and guided)
- Reading Criterion Scale
- Writing Criterion Scale
- Big Maths tests, 'Learn Its' and 'Beat That'.
- Math APP
- Phonic check lists.

- PE I can statements
- Group 'Melissa Sheets' for progress in Science.
- In the Foundation Unit, staff use the Tapestry application to record notes, observations, photographs, videos and EYFS assessments which are then stored electronically on school web address.

All the above information will be used to give an indication of the current attainment of each pupil. This will be updated on a termly basis.

Some samples of annotated work, based on the assessments above, will be kept in an individual portfolio, VCOP files, Guided Reading files and will be updated regularly.

These will provide a record of pupils' significant achievement and should be related to the learning objectives of the Early Years Foundation Curriculum and the National Curriculum, .

These pieces of annotated work, as well as other records such as exercise books, photographs or teacher's notes, may be needed to provide evidence of attainment to Audit Moderators and at standardisation meetings. (EYFS, Year 2, Year 4)

A whole school portfolio provides evidence of shared standards in Literacy, Maths and Science.

Individual and cohort assessment data will be retained electronically (SIMMS, and Pupil Asset) and used to monitor individual progress, for target setting and identifying pupils requiring intervention. Whilst also allowing groups of pupils such as pupil premium, SEN and other groups to be tracked and monitored.

Reporting to Parents and Guardians

We operate an open door policy encouraging parents to become involved in the everyday life of the school. Parents are also able to discuss the progress of their child at parents' evenings and via a detailed written report at the end of each academic year. Share and Say sessions with demonstration lessons are also delivered by the teachers throughout the year. They are designed to support parents with practical ideas for how to support their child at home with reading, writing and maths.

Parents will be informed of the results of any statutory tests and they are also made aware of any targets their child may have been set as the result of ongoing assessments. We welcome any feedback they may be able to give us on their child's progress.

Analysis of Assessment Data

Assessment data is routinely analysed in order that we can monitor and evaluate the quality of teaching and learning at Prudhoe West. In particular we are looking to see if:-

- our expectations are appropriate for our pupils
- we are adding value to their learning
- there is any variation in performance of different groups, or cohorts, of pupils. For example in relation to gender, ethnic groups, special needs or more able pupils including all Pupil Premium and Service Premium groups.
- classes of the same age and ability spread are performing differently
- there are variations in achievement between subjects or different strands of a subject.
- there are any year on year trends

Once the assessment data has been analysed, we can; -

- respond to the information obtained in terms of whole school teaching and learning issues and classroom practice
- be aware how our results at Prudhoe West compare with national expectations, target setting and benchmarks.
- reflect our findings in the school improvement plan and curriculum action plans in order to raise standards.
- carry out termly Progress Meetings with class teachers to discuss individual pupils.

Role of Assessment Coordinator

- To take a lead in policy and assessment developments to ensure progression and continuity and current statutory advice is being followed.
- To support colleagues in the development of planning for assessment.
- To monitor and evaluate, in consultation with curriculum leaders, the range of assessments made.
- To liaise with audit moderators and agree a timetable of visits.
- To monitor any variations in achievement in different subjects and if necessary respond by re-evaluating assessment procedures in each subject area.
- To keep up to date with the developments in assessment, particularly any changes in national requirements and disseminate as appropriate.
- To inform new colleagues of assessment procedures.
- To provide a timetable of formal assessments to be used throughout the year.(appendix 1)

AM Hunter
Assessment Manager

Established	February 1996
Reviewed	September 2014
Review	September 2017

Appendix 1

Assessment Timetable**National Assessment****Early Years Foundation Stage**

Nursery / Reception- review progress using Early Years Outcomes / Early Learning Goals EYFS Profiles to be completed by end of Reception year.

Year 1

NFER Tests (age 6) in English and Mathematics - March

Year 2

NFER Tests (age 7) in Reading and Mathematics - March
 End of KS1 Teacher Assessments in English, Mathematics and Science
 Teacher Assessment (ongoing) supported by KS1 Tasks / Tests - Spring / Summer

Year 3

NFER Tests (age 8) in Reading and Mathematics - March
 Optional Year 3 SAT's in English and Mathematics - May/June

Year 4

NFER Tests (age 9) in Reading and Mathematics - March
 Optional Year 4 SAT's in English and Mathematics - May / June

Formative Assessments

In addition, pupils will undertake regular focused assessment activities which will be identified in Medium Term Planning. These activities will focus on Key Objectives and be agreed by the teaching staff in each year group, with the support of the relevant subject leader.

Samples of assessed, annotated work will be kept in pupils' individual portfolios.

Normally at least one piece of Literacy, Numeracy and Science work will be selected each half term. In addition, samples of work from other curriculum areas will be planned, to reflect the main learning objectives and success criteria of each topic.