



BUSBRIDGE CE (Aided) JUNIOR SCHOOL

Assessment, Recording and Reporting Policy

Learn to love  *Love to learn*

**This policy was updated by the Governing Body in the autumn term 2016
It will be reviewed in the autumn term 2018**

Purpose of the Policy

The purpose of this policy, which complies with the Teaching for Learning Policy, is to:

- establish clear procedures for assessment recording and reporting
- clarify roles and responsibilities
- make the process of assessment, recording and reporting manageable
- ensure statutory requirements are met.

Aims of Assessment

The aims of Assessment at Busbridge Junior School are to:

- inform about individual progress and next steps to advance learning
- aid target setting and continuity of progression between year groups and schools
- aid planning of future work

Principles of Assessment

Assessment should:

- be based upon a common and agreed approach in the school
- take place in a supportive environment
- raise an expectation of success rather than failure and show pupils how to build on strengths while developing strategies to overcome weaknesses in their work
- ensure that pupils understand what is required of them
- provide for the regular collecting, reviewing and recording of assessment information
- address equality of opportunity and allow for comparisons between groups of children (eg boys/girls)

Planning for Assessment

In planning for assessment the focus should be on significant achievement. The principles underpinning this are:

- learning outcomes should be clearly identified in both medium and short term plans, this is done through the planning of WALTs and WILFs. (We Are Learning To and What I'm Looking For)
- assessment opportunities should be identified on planning
- assessment should enhance the learning and teaching process

Classroom management and organisation are particularly critical to the quality of assessment. Teachers provide themselves with opportunities to observe children systematically, to structure their learning and to monitor their progress.

Assessment Criteria

Assessment is made against the National Standards for children in Year 6 as set out in Curriculum 2014. The standards for years 3, 4, and 5 are derived from Babcock 45 (and adopted by Busbridge Junior School) and are hierarchical, culminating in assessment against the National Standards in Year 6.

Standards are reported in two different ways. the language of assessment (working towards, working at or working above a child's age related expectation) and through the use of scaled scores, with 100 being a mean average.

Class teachers refer back to previous assessment information which may be in the form of National Curriculum levels, age related expectations or scaled scores. The format in which the assessment data is presented may differ depending on the chronological age of the child due to changes in government legislation.

Formative Assessment (Assessment for Learning)

Ongoing classroom assessment will be effective when teachers:

- are clear what pupils know, understand and can do in all processes of learning and across the curriculum
- ensure pupils know what they are supposed to be learning, what they have achieved and how they can improve
- regularly provide pupils with opportunities to reflect and talk about their learning and progress against targets
- use a range of assessment methods confidently and appropriately e.g. observing pupils, asking questions, listening, assessing pieces of work and administering tests
- have assessment strategies which enable them to recognise when pupils have difficulties or are not making progress
- use assessment to decide what to do next with individuals, groups of pupils or the class
- feel confident that other adults working in the classroom are clear about their role in the assessment and will communicate significant information about pupils to teachers
- apply the standards agreed within the school consistently in the classroom
- use strategies to maintain a low stress environment when assessing children
- plan assessment opportunities, using focus groups and 1:1 teaching, as part of ongoing Assessing Pupil Progress

Child Friendly Assessment

We use stars and wishes to help children understand what they are doing well and what their next steps will be. These may be shared orally or in written format. Children are given time to respond to these.

Transfer between Year Groups and Key Stages

Transfer is successful because we:

- have established curriculum liaison and cross-phase trust
- ensure that there is agreement within and across schools about what information should be passed on
- use procedures for passing information internally and to other schools
(eg. Surrey transfer doc/ Assessment manager and Godalming confederation of schools transfer of pupil records agreement)

- read the information received, and discuss it where appropriate before that start of the new school year
- use the information received to provide appropriate challenge and support for each pupil
- provide information that focuses on significant aspects of learning and identifies pupils' strengths and areas for development.

In-school Moderation

Groups of children's work, in a broad range of subjects, will be moderated regularly to ensure standards are consistent across the school. This will be done through lesson observations, book looks, Subject leader and Senior management team moderating sessions.

Summative Assessments

Date	Subject	Assessments carried out	Results
September	Reading	GRT reading test – For all Year 3 and SEND children in years 4, 5, 6	Copy to: SENCO, Head, Phase Leaders
	Spelling	Vernon Spelling Test – For all children	
Termly	Writing	Ongoing APP with judgements recorded on Pupil Assett on a daily/weekly basis.	Fill in tracking sheets at the end of each term.
	Maths	Ongoing APP with judgements recorded on Pupil Assett on a daily/weekly basis.	
	Reading	Ongoing APP with judgements recorded on Pupil Assett on a daily/weekly basis.	
May	Reading	GRT reading test – For all Year 3 and SEND children in years 4, 5, 6	Copy to: SENCO, Head, School Secretary (To put into SIMS spreadsheets).
	Spelling	Vernon Spelling Test – For all children	
	English, Maths and SPAG. TA - Writing	Year 6 SATs Year 6 TA s	Marked externally. Results to School Secretary for input into SIMS. TA writing
	English and Maths	Year 3, 4, 5, NFER tests in Maths, SPAG and Reading	Marked internally. Results fed onto tracking sheets by class teacher. Results in grid format to School Secretary to out into SIMS.
July	Pupil Asset Trackers		Pupil Asset trackers complete

Record Keeping at Busbridge Junior School

Our records on children's progress are found in:

- Pupil Asset/paper copies of APP grids
- annotated weekly planning
- end of year transfer data
- annual reports to parents
- teacher's comments on children's work
- Assessment Manager
- Writing portfolio

End of Key Stage

Our end of key stage data is analysed at senior leadership team level and as a whole staff through use of:

- PAIC (Surrey standards and performance)
- Raise Online
- Fisher Family Trust
- Assessment Manager (SIMS)
- Data Dashboard
- Internal Data

School target setting

Based on records described above, target setting is carried out in Year 5. Individual Targets are set annually for each child, for both the end of year and end of Key Stage. Individual pupil tracking is used to identify class and year group targets and this is linked to Performance Management.

Reporting

Pupil assessment data is shared with other colleagues, in a professional capacity, to identify the stage at which a child is working and to plan for next steps in their education.

Reporting to Parents

It is a statutory duty to produce a report annually that can be retained by the parents. At Busbridge Junior School reports are written during the summer term.

The Busbridge School Report

- Informs parents of their child's progress and informs parents as to whether children are working towards, at or above their child's age related expectations.
- is linked to any Individual Education Plans (IEPs) for children with special needs
- is based on continuous formative assessments and summative records, which are an integral part of the pupil's classroom experience
- uses constructive statements, which indicate strengths and weaknesses
- avoids jargon

The original goes to the parents and a photocopy remains in the pupil record files.

The Role of the Assessment Co-ordinator

- to be responsible for Assessment and Recording throughout the school

- to liaise with the Headteacher and year group co-ordinators on common school policies for Assessment and Recording to ensure continuity throughout the school
- to attend Assessment co-ordinator meetings and to ensure that the staff is aware of all County guidelines and National requirements
- to liaise with teachers in Year 6 re requirements and transfer to Key Stage 3
- to liaise with Infant and Secondary schools to ensure continuity

The subject co-ordinators will be responsible for advising teachers on specific assessment tasks relating to their subject.

It is the responsibility of each class teacher to ensure that the assessment procedures and policies detailed above are implemented in their class.