



Assessment, recording and reporting policy framework. **Moor Nook Community Primary School**

Introduction

Assessment for learning provides the basic, essential elements of good or better teaching that allows maximum impact upon learning. This policy should be referred to in conjunction with the marking, curriculum, teaching and learning policies. 2015/2016 was a transition year in terms of assessment for learning.

Since the revised National Curriculum became statutory in September 2014, schools are no longer required to use National Curriculum levels and may choose a method of pupil assessment which suits their setting and demographic. Levels were removed from widespread use as teaching became a vehicle for getting children 'across the next threshold' as opposed to ensuring their knowledge and understanding were sufficiently deep enough.

At Moor Nook Primary School we have created our own assessment grids for Reading, Writing and Maths. For this current academic year, the DfE has provided Years 2 and 6 with Interim Teacher Assessment Frameworks. These will be used to make a teacher assessment judgement at the end of the key stage following the completion of the key stage 1 or 2 curriculum.

This policy document reflects the aims, values and philosophy of the school. It sets out the framework within which the whole staff operates and provides information on the strategies for the assessment of pupils' work, the records that are kept, and the ways in which reports on pupils' performance are made. This policy should be read in conjunction with all other policies and schemes of work.

Rationale and aims

At Moor Nook Community Primary School we believe that assessment, recording and reporting should:

- Improve the quality of children's learning, thus raising standards
- Assist teachers in their planning
- Assist and inform parents of the progress made by children
- Meet the requirements of the National Curriculum
- Identify strengths and weaknesses
- Ensure consistency throughout the primary years
- Provide the children with an opportunity to celebrate their own achievements.

Long Term Planning:

Moor Nook Community Primary School uses the Lancashire curriculum support materials. These materials:-

- Identify the key learning within each national curriculum subject area to ensure effective progression across the primary phase resulting in a broad and balanced curriculum.
- Provide a yearlong progression in which key learning is mapped within and across themes.
- Include detailed themed units comprising main subjects, additional subjects and ongoing subjects for each half term across the year. Each theme contains the key learning addressed within the unit and ideas for how this can be delivered in a creative and engaging way, facilitating exciting and relevant learning across the curriculum.

Medium Term Planning:

These cover aspects of the curriculum to be covered half termly and are planned in year groups. All classes plan on a yearly cycle based on guidance from on the Lancashire curriculum support materials. All year groups currently use the National Curriculum for English and mathematics. More detailed information to support planning English and mathematics is provided by LCC teacher consultants.

School subject leaders are responsible for ensuring the coverage and progression of their subject and in assisting their colleagues towards understanding and managing differentiation within the subject.

Medium term plans are handed in to the Headteacher on the first Tuesday of each half term. These are then scrutinised by the Headteacher to ensure that the learning opportunities meet the learning objectives. All teachers are expected to use the same format for planning and these should be clearly differentiated to meet the needs of their particular class. These are kept in a file in the Headteacher's office. All subject leaders are encouraged to take copies of plans for their subject for monitoring purposes.

Short term Planning:

These are completed weekly and cover objectives, activities, assessment opportunities, success criteria and evaluations. They are practical and for the purpose of assisting the teachers to plan their week. More detailed plans for English and mathematics are used with links being made to the Key Learning.

When planning for assessment three basic techniques are used:

1. marking and feedback
2. observation
3. discussion/working with a particular group

Use of evaluation notes on the planning formats enables teachers to keep pertinent, informal records and indicate the next steps forward.

Assessment of Learning - Statutory requirement for Assessment arrangements

In line with the statutory requirements for assessments at our school we have a duty to secure the implementation of the national curriculum and assessment arrangements. Our teachers have a contractual duty to comply with these statutory arrangements. The statutory requirements are explained in detail in the Assessment and Reporting arrangements booklets for the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 (published annually by the Standards and Testing Agency STA)

School Arrangements for Statutory Assessments

We give careful consideration to the management and administration of the statutory assessments throughout our school.

Foundation Stage Profile

The foundation stage uses ongoing assessment and planned observations throughout the year to complete a Foundation Stage Profile of every child. All reception pupils' data is entered onto the 'E' profile during the year. The summary scores are then reported to the Local Authority.

Year 1 Phonics Screening Check

The phonics screening check is a short assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

It will identify the children who need extra help to improve their reading skills. They will then be able to retake the check so that schools can track children until they are able to decode. This is undertaken in all state schools in Year 1 and for children in year 2 who did not meet the year 1 standard. Teachers administer this assessment internally.

End of Key Stage 1

The year 2 teachers administer these according to statutory requirements. Teacher assessment is reported to parents at the end of the key stage. Results are included on the year group tracker and on the Lancashire Pupil tracker. The teachers use the results to help set appropriate targets.

End of Key Stage 2

The Deputy Headteacher and the Year 6 teacher administer these according to statutory requirements. The Headteacher is responsible for sending the results to the appropriate agencies. The children take the tests in Key Stage 2 classrooms under test conditions. Some children may have their support workers with them. Results are also sent to the receiving high schools.

Teacher Assessments

There are also requirements for the recording and reporting of end of Key Stage teacher assessment. A holistic, best fit, approach is used to make this summative evidence available about the child, and makes a judgement using the assessment grids for Reading, Writing and Maths. The arrangements for the on-going formative assessments, which inform these summative judgements in Moor Nook School, are described in detail later in this policy and in the marking policy.

Data Analysis

All teachers are fully involved in the analysis of data. Meetings occur throughout the year, based on when data becomes available. All data is entered into the Lancashire Pupil tracker and onto year group trackers. The SLT and subject leaders use the information available to them to inform planning. All data is analysed to identify trends, and specific areas of weakness.

Pivots and the p scales are used to track all children who are working significantly below their peers.

Tracking

All children in school are tracked using the Lancashire Pupil tracker and on a tracker for English and maths. Assessment weeks take place every half term with work being moderated during phase meetings. At the end of the year this information is then passed on to respective teachers.

Other arrangements for Assessment of Learning in our school

The school uses the following tests to monitor attainment, for value added purposes and to evaluate progress made by our pupils.

Year group	Assessment used	When	Why
Reception	Foundation Stage Profile	Ongoing throughout school year. Completed June	Statutory and monitors progress.
Year 1	Year 1 Phonics Screening check	June	Assess phonological skills
Year 2	Teacher Assessment SATS	Beginning of Summer term	Monitors progress statutory
Year 2	Year 1 Phonics Screening check	June	Tracks pupils who did not meet the standard in Year 1
Years 3, 4 & 5	Optional QCA tests	June	Monitors progress alongside ongoing teacher assessment
Years 3, 4, 5 & 6	Lancashire Pupil Attitude Questionnaire	May/June	Enables school to examine the views of their pupils in respect of such things as their engagement with school, homework, safety and welfare issues.

Year 6	Statutory KS2 tests	May	Statutory Monitors progress and value added
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Assessment for Learning

We believe that whilst all aspects of assessment, recording and reporting are important, pupils' learning is most directly affected by what goes on in the classroom every day. The effective use of assessment for learning strategies together with constructive feedback/marking are the key to ensuring learning is appropriately challenging and purposeful.

Effective formative assessment starts with the setting of clear intended learning outcomes (what teachers intend their pupils should learn) at the planning stage. This is implemented throughout our school by ensuring that we have a good range of assessment for learning strategies, which include:

- Sharing learning intentions and success criteria with the children
- Creating a learning culture within our classrooms
- Ensuring that pupils receive effective feedback and marking and know how to improve their work
- Asking specific questions
- Asking pupils to demonstrate or explain their work
- Motivating and encouraging the pupils
- Provide opportunities for learners to improve their work
- Encourage pupils to have the capacity and desire to learn through 'self assessment' and peer assessment
- By ensuring our planning takes account of learning criteria and informs pupils of their expectations against that criteria
- Informal tests.

We recognise and appreciate that whilst the planning of the learning objectives are of paramount importance and that some of the above strategies for assessment for learning can and should be planned beforehand all of these assessments take place during teaching; the teacher will therefore utilise some of these strategies as and when the need arises to make teaching more appropriate. Therefore not all of the above will always be formally recorded either at the planning or the recording stage. However we aim at Moor Nook Primary School to incorporate all these strategies as appropriate in our teaching practice.

Class, group and individual target setting

Target setting is used with pupils as a routine part of teaching and learning and is part of the appraisal process in school. It informs the development of appropriate and challenging learning for all pupils and individual educational plans (IEPs) for all pupils on the Special Needs Register or able and talented children.

Teachers set learning targets for pupils by:

- Analysing all data available to them –assessment grids, SATs, reading ages, teacher assessment and discussion and anything else that is available at the time.
- Monitoring the progress of the children towards their targets through a variety of methods (guided reading, assessment activities)
- Providing evidence of progress at termly meetings.
- Recording progress on the Lancashire tracker and pupil trackers.

Pupils are involved in target setting by:

- Being trained in self assessment techniques – using marking ladders and other similar methods
- Peer marking
- Looking at their work in detail with the class teacher and identifying areas for improvement

Parents are involved by:

- Contributing to their child's IEP
- Discussing how they can help their child at home at parents' evenings.

Record Keeping

A variety of assessment evidence is collected to form the basis of assessment records, which in turn are used for a variety of purposes. The school maintains formal curricular records for the individual pupils as required by the Education (school records) Regulations. These records inform reports for parents and are the way in which the school monitors the progress and performance of each pupil. Teachers use the records to help inform their planning for the next stage of learning. Formal curricular records are transferred to the next teacher at the end of the school year at a designated meeting. The teacher uses them to plan work at an appropriate level for individuals, groups and the class. Parents have access to records for their child and may see them at any parents' evening or by appointment.

Teachers' informal records

All teachers have a form of record keeping in which they keep evidence of day-to-day assessment.

Each teacher also has a guided reading and a guided writing folder, in which they have the assessment focuses. The school assessment grids are used to assess progress in reading, writing and maths.

Internal moderation

Examples of work from pupils' books for Reading, Writing and Maths will be used for assessment purposes these will then be moderated during phase meetings and cluster group meetings.

Curriculum portfolios

Subject leaders collect samples of work across the school. This assists the subject leader in the monitoring of their subject. The work collected should show progression through the National Curriculum and provides evidence of the standards that the children are working at.

Reporting

The reporting requirements at our school seek guidance from STA and DfE (Assessment arrangements) booklets (EYFS, Phonics Screening, KS1 and KS2), which are published annually. Any changes in guidelines are immediately changed in our policy and school guidance.

Reporting to parents and carers

Formal reports to parents are produced in July each year. The teacher writes a comprehensive report, commenting on National Curriculum and general progress. Arrangements are made for the parents to discuss the report, the attendance record of the child and learning targets with which they can assist their child.

Results of statutory assessments are given to the parents of the children in Years 1, 2 and 6.

Foundation Stage

Parents in the Foundation Stage are provided with a written summary of their child's progress against the Early Learning Goals as set out in the curriculum guidance for the Foundation Stage.

A copy of the summary scores recorded through the Foundation Stage Profile is also available to all parents on request.

Reporting between classes

When pupils move from one teacher to the next, copies of the latest report are placed in the child's individual portfolio and passed on. Teachers also meet to pass on all relevant information about each child.

Transfer to other schools

The school meets the requirement to provide reports for pupils on transfer to another school or transition into high school. On transfer to another school, all appropriate documentation is completed.

For children leaving between years, the form from the DfE is completed. This includes all test results and current teacher assessments.

For children transferring to high school, this information is passed on, together with a copy of the SEND file, most recent report and a discussion takes place between the Y7 tutor and the Y6 teachers (if possible).

Special Educational Needs

The policy of the school is that all pupils are entitled to equality of access to the full range of educational experiences available. It is the responsibility of all teachers and support staff to ensure that pupils are taught and assessed properly according to their needs. In addition to the principles and practice described in this policy, the

school undertakes the procedures recommended by the DfE SEND Code of Practice to ensure that parents and pupils are fully involved in all decision making and support programmes.

Roles and responsibilities

Governing Body:

- To discuss targets, with the Headteacher, for the end of KS2 Statutory Assessment Tests.

The Headteacher:

- Has overall responsibility for assessment
- To monitor assessment folders of staff
- To set targets for English and Maths
- To ensure that all statutory tests are carried out in accordance with guidance from the DfE and STA
- To ensure that all results are forwarded to the appropriate agencies

The Senior Leadership team:

- To monitor assessment in their key stage
- To work with the Headteacher to analyse the appropriate data

The Assessment coordinator:

- To produce the assessment policy
- To produce the marking and feedback policy
- To update the said policies when necessary
- To work with the Headteacher to monitor assessment throughout school
- To report to the governing body when necessary

Subject Leaders:

- To carry out book scrutinies each term – with a clear assessment focus.
- To analyse data for their subject area to identify trends

Class Teachers:

- To carry out day to day assessment in order to inform planning
- To plan assessment activities into the learning opportunities of the children.
- To ensure that all work is marked up to date with appropriate feedback
- To produce IEPs/IBPs to support children's learning

Parents:

- To attend meetings as and when necessary
- To be involved in the target setting process of their child's IEP/IBP

Pupils:

- To work towards the achievement of their targets

INSET Provision

Training in assessment is a continuing process. The policy is updated each year. All new members of staff should have the policy. This is the responsibility of the Assessment coordinator.

Subject leaders arrange INSET sessions to ensure consistency of expectations across the school.

School uses the services of the Local Authority Assessment Team to ensure that our assessment process is up to date and meeting statutory requirements.

Disability

The school fully adheres to the Equality Act 2010 and endeavours to promote equality of opportunity, involve disabled people at all levels, eliminate discrimination and harassment and promote positive attitudes to disability.

Complaints

Any complaints about assessment, reporting or recording should be referred to the Headteacher or the Governing Body.

Evaluation and Review

The Assessment coordinator will ensure that all assessment aspects are monitored in this policy. This will be an ongoing process that will be done through staff discussion, observation of assessment techniques, looking at plans, sampling work and reports, checking resources and adapting the policy each year to meet any new statutory guidance.

All staff will be involved in the review and evaluation process (usually staff meetings and INSET days etc.)

Assessment recording and reporting practices and policy are systematically reviewed and evaluated in terms of how they impact upon pupils' learning – the coordinator is responsible for ensuring that all teachers keep the same statutory records.

The review and evaluation of assessment practice and policy will inform the school improvement plan. This will be the vehicle for describing how strategies for further development will be implemented.

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S. Paterson