

Assessment, Recording and Reporting Policy



Person responsible for policy: Nichola Day
Policy Reviewed: March 2015

This is a live policy and subject to regular reviews and amendments

Mission: The Catholic Faith and the principles of the Gospel are central to the daily life of Sacred Heart RC Nursery and Primary School.

Rationale

We recognise that:

- Assessment lies at the heart of the process of promoting children's learning and that it is inseparable from the teaching and learning process. We want all children to have their achievements and progress recognised throughout the whole curriculum.
- Record keeping is an essential part of good teaching; its primary purpose being formative. It also provides a basis for reports and discussions with parents.
- Reporting to outside agencies, particularly parents, provides them with a summary of their child's achievement and other aspects of their school life. We want parents to see clearly what progress has been made and what can be done to assist their child's progress in the future.

Aims of Assessment

1. To support good teaching and effective learning.
2. To form the basis for planning individual progression.
3. To recognise positive achievement, enhance motivation, commitment and self esteem.
4. To indicate strengths and identify weaknesses.
5. To extend understanding of a child's development and future needs in order that expectations may be realistic and goals, which are not only recognisable but also achievable, are set.
6. To support continuity and progression.
7. To monitor progress within and beyond the National Curriculum.
8. To help teachers assess their own effective delivery of the curriculum.
9. To provide information to parents, governors, feeder schools, CAST, Local Authorities and DfE about curricular achievement.
10. An analysis of the assessments carried out will provide the school with information to clarify patterns of performance over time and of particular cohorts and responses to specific teaching approaches.
11. To inform the governing body of the school's standards.

Forms of Assessment

1 Diagnostic assessment.

To improve children's learning by a diagnosis of their strengths and weaknesses. This will identify learning difficulties so that appropriate and specific strategies can be implemented. Diagnostic assessment ensures the teacher maintains an effective match of work to the ability of the children.

2. Formative assessment.

These are the day-to-day judgments made with the child that govern their progress. Often called Assessment for Learning.

3. Summative assessment.

This provides a summary of the child's progress and forms the basis of reporting to others.

4. Evaluative assessment.

To assess aspects of the school's delivery of the curriculum.

Continuity and progression of curriculum delivery will therefore be improved and high standards maintained.

5. Peer Assessment.

To give children an opportunity to learn from each other and help each other in their learning

6. Ipsative assessment.

To enable children to see evidence of their own personal achievement, thus allowing for evaluation of individual progress rather than comparison with others.

Means of Assessment

Observation

The teacher and / or Teaching assistant observes individuals / groups and makes note of particular understanding / attainment.

Review

This involves revision of the work covered. The teacher / TA checks what children have learned. This is usually carried out orally.

Samples of work

This is carried out by looking at the work the children have completed.

Specific tasks

The children are presented with specific tasks or questions with a view to assessment. This provides an objective assessment of a child's attainment. The teacher cannot employ one of the above methods alone. They are used in conjunction with each other in order to gain a complete picture of each child's capabilities.

Teachers of children in Year 6 and Year 2 are responsible for adhering to the statutory assessment requirements.

In addition to statutory requirements other formalised assessments will be carried out according to the assessment schedule. This programme for assessment will include:

Early Years Baseline Assessment

Early Years Foundation Stage Profile

RML Phonics and Phonics screening Y1 and Y2 (in some cases Y3-6)

SATs for Year 2 and Year 6

Beginning and end of year standardised tests for Years 3, 4, and 5

Rising Stars assessments/Review tasks in maths linked to NC year group objectives

Beginning and end of sequence/unit in English linked to NC year group objectives

Reading Benchmark

Half termly assessments using NC and key objectives for each year group in:

Reading, Writing, Number, Other Maths and Science.

Individual Pupil Tracking Records

Aims of Recording

1. To communicate between teacher and pupil.

2. To communicate between teacher and parents and other appropriate bodies.
3. To provide a complete picture of children's achievements.
4. To provide information to help the transition of a child to another class or school

Means of Recording

An assessment folder is kept for each year group:

- An individual tracking sheet for every child which includes all previous key performance data, interventions and critical factors which may be barriers to learning (appendix h).
- Half termly assessments . Reading, Writing, Number, Other Maths and Science - NC and key objectives (appendix i)
- Phonics assessments
- Copies of scores from optional SATs
- RE Teacher Assessments

Individual pupil files:

- Reading record
- Genre tracker
- Book band tracker
- Spellings
- Phonics assessments

Pupil Self Assessments:

- \pm cansheets (NC and key objectives) are kept in the front of pupils' books for writing, maths and science (appendix j).
- Reading \pm cans are also kept but the location varies from class to class as appropriate.
- Pupils self assess using traffic light system at the beginning of new units of work in maths and English and again at the end. They may also use traffic lights to self assess of their work.
- \pm thumbsqued throughout lessons as \pm check insqbetween pupils and staff.

A data folder is kept in each year group:

- An up-to-date copy of Target Tracker's *Termly Tracker* (updated on a termly basis) giving a band/level for Maths, Reading and Writing (appendix a)
- An up-to-date copy of the school contextual data (appendix b)
- An up-to-date copy of the year group's predictive data, showing how many children are on track to meet AREs by the end of the year (appendix c).
- An up-to-date copy of \pm Expected Progressqrecord (appendix d).
- An up-to-date copy of the whole school data breakdown/data headlines for the previous half term (appendix e).
- A copy of the latest RAISEonline analysis (appendix f) and updated action/impact plans (appendix g).

All of the summative assessment files are passed on to the next teacher at the end of the academic year during a targeted transition INSET day held in July.

A buff file for each child is kept in the main office:

- Copies of written reports to parents.
- A copy of EYFS Baseline results.
- A copy of Year 1 Phonic screening results (and Y2 re-takes if applicable).
- A copy of Year 2 statutory assessment results.
- Copy of Foundation Stage Profile Summative Assessment Data

Our assessment system explained

At Sacred Heart, we have designed our own tracking sheets (appendix c) to meet the needs of our children. These tracking sheets are updated by teachers on a half termly basis and presented at pupil progress meetings with the Headteacher and Deputy Headteacher at the beginning of each half term.

Along side our predictions for children meeting age related expectations, we use Target Tracker to quantify where our pupils are at a given moment in time.

Talking Target Tracker's language

Within each year group (band) there are six possible gradings: Beginning (B) Beginning Plus (B+) Working within (W) Working within plus (W+) Secure (S) and Secure plus (S+). A child working within age related expectations (AREs) will have their present year group as a prefix. For example, a child working in Y6 who has finished Y5 as secure (5S) would start Y6 as 6B and progress to 6W/6W+/6S or 6S+. Those pupils meeting AREs would be 6S at the end of the year, with those exceeding expectations being 6S+

	Autumn Term		Spring Term		Summer Term	
Year 1	1B	1B+	1W	1W+	1S	1S+
Year 2	2B	2B+	2W	2W+	2S	2S+
Year 3	3B	3B+	3W	3W+	3S	3S+
Year 4	4B	4B+	4W	4W+	4S	4S+
Year 5	5B	5B+	5W	5W+	5S	5S+
Year 6	6B	6B+	6W	6W+	6S	6S+

If your child is falling behind in their learning, they may be assessed in a lower band. For example, a Y4 child working at a Y2 level could be assessed as 2B+, 2W or 3W+. Whereas a child can be assessed working within the lower bands, requirements do not allow for pupils to be assessed in the bands **above** their age group. Those exceeding their age group would be recorded as 4S+ 5S+ and so on.

Aims of Reporting

1. To show clearly children's achievement
2. To provide opportunities for oral and written reports to parents and parents consultation evenings to discuss children's progress.
3. To provide summative information.
4. To help staff evaluate the curriculum planning, delivery and organisation in order that children are given the best opportunities.

Means of Reporting

To children:

They continually receive feedback from class teachers about activities and progress.

To Parents:

Each year there will be three official opportunities for Parent / Teacher Consultations, which in each term usually run over two evenings between 3.30 and 6.30. An appointment system operates, appointments are sent out by the class teacher. Each appointment lasts 10 minutes. If parents are unable to attend their appointment another will be made with the class teacher at a mutually convenient time.

In the Autumn Term the meeting is to discuss how the child has settled into class. In the Spring Term the meeting is an opportunity for parents to discuss progress made during the first term, to look at work and to agree to the targets set. In the Summer Term, following written reports, parents have the option to discuss the report with the class teacher.

The end of Year written report to Parents:

- Sets out what pupils have learned in RE and the 6 areas of learning in the FS; RE and English, Maths and Science in KS1 and 2.
- Summarises the child's performance, since the last report, against age related expectations
- Highlights positive achievement and progress made;
- Identifies areas for development and suggest future learning targets in English and Maths

To the Local Authority:

We send results of EYFSP (six areas of learning), Teacher Assessment, and SATs results at the end of each Key Stage in the core subjects

Special Educational Needs (S.E.N.)

- Diagnostic tests are used to identify specific learning problems, determine specialist remedial help and assess progress.
- Members of the SEN Support Team visit school to assess children who are referred to them and advise on action.
- TAs who work with SEN children keep records as directed by the class teacher.
- Children with SEN are catered for by providing a differentiated curriculum informed by assessment procedures.
- Children with behaviour problems may have home/school report books to assess and communicate progress. Patterns in their behaviours may also be assessed through the completion and scrutiny of behaviour logs.

Early Years Foundation Stage

To be read in conjunction with EYFS policy.

In EYFS we follow the school policy for planning, assessment, reporting and recording. Assessment is on-going but begins with a baseline made from teacher observations and assessments. Reporting to parents is: daily (if required), termly in written report and consultation meeting and at other regular teacher led training / information sessions. Staff are always available at the start and end of the day to talk to parents. Parents have access to

children's interactive learning diaries online from the moment they start in our school allowing them to view daily observations made on their child and also add their own observations of their child from home.

- Baseline assessment . Early Excellence
- Incidental observations recorded on ILD (interactive learning diary)
- On . going assessment using Development matters
- Weekly planning which follows children's next steps and interests
- Termly reports and parents evenings
- Learning journeys . including child's work (both independent and adult led), observations, parental contribution
- Maths learning wall
- Targets for reading, writing and mathematics are shared with parents half termly and children work with a target rocket to have an understanding of their next step in their learning.
- Continuous provision challenge cards which are differentiated for a range of abilities
- Interactive Learning Diary online
- Evaluations of intervention activities kept in intervention files along with GEP evaluations and current GEP plans in place.

End of Year expectations

Good levels of development will be achieved where a child scores 12 ELG . including all prime and some specific areas including mathematics and literacy.

Monitoring and Review

This policy will be monitored and reviewed by the Assessment Leader (Nichola Day). It is a live document and subject to regular change as the assessment process develops and grows at Sacred Heart.