Manor Park

Primary School

Assessment, Recording and Reporting Policy

Rationale

Effective assessment is essential to quality teaching and learning. Assessment for Learning (AfL) is a fundamental tool utilised by the school to raise attainment and accelerate progress.

Regular feedback given to children on their learning helps them to understand how to be successful, what they have achieved and what they need to do to improve further. Good assessment practice ensures lesson planning is relevant and is based on a sound knowledge of the pupils' learning styles, attainment, progress and the next steps in their

learning. Reporting to parents at termly parents' evenings and with a full written report at the end of the year, we ensure that teachers and parents are working together to raise the standards of our children.

Detailed analysis of assessment information plays a crucial role in school self-evaluation by identifying areas of strength and weakness at an individual, group, class, year group and whole school level. This information then guides strategic planning at these levels. This analysis is also essential in enabling the governors to have a clear understanding of the performance of the school.
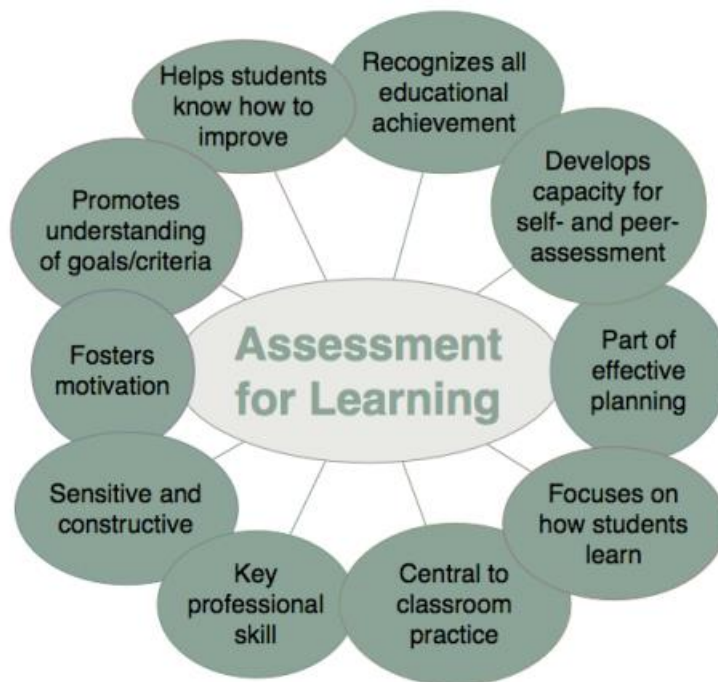
Purposes

The purpose of assessment in our school is to provide information: -

• For children to demonstrate what they know, understand and can do in their work.

• To help children understand how well they are doing and what they need to do next to improve their work.

• To allow teachers to plan work that accurately reflects the needs of each child.

• To track the attainment and progress of individual pupils, groups and cohorts of pupils and thus inform future planning.

• To provide the pupils' next teacher with information which will ensure smooth transition and promote continuity and progression across the school.

• To provide receiving schools with information to ensure the child's swift transfer and continuous progress.

• To provide the headteacher and senior leadership team with information which allows them to monitor and make judgements about the effectiveness of the school and identify strengths and weaknesses in the curriculum and to utilise this information to inform school improvement planning.

• To provide year group leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their year group.

• To provide subject leaders with information which allows them to monitor and make judgements about the effectiveness of practice within their subject area.

• To provide governors with information on the school's performance to aid their monitoring procedures.

• To provide regular information for parents to enable them to support their child's learning.

• To provide parents with information about the performance of the school.

Responsibilities

SLT

• To maintain an overview of assessment in the school.

• To monitor and develop consistency across the school.

• To ensure that statutory requirements are met.

• To monitor and evaluate the policy in practice.

• To keep up to date and inform staff on latest information and requirements.

• To develop the procedures for pupil progress meetings.

• To schedule pupil progress meetings on a termly basis for teachers and senior leaders.

• To lead pupil progress meetings.

• To inform Governors about the school's performance on at least a termly basis.

Assessment Leader

• To monitor and develop consistency across the school.

• To collate and analyse assessment data using O track and utilise the information to support school improvement and thus raise standards at a whole school level.

• To review and update the policy.

• To manage the whole school data systems.

• To keep up to date and inform staff on latest information and requirements.

• To lead pupil progress meetings.

• To produce reports for Governors about the school's performance on a termly basis.

Phase Leaders

• To have a clear and detailed understanding of what the assessment information means about the school's performance and their phase.

• To utilise assessment information to raise standards at a year group and phase level.

• To utilise assessment information to inform them of the effectiveness of practice within their year groups and phase and to use this information to raise standards.

• Analyse year group data on a termly basis within their phases.

Subject Leaders

• To ensure plans include clearly defined learning objectives and identify and record assessment.

• To advise colleagues on assessment and recording in their subject.

• To utilise assessment information to inform them of the effectiveness of practice within their subject and to use this information to inform subject action plans and raise standards within their subject area.

Class Teachers

• To carry out ongoing formative assessment in accordance with this policy.

• To carry out summative assessments three times a year in accordance with this policy using and input this onto O track.

• To complete data analysis for your class each term to identify where successes and areas for improvement lie.

• To prepare and write reports for parents, colleagues and other agencies.

• To provide examples of assessments to subject leaders for assessment moderation.

• To ensure that formative assessments on Otrack are updated on an ongoing basis and used to plan future lessons.

• To ensure that all groups of pupils are being tracked and that disadvantaged pupils are making accelerated progress.

• To ensure that the specific assessments requested by the SENDCo are carried out for pupils with SEND and that Education, Health and Care (EHC) plans and IEPs are maintained and regularly reviewed in accordance with the school's SEND Policy.

Principles

The principles of assessment at this school are: -

• To feedback to children about their attainment and progress, being specific about what the pupils have done well and what they need to do next on an ongoing basis.

• To involve children in their own assessment.

• To keep manageable records.

• To keep parents informed about their child's achievements and progress and enable them to help their children make further progress.

• To keep governors informed about what the assessment information says about the performance of the school.

Non-core subjects

The approach to assessment is less formal than in core subject disciplines. In non-core subjects, there is ongoing teacher assessment to ensure that children are working within the curriculum expectations for their year group. At the beginning of each lesson, teachers will recap prior learning with pupils to address gaps before moving on to the next progressive concept. Methods of assessment for non-core subjects include the following:

- **Pupil Voice** – subject leaders will talk to pupils as part of their monitoring process. Children's books are used to guide discussions and provide the subject leader with the information required to determine how much knowledge has been remembered and understood.
- **High-quality questioning** – effective questioning, both planned and incidental, will be used to gather information on a child's knowledge and understanding
- **Evidence in books** – Pupils' work, in written and photographic form, is used to secure and demonstrate children's learning in all non-core subjects
- **Live Feedback –** verbal feedback will be given to children during lessons to address any misconceptions. This allows teachers to make an immediate assessment of a child's understanding of a concept and extend or support as necessary.
- **Mini assessments –** prior knowledge and key performance indicators will be regularly assessed through mini assessments (quizzes, activities etc.). This will enable teachers to identify any children who have not retained the necessary knowledge and may need some intervention or support.

Process

Ongoing Formative Assessment

We believe that thorough assessment procedures are essential for informing the next stages of planning and helping children to know what they have to do to make progress. We endeavour to achieve this by:-

• Informing pupils of the learning objectives for each lesson.

• Questioning throughout the lesson in order to judge pupil understanding.

• Observations – often by Learning Support Assistants either focussed or interactive.

• Providing regular opportunities to review learning against the success criteria throughout the lesson.

• Involving the children in peer and self-assessment, which helps them to assess their own progress and the progress of their peers within lessons and over longer periods of time.

• Planned assessment against learning objectives in medium/short term planning.

· Formative assessments for English, maths and science are then colour coded on Otrack. F

• Displays which celebrate achievement and progress.

• Feeding back to pupils on an ongoing basis both verbally and in writing matched to the age and the individual needs of the pupil.

• Focussed marking using 'Yes for Yellow', 'Think for Pink' and 'Purple Polishing Pens'. The marking comments will be taken from and linked to the Otrack statements.

• Using assessments and feedback from marking to inform the next stages of learning and planning.

Termly Summative Assessments

Assessments of pupils' attainment are carried out three times a year (except in Reception, Year 2 and Year 6, where it is also carried out in May at the end of the Summer 1 half term) in order to track attainment and progress at an individual, group, class, year group, key stage and whole school level. This information is also used to identify pupils who need to be targeted for additional support and to set the focus of discussions in pupil progress meetings.

• Development Matters is utilised to assess pupils in Nursery and Reception.

• In KS1 and KS2, National Curriculum assessments are carried out in reading, writing, maths, science and phonics. A range of assessment methods are utilised as specified by the maths and English subject leaders.

• Class teachers ensure that assessment information is recorded on O track.

• Class teachers will discuss the assessment information for their class in pupil progress meetings, focusing on how well the pupils are attaining and progressing.

Data Analysis

• The assessment leader utilises the class teacher analysis and the assessment data on O track to carry out an analysis of the data each time it is submitted. This information is utilised to inform the :-

o Pupil Progress meeting discussions,

o Set and review termly and end of year targets

o School Self Evaluation,

o Termly data report to Governors

o School Improvement Plan

• The assessment leader collates the class teacher and phase leader reports and generates a termly whole school data report; including Governors' data.

End of Year Assessments

• A summative assessment is made at the end of each year in reading, writing, maths and science and the parent reports indicate how well each pupil is attaining compared to the expected standard.

Reception	ELG Expected
Yr 1	S1
Yr 2	S2
Yr 3	S3
Yr 4	S4
Yr 5	S5
Yr 6	S6 Secondary Ready

Assessment data is reported annually to the Local Authority/DFE at the end of:-

- Reception
- Year 1 (Phonics Screening Check)
- Year 2 (KS1 + Phonics Screening Check)
- Year 4 (Multiplication Tables Check)
- Year 6 (KS2 SATs)

Marking and Feedback

Marking and feedback is used to raise achievement, set targets and help pupils to improve. Marking and feedback should inform pupils about what specifically they have done well and the next steps to take. See the Marking Policy for detailed information.

Recording

• Assessment data is recorded centrally on O track for all core subjects.

Assessment Moderation

• Subject meetings are utilised for assessment moderation to ensure that all teachers have a shared understanding of assessment practices.

• Assessment moderation is also carried out by subject leaders with subject leaders of other schools in the cluster in order to ensure consistency and against the Development Matters Framework for EYFS and the Teacher Assessment Frameworks for KS1 and KS2.

Monitoring and evaluation

• The data lead will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' books and reports, lesson observations, learning walks and sampling teachers' planning.

• English and maths subject leaders will carry out monitoring on a termly basis and will carry out assessment moderation, book scrutiny and planning scrutiny as part of this process.

• Non-core Subject Leaders will look at assessment practices within their subject as part of their annual monitoring of their subject.

Reporting to Parents

Reports to parents are given verbally at parents' evenings three times a year along with written information on the children's attainment and their targets. In addition, meetings with parents to discuss their child's progress can be arranged at a mutually convenient time. A comprehensive written report is provided at the end of the summer term.

The reports are written in a clear, straightforward manner and are personal to the child. They inform parents of: -

• How their child is performing in relation to their past achievements and to national standards.

• Their child's strengths and any particular achievements.

• Areas of development and improvement.

• How they can help.

• Whether the child is happy, settled and behaving well.

SEND

Early identification of children with special educational needs is essential. For those children working significantly below age-related expectations, teachers will plan additional supporting activities for them. This will focus on the acquisition of key skills and developing key vocabulary. The school's SEND Policy gives details of the procedures for identification and assessment.

Transition and Transfer

• Assessment information, both academic and social, is transferred between professionals at each stage of the child's schooling (between classes, key stages and schools). This ensures that children have the maximum opportunities to achieve.

• Transition meetings are held between class teachers and with the secondary school at the end of year 6.

• When children move schools, information is sent through the CTF (common transfer file).

• When a child is moving to a new year group, transition meetings are held between current and new teacher to pass on assessment and other relevant information.

Equal Opportunities

Equality of opportunity is a fundamental right for all children regardless of race, culture, gender or special educational needs. This policy is written for all and recognises that every child has equal opportunities:

• We have high expectations of all pupils and of all groups of pupils.

• We carry out data analysis of pupil performance identifying areas of development for all pupils and groups of pupils, comparing their progress with national expectations and are committed to taking action where underachievement is identified.

• We recognise and value all forms of achievement.