



Hatton Hill Primary School **Assessment, Recording and Reporting Policy**

This policy outlines the purpose, nature and management of assessment in our school.

It reflects current practice and opinion of the whole staff and has been agreed by the Governing Body.

The implementation of this policy is the responsibility of all staff.

Assessment is an integral part of the National Curriculum Statutory procedures. It compliments and assists our teaching and learning policy and lies at the heart of this process. It provides a framework in which educational objectives may be set and pupil's progress chartered and expressed.

The assessment process itself should not determine what is to be taught and learned. It should be the servant, not the master, of the curriculum. Yet it should not simply be a bolt on addition at the end. Rather it should be an integral part of the educational process, continually providing both feedback and feed forward.

Aims and Key Principles of Assessment

- All children have the right to have their achievements recognised.
- All parents have the right to receive regular, clear reports that accurately record the attainment and progress of their child.
- Assessment should help pupils to set goals, realise their full potential and strive towards high expectations.

- Assessment should assist teachers to plan, organise and implement high quality teaching and learning activities in response to children's needs.
- Assessment should provide a framework that links educational objectives to systems for charting pupil progress.

Purpose of Assessment

Assessment procedures provide information to:

- Teachers and professional colleagues in school
- The child
- Parents
- Outside professional agencies
- Facilitate transfer between teachers, classes and schools

Assessment assists the child in their learning process by:

- Indicating strengths and weaknesses
- Motivating them
- Providing information to move them forward
- Assisting in the setting of personal targets

Assessment is vital to the teacher in developing a picture of the whole child and groups of children

- Formative- providing information for the teacher to plan the structure for future learning.
- Diagnostic – providing the teacher with detailed information about the individual child's strengths and weaknesses so that the appropriate help and guidance can be given.
- Summative – providing overall evidence of each child's achievement and progress.
- Indicating emotional development and personal relationships
- Indicating personal interests and talents

Assessment is essential to school improvement by:

- Indicating possible strengths and potential weaknesses in teaching and learning
- Indicating trends within pupils, classes, year groups, key stages and schools.
- Identifying process

- Informing realistic target setting at all levels in the school and for the school
- Informing Governors and senior management for best value review
- Contributing important information for performance management review

Achieving our Aims at Hatton Hill

Planning for Assessment

Planning is vital to the assessment process. Teachers will know what to plan in the short and medium term having assessed pupils on previous work.

Long term plans

A whole year curriculum map shows all topics covered in every subject, every term for every year group. Topics are led by the New Primary Curriculum 2014 and are blended under 'umbrella' topics so that pupils can make links between subjects and see a purpose to their learning. It ensures sufficient coverage of all subjects and is linked to percentage times and time tables. Time has been dedicated to long term planning to ensure pupils cover all the objectives set out in the 'New Curriculum' and that there is progression and continuity in learning.

Medium term plans

Each year group has half term plans for every subject written on a set school planning grid. They highlight objectives to be taught, differentiated activities, skills, knowledge, understanding, resources and cross curricular opportunities for writing or maths

These are written jointly by both teacher in a year group and are monitored by curriculum and subject co-ordinators.

Short term plans

These set out objectives to be taught that week for Literacy, Numeracy and each foundation subject plus science and RE. They state skills and/or knowledge to be taught. Pupils can be assessed against these in a variety of ways and outcomes inform the next weeks planning which is

guided by medium term plans but which can be adapted or differentiated as necessary depending on daily assessments.

Daily, ongoing Assessment for learning AFL

Key characteristics of assessment for Learning:

- Assessment is embedded in a view of teaching and learning of which it is an essential part.
- It involves sharing learning goals and next steps with pupils
- It aims to help pupils to know and recognise the standards they are aiming for
- Assessment involves pupils in self-assessment
- It provides effective feedback to pupils which leads to them recognising their next steps and understanding how to improve.
- It involves both teacher and pupils reviewing and reflecting on assessment data.
- It recognises the profound influence assessment has on the self esteem and motivation of pupils.
- Assessment informs teacher's planning

Six key elements of effective day to day assessment

Using questions and sharing comments with children

This includes probing questions that assess children's understanding. They may be used at the start, end or throughout the lesson in the form of mini- plenaries.

Making observations of children during teaching and while they work

These involve consciously watching children and listening to their responses and discussion. They may be planned for based on earlier assessments to gather additional information or to confirm a child's attainment or progress.

Holding discussions with children

This may involve impromptu discussions to follow up any surprise responses or holding illustrative discussions to diagnose any

misconceptions and resolve them. It also refers to the termly practice after formal assessments are made in Nov, Feb and May when Teachers hold informed discussions with pupils to discuss progress and next steps. It may also include self assessments made by pupils

Analysing work, reporting to children and guiding their improvements

This may involve marking and assessing written work without the pupils to identify common errors and to guide pupils on how they can improve and progress. The system of stars (strengths) and Wishes (areas for development) is used consistently from Year1 to 6. Or it may involve oral feedback to pupils discussing achievement against learning objectives and ensuring they understand what they need to do next to improve. Teachers will also use a purple bubble on occasion as part of their marking. These will often involve the child completing something there and then to check their understanding, challenge their thinking or make a correction. If the child is still struggling in may involve further teacher input.

Conducting tests with children and giving quick feedback

This could be short, sharp recall tests to assess immediately their knowledge and speed of recall e.g. multiplication facts or spellings. Or it may involve brief review tests on what has been taught previously. This would guide future planning. Finally it may involve summative tests at the end of a topic or term to assess how well pupils can use and apply what they have been taught and to guide the setting of new targets.

Engaging children in the assessment process

This may involve self or peer review where the children identify their own and each others achievements and think about and discuss what they need to do next to improve or plug any gaps. Or it may involve sustained review with individuals or groups to set targets and plan to address future learning needs.

The crucial feature of any day-to-day assessment is that it helps to inform and improve teaching and learning

These six elements of day- to- day assessment should not be seen to be generating extra workload for teachers but should become part of ongoing teacher practice.

The gathering of these assessments, while often informal, unrecorded or quickly noted, will support and guide longer-term assessments. While each of the elements may be employed at different times and for different purposes, the overarching purpose is to determine what children have learned so that informed decisions can be taken about teaching and the determining of the next steps in children's learning.

Record Keeping -Ensuring Continuity between classes/Key stages

Individual Portfolios (ROA file)

- These are started in the Nursery and continue from year to year through to YR6 when they are taken home.
- They include the pupil's test papers alongside end of key stage assessments .e.g. KS1 and Foundation.
- If necessary any other important samples may be added if they demonstrate more accurately the level the pupil is working at (These must be annotated)
- They should have completed self assessment sheets completed by pupils at the end of each term.
- Pupils should choose samples of work they wish to present in the file and annotate these.
- Photographs, certificates etc should also be included
- These files are to be passed to the next class teacher before we break for summer
- End of year report sent to parents

Class Records

- This should contain 3 sets of termly Assessment results that have been analysed by the previous class teacher and used for discussion in the end of year hand over meeting.
They should demonstrate which pupils have made less than expected progress,(i.e. have slipped back a band e.g. from Low expected to High emerging) and also which pupils are under attaining e.g. in the emerging strand or compared to their KS1 SAT levels or are underachieving.
- In KS1 all Baseline, foundation or KS1 assessments.
- Any pastoral information

- Weekly Spelling test, Multiplication and mental maths scores
- Any other notes made from day – to- day assessments and observations.

Other pupil Information

- Pre – school information e.g. from home visits
- Medical Information (also kept in office)
- Parent interview forms
- Any other information, e.g., video permission slips parent/school contracts etc

SEN file

- Education support plans
- Graduated response forms
- SEN pupil profiles
- Any reports from outside agencies

Electronic records

- Baseline Assessments
- End of Key stage teacher assessments and test results
- All termly test results or Teacher Assessments on SIMMs

Pupil Transfer documents

- End of Year SAT results to parents and next KS
- Transition to KS3 forms
- ROA files and pupil work sent home to parents.
- End of year report sent to parents

Reporting to parents

Autumn Term

Parent interviews (Sept/Oct) to meet with the new class teacher and to discuss how the child has settled in. Parents also invited to a Curriculum open morning to work alongside their child in class.

Spring Term

Parents' evening, an opportunity to view children's work and discuss pupil progress and targets.

SEN co-ordinator available to discuss IEP targets

Summer term

Parents receive a written report from the teacher and can make an appointment to discuss it if desired.

End of year assessment results included.

SEN IEP targets reviewed with parents.

Testing

Key principles

- Teachers will formally assess pupil's progress and attainment three times per year, Nov, Feb and May. Pupils will be judged at that point to be working at either an expected level of achievement, above expected or below expected in relation to National age related expectations.
- These judgements will be recorded on the school's agreed assessment grids and will be discussed at Pupil progress meeting with the Head and Deputy Head again 3 times per year.
- Discussions will inform SM and SENCO which pupils are under achieving or under attaining and therefore need interventions to be put in place. Vulnerable and disadvantaged groups will also be tracked carefully.
- Test scores are used to support teacher assessments. Where there are inconsistencies between a test result and teacher's assessment of the child's daily progress, teachers should ask further searching questions to secure a judgement e.g. was the child's performance impaired on the day of the test? What level does their work in books represent? Are their other tasks or assessments the child could complete to give further evidence?
- The tests are used in a formative way to assist teacher's in understanding the elements of the curriculum that have been taught well and those that need adapting
- The tests provide summative information about pupil attainment at a given point in time
- By testing at regular intervals pupil progress can be plotted for individuals and groups
- Test results over a longer period of time provide historical data that is consistent and can be used for analysis to catch pupils who are consistently under attaining.
- Statutory requirements are fulfilled

- Test scores can be used as part of the performance management process for setting and evaluating targets for pupil progress.
- To ensure accuracy teachers must adhere strictly to administration guidance.

Classroom Management for Assessment

- Class teachers are responsible for maintaining a classroom environment conducive to effective assessment.
- Evidence should be collected on a daily basis through the six key elements of Assessment for learning.
- Children should know their next steps for improving the Literacy and Numeracy skills and should be able to verbalise lesson objectives and have opportunities to assess their own understanding of them e.g. traffic light system, thumbs up, number out of 5, marking ladders, star and wish etc
- Other adults supporting lessons should be clear of their role in supporting the teacher with an assessment focus.
- Teachers should be able to draw on a variety of evidence to support test results and judgements about a child's progress and achievement e.g. Guided reading records, work in books, homework, mini tests such as x tables, spellings, grammar etc
- Classroom organisation is part of our whole school approach and is detailed in our 'Teaching and Learning' policy and our 'Creating a positive Learning Environment' policy

Monitoring and evaluation

Monitoring consists of gathering information on which to base evaluative judgements

- The INSET Co-ordinator will monitor training to ensure the development of subject knowledge
- The curriculum Co-ordinator will monitor curriculum maps, time tables and short term planning to ensure coverage.
- The Head teacher and senior management will monitor teaching (mainly for Performance management but occasionally at the Head's discretion should a need arise.)

- The Assessment Co-ordinator will monitor the delivery of agreed assessments including marking and the completion of agreed records.
- Teachers will monitor the standards of pupil work against national expectations
- The Head teacher will monitor the delivery of the Statutory End of key stage tests.
- Parents will have the opportunity to monitor their own child's work.
- The Literacy, Numeracy and Science Co-ordinators will monitor assessments completed in their subjects through out the year.

Evaluation

Evaluation is concerned with making qualitative and quantitative judgements based on the analysis of assessment evidence. The quality of those judgements will depend upon the assessment data and the range of possible analysis.

The school will make regular use of national information and benchmarking in the autumn term RAISE on line documents and any local LEA data e.g. Dash board.

Evaluation and analysis must be understood by all teachers and involve them so that it can inform planning and teaching either at a pupil, class, year group, key stage or whole school level.

It will greatly assist target setting and is an essential tool for informing school improvement strategies and ensuring the school strives to provide best value

Analysis of qualitative data requires

- Pupil work
- Lesson observations
- Interviews with pupils/ parents/teachers
- Questionnaires to these people

Analysis of quantitative data requires

- Contextual information e.g. FSM, SEN, age , gender
- Comparative information with National, LEA and similar schools
- A range of information and comparisons from individual pupil progress to cohort attainment.