



MORTON CHURCH OF ENGLAND (Controlled) PRIMARY SCHOOL POLICY FOR ASSESSMENT, RECORDING AND REPORTING

Fundamental Principles

- 1.1 Promoting children's learning is a principal aim of our school. Assessment lies at the heart of this process and its purpose must be to help children make progress in learning.
- 1.2 Assessment practice helps pupils to understand what they can do and why they need to develop further and offers potential to raise children's self esteem.
- 1.3 The key learning outcomes of each subject or learning experience (early years) have been identified so that assessments made against these can be used to help develop children's learning.
- 1.4 Assessments are not restricted to national curriculum subjects.
- 1.5 Sharing of learning objectives is routine practice, which enables the pupils to understand their role in the lessons.
- 1.6 Assessments made by the teachers inform planning and allow learning to be matched to the needs of the pupils.
- 1.7 Assessments of pupils learning is reported to parents in a way which identifies achievements and what the child needs to do to improve.
- 1.8 Pupils are involved in assessing their own work and that of their peers.
- 1.9 Pupils and teachers work together identifying targets for learning and ways of achieving these.
- 1.10 Core assessment data on each child is updated each year and passed to the receiving teacher or school to aid future planning.
- 1.11 A clear distinction is to be made between assessment of learning for the purposes of grading and reporting and assessment for learning which calls for different priorities and is a powerful means of helping teachers get the best improvement for each child.

Assessment of learning (also known as summative assessment)

Assessment of learning is any assessment which summarises where learners are at a given point in time.

- 2.1 Practice will consist of the following:
 - Baseline assessment on entry to school

- Foundation Stage Profile
- End of year 1 assessment (Teacher Assessments)
- Statutory end of KS1/KS2 assessments.
- Non-statutory 'optional' tests (Y3, Y4, Y5) which give sub levels for individual children
- N.F.E.R. Group Reading Test II (Y2, Y3, Y4, Y5, Y6)
- N.F.E.R. Spelling Test (Y2, Y3, Y4, Y5, Y6)
- Salford Reading, Quest Test, Single Word Spelling Test, BPVS, Ravens, Aston Index, Phonics and High Frequency Word Checks for individual children as and when appropriate.
- End of KS1 and KS2 Teacher Assessment Levels
- February Teacher Assessments of the National Curriculum sub levels (All ages)
- End of term teacher assessments of learning (Key Objectives and Foundation Subjects)

2.2 Using National Summative Information to Monitor and Target Progress

- 2.2.1 The whole school agreed set of attainment information about each pupil is used to track an individual's progress and each teacher will complete and use the school's year group tracking forms.
- 2.2.2 The set of attainment information about each pupil will be used to inform curriculum planning most especially in literacy and numeracy where teachers will pitch the medium term plans and differentiate short term plans according to individual tracking information and school challenges.
- 2.2.3 Year on year trends are monitored by the Headteacher and subject coordinators.
- 2.2.4 Attainment is analysed for each cohort and is used to set numerical targets for each cohort and individual challenges and whole school and class (not year group) curriculum key learning targets. This information will inform decisions about what to include in subject action plans, school development plans, and will be written in to medium term plans to impact upon learning.
- 2.2.5 Progress towards numerical sub level targets is monitored in February for individuals and year groups.
- 2.2.6 The tracking forms will be used to identify and monitor the progress of specific groups of pupils, e.g. Booster, FLS, ALS and ELS, gender.
- 2.2.7 National and local data will be used to provide a realistic comparison with other schools and shared with the staff and governors.
- 2.2.8 Benchmark/RAISEOnline information is used in reports to governors and teachers.
- 2.2.9 When new pupils arrive the information that comes with them is always used to pitch the curriculum appropriately.

- 2.2.10 The achievement of pupils with SEN is also tracked carefully to ensure that their progress and provision is appropriate.
- 2.2.11 Teachers will be involved in helping the school set challenging and realistic targets and will twice a year prepare and discuss forecasts of pupils likely performance and will once a year contribute to the school's reviews of progress towards targets.

3. Using teacher assessment of learning to monitor progress

- 3.1 Periodic assessments usually every 3 months or termly will be made and appropriate adjustments to the English and Maths medium and short term plans will help to move learning forward.
- 3.2 The assessment of learning activities include the ongoing spelling checks, running reading records and phonic checks.
- 3.3 Assessment of learning for the non core subjects is to be made when each unit of work has been completed and teacher judgements will be on a 'best fit' basis. The criteria for assessment will be taken from the QCA scheme descriptions.
- 3.4 Teacher assessment of learning for end of KS1 and KS2, when working with level descriptions, will be on a holistic 'best fit' approach.

Assessment for Learning (also known as formative assessment)

Assessment for learning is any assessment activity which informs the next steps to learning. AfL depends upon actually using the information gained. Learning how to learn is at the heart of AfL.

- 4.1 Current and future practice will consist of the following:
- clarifying learning objectives and success criteria at the planning stage,
 - sharing and making the children part of the learning intentions and success criteria during lessons,
 - involving children in self-evaluation and self assessment and an understanding about what helps them to learn,
 - focusing oral and written feedback around the learning objective and success criteria of lessons and tasks,
 - involving class targets and curricular focus for improvement with the children,
 - appropriate questioning,
 - raising children's self-esteem by the way in which achievement is celebrated,
 - ongoing critical evaluation of the physical environment and how it supports learning.

Designing opportunities for learning (planning)

- 4.1.1 Long term planning maps progression throughout the school in terms of level of demand and refers to the QCA schemes of work and the Lincolnshire Agreed Syllabus for R.E.
- 4.1.2 Medium term planning identifies key learning objectives for assessment, intended progression and curriculum targets for classes.
- 4.1.3 Short term plans consist of a numeracy plan, literacy plan and a plan for all other subjects. They contain clear specific learning objectives. There is a recognition that not all learning needs to be assessed, summative assessment on a daily basis does not always need to be written down. Notes for future planning where there is a clear need for change can be useful. Evaluation of lessons are unnecessary on a day to day basis, however a written consideration about "where next" can be useful. Judgements made by T.A's are welcome through discussion and may be written on the back of teachers plans to inform future learning.
- 4.1.4 All plans are submitted to the Headteacher to ensure that planning meets the school's requirements.
- 4.1.5 Planning how and where to deploy adults in the class room can be a very effective AfL tool.

Target setting

- 4.1.6 Targets are a useful way of setting a challenge for individuals and groups. Different types of targets are set within the school year, e.g. numerical targets are set for the end of Key Stage 2 and are expressed as a percentage.

Following the statutory and non-statutory tests a unit analysis is carried out for reading, writing, mathematics and science. From the analysis school curriculum targets are set. These targets are broken down into class targets. The targets are written for children to understand and displayed for them to see. A group of six children across the academic spectrum in each class will be monitored to indicate what progress is being made towards the target.

Following discussion between the headteacher and classteacher, each pupil is given a numerical target as a challenge in reading, writing and mathematics. These targets are recorded by class/year group and the teachers monitor progress on the school tracking format.

Pupils with special educational needs have targets recorded on their IEPs. Where appropriate teachers and/or T.As will meet with the children and involve them in their own assessment and future learning.

All targets except those for IEPs are set by the November of each academic year.
Sharing Learning Objectives (National Strategy Language)
Learning Intentions (child speak language)

Assessment practise is more than just recording and reporting information about children's attainment. Our philosophy is that pupils should not only know what they are learning but also why they are learning and how it fits into the 'big picture'.

- 4.1.7 The learning objective should be shared early in the lesson in 'child speak' language if the original form would not be understood.
- 4.1.8 The purpose of the success criteria, 'what we're looking for', is for children to know how the teacher is going to judge their performance. Children can create the success criteria and will therefore be directly involved in their own learning and more likely to be able to be self-evaluative as they are working.
- 4.1.9 Other adults working in the classroom should be clear about their role for the lesson and be given the opportunity to communicate assessment information to forward pupils' learning.

Assessment in partnership (between teacher, child and T.A.)
Pupil self-evaluation (day to day assessment)

- 4.1.10 Self-evaluation sessions should be built into lessons, e.g. the plenary and involve children's reflective comments about their learning.
- 4.1.11 Self-assessment is the means by which pupils take responsibility for their own learning and actively involves children in the learning process.
- 4.1.12 The teacher needs to ensure that the classroom climate is conducive to effective learning, the fear of failure is taken away and honesty and openness are encouraged. Learning matters rather than success and difficulty and mistakes should be seen as part of the learning process.
- 4.1.13 We will strive as a school to train pupils how to self-evaluate classroom strategies such as questioning skills, graphic organisers (KWHL grids, traffic lights, thumbs up, talk partners, post its, etc.), reflection and response partners will all become part of our school's learning climate.

Oral and written feedback (day to day assessment)

4.1.14 Prompt and regular marking will occur in all classes and all subjects. Marking must provide constructive feedback which helps pupils with their learning; feedback will include spoken and written comments and should be focused upon the learning and on what was set for success in that area of learning. (We don't expect children to apply all the criteria they have been taught to every piece of writing) For reception children marking feedback will be verbal but a written comment could also be made as a way of modelling practice for the pupils and this will also help parents to understand the tasks. Marking strategies help the pupils understand what they have achieved and what they need to do next. The school is to use improvement prompts when marking writing and children will be given set lesson time to make small focused improvements based on comments. We will show where pupils have achieved and indicate areas where pupils need to develop. Not all pieces of work can be 'quality marked'. Teachers will decide whether work will simply be acknowledged or given detailed attention. Children should self-evaluate/self-mark where desirable. They could even develop their own mark schemes to help their understanding of what counts as high-quality outcomes. The plenary can focus on this process as a way of analysing the learning.

Observing and Questioning

4.1.15 The effective use of questioning enables teachers to assist and assess children's understanding, thinking and input into their work. Pupils also need to be taught questioning skills for themselves so they can assess their own and other pupils work through, e.g. talking partners, unit time, 'no hands up', jottings.

Raising self-esteem

4.1.16 Observing children and listening to their discussions to assess their learning can be useful.

4.1.17 Our classrooms and school culture are embedded with the belief that all children can learn and that different learners need different modes of learning. Children's achievements will be celebrated by focusing on the learning and achievement gained rather than the child. Our children's assemblies, writing certificates and maths certificates will be about the

learning intentions. Encouragement will be central and any labels, which allow children to compare grades or levels across the class, will be removed. The extent of children's self-esteem is the key to their learning success and we will strive to help every child accept that they have the ability to improve and learn.

Recording and Evidence

5.1 Agreed attainment information used to track progress

A common set of information that makes up the school data set for each class

- baseline testing
- end of Y1 (Teacher Assessment),
- for the foundation stage observations are recorded weekly and collated 3 times a year,
- progress against key learning objectives for maths and science is observed, noted and recorded,
- statutory end of KS1 and 2 tests,
- non-statutory optional tests Y3-Y5 and sub levels R-Y6 (English and Maths),
- NFER GRT II reading test,
- NFER spelling test,
- for R.E. and non-core subjects completion of 'I Can' Statements
- tracking sheets for cohorts in English and maths form the basis of teacher assessments and Headteacher discussions,
- Integris and Pupil Tracker to be used to track year on year progress to analyse performance and notice patterns.

Ongoing assessment records

5.1.2 Judgements for teacher assessments are made from many pieces of recorded information. The children's work forms part of this record: teacher annotations and children's self-assessment comments add a context to finished tasks. By using activities that provide evidence of what children know at the start of a new topic and then returning to this at the end, it is easier to see what has been learned. By using strategies such as mind maps annotated diagrams, cartoon strips and 'What I Know and What I Want to find out' grids (KWHL). Beyond this it is up to individual teachers to decide how they assess and record the termly, weekly, daily assessments noted in medium term and weekly plans. Children in our school will also be helping each other with their learning, for example by using post-it notes to record comments about their partner's work. By using a success criteria and the

formative assessments based upon self-evaluation we consider assessment is thereby addressed more naturally within the flux of lessons.

5.1.3 The agreed records are updated each year and the Integris electronic system and Excel is to be used to meet our needs. Print outs will allow the next teacher to plan learning that is appropriate to each group and class of pupils.

6.1 Reporting to parents and carers

6.1.1 We consider partnership between home and school to be an important part of the assessment process. Provision of appropriate homework allows parents and carers to know about the lives of the children at school.

6.1.2 Reports outline strengths in all aspects of school life and indicate areas that need to be developed.

6.1.3 We listen to children's and parents views and try to take into account their involvement in the learning process when writing reports.

6.1.4 There are opportunities for teachers, pupils and parents to talk together. We hold three parents evenings each year and have an open door policy to ensure that parents are welcome and at ease in school.

6.1.5 Parental involvement in pupils' learning is encouraged.

6.1.6 Test scores and teacher assessments are shared and explained to parents and that they show different and complementary information.

6.1.7 Statutory requirements for reporting are met and the relationship between individual attainment and comparative results is clearly explained.

6.1.8 Baseline assessment and the Foundation Stage Profile will be considered when reporting to parents.

6.1.9 The school will use a computer-generated report.

7.1 Transfer and transition

7.1.1 The information which is transferred to the next school covers the statutory requirements.

7.1.2 When pupils move schools there are procedures in place to ensure that the right information gets to the right people in good time.

7.1.3 Information transferred to the next school identifies pupils strengths and areas for development.

8.1 Management and monitoring

8.1.1 We consider getting learning and teaching right to be the first priority and then how to monitor it the next. Essentially it is our school, ourselves, which can make a substantial impact upon levels of achievement.

- 8.1.2 Once a term the headteacher will work with a subject coordinator to carry out a scrutiny of work against planning (different subject each term) on a rotation basis. Judgements are made whether marking follows our agreed school policy, whether pupils are demonstrating their learning and if pupil self-assessment is occurring. The results of this are communicated to teaching staff.
- 8.1.3 Twice yearly (January and June) a senior leadership team meeting will be given to looking at pupil records and class assessment folders for the core and non-core. This will help to evaluate whether our recording systems are manageable and the nature of the monitoring of assessment for the following year.
- 8.1.4 The headteacher will keep a record of all monitoring undertaken - as a minimum this will include the date, the subject, the strengths and weaknesses for each by stage and any area for intervention or action highlighted. Action could include support for staff, ICT resources, inset courses, revision of practice, sharing of good practice and ideas, and revision of SDP.