

# Witton-le-Wear Primary School.

## Assessment, Recording and Reporting Policy.

'Teacher Assessment is first and foremost about helping children to learn'.

In order for the teaching and learning process to be effective we believe it is necessary for the school to have a structured and consistent approach to assessing, predicting, recording and reporting children's progress.

This process begins upon entry to school with Foundation Stage Baseline Assessment and continues on both a formative and summative basis throughout the school until Year 6.

### Fundamental Principles.

Assessment, Recording and Reporting should:

- Offer all children an opportunity to show what they know, understand and can do
- Help children to understand what they can do and what they need to develop
- Help children to see evidence of their own personal achievements
- Relate to a learning objective that has been shared with the child, and forms the basis of the assessment criteria
- Enable teachers to plan more effectively
- Help parents be involved in their children's progress
- Provide School with information to evaluate work and set suitable targets.

### Management and Monitoring of Assessment, Recording and Reporting.

- There is an agreed policy which is reviewed on a regular basis
- There are agreed guidelines to implement the policy
- Monitoring procedures are in place to evaluate what is happening in all aspects of assessment
- The Senior Leadership Team have overall responsibility for overseeing the assessment systems within and across the school in order to have a strategic overview of pupil attainment and progress. In this way the progress of cohorts, groups and individuals can be closely monitored and targeted.
- Teachers have a working and developmental role in the formulation and implementation of our whole school assessment approaches which ensures a consistent and in-depth understanding of assessment data and approaches which ultimately assist children's attainment and progress and closes attainment gaps where necessary.

### Planning.

Effective long-term planning:

- Involves whole staff and reflects the schools' targets
- Matches the curriculum offered to the needs of the children taking into account the Programmes of Study
- Maps progression throughout the school

Effective medium-term planning:

- Ensure plans have clear learning objectives
- Uses these learning objectives to assess the level in which a child or group of children are working.

Effective short-term planning:

- Recognises the range of needs and abilities within the class and plans accordingly in core subjects
- Involves strategies to share the learning objectives and individual targets and assessment criteria with the child
- Takes into account a set of teaching styles which reflect children's different learning styles
- Recognises that assessment does not need to be planned for all learning.

### Assessment for learning.

We believe that assessment is effective when we:

- Are clear about what children know, understand and can do in all areas of learning
- Ensure children know what they are supposed to be learning, what they have achieved and how they can improve
- Regularly provide children with the chance to reflect and talk about their learning and progress against targets
- Use a range of assessment methods e.g. observing, asking questions, listening, assessing pieces of work and testing
- Use the results of assessment to decide what to do next in terms of support and intervention.
- Ensure that other adults working in the classroom are clear about their role in assessment, and how they will pass on information about the children.

### Marking and providing feedback to children.

Effective marking will:

- Be consistent and follow the agreed marking procedures, codes and symbols.
- Provide feedback either written or oral about their work promptly and regularly
- Focus the response on the learning objective
- Provide opportunities for children to assess their own and others work and give feedback to one another
- Ensure children understand their success and know what they need to do next to make further progress.

### Assessing as an end-of-key-stage process.

We believe this is effective when:

- Teachers follow the current statutory requirements
- Everyone is aware of the importance of teacher assessment and tasks/tests
- All the on-going teacher assessment is used when making end-of-key-stage judgements
- Teachers understand and apply the age appropriate expectations
- Teachers make judgements which are consistent with a shared understanding of standards developed through agreement trialing, moderation and agreed whole school strategies..
- Teachers apply any special arrangements needed for individual pupils.
- Teachers use the information from end-of-key-stage and optional assessments to evaluate and monitor progress towards targets.

### Recording and evidence.

This is useful when teachers:

- Keep records that are manageable and which are constantly reviewed
- Use records from previous teachers in planning work for the children
- Involve children in reviewing and assessing their own work and recording progress
- Keep evidence for a clearly defined and useful purpose
- Use examples of children's work to help them to understand their strengths and how they can improve further

- Provide records, which are clear and easy to interpret, and which other people understand and find useful in terms of planning next steps in learning.

### How do we make assessments?

As a school we have done much work concerning our whole school assessment approaches and systems in line with the National expectation of assessing children's progress and attainment without the use of levels. This has been a whole staff approach in order to ensure a shared understanding of assessment systems and overall consistency. **(See Appendix 1).**

- Quality marking of children's work is an important element of providing ongoing assessments of attainment and progress. Marking carefully targets elements of a child's work and offers specific suggestions for further improvement which can then be acted upon by the child.
- Specific marking codes have been agreed which are used across different cohorts and Key Stages by staff.
- Children are actively encouraged to assess their own work using given prompts.
- Formative assessment tasks are regularly used to assess the progress that children are making so that teaching and learning can be continually tailored to the changing needs of each child / groups of children. These various assessments define the task to be undertaken, the method and strategies to be used, and the standards of attainment expected.
- Formal assessments and testing take place at the beginning and end of Foundation Stage, and end of Key Stages 1 and 2. Year 1 Phonics screening checks are undertaken in the summer term and reported accordingly. School based optional SAT's tests are also used across various year groups during the summer term each year. The results from these assessments are used to ascertain pupils current progress and to predict future attainment and progress based on data gathered.
- The school has spent much time devising its own 'in-house' system of formative assessments. This is based upon the following elements:
  1. Criterion based graded assessments covering each year group within Reading, Writing and Mathematics. These are used to track individual children – both in terms of curriculum coverage, (gaps in skills, knowledge, understanding), and in terms of progress and attainment using the terminology of Commencing/Commencing+ Developing/ Developing+ Secure/Secure+ and Exceeding.
  2. School based Step Trackers which use the same terminology as that above. They are completed on a half termly basis and are used to track progress of individuals, groups and whole cohorts.
  3. Termly progress trackers which track the attainment of children against age expected standards, and progress rates against a measure of 1 step per term / 3 steps over an academic year as an expected measure.
  4. Staff have devised a school-based system of tracking attainment and progress within subject areas other than literacy and numeracy. These assessments track pupil coverage against age expected standards with the option of highlighting those pupils who are either working below or above the age expected standard in given areas.
  5. Grids have been devised and developed which are intended to track progress and attainment over time from the point where children enter school through until the end of Year 6. These grids are to be monitored and developed during the academic year 2018/2019.
- Various other published commercial materials are also used on an ongoing basis to supplement assessments concerning pupil progress.
- IT based systems are used for tracking reading development within our Lexia reading programme and Accelerated Reader approach. Staff can use comprehensive IT led assessment systems in order to track progress of individuals, pupil groups and whole cohorts.
- Evidence to support teacher assessments can be found in children's exercise books, folders and reading records. They are a crucial element of tracking children's attainment and progress.

- In order to help staff make consistent judgements and assessments concerning children's work we undertake regular moderation of children's work from across all year groups. All teaching staff are involved in the agreeing and assessing of these pieces of work so that age expected standards and judgements are consistent across the school. All staff are always involved in the development of any new tracking and data systems so that we can try and ensure that there is a shared and consistent approach to assessing and recording children's progress within key areas.
- The children themselves are involved in reviewing and assessing their progress and attainment through marking of their own work and setting themselves success targets in various areas. As a school we also include a section in each child's annual report where they comment on their work and progress during the course of the year.

### Reporting to parents and carers.

In order for it to be successful we believe that reporting to parents has to:

- Meet the statutory requirements for reporting to parents
- Provide clear information which parents can understand about their child's progress, outlining strengths and areas they need to improve
- Set realistic targets which are worked on and reviewed
- Promote parental involvement in their children's learning and provide the opportunity to talk with both children and parents
- Report at the end of each key stage, both teacher assessment and test/task results
- Clearly explain the relationship between the child's attainment and any comparative data provided
- Be sent to parents at times which allow for appropriate action or discussion to take place

### Transferring.

This will be successful if we ensure the school:

- Has established curriculum liaison and cross phase trust
- Has procedures in place to ensure the right information gets to the right people in good time by use of the Common Transfer File
- We follow all recommendations with regard to GDPR General Data Protection Regulations when transferring pupil information with regard to attainment and progress.
- Uses the information received to provide appropriate challenge and support for each child
- Provides information, which looks at children's strengths and areas for development.
- Passes information within, as well as to and from, other schools using the common transfer file.

### Using information to monitor progress towards meeting targets.

When monitoring school improvement through assessment information we ensure that:

- Expectations are appropriate for each child
- Performance of different groups of children is identified
- Performance of different teaching groups is identified
- Performance is considered alongside benchmark information where appropriate.
- Any year on year trends are taken into account.
- Cohort size is taken into account – crucial in our small village primary school.

We will ensure that assessment information is effective by:

- Knowing how to act upon the information which emerges in terms of whole school management issues and classroom practice
- Using the information to inform curriculum planning and setting learning objectives
- Providing action plans to achieve agreed improvements
- Ensuring the school development plan reflects findings
- Uses information to inform the target-setting process.
- Making sure that, where appropriate, pupil targets are closely linked to individual teachers' Performance Management targets.

## **Ongoing Evaluation. Review and Assessment development as part of our school improvement.**

- We place great emphasis upon assessment procedures and systems as an integral part of the learning and teaching process and as such assessment is an important part of our ongoing school self-review and evaluation framework. Adaptions are constantly made to our assessment systems in order to make them as appropriate, relevant and effective as possible.

Reviewed: September 2020.

### Appendix 1.

#### Witton-le-Wear Primary School.

#### Whole School Overview of Assessment Systems and Approaches.

Our whole school assessment systems are based around two types of assessments:

**Formative** - ongoing assessments which inform teachers of the progress of children as they work on various curriculum areas. They help Teaching and Learning to be tailored to the needs of years groups, small groups of children, and individuals on an ongoing basis.

**Summative** - Assessments which are made at specific focal points in time such as at the end of a term or at the end of a specific topic, etc. These assessments are generally more formal in nature.

#### **Overview of School Assessments.**

- EYFS profile tracking and baselines,( National baseline system not yet adopted - to be in place by September 2016 ).
- Suffolk - reading tests (comprehension )
- Salford - reading tests (decoding)

- Vernons - spellings (age related )
- Accelerated Reader - children whose reading is age 7+
- Lexia Reading programme.
- Rising Stars formal assessments for Reading, Writing, Maths and Science.
- Abacus half termly maths tests
- Tables tests / Mad 4 Maths daily sessions
- Graded Criterion Assessments within Reading, Writing and Maths.
- Step Trackers for half termly / termly ongoing assessments against age expected standards.
- Ongoing teacher assessments throughout each year.