



Akaal  
Primary School

# Assessment, Recording and Reporting Policy



**Approved by Trustees –June 2015**

**Approved by Staff -September 2015**

**Date for Review –January 2016**

# Akaal Primary School: Assessment Policy

## Relationship to other policies

The policy should be read in conjunction with the Curriculum, Homework, Equal Opportunities, Teacher Appraisal, SEND, Target Setting, Teaching and Learning policies and the Home-School Agreement.

## Introduction

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment: assessment **for** learning and assessment **of** learning.

**Assessment for learning** (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (ie to close the gap in their knowledge).

**Assessment of learning** (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

We give our children regular feedback on their learning so that they understand **what it is that they need to do better**. Research has shown that their involvement in the review process raises standards, and that it empowers pupils to take action towards improving their performance

## Assessment in context

From September 2015 children in Years 1, 3, 4 and 5 are now statutorily working to the new national curriculum, which does not have a system of levels for assessing pupils' attainment and progress. In our school we have decided to use our MIS system to record children's progress against the new curriculum in order to engage in the assessment/planning cycle. However, for target setting purposes including performance management we will be using age related targets and points linked to our own assessment without levels tracking system .

To support this we will use a national EY baseline and ICT based evidence recording systems.

## Aims

The main aim of assessment is to help children develop as learners, learn well and make progress. All assessment must aid pupils to become more effective learners and, in so doing, improve levels of attainment, achievement and self-esteem.

Akaal Primary School recognises that teachers' assessment of pupils' progress and attainment, and pupils' assessment of their own progress and attainment are central functions in the learning process. The focus of assessment is on teachers gaining a clear understanding of what pupils have learned in terms of knowledge, concepts and skills.

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Information gained from assessment can assist the school in setting appropriately challenging targets, in its evaluation of its own effectiveness and informing pupils, parents and outside agencies of individual pupils' attainment and progress. The intention is to improve the provision the school makes for its pupils and the standards they achieve and have a positive impact on pupils' attitudes and motivation.

Assessment and the implementation of this policy is the responsibility of all teachers. Parents, governors, support staff and other agencies will be involved in the outcomes of assessment.

### **Objectives**

The objectives of assessment in our school are to:

- enable our children to demonstrate what they know, understand and can do in their work;
- help our children recognise the standards to aim for, and to understand what they need to do next to improve their work;
- allow teachers to plan work that accurately reflects the needs of each child;
- provide regular information for parents and carers that enables them to support their child's learning;
- provide the Headship Team and Trustees with information that allows them to make judgements about the effectiveness of the school.

### **Purpose of assessment**

The purpose of assessment in our school is to:

- raise standards of attainment and behaviour, and improve pupil attitudes and response
- guide and support the teacher as planner, provider and evaluator to identify the needs of each individual child in order to raise their achievement
- promote pupil self-esteem through a shared understanding of the learning processes and the routes to improvement
- enable the teacher to adjust teaching to take account of assessment information and to focus on how pupils learn
- draw upon as wide a range of evidence as possible using a variety of assessment activities
- track pupil performance and in particular identify those pupils at risk of underachievement
- provide information which can be used to evaluate a school's performance against its own previous attainment over time and against national standards
- plan the future learning for each pupil through review and target setting
- provide feedback to the pupil and identify individual achievement through the use of success criteria
- enable children to take responsibility for their own learning and to involve them in assessing their own progress through pupil self-assessment strategies and to set their own success criteria
- provide information for parents, Trustees and outside agencies as well as evidence for moderators
- facilitate continuity and progression between year groups and schools.

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## **Types of assessment**

Assessment can be carried out in two ways; assessment **of** learning and assessment **for** learning (AfL) Assessment of learning is associated with judgements based on national and age -related scores for statutory or summative purposes. Assessment of learning describes and labels past learning.

Assessment for learning (AfL) ongoing daily activity and observation helps to identify the next steps needed to make progress. It takes account of pupils' strengths as well as weaknesses. Assessment for learning essentially promotes future learning.

These two types of assessment activities are considered mutually exclusive in practice. Both are essential in raising standards and should be used in all classes within our school.

## **Formal assessment cycle**

Teachers should conduct assessments and reviews in line with the school Assessment Timetable.

## **Assessment Timetable**

### **EYFS**

Formal Assessment

EY Baseline

Termly attainment against EY development

End of EY – Early Learning Goals and Good Level of Development outcomes.

### **Year 1 – 6**

Termly attainment against NC and age related expectations

Year 1

Phonics screening test

Year 2 & Year 6

End of KS national curriculum

Other formal tests including Reading, Grammar, Maths and Science tests will be used by the school to support termly judgements.

Termly data analysis and half termly pupil progress meeting with teachers will support ongoing targeting, planning and interventions to ensure the progress of all pupils.

## **Target setting**

The school will set targets for attainment in the autumn term on an annual basis based on % of children who will attain expected levels at the end of the key stage. Termly targets will also be set for all pupils to ensure challenge and progress.

We also set targets for other areas of work in school. We encourage the children to set targets themselves, linked to their individual working habits. The children record these targets on target cards, and the teacher reviews these with each child on a regular basis.

As the school grows, we ask our older children to review their targets with fellow pupils, because we believe that this encourages them to work together and share evidence of progress. We encourage the children to involve their parents and carers in this process.

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### The use of record keeping to support effective use of assessment

Each teacher keeps on going teacher assessments in all subjects on a termly basis. Record Keeping should be an effective and efficient means of promoting and monitoring pupil progress. It should support the teacher or teaching assistant to:

1. identify learning needs
2. support summative judgements

At Akaal Primary School we use the following methods of record keeping to support assessment for learning and assessment of learning. These set a minimum level of records to be kept.

Assessment for learning	Assessment of learning
EYFS observations from purposeful play and a mix of adult-led and child-led activity	Foundation Stage – baseline, learning journey
Y1-Y6 Pupil Target Setting/Assessment sheets	Statutory assessment tests for year 2 and 6
Written and verbal feedback to pupils' learning including next steps and gap tasks	Samples of work (annotated and assessed against new curriculum guidelines)
Teacher annotations on planning, both medium and short term plans	Test results, both statutory and non-statutory
Interactive displays focusing on learning progress or skills (Working walls in literacy and maths)	Pupil tracking spreadsheets - termly
Pupil self-assessment and peer assessment, eg response partners, talk partners, pupil-pupil feedback.	Provision mapping and planning including records of interventions used with pupils
	Moderation exercises, both school and cross school based
	Any additional records found useful by teacher or teaching assistant
	Pupil progress reports and termly data analysis reports

### Reporting

Parents are given a broad plan of the curriculum being taught at the beginning of each term. The plan appears on the website. Parents and carers of Early Years pupils are encouraged to contribute to learning journeys through the tapestry programme. All parents and carers are able to see examples of children's work through the schools learning platform.

Parents are informed of their child's progress three times a year during a formal interview. Any parent may request to see the class teacher or the Head at any mutually convenient time if they have any concerns about their child's progress. Conversely, a teacher will ask to see a parent if they are concerned about the progress of a child in their class.

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## **Reporting on pupil progress**

Reports are distributed to parents each year at the end of the summer term. Parents are given the opportunity to discuss the contents of the report. The teacher identifies areas of progress and next steps. Also, Year 2 and Year 6 parents are informed of their child's Standardised Tests and formal teacher assessment in the Summer Term.

Trustees are informed of the standards achieved at the end of Foundation Stage profiling, the end of Key Stage tests, teacher assessments and the value added information for each cohort of children. They will also receive termly data and achievement data reports as part of the Headship Team's report to Trustees. The Trustees are able to compare the school's value added performance with other schools nationally and with schools having a similar profile through the Standards and Performance site and RAISEOnline. Trustees are part of the Target Setting process in the autumn Term.

## **Feedback**

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents or carers and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. We make clear whether the objective has been met, and we produce evidence to support our judgement. If we consider that the objective has not been met, we make it clear why we think so. In either case, we identify what the child needs to do in order to produce (even) better work in the future.

Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves.

Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

We believe that learning is maximised when children enter into a dialogue about their work.

## **Moderation**

All subject leaders study examples of children's work within their subject area. Subject leaders use the national exemplification materials to make judgements about the standard of the children's

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work. All our teachers discuss this together, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school.

It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

### **Transfer/Transition**

Children moving to other schools will have their Unique Pupil Number (UPN) form, reports and assessment levels forwarded upon request. In Year 6 transition meetings are held and the receiving schools are invited to come and meet the children and talk to the class teacher.

### **Responsibilities**

The Headship Team is responsible for ensuring that the relevant children are tested at the end of each Key stage and that the appropriate teacher makes their own assessments in the core subjects two weeks before the end of the summer term. They must also ensure that Trustees are informed of the results of the SATs and that the results are compared with national results. The school's performance in each core subject is printed in the School Prospectus and fed back to the parents.

The Headship Team is responsible for monitoring the quality of the education in the school. Termly assessment and analysis of progress is discussed with all teachers at pupil progress meetings. Records are looked at regularly. As part of the monitoring programme, the Headship Team will also monitor the quality of teaching, learning and assessment by completing classroom observations. The observations will also be used as part of the Teacher Appraisal programme.

Subject Team Leaders will, when budget allows, be given non-contact time to carry out the monitoring of assessment in their key areas of responsibility.

### **Special Needs**

Children with Special Educational Needs should be identified through assessment and all the personnel responsible for that child will pay high regard to the requirements of 'The Code of Practice' in ensuring the child receives his/her entitlement. Identified able children will have their strengths challenged. Pupils with Education Health Care Plans may be exempted from the end of Key Stage 1 and 2 assessments and tests.

### **Equal opportunities**

All children should have equal access to both formative and summative assessment in line with the School's overarching Equal Opportunities Policy.

### **Monitor and review**

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The Assessment Policy will be monitored and evaluated in light of DfE circulars pointing out the appropriate procedures to be followed for that particular year. Trustees will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.