



WHOBERLEY HALL
PRIMARY SCHOOL

Assessment, Reporting and Recording Policy

Implemented by school: September 2024

Review by: September 2027

INTRODUCTION

Promoting children's learning is a principle aim at Whoberley Hall Primary School. We recognise the potential for assessment in developing a positive self-image for children from positive and constructive feedback and the feeling of success, which encourages further study.

We believe that the primary purpose of assessment is to support and promote a child's ongoing learning and development.

Effective assessment provides valuable insights to refine our teaching approaches, directly benefiting our children. We regularly provide children with 'in the moment' feedback. This helps our children to clearly understand their strengths and areas for development, while allowing us to tailor lessons based on an accurate knowledge of each pupil. Additionally, we keep parents informed about their child's progress, fostering a partnership among teachers, students, and parents to raise standards for all our children.

The range of opportunities for carrying out continuous assessment is increased by:

- Good classroom organisation that encourages opportunities for children to work independently, in small groups and as a whole class.
- Effective use of other adults in school.
- Classroom experiences which arise from a wide range of stimuli and lead to tasks, which offer opportunities for observation.
- Developing the children's skills at assessing their own work through the use of specific success criteria.

AIMS AND OBJECTIVES

The aims and objectives of assessment in our school are:

- To enable our children to demonstrate what they know, understand and can do in their work;
- To help our children appreciate their achievements and understand what they need to do next;
- To enable our children to take some responsibility for their own learning;
- To allow teachers to plan work that accurately reflects the needs of each child;
- To enable accurate judgements of our children's attainment and progress to be made in a systematic way;
- To provide evidence to meet the requirements of statutory assessment and reporting to parents;

- To provide regular information for parents that enables them to support their child's learning;
- To provide the Headteacher and Governors with information that allows them to make judgements about the effectiveness of the school.

PLANNING FOR ASSESSMENT

The Planning, Learning and Assessment Cycle.

We use the needs of our pupils, the published National Curriculum and some schemes of work to support our teaching.

We plan our lessons with clear learning objectives presented to the children at the start of lessons. Learning Objectives are based upon the needs of the cohort and the requirements of the National Curriculum. We strive to ensure that all tasks set are appropriate to each child's level of ability. At the beginning of each lesson, we ensure that the children are clear about the learning objectives. We make a note of those individual children who do not achieve expectations for the lesson, and we use this information when planning for the next lesson.

PROCEDURES

To improve learning and raise pupil's attainment, our teachers use three types of assessment:

- Assessment for Learning: Day to day assessment of pupils as an integral part of teaching to check if the children have learned what has been taught in the lesson. End of unit 'Hexagon' Assessments are carried out in History, Geography and Science.
- Assessment of Learning: Termly assessments are carried out to track the progress of our pupils using the tracking system 'Insight'.
- Summary of Attainment: Annual and end of key stage assessments monitor attainment and progress of pupils in the school and to set performance targets.

Assessment for Learning

The following strategies will be used:

- Hexagon Assessments- pupils make connections on their learning based on what they have learnt within a specific unit of work.
- Observing pupils - listening to how they describe their work and their reasoning.
- Questioning using open questions phrased to invite pupils to explore their ideas and reasoning

- Asking pupils to communicate their thinking through drawings, artefacts, actions and role-play as well as by writing
- Marking the children's class work in relation to the learning objectives
- Involving pupils in the assessment process

Teachers involve the children in decisions about their work by:

- Sharing the learning objectives and success criteria of each lesson with the pupils
- Referring to the learning objectives during the lesson
- Reviewing learning objectives at the end of the lesson to help pupils understand how well they have achieved them
- Helping pupils know and recognise the standards they are aiming for.
- Providing feedback on marked work (whole class or individual) which leads to pupils recognising their next steps and how to take them
- Giving children the opportunity to respond to marking through the use of 'green pen' where appropriate
- Both teacher and children reviewing and reflecting on the outcomes of assessment and agreeing targets for improvement which are realistic but challenging

Assessment of Learning

Teachers do the following:

- Complete Early Years Profiles at the end of Foundation Stage
- Set pupils periodic tests and assessments which have been nationally standardised e.g. PIRA reading tests, Power Maths, GAPs Grammar tests
- Standardise samples of pupils work through moderation.
- Analyse pupils' attainment against national data and similar schools and also within our school, using information provided via national published data sources.
- Note any pupils who are not making expected progress and implement interventions- highlighting these pupils in pupil progress meeting- termly
- Identify which aspects of the subjects' pupils do not understand and those in which more progress than anticipated is made by reviewing their tests and assessment responses.
- Annual and end of key stage assessment to monitor attainment and progress of pupils in the school and to set performance targets. School will use the Tracking system called 'Insight'.

On a termly and annual basis the school will:

- Analyse the results of pupils at the end of the year and each key stage and compare them with the results of pupils nationally, those in similar schools and those with similar prior attainment.
- Analyse pupils' attainment against national data and similar schools, and also within our own school, using our in-house tracking system and national published data sources
- Identify strengths and weaknesses in the attainment and progress of pupils and ensure that this is fed into the School Improvement Plan
- Set whole school targets for particular cohorts including the statutory targets of pupils to achieve secondary readiness by the end of Key Stage 2.
- Pupil progress meetings held termly with Headteacher and Deputy Headteacher to discuss and identify key children/ groups of children who need targeting and further interventions.

NEXT STEPS IN LEARNING

Children are made aware of their next steps in learning via learning conversations with staff, new unit overviews, feedback and end of year reports.

RECORDING

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

We plan our lessons with clear learning objectives given to children at the start of a new unit of work. We make a note of those pupils who fail to meet the learning objective, or who achieve more than was planned, so that we can take the needs of these pupils into account when planning for the next lesson. We annotate maths lesson plans as a record of progress measured against learning objectives.

REPORTING TO PARENTS

We have a range of strategies that keep parents fully informed of their child's progress in school. We encourage parents to contact the school if they have concerns about any aspect of their child's work.

We offer parents the opportunities to meet their child's teacher and look through work.

During the summer term we give all parents a written report of their child's progress and achievements during the year. In this report we also identify target areas for the next school year in reading, writing and maths. We write individual comments on all

subjects of the National Curriculum and on religious education. In this written report the children can offer their own evaluation of their performance during the year. We also include a space for parental feedback.

The school aims to ensure that the reports are:

- Succinct and clearly expressed without jargon;
- Comments reflect attainment and achievement rather than coverage;
- Evaluative and written in context to include comments that explain the content of learning clearly;
- Presented in a positive manner and with a view to motivating the child e.g. setting challenging and achievable targets;
- Written to provide opportunities for parent-teacher-pupil dialogue so that pupil's clearly understand and value their achievements and the next steps in their improvement.

In the reports for pupils in Year 1, Year 4 and Year 6 we also provide details of the outcomes of the national tests. Reports in the Foundation stage are part of the on-going assessment procedures and are built up as the year progresses. Comments are also made against all areas of learning. We offer parents of pupils in Reception class the opportunity to discuss the results of the Early Years Profile with their child's teacher.

FEEDBACK TO PUPILS

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 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, written feedback is given. This feedback is often given via our whole class marking sheet. We give written comments to children of all ages where appropriate.

When we give written feedback to a child, we relate this to the learning objective for the lesson. This feedback is given individually or as a whole class. By so doing we make clear whether the objective has been met and we produce evidence to support the judgement. If we consider that the objective has not been met, we make clear why this was the case. In both cases we identify what the child needs to do next in order to improve future work.

We encourage the children to make comments about their own work and the work of fellow pupils. We encourage older pupils to be the first markers of some pieces of work.

We allow time during lessons for the children to absorb any comments given to them as feedback. We do this to ensure that the time that our teachers spend marking really has an impact on the children's work.

CONSISTENCY

All subject leaders will look at and, where appropriate, collect examples of children's work within their subject area.

Moderation between staff is an important feature of our work so that they have a common understanding of the expectations in each subject. By doing this we will ensure that we make consistent judgements about standards in the school.

MONITORING AND REVIEW

SLT is responsible for monitoring the implementation of this policy. This policy will be reviewed every three years.