



# **Assessment, Reporting and Recording Policy**

Date : November 2015

Date to be reviewed : Autumn 2018

## **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 main purpose of assessment must be to facilitate progress in a child's learning.

Effective assessment provides information to improve teaching that will in turn impact on learning. We give our children regular feedback on their learning so that they understand what it is that they need to do better through the three stars and a wish principle (see marking policy for more details). This allows us to base our lesson on a detailed knowledge of each pupil. We give parents regular reports on their child's progress so that teachers, children and parents are all working together to raise standards for all our children.

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

- Good classroom organisation that encourages children to work independently while the teacher is concentrating on a small group;
- Effective use of the co-operation of other adults in the classroom;
- 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 improve their work;
- 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 National Strategies, and the school schemes of work to support our teaching. We use age appropriate statements which reflect the national curriculum to help us identify each child's level of attainment.

We plan our lessons with clear learning objectives presented to the children as WALT (what we are learning today). We base these upon the teacher's detailed knowledge of each child. 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.
- **Assessment of Learning** : Termly assessment of pupils to track their progress.
- **Summary of Attainment** : Annual and end of key stage assessment to monitor attainment and progress of pupils in the school and to set performance targets.

### **Assessment for Learning**

The following strategies will be used:

- 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 and homework in relation to the learning objectives
- Involving pupils in the assessment process

Pupils have the ultimate responsibility for their learning since no one else can do it for them.

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 through the use of success criteria
- Helping pupils know and recognise the standards they are aiming for.
- Providing feedback on marked work 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'
- 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**

To do this 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. reading and spelling ages
- Standardise samples of pupils work through moderation
- Analyse pupils attainment against national data and similar schools using information provided in RAISEonline, Datawatch and the school tracking system, Target Tracker.
- Note any pupils who are not making expected progress and implement interventions

- 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

**On an 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 using information provided in RAISEonline, Datawatch and the school tracking system, Target Tracker.
- 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.

**TARGET SETTING**

At Whoberley Hall we set targets in mathematics, reading and writing for all our children during each academic year. We discuss individual targets where necessary and communicate these to parents. We review the progress of the targets with each child and involve them within the process when age appropriate.

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 in this process.

**RECORDING**

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject. We think that it is unnecessary to keep a formal record of all these assessments; we record only information that affects future learning.

We plan our lessons with clear learning objectives. On our planning sheets we record only 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. Where the majority of the class makes the planned progress, of course, there is no need to record this. We use

our annotated 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.

Each term we offer parents the opportunity to meet their child's teacher. At the first meeting of the school year we review the targets that we have identified for their child in the annual report to parents. At the second meeting of the year (which we hold in the middle of the spring term) we evaluate their child's progress as measured against their targets and termly assessments. At the third meeting parents have the opportunity to discuss their child's annual written report child's written report and the targets identified in it for the next school year (see next paragraph).

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 illuminative comments;
- 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 2 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 have an agreed code for marking, as this ensures that we all mark in the same way (see marking policy).

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 and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. 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 at the beginning of each lesson for the children to absorb any comments written on their work. 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. 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.

## **MONITORING AND REVIEW**

Our assessment co-ordinator is responsible for monitoring the implementation of this policy. This policy will be reviewed every three years.