

Broughton Fields Primary School



Assessment, Recording & Reporting Policy

November 2023

Review date: November 2025

ASSESSMENT, RECORDING AND REPORTING POLICY

Rationale

Assessment is a continuous process, which is integral to teaching and learning, allowing children to achieve their true potential. Assessment is seen as:

“the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” Assessment for Learning: Assessment Reform Group 2002

Aims

- To gather information about the performance of individual children, groups and cohorts in order to inform target setting and to monitor progress
- To promote high quality learning in all pupils
- To provide information to inform the school's strategic planning
- To gather information to inform teachers' planning
- To track individual, group and cohort progress
- To allow children to be involved in their own learning
- To inform the Governing Body of the school's standards and achievement
- The positive achievements of a child may be recognised and the next steps are planned
- Learning difficulties can be identified more quickly and appropriate help given
- The overall achievements of the child can be recorded systematically
- The school and child's achievements can be monitored
- The legal requirements for record keeping, assessing and reporting can be met
- To use assessment information to inform parents where extra support may be required

Effective Assessment

At Broughton Fields Primary School we believe effective assessment:

- Offers all children an opportunity to show what they know, understand and can do to improve
- Enables teachers to plan more effectively
- Helps parents be involved in their children's progress
- Provides the school with information to evaluate work and set suitable targets

Leadership of Assessment

The Assessment Leader is responsible for the leadership and oversight of assessment, in conjunction with the Headteacher.

Key Features of Assessment at Broughton Fields Primary School

Day to day Assessment

Assessment for learning focuses on how children learn and is central to classroom practice and planning. It is vital that, if children are to succeed as learners, they are clear about what they are learning. Each lesson requires a clear learning objective identified on all short term plans. The teacher will share this learning objective for the lesson and it is good practice to refer and reflect upon it at various points during the lesson.

Children must also be instructed clearly on how to achieve this learning objective. The very best practice involves the children having a model of excellence to aspire to achieve.

Throughout lessons, assessment is constantly taking place. Teachers should frequently check learning and progress throughout the lesson, e.g. how far pupils have come/ how far they are from achieving their learning objective. Mini plenaries give the teacher the chance to highlight outstanding progress, correct misunderstandings and develop further learning. It gives the children the opportunity to reflect on their own learning and adapt this accordingly. Time is often made at the end of the lesson for a final time of reflection where the teacher and children can both make assessments against the original learning objective and model of excellence. These may be verbal, collaborative or written.

Written Feedback and Assessment (Marking)

Where possible, pieces of work should be assessed with the child and suggestions for improvements made verbally and instantly. This is called feedback 'in the moment' which is most effective for all children. When work is marked, either in the lesson or afterwards, black pen or highlighters should be used to show if anything has been discussed using the code shown at the end of this policy. All discussions should be based upon the learning intention for that session or any individual target pertinent to that child.

Periodic Assessment

At Broughton Fields, we use Tapestry (in Foundation) and Pixl (in years 1-6) to assess and track the children's progress and achievement. Tapestry covers all areas of the Foundation Curriculum whereas Pixl covers English and Maths. Wider curriculum subjects are assessed half termly. This are individualised to the particular subject and are often altered according to the needs of the children and school as a whole. Details of these can be given by Curriculum Leaders and Assistant Heads.

Transitional

This is the formal assessment of achievement:

- A baseline assessment for all Reception pupils within the first 6 weeks of their arrival.
- Completion of Foundation Stage Profile
- Year 1 phonics Check
- Year 4 Times Table Check
- Key Stage 2 SATs

For children making the transition to our school from another school at any other time apart from the start of Reception. It is important to carry out a baseline assessment within the first two weeks of their arrival, so we have evidence to measure against. This will be in different forms depending upon the age of the child. As a guide, children joining all years should complete:

- a piece of writing which is marked and levelled.
- undertake an individual reading assessment with a member of staff to establish their national curriculum level.
- A phonics assessment (if relevant)
- a piece of number work relevant to the year group

Raising Achievement Meetings

Raising Achievement Meetings are designed so that individual pupils' progress can be assessed and discussed with the Assessment Leader and Head Teacher. This ensures consistent accountability. Raising Achievement Meetings take place throughout the year. Pixl data and assessments of strengths and developments points from reading, writing and maths are discussed at length. Children of concern, Greater Depth pupils, SEN, Pupil Premium and the bottom 20% readers are always identified and discussed, as well as any other groups of pupils to track. From this meeting, children whose assessment requires deeper or individual scrutiny are highlighted and individual targets are set for the next meeting. All actions from these meetings are followed up in regular monitoring activities and key points form a teacher's appraisal actions.

Consultations

Parent Consultations take place during the school year to discuss general progress and agree targets or areas for development. Teachers are also available for informal consultation at any point during the year.

Autumn Term - a formal evening offers parents the opportunity to discuss how their child has settled into the new routines. Targets are set for reading, writing and maths.

Spring Term – offers parents a formal opportunity to discuss their child's progress so far, to review the targets set at the previous meeting and set new targets.

Summer Term –At the end of the year, teachers use their records to report the year's progress to the parents. Reports summarise the child's achievement and progress across the curriculum, as well as their attitudes towards learning. Copies of all the reports are kept in the child's individual file in the office. Teachers are available to discuss the contents of the report if parents wish to. An informal afternoon is also provided to allow parents to come and meet their child's new teacher for the next academic year.

HOW YOUR WORK IS MARKED AND ASSESSED



When your title or learning objective is highlighted pink, this means that you have achieved it. Other work highlighted pink means your teacher is ‘tickled pink’ by what you have done – well done!



If your title or learning objective is hashed pink, this means that you have partly achieved the learning objective, and there are parts of it that you need to look at again or receive some feedback on.



When your title or learning objective is highlighted green, this means that you are not there yet and still have some work to do. Other work highlighted in green means you could improve it, or you have made some mistakes to look at again. Your teacher will talk to you or write down what you need to do to improve your work. Individual comments may also be added to celebrate good work or explain areas for development.