

ASSESSMENT RECORDING AND REPORTING POLICY

Broughton Fields



December 2017

Review due December 2019, review extended 22/11/19
whilst assessment/recording tool reviewed.
Review due December 2021.

ASSESSMENT, RECORDING AND REPORTING POLICY DEC 2015

Since September 2014 the school has been following the new National Curriculum, and since September 2015 has no longer been using National Curriculum Levels. This assessment policy has been adapted in response to these changes.

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

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

Co-ordination of Assessment

The Area Leaders work closely with the Headteacher and Deputy Headteacher to ensure progress is being monitored closely throughout the school. Summary Reports are presented to the Governors through the Curriculum Committee and via the Head Teacher’s Report to the Full Governing Body.

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, and success criteria must be given to show that they have achieved or exceeded it. Again, the very best practice involves the children helping to set this success criteria.

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

‘Learning Together’

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misunderstandings and develop further learning. It gives the children the chance to reflect on their own learning and adapt this accordingly. Time should be 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. These may be verbal, collaborative or written.

Written Feedback and Assessment (Marking)

Where possible, pieces of work should be marked with the child and suggestions for improvements made verbally and followed up instantly. Where work is marked with the child in this way, black pen or highlighters should be used to show what has been discussed using the code shown in the appendix. All discussions should be based upon the learning intention for that session or the child's individual target. The Marking Guide is shown as an appendix to this policy

Periodic Assessment

At Broughton Fields, we use Target Tracker to assess and track the children's progress and achievement across the curriculum. This is updated by the class teacher periodically. Each year of Curriculum Coverage is broken down into 6 steps and the children are assessed against these steps.

Also, there are various periodic assessments within each Curriculum Area. These 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 Area Leaders.

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.
- Key Stage 1 and 2 SATs.
- End of year reports.

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 conference with a member of staff to establish their national curriculum level.
- an RWI assessment (if relevant)
- a piece of number work relevant to the year group

Pupil Progress Meetings

Pupil Progress Meetings are designed so that individual pupils' progress can be assessed and discussed with the Head, Deputy or Area Leader. This ensures consistent accountability. Pupil Progress Meetings take place 4 times a year. A grid showing progress and achievement using data from Target Tracker is produced beforehand by the class teacher and is the main focus for discussion. From this meeting, children whose assessment requires deeper or individual scrutiny are highlighted and individual targets are set for the next meeting. Pupil Premium children are always discussed in detail on an individual basis. Area leaders hold interim meetings to ensure accountability for any interventions that should be happening and to hear any ongoing concerns.

Tracking

ALL pupils are tracked throughout the year and are discussed at PPM meetings. Focus groups are reviewed annually, but would typically include the following:

- Pupil Premium pupils

- SEN pupils
- More Able and Motivated Pupils
- Those who made less than expected progress in the previous year

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. Learning targets set by the previous teacher will be reviewed and new targets set. A target sheet is sent home with suggestions of how the child's target can be supported at home.

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. A new target sheet is sent home with suggestions of how the child's target can be supported at home.

Summer Term –At the end of the year, teachers use their records to report the year's progress to the parents. Reports are written for each curriculum area, including attitudes to learning. The report summarises if the child is below, working within, secure or exceeding their year group expectation in each curriculum area. There are also individualized comments for English and Maths. The children contribute to their report. Parents are also asked to comment. 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.

In Foundation, a different system operates whereby particular children are made 'Focus Children' for the week and an assessment of their progress and attainment is reported to their parents at the end of that week. This takes place 3 times over the 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, but there are parts of it that you need to improve.



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. Your teacher will talk to you or write down what you need to do to improve your work. You might also have a 'Challenge' or a 'Next Step' written in your book. This is what we want you to do next to show us just how AMAZING you are!

VF means that your teacher has spoken to you about your work.

SA – you need to write this when you have marked your own work. (It means Self Assess)

PA – you must write this when you mark or comment on your friend's work. (It means Peer Assess)

When your teacher has helped you and you go back to work to make it EVEN better, or to correct some mistakes, you need to do this in red 'polishing pen'.



SU – you will see this if a Supply Teacher has marked your work.

Your teacher will often ask you to put your work in the coloured trays at the end of the lesson. Think about what you have been asked to learn in that lesson:

If you're happy that you've done it, use the GREEN tray.

If you think you're getting there, use the ORANGE tray.

If you still need more help, use the RED tray

