



Newlands Primary School

Assessment, Recording and Reporting Policy (*non statutory*)

Reviewed: February 2018
Policy approved: by Headteacher February 2018
Next review: July 2018

UN Convention of Children's Rights

Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and their environment.

Aims

At Newlands Primary School we believe that

- There should be on going teacher assessment and formal assessment taking place at key points throughout the year
- progress needs to be monitored in the key areas of personal, social and academic development
- informed discussions about an individual child's progress should take place regularly
- there should be purposeful liaison between the school, the child, parents and outside agencies where appropriate
- the education we provide matches the individual need of each child
- Children should be involved in the assessment of their progress, achievement and their next steps

Purposes

Assessment at Newlands will be purposeful and impact on the progress of pupils by focusing teaching on the children's next steps, as a result it must also be accurate and reliable.

Formative assessment is the most effective form of assessment. It is the gathering of information to evaluate progress and attainment within and across lessons. This is ongoing assessment of an individual's response which should help shape task design and level of challenge. This should be a two way process between the child and the class teacher and should identify clear next steps.

Summative assessments will be used to demonstrate what a child can do at any one given time. This is where the teacher gathers together all they know about the child's current attainment. This is then recorded in relation to Age Related Expectations and whether the pupils are Working Towards it, Achieving it, or Working at Greater Depth.

Statutory summative assessments are any assessment in the Foundation Stage at the end of the Reception year and end of Key Stage assessments in core subjects. Year 1 children will complete the phonics screening test. Year 2 children are teacher assessed in English, Mathematics and science.

The final forms of assessment that will be used at Newlands involves pupils assessing their own achievement and will be evident in teachers setting personal targets with individual children. The pupils will also be involved in peer assessment that is providing feedback to their peers.

Principles

Assessment should:

- be an integral part of teaching and learning
- inform planning at all levels
- involve pupils
- identify strengths and weakness
- motivate and set future targets
- be reported sympathetically, stressing the positive but identifying areas for development
- provide appropriate next steps in learning (verbally or through written feedback)
- take account of the marking policy
- set a clear direction for the teacher and child on the next steps in the learning

Assessment, Recording and Reporting Policy Guidelines

Planning

Long term planning – each year group has a curriculum map which shows coverage and skills across the year. These provide the overall framework for our scheme of work and determine progression in each subject. The outline of progression in each subject provides the structure for determining key assessment and recording activities.

Medium term planning – plans show details of a half term's work, learning objectives and assessment opportunities. This planning indicates key texts, P4C opportunities, key questions and opportunities for parental, community and international links.

IEP targets are set and reviewed termly by teachers, LSA and SENCo. Parents are informed of these targets in writing with an opportunity to discuss them at the termly parents' evenings.

Short term planning – weekly plans are used by class teachers to highlight groups, objectives and outcomes.

Recording

SIMS Assessment Manager is used to record the statutory assessments, such as the EFYSP and the phonics screening check.

Early Years

The most important tool to record and share assessment information is Tapestry. This is an individual log of photos, video and narrative which can be shared immediately with parents, or gathered and used to inform the end of year assessments. In addition the following sources of evidence are used to support on-going assessments

- Autumn term – Baseline assessments
- Home/School books – records of responses with comments from teacher and parents
- Guided Reading Records
- Phonics Records
- Marking and annotation of work
- Foundation Stage Profile
- Individual pupil learning journals
- IEPs where appropriate
- Summer term -DEST(Dyslexia Early Screening Test)
- FSP scores (1,2 or 3)

Beyond Early Years

- Marking and annotation as appropriate in exercise books
- Home/School reading books
- Phonics Records
- IEPs where appropriate
- Year 1 – reporting phonics screening test results to parents (Summer Term)
- Years 2 & 6– reporting teacher assessment to parents and the local authority (Summer Term)
- Year 6 – End of Key Stage 2 SATs which are submitted on NCA Tools

Summer Term

Transfer sheet- summative sheet to be passed to the child's next teacher on transfer. This should include summative assessments for core subjects, reading level and SEN stage if appropriate. IEPs updated with new targets and behaviour books to be transferred. Year 6 Statutory Assessment Tasks and Tests in English, Mathematics and Science. Teacher assessments. Levels shared with parents and transferred to secondary schools electronically.

Reporting

Parents are invited to individual consultation evenings in the autumn and spring terms. Annual written reports are sent to parents in the summer term and parents are invited in if there are any concerns.

Termly IEP reviews are held to parents of children at School Action, School Action Plus and those who have a statement of educational needs.

Newlands runs an 'open door' policy where informal meetings with parents are held when requested by either teacher or parent.

Uses of Assessment Data

The school uses its assessment data to

- track progress and monitor cohorts and individuals and groups over time
- provide targets for raising achievement
- identify differences between groups and between genders
- predict end of Key Stage attainment
- provide targets for whole school improvement

The role of Assessment Co-ordinator

The role of the teacher with overall responsibility for assessment will be to

- a) plan and organise opportunities for whole staff discussion of assessment and progress
- b) monitor consistency of assessment standards and offer advice where necessary
- c) ensure the induction of new staff in assessment and recording practices used in school
- d) keep up to date with local and national developments relating to the subject and transfer relevant information to staff
- e) analyse and make available data from formal testing to inform planning in the school
- f) ensure class teachers and subject manager are able to analyse their own data and set next steps/interventions

Subject Co-ordinators and Assessment

Subject co-ordinators will have overall responsibility for monitoring the marking and assessment practice in their subject throughout the school. They will also be responsible for promoting consistency of assessment in their subject area throughout the school and for using the results of formal tests in their subject to inform curriculum planning.

Staff Development

The staff will be trained and supported to match their needs and those of the school in assessment, recording and reporting.

Evaluation

The Assessment Co-ordinator in consultation with the staff wrote this policy. It will be reviewed and amended in line with the School Improvement Plan.

Assessment Recording & Reporting Yearly Planner Appendix 1

<u>AUTUMN TERM</u>		<u>SPRING TERM</u>		<u>SUMMER TERM</u>	
1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
<p>Feedback on KS1 & 2 SATS papers for strengths & areas of development.</p> <p>Foundation Profile attainment on entry.</p> <p>Planned interventions.</p> <p>Start of term: reading and spelling age assessments for SEN pupils.</p> <p>Review last year's IEP's and set new targets.</p> <p>Phonics assessments to inform phonics groups.</p> <p>Pupil Progress reviews with the Leadership Team.</p>	<p>Parent consultations.</p> <p>Work Sampling (subject managers).</p> <p>Review planned interventions for SEN and GT pupils.</p> <p>Review IEPs.</p> <p>Moderation of writing and Maths.</p> <p>Update Foundation Stage profile.</p> <p>End of term: reading and spelling age assessments for SEN pupils.</p> <p>Reassess phonics and amend groups accordingly.</p>	<p>Review planned interventions for SEN and GT pupils.</p> <p>Review IEPs.</p> <p>Reassess phonics and amend groups accordingly.</p> <p>Pupil Progress reviews with the Leadership Team.</p>	<p>Pupil interview (subject managers).</p> <p>Review planned interventions for SEN and GT pupils.</p> <p>Reassess phonics and amend groups accordingly.</p> <p>Moderation of writing and Maths.</p> <p>Parent consultations.</p>	<p>SATS Year 2 & 6.</p> <p>Work Sampling (subject managers).</p> <p>Moderation of writing and maths.</p> <p>Review planned interventions for SEN and GT pupils.</p> <p>Reassess phonics and amend groups accordingly.</p>	<p>Results of SATS</p> <p>Update Foundation Stage profile</p> <p>Review planned interventions for SEN and GT pupils</p> <p>Annual reports to parents.</p> <p>End of year: reading and spelling age assessments for SEN pupils</p> <p>Transitional meetings</p> <p>Review IEPs</p> <p>DEST screening</p> <p>Phonics Screening Year 1 pupils and any relevant year 2 pupils</p> <p>Pupil Progress reviews with the Leadership Team.</p>