



ASSESSMENT POLICY

September 2019

ASSESSMENT RECORDING AND REPORTING POLICY

1. Key Principles

In our school, children have an entitlement to an assessment process which:

- Accurately identifies and tracks their progress;
- Highlights strengths and difficulties, together with strategies to manage them;
- Raises the expectation of success and celebrates a broad range of achievements;
- Provides reliable and credible information to support progression in learning;
- Is motivating and actively involves them in review and target setting (see Formative Assessment Policy).

In our school, teachers have an entitlement to assessment and recording procedures which:

- Are based on clear and shared criteria;
- Are manageable, sustainable, consistent and useful;
- Meet statutory requirements;
- Support quality teaching and learning;
- Yield reliable and valid assessment.

From our school, parents have an entitlement to assessment and reporting practices which:

- Highlights their child's success and progress;
- Identifies weaknesses and explains how they will be addressed;
- Provides them with opportunities to review and discuss their child's achievements;
- Involves them in helping to meet learning targets;
- Ensures information about their child is detailed, specific and easy to understand.

2. Planning

2.1 Woodlands Primary School Assessment Recording and Reporting Policy gives an outline of the curriculum planning that is required. The curriculum planning alongside the schemes of work constitutes how we plan to fulfil the National Curriculum.

2.2 Forecasting: This will take place through long, medium and short term planning. All planning will be monitored by the Headteacher/Deputy Headteacher and other members of staff where applicable

2.3 Long Term Planning: This will be the schemes of work for each subject. Staff will be expected to refer to each of the schemes closely at the beginning of each term. All points for that term must be covered.

- 2.4 Medium Term Planning: Before the end of the first week of each term, the medium term planning must be in place. A copy will be given to the Deputy Headteacher. Staff are allowed to use variations if they wish.
- 2.5 Timetables: At the beginning of each term, each class teacher will produce a timetable as a rough guide to the format of each day. A copy will be given to the Assistant Headteacher.
- 2.6 Short Term Planning: Daily lesson plans will be used when required

3. Assessment

Assessment should ensure that individual learning is more clearly targeted and that shortcomings are quickly identified and recorded, thus contributing towards a higher standard overall.

3.1 Marking Policy:

Definition of Marking: Giving written and oral feedback to pupils in ways which will improve their learning and help them to better understand their progress and achievement.

3.1.2 Marking in our school will be working well if:

- (a) the range of purpose is clearly defined;
- (b) the criteria for success is shared with and understood by the pupils;
- (c) pupils are clear about what they have done well and what they need to do to progress;
- (d) feedback to pupils about their work is regular and frequent;
- (e) practice is consistent and in line with the overall policy on assessment, recording and reporting;
- (f) it informs, reviews and evaluation of teaching plans;
- (g) it is easily understood by pupils and parents;
- (h) it is in line with the Formative Assessment Policy.

3.1.3 Marking in my classroom will be working well if it:

- (a) is linked to learning objectives;
- (b) includes both oral and written feedback as appropriate;
- (c) acknowledges achievement;
- (d) indicates ways forward to the pupils in their learning;
- (e) offers support;
- (f) provides a check that work has been done;
- (g) is specific and focused and does not attempt to cover everything.
- (h) children are given opportunities to read and discuss the teacher's marking.

3.1.4 Agreed Marking Scheme

- (a) As soon as the class teacher feels it is appropriate, eg by year 1 a ✓ and an X will be used when marking maths books. Teachers will also comment on children's maths work where it will move the child forward or boost confidence in the subject.
- (b) Every piece of work undertaken by a child will be marked by the class teacher. In some cases they will be given a tick or a short comment, in other cases this will be a longer written comment. Even if children have marked their own work, there should be some indication that the teacher has seen the work.
- (c) Whenever possible, work will be marked with the child present so that a dialogue can take place discussing the merits of the work. However, it is recognised that particularly further up the school, this does become difficult in some areas of the curriculum.
- (d) Children will be encouraged to mark their own work and other children's work when the class teacher deems it appropriate. In key stage 1 children will use the smiley face system to show if they have understood the piece of work they have undertaken. In key stage 2 children will use the traffic light system for the same purpose. The colours signify the following: **red** - I have not understood the work; **amber** – not sure I have understood the work; **green** – I have understood the work.
- (e) When children are undertaking creative writing exercises or longer pieces of written topic work, the class teacher will make it clear which aspects of the work he/she will be looking for. One in three pieces of longer work will be clearly marked. The other two will be marked alongside the pupil with verbal feedback given. This will help move progress forward more quickly. The teacher will ensure that 'VF' is added to the work to indicate that verbal feedback has been given. Generally all work will be marked with a distinctive coloured pen so that it is easy for the children to see. Common spelling will be corrected where the class teacher feels that the child should really know how to spell that word, or where words are in common use for a topic, eg a topic on the planets you would correct the word 'earth'. There should be a written comment on a longer piece of written work.
- (f) If work is taken away to be marked, children will always be given an opportunity to discuss their work after it has been marked if they wish.
- (g) Parents will be given an opportunity to see the marking policy and discuss it.

3.2 **Record Keeping**

At the end of each week the weekly planning sheets will be evaluated to help inform the following weeks learning.

- 3.2.1 **Children's Exercise Books:** Each term at a specific staff meeting, all staff will bring in a selection of children's books from each curriculum area. For each curriculum area there will be 9 books; 3 from higher achievers, 3 from average achievers and 3 from a lower achievers. These books will then be given to the appropriate co-ordinator for scrutiny. Most of the staff meeting will be handed over to staff so they can scrutinise books and ask any relevant questions. The books will be handed back the next morning.

Monitoring of Children's Books: Three times a year the Curriculum Committee (Governors) meet and monitor books with the subject co-ordinators. The Committee is able to report back to Governors, and co-ordinators to staff at staff meetings. The Headteacher and managers meet six times a year in the holidays to review books

3.3 On-Entry Assessment Using the Early Years Foundation Stage Profile

All children when they come into the reception class will be assessed in the first three weeks they are in school. This information will help identify the individual needs of the children when they first enter school.

3.4 Individual Education Plan

All children with special needs have an IEP. These will be reviewed termly. The IEP will have the specific targets for each child on them. There will be continual assessment throughout the term by all members of staff.

- 3.4.1 Special Needs Record Sheets: As part of a child's IEP, classroom assistants monitor, assess and record the learning outcomes of each specific task. These sheets will be kept by the Classroom Assistant in the classroom so that they are available to all members of staff (see Appendix 3).

4. Reports

4.1 Good Reports:

- (a) Set out what children have learned, not just what they have been taught;
- (b) Are written with the reader in mind – succinctly and without jargon;
- (c) Ensure a balance between comments about pupils' activities and personal skills and information about their attainment and progress;
- (d) Summarise the child's performance since the last report;
- (e) Highlight positive achievement and progress made;
- (f) Identify weaknesses and areas for development and suggest positive future action;
- (g) Are written in a way which will motivate the child over the coming year.

- 4.2 Reports to Parents: The school will use the standard reporting format (These reports can be found in Appendix 4). The reports will be given to parents 15 school days before the end of term 6. Parents will have an opportunity to discuss their child's report with staff on the last day of term. This Staff Development Day will also be used for the transfer of records from one member of staff to the next. A copy of the end of year report will be put in each child's folder.

- 4.3 Class Record Sheet: At the end of each term, teachers will record children's progress on class record sheets (Appendix 6). These will be written in pencil so that they can be changed. They are a 'best fit' method of record keeping. The key concepts taught are placed under each subject heading and then the children are put under the appropriate heading. At the end of term 6 these records are inked in and passed on to the next teacher. If the class is going to

more than one teacher, then the record sheets are photocopied and a set given to each new teacher. A new set of record sheets are started each term. One set will be given to the Headteacher.

- 4.4 **Individual Target Setting**: All children throughout the school will be individually targeted using the Sims Assessment package. The reception teacher will put in the children's entry level and their projected end of key stage 1 and key stage 2 levels. At the end of each year the class teacher will set the target for the following year. The year 2 teacher, after key stage 1 SATs, will also set the projected end of key stage 2 level. This process will occur every year as the child moves through the school. Staff will assess individual children's progress bi-termly and the results coordinated by our data analyst, these are then passed to the Head teacher and senior managers, then staff.. If children are falling behind their projected targets, then a programme will be put in place to support the child to help them catch up.

5. **Evidence Collection**

Although most of this section is covered in other areas, it is intended to focus staff's attention on the types of evidence they will be collecting. Please remember that most evidence is useless if it is not dated or annotated.

- 5.1 Individual Pupil Records
- 5.2 Children's Books
- 5.3 Individual Education Plans
- 5.4 Special Needs Record Sheets
- 5.5 Reports to Parents
- 5.6 Class Record Sheets
- 5.7 Sims Assessment Sheets

6. **Roles and Responsibilities**

- 6.1 Assessment Co-ordinator will analyse data. His/her role will include:
- (a) Be contact person for LEA regarding assessment arrangements, timetable of SATs etc;
 - (b) Organise programme of curriculum/year group and whole staff agreement meetings;
 - (c) Disseminator of assessment information to teachers;
 - (d) Develop and help to monitor the school assessment policy in practice.

6.2 **Core Subject Co-ordinator**:

The role of the core subject co-ordinators will be to:

- (a) lead whole staff agreement meetings in their subjects;
- (b) maintain consistency of standards within key stages 1 and 2;
- (c) be contact person for their subject for the LEA;

6.3 The Class Teacher

The role of the class teacher will be:

On-going formative assessment and feedback for all pupils.

Policy reviewed: September 2019

Headteacher:

Chair of Governors: